






School Rubric for the 2017-2018 Evidence-Based Analysis (EBA)

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POSITIVE PARTNERSHIPS, RELATIONSHIPS, AND SUCCESS

The purpose of this 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 Positive Partnerships, Relationships, and Success (PPRS). There is a rubric for each question item under PPRS which describes the standards required for each response option to a question item. **If necessary, please refer to the Technical Assistance Guide in the first page of the EBA for further information on how to use the rubric.**

Tenet & Question Number	PPRS-1
Question	The school partners with community groups and support services for the academic success and healthy social and emotional development for all students.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: There is no partnership with community groups to provide support for students. There is no process in place to determine the academic, physical, social, and emotional needs of students.</p> <p>1: Partnership with community groups is rarely developed to provide support for students. There is a process in place to determine the academic, physical, social, and emotional needs of students, but it is undocumented and is of unsatisfactory quality.</p> <p>2: Partnership with community groups is sometimes developed to provide support for students. There is a process in place to determine the academic, physical, social, and emotional needs of students, but it is undocumented and is of satisfactory quality.</p> <p>3: Partnership with community groups is often developed to provide support for students. There is a process in place to determine the academic, physical, social, and emotional needs of students, and it is documented and is of satisfactory quality.</p> <p>4: Continued partnership with community groups is always developed to provide support for all students. There is a process in place to determine the academic, physical, social, and emotional needs of students, and it is documented and is of excellent quality.</p>

Tenet & Question Number	PPRS-2
Question	The school implements strategies to increase family attendance and participation at school activities.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: There are no strategies that engage families in meaningful ways. There is no participation by families at school activities.</p> <p>1: There are few strategies that engage families in meaningful ways. There is minimal participation by families at school activities.</p> <p>2: There are some strategies that engage families in meaningful ways. There is occasional participation by families at school activities.</p> <p>3: There are many strategies that engage families in meaningful and measurable ways. There is frequent participation by families at school activities.</p> <p>4: There are many strategies that engage families in meaningful and measurable ways. These strategies are continuously updated throughout the school year. There is consistent and active participation by families at all school activities.</p>

Tenet & Question Number	PPRS-3
Question	School leadership collaboratively develop and communicate clear expectations for a safe, clean, and healthy learning environment with all stakeholders.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: School leaders do not develop expectations for a safe, clean, and healthy learning environment. Stakeholders are unaware of any expectations for a safe, clean, and healthy learning environment. There are no measures in place to assess these conditions at school.</p> <p>1: School leaders rarely develop and communicate expectations for a safe, clean, and healthy learning environment. Stakeholders are rarely aware of the expectations for a safe, clean, and healthy learning environment. There are few measures in place to assess these conditions at school.</p> <p>2: School leaders sometimes develop and communicate expectations for a safe, clean, and healthy learning environment. Stakeholders are sometimes aware of the expectations for a safe, clean, and healthy learning environment. There are some measures in place to assess these conditions at school.</p> <p>3: School leaders regularly develop and communicate clear expectations for a safe, clean, and healthy learning environment. Stakeholders are frequently aware of the expectations for a safe, clean, and healthy learning environment. There are many measures in place to assess and improve these conditions at school.</p> <p>4: School leaders continuously and collaboratively develop and communicate clear expectations for a safe, clean, and healthy learning environment. Stakeholders are always aware of and accountable for maintaining the expectations for a safe, clean, and healthy learning environment. There are many clear measures in place to continuously assess and improve these conditions at school.</p>

Tenet & Question Number	PPRS-4
Question	The school implements data-informed strategies for measuring and addressing student engagement.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: There is no process in place to measure student engagement in their learning. School personnel never monitor and address student engagement.</p> <p>1: There is a process in place to measure student engagement in their learning, but it is undocumented and is of unsatisfactory quality. School personnel haphazardly monitor and address student engagement.</p> <p>2: There is a process in place to measure student engagement in their learning, but it is undocumented and is of satisfactory quality. School personnel regularly monitor and address student engagement.</p> <p>3: There is a process in place to measure student engagement in their learning, and it is documented and is of satisfactory quality. School personnel consistently monitor and address student engagement using data from assessments and evaluations by staff.</p> <p>4: There is a process in place to measure student engagement in their learning, and it is documented and is of excellent quality. The process is customized to student needs. School personnel consistently monitor and address student engagement using data from multiple assessments and evaluations by staff.</p>

