

AQuESTT Evidence-Based Analysis (District)



Evidence-Based Analysis (EBA)

The purpose of this Evidence-Based Analysis (EBA) is to obtain information supporting 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 $\{e://Field/District\}$ during the 2017-2018 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 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 Success.

To what extent does your school district perform the following?

Please refer to this rubric as a guide to help you select the most appropriate response to each statement: [1-PPRS Rubric \(District\)](#)

	Level 0	Level 1	Level 2	Level 3	Level 4
1. The school district 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 type="radio"/>	<input type="radio"/>
2. The school district implements strategies to increase family attendance and participation at school activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. School district leadership collaboratively develop and communicate clear expectations for a safe, clean, and healthy learning environment with all stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The school district implements data-informed strategies for measuring and addressing student engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The school district implements strategies to support all students in monitoring and managing their own learning as well as meet curriculum competencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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. Strategies to support all students in monitoring and managing learning



POSITIVE PARTNERSHIPS, RELATIONSHIPS, AND SUCCESS

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

The next section asks about Systems of Support related to Positive Partnerships, Relationships, and 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 district. Also, mark if your school district 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Strategies for family attendance and participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Clear expectations for safe, clean, and healthy schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Measuring and addressing student engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Strategies to support all students in monitoring and managing learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



POSITIVE PARTNERSHIPS, RELATIONSHIPS, AND SUCCESS

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

Please describe what "other resources" are needed at your school district 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. Strategies to support all students in monitoring and managing learning

You also indicated that your school district 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, including any comments you may have, for the following:

1. Partnerships with community groups and support services

2. Strategies for family attendance and participation

FOR REVIEW ONLY

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

4. Measuring and addressing student engagement

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



TRANSITIONS

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

To what extent does your school district perform the following?

Please refer to this rubric as a guide to help you select the most appropriate response to each statement: [2-TRANS Rubric \(District\)](#)

	Level 0	Level 1	Level 2	Level 3	Level 4
1. The school district follows a systematic process to support on-time grade completion for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The school district follows a systematic process for addressing the educational needs of highly mobile students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The school district follows a systematic process to identify and support students at risk of dropping out.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The school district implements processes to help all incoming students be prepared for elementary, middle, and high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The school district implements strategies to support the successful transition of all students from elementary to middle school, from middle to high school, and from high school to post-high school opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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. Processes to ensure the preparedness of incoming students

5. Strategies to support transition from elementary to middle school, from middle school to high school, and 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 NOT impact your AQuESTT classification.

Please indicate what type of support, if any, might be needed at your school district. Also, mark if your school district 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Process for addressing the needs of highly mobile students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Process to identify and support students at risk of dropping out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Processes to ensure the preparedness of incoming students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Strategies to support transition from elementary to middle school, from middle school to high school, and from high school to post-high school opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

 **TRANSITIONS**

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 district 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. Processes to ensure the preparedness of incoming students

5. Strategies to support transition from elementary to middle school, from middle school to high school, and from high school to post-high school opportunities

You also indicated that your school district 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, including any comments you may have, 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. Processes to ensure the preparedness of incoming students

5. Strategies to support transition from elementary to middle school, from middle school to high school, and from high school to post-high school opportunities

FOR REVIEW ONLY



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 district perform the following?

Please refer to this rubric as a guide to help you select the most appropriate response to each statement: [3-EDOP Rubric \(District\)](#)

	Level 0	Level 1	Level 2	Level 3	Level 4
1. The school district offers students before school or after school opportunities for expanded learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The school district supplements in-person classroom instruction with digital learning opportunities for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The school district has an embedded process to develop, implement, review, and modify a Targeted Improvement Plan (TIP) within its school improvement process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The school district aligns educational opportunities to the needs of all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The school district evaluates the effectiveness of new educational programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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. Processes relating to a Target Improvement Plan (TIP)

4. Aligning educational opportunities to the needs of all students

5. Evaluating new educational programs



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 district. Also, mark if your school district 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. Before or after school opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Supplementing in-person classroom instruction with digital learning opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Processes relating to a Target Improvement Plan (TIP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Type of Support (check all that apply)			Exemplary Model
	Technical Support	Professional Development	Other Resources	Willing to Share
4. Aligning educational opportunities to the needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Evaluating new educational programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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 district for the following:

1. Before or after school opportunities

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

3. Processes relating to a Target Improvement Plan (TIP)

4. Aligning educational opportunities to the needs of all students

5. Evaluating new educational programs

FOR REVIEW ONLY

You also indicated that your school district 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, including any comments you may have, for the following:

1. Before or after school opportunities

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

3. Processes relating to a Target Improvement Plan (TIP)

4. Aligning educational opportunities to the needs of all students

5. Evaluating new educational programs

FOR REVIEW ONLY



COLLEGE, CAREER, AND CIVIC READY

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

To what extent does your school district perform the following?

