AQuESTT Evidence-Based Analysis (School)

Evidence-Based Analysis (EBA)

The purpose of this Evidence-Based Analysis (EBA) is to obtain information supporting the AQuESTT processes required by Neb. Rev. Stat. Sections 79-760.06 and 79-760.07. This information will also guide the prioritization of statewide investments towards AQuESTT Systems of Support.

Your responses should be reflective of the ${e://Field/SchoolType} grades for ${e://Field/School} during the 2016-2017 school year.

It is important that you provide an accurate and honest response. Please give thoughtful consideration to school processes that provide support or evidence for your selections. Completion of the EBA does NOT require you to assemble or submit such evidence. However, the Nebraska Department of Education reserves the right to request evidence for your selections. Your responses will be publicly displayed on school and district profiles.

To assist you, please use this guide as you complete the EBA: Technical Assistance Guide

As you move through the EBA, your responses will be saved automatically. There is no need to click any sort of "save" button. If you must close your web browser before completing the EBA, simply return to the survey link and complete any remaining items.

If you have any questions, please direct an email to nde.aquestt@nebraska.gov for support.

To begin, the next five questions ask about specific policies, practices, and procedures related to Positive Partnerships, Relationships, and Student Success.

To what extent does your school perform the following?

Please refer to this rubric as a guide to help you select the most appropriate response to each statement: PPSS Rubric (School)

	Never (Not at All)	Seldom (To a Limited Extent)	Sometimes (To a Moderate Extent)	Usually (To a Great Extent)	Always (All the Time)
1. The school partners with community groups and support services for the academic success and healthy social and emotional development for all students.	○	○	○	○	○
2. The school implements strategies to increase family attendance and participation at school activities.	○	○	○	○	○
3. School leadership collaboratively develop and communicate clear expectations for a safe, clean, and healthy learning environment with all stakeholders.	○	○	○	○	○
4. The school implements data-informed strategies for measuring and addressing student engagement.	○	○	○	○	○
5.E. The school implements strategies to support all students in monitoring and managing their own learning.	○	○	○	○	○
5.M.H. Every student creates a Personal Learning Plan (PLP) to plan, monitor, and manage their own learning as well as meet curriculum competencies.	○	○	○	○	○

If you would like to provide clarifying comments for your responses above, you may do so in the text boxes below:

1. Partnerships with community groups and support services

[   ]

2. Strategies for family attendance and participation

[   ]

3. Clear expectations for safe, clean, and healthy schools

[   ]

4. Measuring and addressing student engagement

[   ]

5.E. Strategies to support all students in monitoring and managing learning

[   ]

5.M.H. Student Personal Learning Plans

POSITIVE PARTNERSHIPS, RELATIONSHIPS AND STUDENT SUCCESS

AQuESTT Systems of Support: Positive Partnerships, Relationships, and Student Success

The next section asks about Systems of Support related to Positive Partnerships, Relationships, and Student Success. The items below correspond with the numbered statements in the previous section.

This information will be used to prioritize statewide investments and will NOT impact your AQuESTT classification.

Please indicate what type of support, if any, might be needed at your school. Also, mark if your school has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.

For definitions on each type of support, please click here: Defining Support Types

	Type of Support (check all that apply)			Exemplary Model
	Technical Support	Professional Development	Other Resources	Willing to Share
1. Partnerships with community groups and support services	☐	☐	☐	☐
2. Strategies for family attendance and participation	☐	☐	☐	☐
3. Clear expectations for safe, clean, and healthy schools	☐	☐	☐	☐
4. Measuring and addressing student engagement	☐	☐	☐	☐
5.E. Strategies to support all students in monitoring and managing learning	☐	☐	☐	☐
5.M.H. Student Personal Learning Plans	☐	☐	☐	☐

POSITIVE PARTNERSHIPS, RELATIONSHIPS AND STUDENT SUCCESS

In the previous section, you identified a need for "other resources" in support of Positive Partnerships, Relationships, and Student Success.