Tenet & Question Number	PPRS-5E (Elementary)
Question	The school implements strategies to support all students in monitoring and managing their own learning.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: No opportunities for students to analyze their own assessment results and learning experiences are provided. There is no documentation on the process resulting in improved student learning and achievement. Students receive no feedback on their learning. No opportunities for students to provide feedback on their learning are available.</p> <p>1: Few opportunities for students to analyze their own assessment results and learning experiences are provided. There is unclear documentation on the process resulting in improved student learning and achievement. Students receive minimal feedback on their learning. Few opportunities for students to provide feedback on their learning are available.</p> <p>2: Some opportunities for students to analyze their own assessment results and learning experiences are provided. There is clear documentation on the process resulting in improved student learning and achievement. Students receive some feedback on their learning. Some opportunities for students to provide feedback on their learning are available.</p> <p>3: Many opportunities for students to analyze their own assessment results and learning experiences are provided. There is clear documentation on the process resulting in improved student learning and achievement. This documentation is communicated to some stakeholders. Students receive valuable and timely feedback on their learning. Many opportunities for students to provide feedback on their learning are available.</p> <p>4: Many opportunities for all students to analyze their own assessment results and learning experiences are provided in a measurable way. There is clear and updated documentation on the process resulting in improved student learning and achievement. This documentation is communicated to all stakeholders. Students receive valuable, specific, and immediate feedback on their learning. Many opportunities for all students to provide feedback on their learning are available.</p>

Tenet & Question Number	PPRS-5MH (Middle/High)
Question	Every student creates a Personal Learning Plan (PLP) to plan, monitor, and manage their own learning as well as meet curriculum competencies.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: There are no policies and practices implementing PLPs. Policies and practices are not in place to provide guidance for students to identify education, career, and life goals. There are no coursework and activities to promote student success in different career fields.</p> <p>1: There are policies and practices implementing PLPs for few (more than 0% but less than 25%) students. Policies and practices are sometimes in place to provide guidance for students to identify education, career, and life goals. There are minimal coursework and activities to promote student success in different career fields.</p> <p>2: There are policies and practices implementing PLPs for some (between 25% and 50%) students. Policies and practices provide little guidance for students to identify education, career, and life goals. There are coursework and activities to promote student success in some career fields.</p> <p>3: There are policies and practices implementing PLPs for most (more than 50% but less than 100%) students. Policies and practices provide clear guidance and encouragement for students to identify education, career, and life goals. There are coursework and activities to promote student success in a wide variety of career fields.</p> <p>4: There are well-defined policies and practices which provide support for implementing PLPs for all (100%) students. Policies and practices provide clear guidance and encouragement for students to identify and accomplish education, career, and life goals. There are coursework and activities, in alignment with the available local curriculum, to promote and ensure student success in a wide variety of career fields.</p>



TRANSITIONS

The purpose of this 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 Transitions (TRANS). There is a rubric for each question item under TRANS which describes the standards required for each response option to a question item. **If necessary, please refer to the Technical Assistance Guide in the first page of the EBA for further information on how to use the rubric.**

Tenet & Question Number	TRANS-1
Question	The school follows a systematic process to support on-time grade completion for all students.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: There is no process in place to support on-time grade completion for students.</p> <p>1: There is a process in place to support on-time grade completion for students, but it is undocumented and is of unsatisfactory quality. The process supports few (more than 0% but less than 25%) students in the school.</p> <p>2: There is a process in place to support on-time grade completion for students, but it is undocumented and is of satisfactory quality. The process supports some (between 25% and 50%) students in the school.</p> <p>3: There is a process in place to support on-time grade completion for students, and it is documented and is of satisfactory quality. The process supports most (more than 50% but less than 100%) students in the school.</p> <p>4: There is a process in place to support on-time grade completion for students, and it is documented and is of excellent quality. The process is customized to student needs. The process supports all (100%) students in the school.</p>

Tenet & Question Number	TRANS-2
Question	The school follows a systematic process for addressing the educational needs of highly mobile students.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: There is no process in place to identify and address the educational needs of highly mobile students.</p> <p>1: There is a process in place to identify and address the educational needs of highly mobile students, but it is undocumented and is of unsatisfactory quality.</p> <p>2: There is a process in place to identify and address the educational needs of highly mobile students, but it is undocumented and is of satisfactory quality.</p> <p>3: There is a process in place to identify and address the educational needs of highly mobile students, and it is documented and is of satisfactory quality.</p> <p>4: There is a process in place to identify and address the educational needs of highly mobile students, and it is documented and is of excellent quality. The process is customized to the needs of highly mobile students.</p>

Tenet & Question Number	TRANS-3
Question	The school follows a systematic process to identify and support students at risk of dropping out.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: There is no process in place to identify and support students at risk of dropping out. No opportunities are available for school personnel to build interaction and strong relationships with students at risk of dropping out.</p> <p>1: There is a process in place to identify and support students at risk of dropping out, but it is undocumented and is of unsatisfactory quality. Few opportunities are available for school personnel to build interaction and strong relationships with students at risk of dropping out.</p> <p>2: There is a process in place to identify and support students at risk of dropping out, but it is undocumented and is of satisfactory quality. Some opportunities are available for school personnel to build interaction and strong relationships with students at risk of dropping out.</p> <p>3: There is a process in place to identify and support students at risk of dropping out, and it is documented and is of satisfactory quality. Many opportunities are available for school personnel to build interaction and strong relationships with students at risk of dropping out.</p> <p>4: There is a process in place to identify and support students at risk of dropping out, and it is documented and is of excellent quality. The process is customized to the needs of students at risk of dropping out. Many opportunities are available for school personnel to build long-term interaction and strong relationships with students at risk of dropping out and parents or guardians of the students.</p>

