



Technical Assistance Guide for the 2016-2017 Evidence-Based Analysis (EBA)

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Best Practices for Completing the EBA

It is recommended that you review and complete the EBA as a team with your staff before it is submitted. Completion of the EBA does **NOT** require you to assemble or submit evidence to support your selections. However, the Nebraska Department of Education (NDE) reserves the right to request evidence for your selections. It is important that you provide an accurate and honest response as they will be publicly displayed on school and district profiles that will be produced as part of the classification of schools and districts.

Unit of Analysis for the EBA

The unit of analysis represents who or what is being analyzed for the purposes of AQuESTT. For the district EBA, the unit of analysis is the *district*. Thus, responses to the district EBA should be reflective of the district as a whole. For the school EBA, the unit of analysis is the *school*. Please note that the definition of “school” in the EBA may differ from the definition of “school building” that you are accustomed to. For the EBA, NDE has defined a *school* as the combination of school building and school type (i.e., Elementary, Middle, or High). The school type is based on the grade levels that are present in the school building. The High School type spans 9th grade through 12th grade, while the boundary between Elementary and Middle Schools is defined by the district’s Adequate Yearly Progress (AYP) grade level ranges. (Please refer to the [AYP document](#) for more information.) Thus, a single school building may have two or three *schools*, resulting in two or three school EBAs to complete. Similar to the district EBA, responses to the school EBA should be reflective of the *school*, as defined here, as a whole.

The unit of analysis for the EBA described here is the very same unit of analysis used in determining the raw classification. As such, additional information will be gathered through the EBA to identify the final classification. For a more detailed explanation on the AQuESTT classification system, please review the [AQuESTT Final Classification Business Rules](#) document.

Updates to the EBA

Since the first implementation of the EBA during the last school year in 2015-2016, some changes have been made to the EBA for its second year of implementation in this 2016-2017 school year. These changes are described as follows:

1. *EBA Link Distribution*: To ensure that appropriate school or district administrators are accessing and completing the EBA, the unique links to the EBA for each school and district will now be only available at the NDE Portal.
2. *Help Documentation*: In order to provide clarity and assistance to respondents as they complete the EBA, three new documents have been included in the EBA. These are the Technical Assistance Guide which you are now reading, the newly developed Rubric, and the definitions for each Type of Support.
3. *Questionnaire Design*: A careful review and analyses of last year’s EBA led to enhancements to the design of the EBA. These include the new 5-point response scale, wording changes to several question items, the opportunity for respondents to provide clarifying comments or a context for their selections, and requiring respondents to upload resources if there is an exemplary model of best practice.

Using the EBA Rubric

The purpose of the EBA rubric is to help you identify which response option best describes the policies, practices, and procedures in your school or district, in relation to the six AQuESTT tenets. There is a rubric for each question item under the six AQuESTT tenets which describes the standards required for each response option to a question item. You will find that for some question items, the rubric contains multiple statements in different colors. This color-coding scheme is designed to help you better understand and process the rubric since each color represents one unique construct measured by the question item.

We ask that you pay close attention to the wording of each statement in the rubric as it captures the progression of the rubric levels. Every statement in a given rubric level has to be applicable to the school or district in order for the school or district to select that response option. If one or more statements in a given rubric level is not descriptive of the school or district, that response option is no longer eligible for selection. For example, if a rubric level 3 (i.e., “Usually”) contains three constructs (represented by three colors), and only two of the three constructs described are true of the school, the school should select the previous level, which is rubric level 2 (i.e., “Sometimes”). If the school only identifies with one of the constructs described in level 3, the school should fall back to previous levels until all of the constructs described in a given rubric level accurately reflect the school. If the school feels that its policies, practices, and procedures fall between two rubric levels, the school should select the lower level (e.g., level 1 instead of level 2).

Model of Best Practice

If you indicated that your school or district has an exemplary model of best practice you would be willing to share, you are required to upload resources showcasing your model of best practice. If you do not have any resources to upload, please return to the previous page and unmark the appropriate box.

Accessing the EBA on the Portal

The EBA collection can be found under the “Data Collections” tab in your NDE Portal account. Similar to other collections on the Portal, you will need an activation code to add the EBA collection so that it becomes available to you. Once made available, simply click on the link to the EBA collection. FAQ and further instructions can be found at the redirected webpage.

Additional Resources

To learn more about AQuESTT, please visit the AQuESTT website: www.aquestt.com. If you have any questions or concerns about completing the EBA, please direct an email to NDE.AQUESTT@nebraska.gov for further help and clarification.