Please describe what "other resources" are needed at your school for the following:

1. Partnerships with community groups and support services

[ ]

2. Strategies for family attendance and participation

[ ]

3. Clear expectations for safe, clean, and healthy schools

[ ]

4. Measuring and addressing student engagement

[ ]

5.E. Strategies to support all students in monitoring and managing learning

[ ]

5.M.H. Student Personal Learning Plans

[ ]

You also indicated that your school has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.

Please upload resources showcasing your model of best practice for the following:

1. Partnerships with community groups and support services

2. Strategies for family attendance and participation

3. Clear expectations for safe, clean, and healthy schools

4. Measuring and addressing student engagement

5.E. Strategies to support all students in monitoring and managing learning

5.M.H. Student Personal Learning Plans

TRANSITIONS

The next five questions ask about policies, practices, and procedures related to student Transitions.

To what extent does your school perform the following?

Please refer to this rubric as a guide to help you select the most appropriate response to each statement: TRANS Rubric (School)

	Never (Not at All)	Seldom (To a Limited Extent)	Sometimes (To a Moderate Extent)	Usually (To a Great Extent)	Always (All the Time)
1. The school follows a systematic process to support on-time grade completion for all students.	○	○	○	○	○
2. The school follows a systematic process for addressing the educational needs of highly mobile students.	○	○	○	○	○
3. The school follows a systematic process to identify and support students at risk of dropping out.	○	○	○	○	○
4.E. The school implements processes to help incoming students be prepared for elementary school.	○	○	○	○	○
4.M. The school implements processes to help incoming students be prepared for middle school.	○	○	○	○	○
4.H. The school implements processes to help incoming students be prepared for high school.	○	○	○	○	○
5.E. The school implements strategies to support the successful transition of all students from elementary to middle school.	○	○	○	○	○

	Never (Not at All)	Seldom (To a Limited Extent)	Sometimes (To a Moderate Extent)	Usually (To a Great Extent)	Always (All the Time)
5.M. The school implements strategies to support the successful transition of all students from middle school to high school.	◯	◯	◯	◯	◯
5.H. The school implements strategies to support the successful transition of all students from high school to post-high school opportunities.	◯	◯	◯	◯	◯

If you would like to provide clarifying comments for your responses above, you may do so in the text boxes below:

1. Process to support on-time grade completion

[ ]

2. Process for addressing the needs of highly mobile students

[ ]

3. Process to identify and support students at risk of dropping out

[ ]

4.E. Processes to help incoming students be prepared for elementary school

[ ]

4.M. Processes to help incoming students be prepared for middle school

[ ]

4.H. Processes to help incoming students be prepared for high school

[ ]

5.E. Strategies to support transition from elementary to middle school

[ ]

5.M. Strategies to support transition from middle school to high school

5.H. Strategies to support transition from high school to post-high school opportunities

[ ]

AQuESTT Systems of Support: Transitions

The next section asks about Systems of Support related to student Transitions. The items below correspond with the numbered statements in the previous section.

This information will be used to prioritize statewide investments and will <u>NOT</u> impact your AQuESTT classification.

Please indicate what type of support, if any, might be needed at your school. Also, mark if your school has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.

For definitions on each type of support, please click here: Defining Support Types

	Type of Support (check all that apply)			Exemplary Model
	Technical Support	Professional Development	Other Resources	Willing to Share
1. Process to support on-time grade completion	☐	☐	☐	☐
2. Process for addressing the needs of highly mobile students	☐	☐	☐	☐
3. Process to identify and support students at risk of dropping out	☐	☐	☐	☐
4.E. Processes to help incoming students be prepared for elementary school	☐	☐	☐	☐
4.M. Processes to help incoming students be prepared for middle school	☐	☐	☐	☐
4.H. Processes to help incoming students be prepared for high school	☐	☐	☐	☐
5.E. Strategies to support transition from elementary to middle school	☐	☐	☐	☐
5.M. Strategies to support transition from middle school to high school.	☐	☐	☐	☐
5.H. Strategies to support transition from high school to post-high school opportunities	☐	☐	☐	☐

In the previous section, you identified a need for "other resources" in support of student Transitions.