Tenet & Question Number	TRANS-4E (Elementary)
Question	The school implements processes to help incoming students be prepared for elementary school.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: There is no process in place to prepare incoming students for elementary school.</p> <p>1: There is a process in place to prepare incoming students for elementary school, but it is undocumented and is of unsatisfactory quality.</p> <p>2: There is a process in place to prepare incoming students for elementary school, but it is undocumented and is of satisfactory quality.</p> <p>3: There is a process in place to prepare incoming students for elementary school, and it is documented and is of satisfactory quality.</p> <p>4: There is a process in place to prepare incoming students for elementary school, and it is documented and is of excellent quality. The process is customized to the needs of incoming students.</p>

Tenet & Question Number	TRANS-4M (Middle)
Question	The school implements processes to help incoming students be prepared for middle school.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: There is no process in place to prepare incoming students for middle school.</p> <p>1: There is a process in place to prepare incoming students for middle school, but it is undocumented and is of unsatisfactory quality.</p> <p>2: There is a process in place to prepare incoming students for middle school, but it is undocumented and is of satisfactory quality.</p> <p>3: There is a process in place to prepare incoming students for middle school, and it is documented and is of satisfactory quality.</p> <p>4: There is a process in place to prepare incoming students for middle school, and it is documented and is of excellent quality. The process is customized to the needs of incoming students.</p>

Tenet & Question Number	TRANS-4H (High)
Question	The school implements processes to help incoming students be prepared for high school.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: There is no process in place to prepare incoming students for high school.</p> <p>1: There is a process in place to prepare incoming students for high school, but it is undocumented and is of unsatisfactory quality.</p> <p>2: There is a process in place to prepare incoming students for high school, but it is undocumented and is of satisfactory quality.</p> <p>3: There is a process in place to prepare incoming students for high school, and it is documented and is of satisfactory quality.</p> <p>4: There is a process in place to prepare incoming students for high school, and it is documented and is of excellent quality. The process is customized to the needs of incoming students.</p>

Tenet & Question Number	TRANS-5E (Elementary)
Question	The school implements strategies to support the successful transition of all students from elementary to middle school.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: There is no process in place to prepare outgoing students for middle school. There is no documentation indicating students are successfully prepared for middle school.</p> <p>1: There is a process in place to prepare outgoing students for middle school, but it is undocumented and is of unsatisfactory quality. There is little documentation indicating students are successfully prepared for middle school.</p> <p>2: There is a process in place to prepare outgoing students for middle school, but it is undocumented and is of satisfactory quality. There is some documentation indicating students are successfully prepared for middle school.</p> <p>3: There is a process in place to prepare outgoing students for middle school, and it is documented and is of satisfactory quality. There is clear documentation indicating students are successfully prepared for middle school.</p> <p>4: There is a process in place to prepare outgoing students for middle school, and it is documented and is of excellent quality. The process is customized to student needs. There is clear and updated documentation indicating students are successfully prepared for middle school.</p>

Tenet & Question Number	TRANS-5M (Middle)
Question	The school implements strategies to support the successful transition of all students from middle school to high school.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: There is no process in place to prepare outgoing students for high school. There is no documentation indicating students are successfully prepared for high school.</p> <p>1: There is a process in place to prepare outgoing students for high school, but it is undocumented and is of unsatisfactory quality. There is little documentation indicating students are successfully prepared for high school.</p> <p>2: There is a process in place to prepare outgoing students for high school, but it is undocumented and is of satisfactory quality. There is some documentation indicating students are successfully prepared for high school.</p> <p>3: There is a process in place to prepare outgoing students for high school, and it is documented and is of satisfactory quality. There is clear documentation indicating students are successfully prepared for high school.</p> <p>4: There is a process in place to prepare outgoing students for high school, and it is documented and is of excellent quality. The process is customized to student needs. There is clear and updated documentation indicating students are successfully prepared for high school.</p>

Tenet & Question Number	TRANS-5H (High)
Question	The school implements strategies to support the successful transition of all students from high school to post-high school opportunities.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: There is no process in place to prepare outgoing students for post-high school opportunities. There is no documentation indicating students are successfully prepared for post-high school opportunities.</p> <p>1: There is a process in place to prepare outgoing students for post-high school opportunities, but it is undocumented and is of unsatisfactory quality. There is little documentation indicating students are successfully prepared for post-high school opportunities.</p> <p>2: There is a process in place to prepare outgoing students for post-high school opportunities, but it is undocumented and is of satisfactory quality. There is some documentation indicating students are successfully prepared for post-high school opportunities.</p> <p>3: There is a process in place to prepare outgoing students for post-high school opportunities, and it is documented and is of satisfactory quality. There is clear documentation indicating students are successfully prepared for post-high school opportunities.</p> <p>4: There is a process in place to prepare outgoing students for post-high school opportunities, and it is documented and is of excellent quality. The process is customized to student needs. There is clear and updated documentation indicating students are successfully prepared for post-high school opportunities.</p>



