

YOU ARE PART OF SOMETHING



KEY MESSAGES.

- You have the unique opportunity to be part of a changing system that will help ensure a quality education for all students in Nebraska.
- Accountability for a Quality Education System, Today and Tomorrow (AQuESTT) is a next generation accountability system developed by Nebraskans for Nebraska. It goes beyond what is required by statute, providing much more than a test-based method for measuring student achievement. It is unlike any other state system of accountability.
- AQuESTT considers the broader educational experiences and success of each student, not just performance on mandated assessments. Student growth and improvement over time are just as important.
- AQuESTT is focused on continuous improvement for schools. The system is built on six key investments: 1) positive partnerships, relationships, and student success, 2) transitions, 3) educational opportunities and access, 4) college and career ready, 5) assessment, and 6) educator effectiveness. Success in these areas will result in better outcomes for all students and schools.
- AQuESTT classifies schools and districts into four performance levels: excellent, great, good, and needs improvement. As a result, the system can focus on students in schools most in need of assistance to improve.
- To enhance AQuESTT efforts, NDE provides systems of support centered on two key areas: 1) teaching and learning and 2) student success and access.
- Three priority schools will be designated from the needs improvement classification level.
- By working collaboratively and focusing on AQuESTT's six tenets, we can help enhance the education system, positively impact our children and schools, and create a better Nebraska. Together, we can build a broader, bolder, and better system for all students.

THE AQuESTT PROCESS.

EVIDENCE-BASED ANALYSIS (EBA)

- AQuESTT gathers information to inform systems of support for every school and district in a thoughtful, meaningful way through an Evidence-based Analysis (EBA).
- The EBA, with inclusion of the Rule 10 Assurances form for school districts, supports accreditation requirements for all Nebraska schools and districts.
- The EBA informs the classification of schools and districts and the designation of priority schools.

AQuESTT CLASSIFICATION REPORT (ACR)

- All schools will receive an AQuESTT Classification Report (ACR).
- Classification of schools and districts begins with an average combined NeSA Status Score (4, 3, 2, or 1) for the current year in math, reading, science, and writing.
- Further AQuESTT adjustments are made using additional information from NDE data resources, including the EBA, resulting in a final classification level of excellent, great, good, or needs improvement.

AQuESTT SCHOOL PROFILE (ASP)

- Reflection encourages schools and districts to contemplate their own continuous improvement processes for each school.
- The AQuESTT School Profile (ASP) is a diagnostic tool that guides planning for programs of support for all Nebraska schools.

SUPPORT FOR PRIORITY SCHOOLS

- Three priority schools from the lowest classification level will receive targeted assistance from the Support and Intervention Teams (SIT) consisting of school and NDE staff.
- The SIT will assist the priority schools in developing progress plans for improvement, strategies to address issues that negatively affect student achievement, and criteria by which the school may exit priority status.
- All schools in the lowest classification level will receive assistance in accessing resources that will support strategies for improvement.

PLANS FOR CONTINUOUS IMPROVEMENT

- Priority schools will submit progress plans for improvement for approval by the State Board of Education.
- The AQuESTT process will help all schools on their journey of continuous school improvement.

YOU ARE PART OF SOMETHING



CLASSIFICATION & DESIGNATION RECOMMENDATION

1



Classification of Districts

2



Classification of Schools

3

Designation of Three Priority Schools

ACR: AQUeSTT CLASSIFICATION REPORT

SAMPLE DISTRICT

NeSA Status Average combined NeSA score for the current year in math, reading, science and writing	4
Possible Impact	
POSITIVE PARTNERSHIPS, RELATIONSHIPS AND STUDENT SUCCESS EBA Evidence-based Analysis Adjustment	
TRANSITIONS EBA Graduation Rate* EBA Evidence-based Analysis Adjustment	
EDUCATIONAL OPPORTUNITIES AND ACCESS EBA Evidence-based Analysis Adjustment	
COLLEGE AND CAREER READY EBA Evidence-based Analysis Adjustment	
ASSESSMENT EBA Improvement (0, +1) EBA Growth (0, +1) EBA Non-proficient Students (-1, 0, +1) EBA Participation (-2, -1, 0, +1) EBA Evidence-based Analysis Adjustment	
EDUCATOR EFFECTIVENESS EBA Evidence-based Analysis Adjustment	
Recommended Adjustments Calculated using additional information from NDE data sources e.g. Consolidated Data Collection (CDC), Evidence-Based Analysis (Survey), Nebraska Student and Staff Record System (NSRS)	
CLASSIFICATION	Excellent

*For school-level classification, the adjustment is only applied to high schools. For district-level classification, the adjustment is applied to all districts.