Please refer to this rubric as a guide to help you select the most appropriate response to each statement: [4-CCCR Rubric \(District\)](#)

	Level 0	Level 1	Level 2	Level 3	Level 4
1. The school district utilizes a fully developed and written curriculum aligned to the Nebraska Content Area Standards .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The school district integrates the Nebraska Career Readiness Standards into all content areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The school district curriculum is systematically reviewed and modified through a collaborative process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The school district partners to provide students with expanded learning opportunities including career-related field trips, service learning, work-based learning, or internships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The school district provides every student with classroom instruction and expanded learning opportunities that focus on career awareness, exploration, and preparation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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. Career awareness, exploration, and preparation instruction



COLLEGE, CAREER, AND CIVIC READY

AQuESTT Systems of Support: College, Career, and Civic Ready

The next section asks about Systems of Support related to College, Career, and Civic Readiness. 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 district. Also, mark if your school district 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Integration of Career Readiness Standards into all content areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Systematic and collaborative curriculum review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Partnerships for expanded learning opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Career awareness, exploration, and preparation instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



COLLEGE, CAREER, AND CIVIC READY

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

Please describe what "other resources" are needed at your school district 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. Career awareness, exploration, and preparation instruction

You also indicated that your school district 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, including any comments you may have, 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

FOR REVIEW ONLY

4. Partnerships for expanded learning opportunities

5. Career awareness, exploration, and preparation instruction



The banner features a yellow-to-orange gradient background. On the left, there is a white circle containing a document icon. To the right of the icon, the word "ASSESSMENT" is written in white, uppercase letters. A large, diagonal watermark reading "FOR REVIEW ONLY" is overlaid across the banner.

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

To what extent does your school district perform the following?

Please refer to this rubric as a guide to help you select the most appropriate response to each statement: [5-ASSESS Rubric \(District\)](#)

	Level 0	Level 1	Level 2	Level 3	Level 4
1. The school district has a process to ensure assessments in use are reliable, valid, and appropriate for the students being assessed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Assessment information and results are shared in a timely and specific manner with teachers, administrators, students, parents, and the community at large.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Written standards-driven grading policies are shared with students and parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The school district utilizes perceptual data about the thoughts of stakeholders (e.g., opinions, views, beliefs, convictions, sentiments) to inform and adjust practices, policies, and procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

3. Sharing assessment results in a timely manner

4. Establishing and sharing grading policies and standards

5. Utilizing perceptual data



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 NOT impact your AQuESTT classification.

Please indicate what type of support, if any, might be needed at your school district. Also, mark if your school district 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 ensure reliable, valid, and appropriate assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Utilizing balanced assessment system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Sharing assessment results in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Establishing and sharing grading policies and standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Utilizing perceptual data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

 **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 district 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 district 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, including any comments you may have, 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

FOR REVIEW ONLY



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 district perform the following?

Please refer to this rubric as a guide to help you select the most appropriate response to each statement: [6-EDEFF Rubric \(District\)](#)

	Level 0	Level 1	Level 2	Level 3	Level 4
1. The school district utilizes data-informed strategies for measuring and addressing teacher engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The school district utilizes a research-based instructional model aligned to the Nebraska Teacher and Principal Performance Framework (NTPPF) .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The school district utilizes a formal staff evaluation process aligned to the Nebraska Evaluation Model for Teachers and Principals .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The school district develops an annual professional learning plan that supports continuous improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The school district technology infrastructure meets the teaching and learning needs of faculty and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 NOT impact your AQuESTT classification.

Please indicate what type of support, if any, might be needed at your school district. Also, mark if your school district 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. Measuring and addressing teacher engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Utilizing a research-based instructional model aligned to the Nebraska Teacher and Principal Performance Framework (NTPPF)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Utilizing a formal staff evaluation process aligned to the Nebraska Evaluation Model for Teachers and Principals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Developing a professional learning plan to support continuous improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Technology to support teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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 district 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 district 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, including any comments you may have, 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.

#NDE 02-1873

For more information about the EBA, please contact:
Data, Research and Evaluation | NDE.AQuESTT@nebraska.gov

Powered by Qualtrics

FOR REVIEW ONLY