EDUCATIONAL OPPORTUNITIES AND ACCESS

The purpose of this 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 Educational Opportunities and Access (EDOP). There is a rubric for each question item under EDOP which describes the standards required for each response option to a question item. **If necessary, please refer to the Technical Assistance Guide in the first page of the EBA for further information on how to use the rubric.**

Tenet & Question Number	EDOP-1
Question	The school offers students before school or after school opportunities for expanded learning.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: The school does not offer any school-based activities and programs to expand learning in the form of homework assistance and tutoring, academic enrichment, hands-on enrichment activities like arts and music, mentoring, or community service outside the regular classroom time (i.e., before school, after school, weekends, and during the summer).</p> <p>1: The school offers limited school-based activities and programs to expand learning in the form of any one of homework assistance and tutoring or academic enrichment activities or hands-on enrichment activities like arts and music, mentoring, or community service outside the regular classroom time (i.e., before school, after school, weekends, and during the summer).</p> <p>2: The school offers some school-based activities and programs to expand learning in the form of any two of homework assistance and tutoring or academic enrichment activities or hands-on enrichment activities like arts and music, mentoring, or community service outside the regular classroom time (i.e., before school, after school, weekends, and during the summer).</p> <p>3: The school offers many school-based activities and programs to expand learning in the form of homework assistance and tutoring or academic enrichment activities or hands-on enrichment activities like arts and music, mentoring, or community service outside the regular classroom time (i.e., before school, after school, weekends, and during the summer).</p> <p>4: The school offers many school-based activities and programs of a wide variety to expand learning in the form of homework assistance and tutoring or academic enrichment activities or hands-on enrichment activities like arts and music, mentoring, or community</p>

	service outside the regular classroom time (i.e., before school, after school, weekends, and during the summer). There is evidence that these activities and programs enhance student learning.
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Tenet & Question Number	EDOP-2
Question	The school supplements in-person classroom instruction with digital learning opportunities for students.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: The school never implements any kind of digital learning to supplement in-person classroom instruction.</p> <p>1: The school haphazardly implements digital learning to supplement in-person classroom instruction for few (more than 0% but less than 25%) classes.</p> <p>2: The school regularly implements digital learning to supplement in-person classroom instruction for some (between 25% and 50%) classes.</p> <p>3: The school consistently implements digital learning to supplement in-person classroom instruction for most (more than 50% but less than 100%) classes.</p> <p>4: The school consistently implements digital learning to supplement in-person classroom instruction for all (100%) classes.</p>

Tenet & Question Number	EDOP-3
Question	The school's continuous improvement process includes strategies to support the learning of all students.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: There is no continuous improvement process in place to include strategies to support the learning of all students.</p> <p>1: There is a continuous improvement process in place to include strategies to support the learning of all students, but it is undocumented and is of unsatisfactory quality. The process involves utilizing a profile with data on student and school performance that informs action planning, but it is haphazardly used by school personnel.</p> <p>2: There is a continuous improvement process in place to include strategies to support the learning of all students, but it is undocumented and is of satisfactory quality. The process involves utilizing a profile with data on student and school performance that informs action planning, and it is regularly updated and used by school personnel.</p> <p>3: There is a continuous improvement process in place to include strategies to support the learning of all students, and it is documented and is of satisfactory quality. The process involves utilizing a profile with data on student and school performance that informs action planning, and it is consistently updated and used by school personnel.</p> <p>4: There is a continuous improvement process in place to include strategies to support the learning of all students, and it is documented and is of excellent quality. The process is customized to student needs. The process involves utilizing a profile with comprehensive data on student and school performance that informs action planning, and it is consistently updated, monitored, and used by school personnel.</p>

Tenet & Question Number	EDOP-4
Question	The school aligns educational opportunities to the needs of all students.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: There is no process in place to align educational opportunities to the needs of all students.</p> <p>1: There is a process in place to align educational opportunities to the needs of all students, but it is undocumented and is of unsatisfactory quality. The needs of few (more than 0% but less than 25%) students are considered when implementing the process schoolwide.</p> <p>2: There is a process in place to align educational opportunities to the needs of all students, but it is undocumented and is of satisfactory quality. The needs of some (between 25% and 50%) students are considered when implementing the process schoolwide.</p> <p>3: There is a process in place to align educational opportunities to the needs of all students, and it is documented and is of satisfactory quality. The needs of most (more than 50% but less than 100%) students are considered when implementing the process schoolwide.</p> <p>4: There is a process in place to align educational opportunities to the needs of all students, and it is documented and is of excellent quality. The needs of all (100%) students are considered when implementing the process schoolwide.</p>