ACR: AQUeSTT CLASSIFICATION REPORT

SAMPLE SCHOOL

NeSA Status Average combined NeSA score for the current year in math, reading, science and writing	4	3	2	1
Possible Impact	No Adjustment	Adjustment +	Adjustment -	Upper Limit
POSITIVE PARTNERSHIPS, RELATIONSHIPS AND STUDENT SUCCESS EBA Evidence-based Analysis Adjustment		✓		
TRANSITIONS EBA Graduation Rate* (0.1, 2, 3, 4) EBA Evidence-based Analysis Adjustment	✓			
EDUCATIONAL OPPORTUNITIES AND ACCESS EBA Evidence-based Analysis Adjustment		✓		
COLLEGE AND CAREER READY EBA Evidence-based Analysis Adjustment	✓			
ASSESSMENT EBA Improvement (0, +1) EBA Growth (0, +1) EBA Non-proficient Students (-1, 0, +1) EBA Participation (-2, -1, 0, +1, 1) EBA Evidence-based Analysis Adjustment	✓	✓		
EDUCATOR EFFECTIVENESS EBA Evidence-based Analysis Adjustment	✓			
Recommended Adjustments Calculated using additional information from NDE data sources e.g. Consolidated Data Collection (CDC), Evidence-Based Analysis (Survey), Nebraska Student and Staff Record System (NSRS)				
CLASSIFICATION	Excellent	Great	Good	Needs Improvement

*For school-level classification, the adjustment is only applied to high schools. For district-level classification, the adjustment is applied to all districts.





Designation of three schools most in need of assistance to improve.



ACR: AQuESTT CLASSIFICATION REPORT

SAMPLE SCHOOL

NeSA Status		4				3				2				1							
<p>Average combined NeSA score for the current year in math, reading, science and writing</p>   <p>Recommended Adjustments</p> <p>Calculated using additional information from NDE data sources</p> <p>e.g. Consolidated Data Collection (CDC), Evidence-Based Analysis (Survey), Nebraska Student and Staff Record System (NSSRS)</p>		Possible Impact				No Adjustment				Adjustment +				Adjustment -				Upper Limit			
				POSITIVE PARTNERSHIPS, RELATIONSHIPS AND STUDENT SUCCESS																	
		Evidence-based Analysis Adjustment																			
		TRANSITIONS																			
		Graduation Rate* (0, 1, 2, 3, 4)																			
		Evidence-based Analysis Adjustment																			
		EDUCATIONAL OPPORTUNITIES AND ACCESS																			
		Evidence-based Analysis Adjustment																			
		COLLEGE AND CAREER READY																			
		Evidence-based Analysis Adjustment																			
		ASSESSMENT																			
		Improvement (0, +1)																			
		Growth (0, +1)																			
		Non-proficient Students (-1, 0, +1)																			
		Participation (-2, -1, 0, +1, 1)																			
		Evidence-based Analysis Adjustment																			
		EDUCATOR EFFECTIVENESS																			
		Evidence-based Analysis Adjustment																			

CLASSIFICATION	Excellent	Great	Good	Needs Improvement

*For school-level classification, the adjustment is only applied to high schools. For district-level classification, the adjustment is applied to all districts.