Please describe what "other resources" are needed at your school for the following:

1. Process to support on-time grade completion

[   ]

2. Process for addressing the needs of highly mobile students

[   ]

3. Process to identify and support students at risk of dropping out

[   ]

4.E. Processes to help incoming students be prepared for elementary school

[   ]

4.M. Processes to help incoming students be prepared for middle school

[   ]

4.H. Processes to help incoming students be prepared for high school

[   ]

5.E. Strategies to support transition from elementary to middle school

[   ]

5.M. Strategies to support transition from middle school to high school

[   ]

5.H. Strategies to support transition from high school to post-high school opportunities

[   ]

You also indicated that your school has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.

Please upload resources showcasing your model of best practice for the following:

1. Process to support on-time grade completion

2. Process for addressing the needs of highly mobile students

3. Process to identify and support students at risk of dropping out

4.E. Processes to help incoming students be prepared for elementary school

4.M. Processes to help incoming students be prepared for middle school

4.H. Processes to help incoming students be prepared for high school

5.E. Strategies to support transition from elementary to middle school

5.M. Strategies to support transition from middle school to high school

5.H. Strategies to support transition from high school to post-high school opportunities

EDUCATIONAL OPPORTUNITIES AND ACCESS

The next five questions ask about policies, practices, and procedures related to Educational Opportunities and Access.

To what extent does your school perform the following?

Please refer to this rubric as a guide to help you select the most appropriate response to each statement: EDOP Rubric (School)

	Never (Not at All)	Seldom (To a Limited Extent)	Sometimes (To a Moderate Extent)	Usually (To a Great Extent)	Always (All the Time)
1. The school offers students before school or after school opportunities for expanded learning.	○	○	○	○	○
2. The school supplements in-person classroom instruction with digital learning opportunities for students.	○	○	○	○	○
3. The school's continuous improvement process includes strategies to support the learning of all students.	○	○	○	○	○
4. The school aligns educational opportunities to the needs of all students.	○	○	○	○	○
5. The school evaluates the effectiveness of new educational programs.	○	○	○	○	○

If you would like to provide clarifying comments for your responses above, you may do so in the text boxes below:

1. Before or after school opportunities

[   ]

2. Supplementing in-person classroom instruction with digital learning opportunities

[   ]

3. Continuous improvement strategies to support the learning of all students

[text input field]

4. Aligning educational opportunities to the needs of all students

[text input field]

5. Evaluating new educational programs

[text input field]

EDUCATIONAL OPPORTUNITIES AND ACCESS

AQuESTT Systems of Support: Educational Opportunities and Access

The next section asks about Systems of Support related to Educational Opportunities and Access. The items below correspond with the numbered statements in the previous section.

This information will be used to prioritize statewide investments and will NOT impact your AQuESTT classification.

Please indicate what type of support, if any, might be needed at your school. Also, mark if your school has an exemplary model of best practice you would be willing to share for the benefit Nebraska schools.

For definitions on each type of support, please click here: Defining Support Types

	Type of Support (check all that apply)			Exemplary Model
	Technical Support	Professional Development	Other Resources	Willing to Share
1. Before or after school opportunities	☐	☐	☐	☐
2. Supplementing in-person classroom instruction with digital learning opportunities	☐	☐	☐	☐
3. Continuous improvement strategies to support the learning of all students	☐	☐	☐	☐
4. Aligning educational opportunities to the needs of all students	☐	☐	☐	☐
5. Evaluating new educational programs	☐	☐	☐	☐

EDUCATIONAL OPPORTUNITIES AND ACCESS

In the previous section, you identified a need for "other resources" in support of Educational Opportunities and Access.