Tenet & Question Number	EDOP-5
Question	The school evaluates the effectiveness of new educational programs.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: The school does not evaluate the effectiveness of any new educational programs (i.e., new developments or systems intended to improve or enhance the educational experience of students). The school does not have a process of evaluating new educational programs in place.</p> <p>1: The school evaluates the effectiveness of few (more than 0% but less than 25%) new educational programs (new developments or systems intended to improve or enhance the educational experience of students). The school has a process of evaluating new educational programs in place, but it is undocumented. The process has no clear objectives and involves a cursory examination that informs decision making.</p> <p>2: The school evaluates the effectiveness of some (between 25% and 50%) new educational programs (new developments or systems intended to improve or enhance the educational experience of students). The school has a process of evaluating new educational programs in place, but it is undocumented. The process has clear objectives and involves a satisfactory examination that informs decision making.</p> <p>3: The school evaluates the effectiveness of most (more than 50% but less than 100%) new educational programs (new developments or systems intended to improve or enhance the educational experience of students). The school has a process of evaluating new educational programs in place, and it is documented. The process has clear objectives and involves a satisfactory examination that informs decision making.</p> <p>4: The school evaluates the effectiveness of all (100%) new educational programs (new developments or systems intended to improve or enhance the educational experience of students). The school has a process of evaluating new educational programs in place, and it is documented. The process has clear objectives and involves a careful and rigorous examination that informs decision making.</p>



COLLEGE, CAREER, AND CIVIC READY

The purpose of this 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 College, Career, and Civic Ready (CCCR). There is a rubric for each question item under CCCR which describes the standards required for each response option to a question item. **If necessary, please refer to the Technical Assistance Guide in the first page of the EBA for further information on how to use the rubric.**

Tenet & Question Number	CCCR-1
Question	The school utilizes a fully developed and written curriculum aligned to the Nebraska Content Area Standards .
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	0: The school does not have a developed written curriculum for any content area. 1: The school is in the initial developing stage of having a written curriculum for content areas. The written curriculum rarely aligns to the Nebraska Content Area Standards. 2: The school utilizes a partially developed written curriculum for some content areas. The curriculum somewhat aligns to Nebraska Content Area Standards. 3: The school utilizes a mostly developed written curriculum for most content areas. The curriculum mostly aligns to the Nebraska Content Area Standards. 4: The school utilizes a fully developed written curriculum for all content areas. The curriculum is fully aligned to the Nebraska Content Area Standards.

Tenet & Question Number	CCCR-2
Question	The school integrates the Nebraska Career Readiness Standards into all content areas.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	0: The school curriculum does not integrate the Nebraska Career Readiness Standards into any content area. 1: The school curriculum rarely integrates the Nebraska Career Readiness Standards into content areas. 2: The school curriculum somewhat integrates the Nebraska Career Readiness Standards into some content areas. 3: The school curriculum regularly integrates the Nebraska Career Readiness Standards into most content areas. 4: The school curriculum fully integrates the Nebraska Career Readiness Standards into all content areas.

Tenet & Question Number	CCCR-3
Question	The school curriculum is systematically reviewed and modified through a collaborative process.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: School personnel do not review or modify the curriculum. There is no existing process to ensure the review and modification of the curriculum.</p> <p>1: School personnel haphazardly review and modify the curriculum. There is a process being developed to ensure the review and modification of the curriculum.</p> <p>2: School personnel work together sometimes to review and modify the curriculum. There is a partially developed process to ensure the review and modification of the curriculum.</p> <p>3: School personnel work together regularly to review and modify the curriculum. There is a mostly developed process to ensure the review and modification of the curriculum.</p> <p>4: School personnel work together consistently and continuously to review and modify the curriculum both vertically and horizontally. There is a fully developed and systematic process to ensure the review and modification of the curriculum.</p>

Tenet & Question Number	CCCR-4
Question	The school partners to provide students with expanded learning opportunities including career-related field trips, service learning, work-based learning, or internships.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: The school does not offer students any school-based expanded learning opportunities nor does the school partner with any organization to offer students expanded learning opportunities.</p> <p>1: The school offers limited school-based expanded learning opportunities to few students. The school partners with organizations to offer limited expanded learning opportunities to few students. There is no developed process of offering expanded learning opportunities to students.</p> <p>2: The school partners with organizations to offer some school-based expanded learning opportunities to some students. There is a partially developed process of offering expanded learning opportunities to students. These opportunities cover some career fields from the Nebraska Career Education Model and some learning formats including field trips, service learning, job shadowing, or internships.</p> <p>3: The school partners with organizations to offer most students many expanded learning opportunities regularly. There is a mostly developed process of offering expanded learning opportunities to students. These opportunities cover most career fields from the Nebraska Career Education Model and most learning formats including field trips, service learning, job shadowing, or internships.</p> <p>4: The school partners with organizations to offer all students many expanded learning opportunities throughout the year. There is a fully developed and systematic process of offering expanded learning opportunities to students. These opportunities cover all career fields from the Nebraska Career Education Model and all learning formats including field trips, service learning, job shadowing, or internships. The school actively communicates with organizations to gather feedback on students' expanded learning performance.</p>