EVIDENCE-BASED ANALYSIS (EBA) RECOMMENDATION

SAMPLE QUESTIONS

The purpose of the Evidence-based Analysis (EBA) is to obtain information supporting AQuESTT classification and designation processes required by Neb. Rev. Stat. Sections 79-760.06 and 79-760.07. Superintendents will be asked to complete the EBA for their school district which will include the Rule 10 Assurances Form. Each school principal will receive a corresponding EBA to be completed for his/her school. The EBA will include six sections, one section for each of the AQuESTT tenets. EBA items will pertain to policy, practices, and procedures related to each AQuESTT tenet and will provide opportunities to indicate needed areas of support or exemplary models of best practice.



POSITIVE PARTNERSHIPS, RELATIONSHIPS AND STUDENT SUCCESS

POLICIES, PRACTICES, AND PROCEDURES

To what extent does your school perform the following?

	Never	Seldom	Sometimes	Usually
1. The school partners with community groups and support services for the academic success and healthy social and emotional development for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2. The school implements strategies to increase family attendance and participation at school activities.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3. School leadership collaboratively develop and communicate clear expectations for a safe, secure, and healthy learning environment with all stakeholders.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4. The school implements data-informed strategies for measuring and addressing student engagement.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Every student creates a Personal Learning Plan to plan, monitor and manage their own learning as well as meet curriculum competencies.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

SYSTEMS OF SUPPORT

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

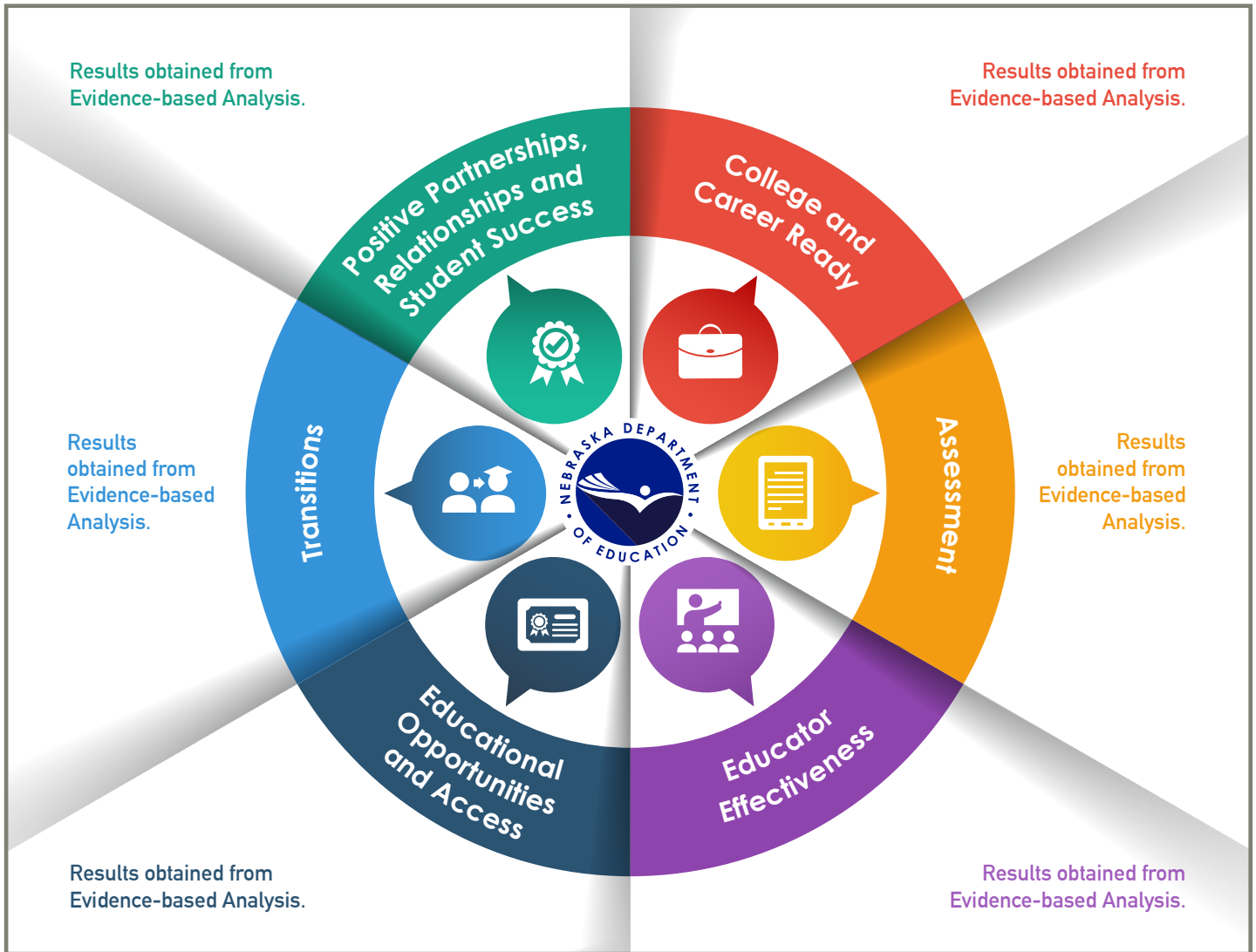
Please indicate what type of support, if any, might be needed at your school. **Also, mark if your school has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.**