Please describe what "other resources" are needed at your school for the following:

1. Before or after school opportunities

[   ]

2. Supplementing in-person classroom instruction with digital learning opportunities

[   ]

3. Continuous improvement strategies to support the learning of all students

[   ]

4. Aligning educational opportunities to the needs of all students

[   ]

5. Evaluating new educational programs

[   ]

You also indicated that your school has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.

Please upload resources showcasing your model of best practice for the following:

1. Before or after school opportunities

2. Supplementing in-person classroom instruction with digital learning opportunities

3. Continuous improvement strategies to support the learning of all students

4. Aligning educational opportunities to the needs of all students

5. Evaluating new educational programs

COLLEGE AND CAREER READY

The next five questions ask about policies, practices, and procedures related to College and Career Readiness.

To what extent does your school perform the following?

Please refer to this rubric as a guide to help you select the most appropriate response to each statement: CCR Rubric (School)

	Never (Not at All)	Seldom (To a Limited Extent)	Sometimes (To a Moderate Extent)	Usually (To a Great Extent)	Always (All the Time)
1. The school utilizes a fully developed and written curriculum aligned to the Nebraska Content Area Standards.	○	○	○	○	○
2. The school integrates the Nebraska Career Readiness Standards into all content areas.	○	○	○	○	○
3. The school curriculum is systematically reviewed and modified through a collaborative process.	○	○	○	○	○
4. The school partners to provide students with expanded learning opportunities including career-related field trips, service learning, work-based learning, or internships.	○	○	○	○	○
5.E. The school provides every student with opportunities to become aware of the career fields identified in the Nebraska Career Education Model.	○	○	○	○	○
5.M. The school provides every student with opportunities to explore the career clusters identified in the Nebraska Career Education Model.	○	○	○	○	○
5.H. The school provides every student with opportunities that focus on career preparation aligned with the Nebraska Career Education Programs of Study that consider graduation requirements, postsecondary expectations, and career cluster choices.	○	○	○	○	○

If you would like to provide clarifying comments for your responses above, you may do so in the text boxes below:

1. Curriculum development and alignment to Content Area Standards

2. Integration of Career Readiness Standards into all content areas

3. Systematic and collaborative curriculum review

4. Partnerships for expanded learning opportunities

5.E. Career awareness instruction

5.M. Career exploration instruction

5.H. Career preparation instruction

COLLEGE AND CAREER READY

AQuESTT Systems of Support: College and Career Ready

The next section asks about Systems of Support related to College and Career Readiness. The items below correspond with the numbered statements in the previous section.

This information will be used to prioritize statewide investments and will <u>NOT</u> impact your AQuESTT classification.

Please indicate what type of support, if any, might be needed at your school. Also, mark if your school has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.

For definitions on each type of support, please click here: Defining Support Types

	Type of Support (check all that apply)			Exemplary Model
	Technical Support	Professional Development	Other Resources	Willing to Share
1. Curriculum development and alignment to Content Area Standards	☐	☐	☐	☐
2. Integration of Career Readiness Standards into all content areas	☐	☐	☐	☐
3. Systematic and collaborative curriculum review	☐	☐	☐	☐
4. Partnerships for expanded learning opportunities	☐	☐	☐	☐
5.E. Career awareness instruction	☐	☐	☐	☐
5.M. Career exploration instruction	☐	☐	☐	☐
5.H. Career preparation instruction	☐	☐	☐	☐

COLLEGE AND CAREER READY

In the previous section, you identified a need for "other resources" in support of College and Career Readiness.

Please describe what "other resources" are needed at your school for the following:

1. Curriculum development and alignment to Content Area Standards

[   ]

2. Integration of Career Readiness Standards into all content areas

[   ]

3. Systematic and collaborative curriculum review

[   ]

4. Partnerships for expanded learning opportunities

[   ]

5.E. Career awareness instruction

[   ]

5.M. Career exploration instruction

[   ]

5.H. Career preparation instruction

[   ]

You also indicated that your school has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.

