AQuESTT CLASSIFICATION PROCESS

AQuESTT RAW CLASSIFICATION
October 21, 2015

The AQuESTT Raw Classification is a report for each district and school that depicts a classification level (Excellent, Great, Good, Needs Improvement) based on the following indicators using 2014-2015 data:
- NeSA (Reading, Mathematics, Science, and Writing)
  Status, Improvement, Growth, Participation, and Non-Proficiency
- Graduation

EVIDENCE-BASED ANALYSIS (EBA)
August 18 – November 1, 2015

The AQuESTT EBA is an electronic survey designed to collect information from all public schools and districts regarding policies, practices, and procedures related to the six tenets of AQuESTT. A potential EBA adjustment can only improve a school's Raw Classification. The superintendent and principal were responsible for submitting the EBA for the district and school, respectively.

Purposes of the EBA were to obtain information to:
Inform the classification of schools and districts, acknowledge school and district activities linked to positive student outcomes, support the Priority School designation process, and to support the development and prioritization of AQuESTT systems of support.

AQuESTT FINAL CLASSIFICATION
November 25 and December 4, 2015

Adjustments were made to the Raw Classification using additional information from NDE data resources, including the EBA, resulting in the AQuESTT Final Classification level of Excellent, Great, Good, or Needs Improvement. Results of the Final Classification were released to schools and districts on November 25, 2015 and will be released to the public on December 4, 2015.

AQuESTT PROFILE
December 4, 2015

Data from the Final Classification, including NeSA Status, Improvement, Growth, Participation, Non-proficiency, and Graduation, as well as EBA responses and scores, will be used to create a Profile for each school and district. The Profile is designed to be diagnostic and support continuous improvement.

DESIGNATION OF PRIORITY SCHOOLS
December 4, 2015

Up to three schools most in need of support for improvement from the "Needs Improvement" classification level will be designated as Priority Schools. The process for designating the Priority Schools will include a comprehensive analysis of the following:
Raw Classification data, Evidence-based Analysis responses, demographic characteristics, School Improvement Plans, and existing systems of support

The designation process may also include interviews and on-site visits to obtain additional information.

SUPPORT FOR PRIORITY SCHOOLS
December 2015 – August 2016

For each Priority School a Support and Intervention Team will identify and guide improvement efforts focused on key areas of school effectiveness. The roles and responsibilities of the Support and Intervention Teams will be to:
Diagnose key areas of school effectiveness, develop a Progress Plan for Improvement, and monitor and support the Progress Plan implementation

The make-up of the Support and Intervention Teams will consist of up to five members, including the school principal and school and district staff. Each team will receive support and guidance from the Nebraska Department of Education.

Each Priority School will develop and annually submit a Progress Plan for Improvement to the Nebraska State Board of Education for approval. The State Board of Education will review the Progress Plans and determine when a Priority School may exit priority status.

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