	Type of Support (check all that apply)			Exemplary Model to Share
	Technical Support	Professional Development	Other Resources	
1. Partnerships with community groups and support services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Strategies for family attendance and participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Clear expectations for safe, secure, and healthy schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Measuring and addressing student engagement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Student Personal Learning Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

ASP: AQuESTT SCHOOL PROFILE



SAMPLE SCHOOL

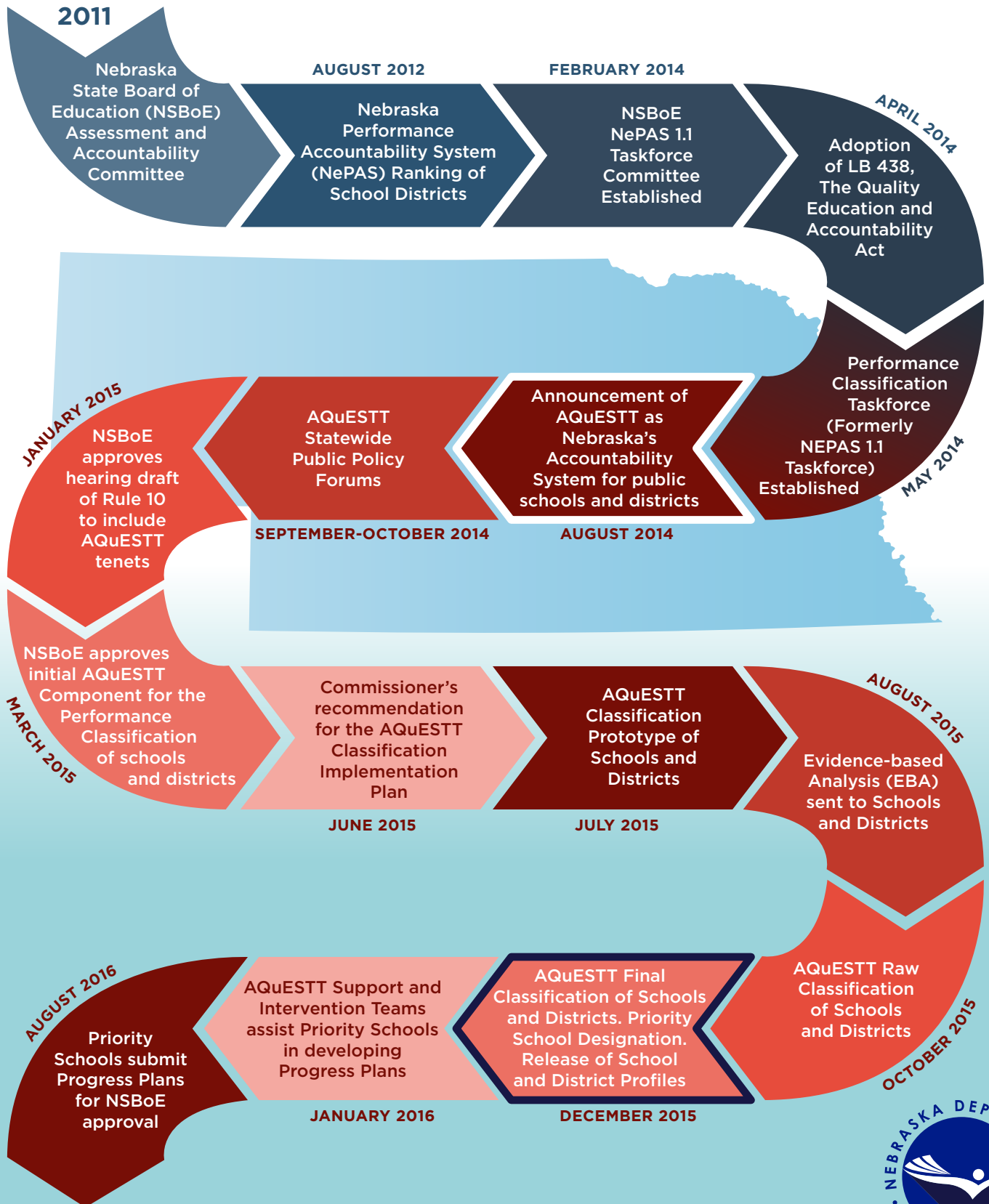


School Improvement Goals	
	All students will improve problem-solving skills across the curriculum
	All students will increase reading comprehension across the curriculum or all students will improve writing skills across the curriculum.
	All students will demonstrate respect and responsibility for others in the learning environment and school activities.

Demographic Snapshot
Student Enrollment
2,417
Race/Ethnicity
Hispanic: 1,662
White: 269
Black or African American: 260
Asian: 99
Two or More Races: 81
American Indian/Alaskan Native: 46

Demographic Snapshot		
Free/Reduced Lunch		
	State: 44.93%	School: 86.59%
Mobility In		
204 Students (8.4%)		
Special Education Students		
State:	District: 20.1%	School: 16.2%
English Language Learners		
State: 6.04%	District: 14.69%	School: 8.77%

AQuESTT ROADMAP.



Information current as of 08/17/2015



STUDENT SUCCESS AND ACCESS



Positive Partnerships, Relationships & Student Success

The State Board believes that student engagement through positive partnerships and relationships is fundamental to successful schools and districts. The State Board seeks to support schools and districts to implement best practices in student, family and community engagement to enhance educational experiences and opportunities.

Areas of Focus

- Individualized or Personalized Learning Plans