Please upload resources showcasing your model of best practice for the following:

1. Curriculum development and alignment to Content Area Standards

2. Integration of Career Readiness Standards into all content areas

3. Systematic and collaborative curriculum review

4. Partnerships for expanded learning opportunities

5.E. Career awareness instruction

5.M. Career exploration instruction

5.H. Career preparation instruction

ASSESSMENT

The next five questions ask about policies, practices, and procedures related to Assessment.

To what extent does your school perform the following?

Please refer to this rubric as a guide to help you select the most appropriate response to each statement: ASSESS Rubric (School)

	Never (Not at All)	Seldom (To a Limited Extent)	Sometimes (To a Moderate Extent)	Usually (To a Great Extent)	Always (All the Time)
1. The school has a process to ensure that assessments in use are reliable, valid, and appropriate for the students being assessed.	○	○	○	○	○
2. Teachers utilize a balanced assessment system that includes formative, interim, and summative assessments to inform instruction, monitor progress, and evaluate student learning for all content areas and grade levels.	○	○	○	○	○
3. Assessment information and results are shared in a timely and specific manner with teachers, administrators, students, parents, and the community at large.	○	○	○	○	○
4. Written standards-driven grading policies are shared with students and parents.	○	○	○	○	○
5. The school utilizes perceptual data about the thoughts of stakeholders (e.g., opinions, views, beliefs, convictions, sentiments) to inform and adjust practices, policies, and procedures.	○	○	○	○	○

If you would like to provide clarifying comments for your responses above, you may do so in the text boxes below:

1. Process to ensure reliable, valid, and appropriate assessments

[   ]

2. Utilizing balanced assessment system

<div>_____</div>

3. Sharing assessment results in a timely manner

<div>_____</div>

4. Establishing and sharing grading policies and standards

<div>_____</div>

5. Utilizing perceptual data

<div>_____</div>

📱 **ASSESSMENT**

AQuESTT Systems of Support: Assessment

The next section asks about Systems of Support related to Assessment. The items below correspond with the numbered statements in the previous section.

This information will be used to prioritize statewide investments and will <u>NOT</u> impact your AQuESTT classification.

Please indicate what type of support, if any, might be needed at your school. Also, mark if your school has an exemplary model of best practice you would be willing to share for the benefit Nebraska schools.

For definitions on each type of support, please click here: Defining Support Types

	Type of Support (check all that apply)			Exemplary Model
	Technical Support	Professional Development	Other Resources	Wiling to Share
1. Process to ensure reliable, valid, and appropriate assessments	☐	☐	☐	☐
2. Utilizing balanced assessment system	☐	☐	☐	☐
3. Sharing assessment results in a timely manner	☐	☐	☐	☐
4. Establishing and sharing grading policies and standards	☐	☐	☐	☐
5. Utilizing perceptual data	☐	☐	☐	☐

ASSESSMENT

In the previous section, you identified a need for "other resources" in support of Assessment.

Please describe what "other resources" are needed at your school for the following:

1. Process to ensure reliable, valid, and appropriate assessments

[   ]

2. Utilizing balanced assessment system

[   ]

3. Sharing assessment results in a timely manner

[   ]

4. Establishing and sharing grading policies and standards

[   ]

5. Utilizing perceptual data

[   ]

You also indicated that your school has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.

Please upload resources showcasing your model of best practice for the following:

1. Process to ensure reliable, valid, and appropriate assessments

2. Utilizing balanced assessment system

3. Sharing assessment results in a timely manner

4. Establishing and sharing grading policies and standards

5. Utilizing perceptual data

EDUCATOR EFFECTIVENESS

In the final section, the next five questions ask about policies, practices, and procedures related to Educator Effectiveness.