Tenet & Question Number	CCCR-5E (Elementary)
Question	The school provides every student with opportunities to become aware of the career fields identified in the Nebraska Career Education Model .
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: The school does not provide any opportunities for students to become aware of the career fields identified in the Nebraska Career Education Model.</p> <p>1: The school provides limited opportunities for students to become aware of the career fields identified in the Nebraska Career Education Model. The school provides opportunities to become aware of one or two career fields identified in the Nebraska Career Education Model. There is no developed process of offering opportunities to help students become aware of the career fields identified in the Nebraska Career Education Model.</p> <p>2: The school provides some opportunities for students to become aware of the career fields identified in the Nebraska Career Education Model. The school provides opportunities to become aware of three or four career fields identified in the Nebraska Career Education Model. There is a partially developed process of offering opportunities to help students become aware of the career fields identified in the Nebraska Career Education Model.</p> <p>3: The school provides many opportunities for students to become aware of the career fields identified in the Nebraska Career Education Model regularly. The school provides opportunities to become aware of five or six career fields identified in the Nebraska Career Education Model. There is a mostly developed process of offering opportunities to help students become aware of the career fields identified in the Nebraska Career Education Model.</p> <p>4: The school provides extensive opportunities for all students to become aware of the career fields identified in the Nebraska Career Education Model throughout the year. The school provides opportunities to help students become aware of all career fields identified in the Nebraska Career Education Model in great detail. There is a fully developed and systematic process of offering opportunities to help students become aware of the career fields identified in the Nebraska Career Education Model.</p>

Tenet & Question Number	CCCR-5M (Middle)
Question	The school provides every student with opportunities to explore the career clusters identified in the Nebraska Career Education Model .
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: The school does not provide any opportunities for students to explore the career clusters identified in the Nebraska Career Education Model.</p> <p>1: The school provides few students with limited opportunities to explore the career clusters identified in the Nebraska Career Education Model. The school provides opportunities to explore up to five career clusters identified in the Nebraska Career Education Model. There is no developed process of offering opportunities to help students explore the career clusters identified in the Nebraska Career Education Model.</p> <p>2: The school provides some students with some opportunities to explore the career clusters identified in the Nebraska Career Education Model. The school provides opportunities to explore up to ten career clusters identified in the Nebraska Career Education Model. There is a partially developed process of offering opportunities to help students explore the career clusters identified in the Nebraska Career Education Model.</p> <p>3: The school provides most students with many opportunities to explore the career clusters identified in the Nebraska Career Education Model regularly. The school provides opportunities to explore up to sixteen career clusters identified in the Nebraska Career Education Model. There is a mostly developed process of offering opportunities to help students explore the career clusters identified in the Nebraska Career Education Model.</p> <p>4: The school provides all students with extensive opportunities to explore the career clusters identified in the Nebraska Career Education Model throughout the year. The school provides opportunities to explore all sixteen career clusters identified in the Nebraska Career Education Model in great detail. There is a fully developed and systematic process of offering opportunities to help students explore career clusters identified in the Nebraska Career Education Model.</p>

Tenet & Question Number	CCCR-5H (High)
Question	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.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: The school does not provide any opportunities that focus on career preparation, programs of study that consider graduation, programs of study that consider postsecondary requirements, and career cluster choices.</p> <p>1: The school provides opportunities on up to two of the following topics: career preparation, programs of study that consider graduation, programs of study that consider postsecondary requirements, and career cluster choices. These opportunities are offered to few students. There is no documentation on offering such opportunities.</p> <p>2: The school provides opportunities on three of the following topics: career preparation, programs of study that consider graduation, programs of study that consider postsecondary requirements, and career cluster choices. These opportunities are offered to some students. There is some documentation on offering such opportunities.</p> <p>3: The school provides opportunities on all of the following topics: career preparation, programs of study that consider graduation, programs of study that consider postsecondary requirements, and career cluster choices. These opportunities are regularly offered to most students. There is clear documentation on offering such opportunities.</p> <p>4: The school provides opportunities on all of the following topics: career preparation, programs of study that consider graduation, programs of study that consider postsecondary requirements, and career cluster choices. These opportunities are offered to all students throughout the year. There is clear and updated documentation on offering such opportunities.</p>



ASSESSMENT

The purpose of this 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 Assessment (ASSESS). There is a rubric for each question item under ASSESS which describes the standards required for each response option to a question item. **If necessary, please refer to the Technical Assistance Guide in the first page of the EBA for further information on how to use the rubric.**

Tenet & Question Number	ASSESS-1
Question	The school has a process to ensure that assessments in use are reliable, valid, and appropriate for the students being assessed.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	0: There is no process in place to ensure that assessments in use are reliable, valid, and appropriate for the students being assessed. 1: There is a process in place to ensure that assessments in use are reliable, valid and appropriate for the students being assessed but it is undocumented and of unsatisfactory quality. 2: There is a process in place to ensure that assessments in use are reliable, valid and appropriate for the students being assessed but it is undocumented although of satisfactory quality. 3: There is a process in place to ensure that assessments in use are reliable, valid and appropriate for the students being assessed and it is documented and of satisfactory quality. 4: There is a process in place to ensure that assessments in use are reliable, valid and appropriate for the students being assessed and it is documented and of excellent quality; the process is customized to student needs.