- Attendance and Participation
- Family Engagement
- Community and support services



Transitions

The State Board believes that quality educational opportunities focus on supports for students transitioning between grade levels, programs, schools, districts and ultimately college and careers.

Areas of Focus

- Early Childhood-Elementary
- Elementary-Middle School
- Middle School-High School
- High School-Post High School



Educational Opportunities and Access

The State Board believes that all students should have access to comprehensive instructional opportunities to be prepared for postsecondary education and career goals.

Areas of Focus

- Early Childhood Education
- Comprehensive Learning Opportunities
- Expanded Learning Opportunities
- Blended Learning Opportunities

TEACHING AND LEARNING



College & Career Ready

The State Board of Education believes that every student upon completion of secondary education shall be prepared for postsecondary educational opportunities and to pursue his or her career goals.

Areas of Focus

- Rigorous College & Career Ready Standards for All Content Areas
- Technological & Digital Readiness
- Support for Career Awareness and Career/College Goals



Assessment

The State Board believes the results of multiple assessment sources (national, state, and classroom-based) should be used to measure student achievement of college and career ready standards, and be used as an integral part of the instructional process.

Areas of Focus

- Individualized/Adaptive Assessments
- Classroom Based Assessments
- State Assessments
- National/International Assessments



Educator Effectiveness

The State Board believes that students should be surrounded by effective educators throughout their learning experiences such that schools and districts develop effective teachers and leaders who establish a culture of success.

Areas of Focus

- Nebraska Teacher & Principal Performance Framework
- Professional Development
- Building Leadership Supports
- Effective Local Policy Makers & Superintendents