To what extent does your school perform the following?

Please refer to this rubric as a guide to help you select the most appropriate response to each statement: EDEFF Rubric (School)

	Never (Not at All)	Seldom (To a Limited Extent)	Sometimes (To a Moderate Extent)	Usually (To a Great Extent)	Always (All the Time)
1. The school utilizes data-informed strategies for measuring and addressing teacher engagement.	○	○	○	○	○
2. The school utilizes a research-based instructional model aligned to the Nebraska Teacher and Principal Performance Framework (NTPPF).	○	○	○	○	○
3. The school utilizes a formal staff evaluation process aligned to the Nebraska Evaluation Model for Teachers and Principals.	○	○	○	○	○
4. The school develops an annual professional learning plan that supports continuous improvement.	○	○	○	○	○
5. The school technology infrastructure meets the teaching and learning needs of faculty and staff.	○	○	○	○	○

If you would like to provide clarifying comments for your responses above, you may do so in the text boxes below:

1. Measuring and addressing teacher engagement

[   ]

2. Utilizing a research-based instructional model aligned to the NTPPF

[   ]

3. Utilizing a formal staff evaluation process aligned to the Nebraska Evaluation Model for Teachers and Principals

[   ]

4. Developing a professional learning plan to support continuous improvement

[   ]

5. Technology to support teaching and learning

[   ]

EDUCATOR EFFECTIVENESS

AQuESTT Systems of Support: Educator Effectiveness

The next section asks about Systems of Support related to Educator Effectiveness. The items below correspond with the numbered statements in the previous section.

This information will be used to prioritize statewide investments and will <u>NOT</u> impact your AQuESTT classification.

Please indicate what type of support, if any, might be needed at your school. Also, mark if your school has an exemplary model of best practice you would be willing to share for the benefit Nebraska schools.

For definitions on each type of support, please click here: Defining Support Types

	Type of Support (check all that apply)	Exemplary Model

	Type of Support (check all that apply)			Exemplary Model Willing to Share
	Technical Support	Professional Development	Other Resources	
1. Measuring and addressing teacher engagement	☐ Technical Support	☐ Professional Development	☐ Other Resources	☐ Willing to Share
2. Utilizing a research-based instructional model aligned to the Nebraska Teacher and Principal Performance Framework (NTPPF)	☐	☐	☐	☐
3. Utilizing a formal staff evaluation process aligned to the Nebraska Evaluation Model for Teachers and Principals	☐	☐	☐	☐
4. Developing a professional learning plan to support continuous improvement	☐	☐	☐	☐
5. Technology to support teaching and learning	☐	☐	☐	☐

EDUCATOR EFFECTIVENESS

In the previous section, you identified a need for "other resources" in support of Educator Effectiveness.

Please describe what "other resources" are needed at your school for the following:

1. Measuring and addressing teacher engagement

---

2. Utilizing a research-based instructional model aligned to the NTPPF

---

3. Utilizing a formal staff evaluation process aligned to the Nebraska Evaluation Model for Teachers and Principals

---

4. Developing a professional learning plan to support continuous improvement

---

5. Technology to support teaching and learning

You also indicated that your school has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.

Please upload resources showcasing your model of best practice for the following:

1. Measuring and addressing teacher engagement

2. Utilizing a research-based instructional model aligned to the NTPPF

3. Utilizing a formal staff evaluation process aligned to the Nebraska Evaluation Model for Teachers and Principals

4. Developing a professional learning plan to support continuous improvement

5. Technology to support teaching and learning

Last Page

You have now completed the AQuESTT Evidence-Based Analysis (EBA).

Click on the "Submit" button below to transmit your responses to the Nebraska Department of Education. Please review all of your responses carefully as you will not be able to make any changes upon clicking the "Submit" button.

Once the EBA has been submitted you will receive a confirmation email indicating that your responses have been received. A summary of your final responses will be displayed on the next page.