Tenet & Question Number	ASSESS-2
Question	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.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: Summative assessments (e.g., tests, quizzes, etc.) are not supplemented with interim and formative assessments. Assessments are not used to inform instruction, monitor progress, or evaluate student learning.</p> <p>1: Summative assessments (e.g., tests, quizzes, etc.) are rarely supplemented with interim and formative assessments. Assessments are rarely used to inform instruction, monitor progress, or evaluate student learning.</p> <p>2: Summative assessments (e.g., tests, quizzes, etc.) are sometimes supplemented with interim and formative assessments. Assessments are sometimes used to inform instruction, monitor progress, or evaluate student learning.</p> <p>3: Summative assessments (e.g., tests, quizzes, etc.) are often supplemented with interim and formative assessments. Assessments are often used to inform instruction, monitor progress, or evaluate student learning.</p> <p>4: Summative assessments (e.g., tests, quizzes, etc.) are always supplemented with interim and formative assessments. Assessments are always widely used to inform instruction, monitor progress, or evaluate student learning.</p>

Tenet & Question Number	ASSESS-3
Question	Assessment information and results are shared in a timely and specific manner with teachers, administrators, students, parents, and the community at large.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: Assessment information and results are not shared with any stakeholder.</p> <p>1: Assessment information and results are shared with students only. They are shared in a haphazard manner and do not meet the purposes of stakeholders.</p> <p>2: Assessment information and results are shared with students and parents only. They are shared in a haphazard manner and partially meet the purposes of stakeholders.</p> <p>3: Assessment information and results are shared with students, parents and educators only. They are shared consistently but not at the times requested by stakeholders. They partially meet the purposes of stakeholders.</p> <p>4: Assessment information and results are shared with students, parents, educators and the community at large. They are shared consistently and at the times requested by stakeholders. They completely meet the purposes of stakeholders.</p>

Tenet & Question Number	ASSESS-4
Question	Written standards-driven grading policies are shared with students and parents.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: Grading policies are not driven by standards. Grading policies are not disseminated to students and parents in writing.</p> <p>1: Grading policies reflect a consideration of standards. Grading policies are disseminated to students and parents only upon request.</p> <p>2: Grading policies reflect a consideration of mastery of standards. Grading policies, standards, and student progress are disseminated to students and parents periodically and also upon request.</p> <p>3: Grading policies promote standards-driven mastery of content. Grading policies, standards, and student progress are disseminated to students and parents regularly, upon request, and via multiple media outlets. Student progress is continually accessible by students and parents.</p> <p>4: Grading policies prioritize standards-driven mastery of content. Standards are written with student-friendly language to promote student and parent understanding of expectations. Grading policies, standards, and student progress are disseminated to students and parents systemically and regularly, upon request, and via multiple media outlets. Student progress toward mastery of standards is continually communicated to and accessible by students and parents.</p>

Tenet & Question Number	ASSESS-5
Question	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.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: The school does not collect perceptual data from stakeholders. The school does not utilize perceptual data to inform and adjust practices, policies, and procedures.</p> <p>1: The school rarely collects perceptual data from stakeholders. The school rarely utilizes perceptual data to inform and adjust practices, policies, and procedures.</p> <p>2: The school sometimes collects perceptual data from some stakeholders. The school sporadically utilizes perceptual data to inform and adjust practices, policies, and procedures.</p> <p>3: The school often collects perceptual data from most stakeholders. The school regularly utilizes perceptual data to inform and adjust practices, policies, and procedures.</p> <p>4: The school continuously collects perceptual data from all relevant stakeholders. The school consistently utilizes perceptual data to inform and adjust practices, policies, and procedures, and communicates actions to stakeholders.</p>



EDUCATOR EFFECTIVENESS

The purpose of this 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 Educator Effectiveness (EDEFF). There is a rubric for each question item under EDEFF which describes the standards required for each response option to a question item. **If necessary, please refer to the Technical Assistance Guide in the first page of the EBA for further information on how to use the rubric.**

Tenet & Question Number	EDEFF-1
Question	The school utilizes data-informed strategies for measuring and addressing teacher engagement.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: There is no process in place to measure teacher engagement with students, coworkers, and the workplace. School personnel never monitor and address teacher engagement.</p> <p>1: There is a process in place to measure teacher engagement with students, coworkers, and the workplace, but it is undocumented and is of unsatisfactory quality. School personnel haphazardly monitor and address teacher engagement.</p> <p>2: There is a process in place to measure teacher engagement with students, coworkers, and the workplace, but it is undocumented and is of satisfactory quality. School personnel regularly monitor and address teacher engagement.</p> <p>3: There is a process in place to measure teacher engagement with students, coworkers, and the workplace, and it is documented and is of satisfactory quality. School personnel consistently monitor and address teacher engagement using data from assessments and evaluations by staff.</p> <p>4: There is a process in place to measure teacher engagement with students, coworkers, and the workplace, and it is documented and is of excellent quality. The process is customized to teacher needs. School personnel consistently monitor and address teacher engagement using data from multiple assessments and evaluations by staff.</p>

Tenet & Question Number	EDEFF-2
Question	The school utilizes a research-based instructional model aligned to the Nebraska Teacher and Principal Performance Framework (NTPPF) .
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: The school does not have an instructional model that is research-based and aligned to the NTPPF. The school is not exploring the adoption of an instructional model that is research-based and aligned to the NTPPF.</p> <p>1: The school is exploring the adoption of an instructional model that is research-based and aligned to the NTPPF.</p> <p>2: The school is adopting an instructional model that is research-based and aligned to the NTPPF. Staff are knowledgeable of the components of the instructional model and are practicing application of the instructional model in their professional practice and interactions.</p> <p>3: The school is adopting an instructional model that is research-based and aligned to the NTPPF. The model is updated as needed. The model is connected to the school's evaluation system and is considered when planning for professional growth. Staff are knowledgeable of the components of the instructional model and are applying the instructional model in their professional practice and interactions.</p> <p>4: The school is adopting an instructional model that is research-based and aligned to the NTPPF. The model is reviewed and updated continuously. The model is foundational to the school's evaluation system and is utilized when planning for ongoing professional growth. Staff are knowledgeable of the components of the instructional model and are daily applying the instructional model in their professional practice and interactions.</p>

Tenet & Question Number	EDEFF-3
Question	The school utilizes a formal staff evaluation process aligned to the Nebraska Evaluation Model for Teachers and Principals .
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: The school does not have a system of evaluation. Staff performance is never monitored through supervision and evaluation procedures. There are no processes of supervision and evaluation that focus on improving professional practice or student success.</p> <p>1: The school has a system of evaluation, but lacks the comprehensive nature promoted by the Nebraska Evaluation Model. The school is not working to adapt the system of evaluation so that it is more comprehensive in nature. Staff performance is haphazardly monitored through supervision and evaluation procedures. The processes of supervision and evaluation have little focus on improving professional practice or student success.</p> <p>2: The school has a system of evaluation, but lacks the comprehensive nature promoted by the Nebraska Evaluation Model. The school is working to adapt the system of evaluation so that it is more comprehensive in nature. Staff performance is sometimes monitored through supervision and evaluation procedures. The processes of supervision and evaluation sometimes emphasize on improving professional practice and student success.</p> <p>3: The school has a system of evaluation that is aligned to the Nebraska Evaluation Model, and emphasizes a comprehensive evaluation of staff performance. Staff performance is formally monitored through supervision and evaluation procedures. The processes of supervision and evaluation prioritize improving professional practice and student success.</p> <p>4: The school has a system of evaluation that is aligned to the Nebraska Evaluation Model, and emphasizes a comprehensive evaluation of staff performance. The system offers a tiered approach that allows for multiple levels of interventions according to evidence-indicated staff needs. Staff performance is formally and consistently monitored through supervision and evaluation procedures. The processes of supervision and evaluation always prioritize improving professional practice and ensuring student success.</p>

Tenet & Question Number	EDEFF-4
Question	The school develops an annual professional learning plan that supports continuous improvement.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: There are no policies and practices for developing a professional learning plan. No staff members design and participate in a professional learning plan.</p> <p>1: There are unclear policies and practices for developing a professional learning plan. Few staff members design and participate in a professional learning plan. The professional learning plan is not informed by valid and reliable measures of educator effectiveness (such as a self-audit based on the school's instructional model).</p> <p>2: There are clear policies and practices for developing a professional learning plan. Most staff members design and participate in a professional learning plan. The professional learning plan is informed by valid and reliable measures of educator effectiveness (such as a self-audit based on the school's instructional model).</p> <p>3: There are clear policies and practices for developing and implementing a professional learning plan. Every staff member designs and participates in a professional learning plan. The professional learning plan is informed by valid and reliable measures of educator effectiveness (such as a self-audit based on the school's instructional model).</p> <p>4: There are clear and documented policies and practices requiring and giving direction for every staff member to develop and implement a professional learning plan. Every staff member designs and participates in a personalized, professional learning plan. The professional learning plan is informed by valid and reliable measures of educator effectiveness (such as a self-audit based on the school's instructional model). Every staff member regularly reflects on progress with the professional learning plan (i.e., considering the relative impact of professional growth on student learning and adjusting accordingly).</p>

Tenet & Question Number	EDEFF-5
Question	The school technology infrastructure meets the teaching and learning needs of faculty and staff.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: There is no technology infrastructure that meets the teaching and learning needs of faculty and staff. There is no plan in place to address the technology needs of faculty and staff.</p> <p>1: The technology infrastructure meets the teaching and learning needs of a few faculty and staff members. There is a plan in place to address the technology needs of a few faculty and staff.</p> <p>2: The technology infrastructure meets the teaching and learning needs of most faculty and staff. There is a plan in place to address the technology needs of most faculty and staff.</p> <p>3: The technology infrastructure meets the teaching and learning needs of all faculty and staff. There is a plan in place to address the technology needs of faculty and staff and improve existing technology infrastructure.</p> <p>4: The technology infrastructure is continuously updated and always meets the teaching and learning needs of all faculty and staff. There is a systematic plan in place to address the technology needs of all faculty and staff and continuously update and improve existing technology infrastructure.</p>