

AQuESTT Evidence-Based Analysis (School)



Evidence-Based Analysis (EBA)

The purpose of this Evidence-Based Analysis (EBA) is to obtain information supporting the 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 the $\{e://Field/SchoolType\}$ grades for $\{e://Field/School\}$ during the 2018-2019 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. Please note that if you are eligible for an EBA adjustment, you will be asked to submit electronic evidence supporting your responses for evaluation by an expert review panel. Your EBA responses will also be publicly displayed on school and district profiles.

To assist you, please use this guide as you complete the EBA: [2018-2019 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 to the survey link and complete any remaining items.

If you have any questions, please direct an email to nde.aquestt@nebraska.gov for support.



POSITIVE PARTNERSHIPS, RELATIONSHIPS, AND SUCCESS

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 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 \(School\)](#).

	Level 0	Level 1	Level 2	Level 3	Level 4
1. The school partners with community groups and support services for the academic success and healthy social and emotional development for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The school 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 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 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.E. The school implements strategies to support all students in monitoring and managing their own learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.M.H. Every student creates a Personal Learning Plan (PLP) to plan, monitor, and manage 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.E. Strategies to support all students in monitoring and managing learning

5.M.H. Student Personal Learning Plans



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. Also, mark if your school 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

	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.E. Strategies to support all students in monitoring and managing learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.M.H. Student Personal Learning Plans	<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 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.E. Strategies to support all students in monitoring and managing learning

5.M.H. Student Personal Learning Plans

You also indicated that your school 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

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

4. Measuring and addressing student engagement

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

5.M.H. Student Personal Learning Plans



TRANSITIONS

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

To what extent does your school 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 \(School\)](#)

	Level 0	Level 1	Level 2	Level 3	Level 4
1. The school 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 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 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.E. The school implements processes to help incoming students be prepared for elementary school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.M. The school implements processes to help incoming students be prepared for middle school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.H. The school implements processes to help incoming students be prepared for high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.E. The school implements strategies to support the successful transition of all students from elementary to middle school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.M. The school implements strategies to support the successful transition of all students from middle school to high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.H. The school implements strategies to support the successful transition of all students 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.E. Processes to help incoming students be prepared for elementary school

4.M. Processes to help incoming students be prepared for middle school

4.H. Processes to help incoming students be prepared for high school

5.E. Strategies to support transition from elementary to middle school

5.M. Strategies to support transition from middle school to high school

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5.H. Strategies to support transition from high school to post-high school opportunities



TRANSITIONS

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. Also, mark if your school 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.E. Processes to help incoming students be prepared for elementary school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.M. Processes to help incoming students be prepared for middle school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.H. Processes to help incoming students be prepared for high school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.E. Strategies to support transition from elementary to middle school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.M. Strategies to support transition from middle school to high school.	<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
5.H. Strategies to support transition 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 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.E. Processes to help incoming students be prepared for elementary school

4.M. Processes to help incoming students be prepared for middle school

4.H. Processes to help incoming students be prepared for high school

5.E. Strategies to support transition from elementary to middle school

5.M. Strategies to support transition from middle school to high school

5.H. Strategies to support transition from high school to post-high school opportunities

You also indicated that your school 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.E. Processes to help incoming students be prepared for elementary school

4.M. Processes to help incoming students be prepared for middle school

4.H. Processes to help incoming students be prepared for high school

5.E. Strategies to support transition from elementary to middle school

5.M. Strategies to support transition from middle school to high school

5.H. Strategies to support transition from high school to post-high school opportunities



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 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 \(School\)](#)

Level 0 Level 1 Level 2 Level 3 Level 4

1. The school offers students before school or after school opportunities for expanded learning.

2. The school supplements in-person classroom instruction with digital learning opportunities for students.

3. The school's continuous improvement process includes strategies to support the learning of all students.

4. The school aligns educational opportunities to the needs of all students.

5. The school evaluates the effectiveness of new educational programs.

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. Continuous improvement strategies to support the learning of all students

4. Aligning educational opportunities to the needs of all students

5. Evaluating new educational programs

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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. Also, mark if your school has an exemplary model of best practice you would be willing to share for the benefit 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. Continuous improvement strategies to support the learning of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 for the following:

1. Before or after school opportunities

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

3. Continuous improvement strategies to support the learning of all students

4. Aligning educational opportunities to the needs of all students

5. Evaluating new educational programs

You also indicated that your school 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. Continuous improvement strategies to support the learning of all students

4. Aligning educational opportunities to the needs of all students

5. Evaluating new educational programs

 **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 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 \(School\)](#).

	Level 0	Level 1	Level 2	Level 3	Level 4
1. The school utilizes a curriculum that is aligned to the Nebraska Content Area Standards for all content areas. There is a clearly defined and transparent process in place to develop, modify, review, and select curriculum and/or instructional materials, and the process is codified in school policy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The school 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"/>

Level 0	Level 1	Level 2	Level 3	Level 4
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3. The school provides students with the opportunity to acquire and demonstrate the knowledge, skills, actions, and dispositions that citizens in a republic need to fulfill obligatory civic rights and responsibilities.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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4. The school partners with businesses and industries to provide students with workplace experiences to identify career opportunities in Nebraska and develop career-readiness skills.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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5.E. The school provides every student with opportunities to become aware of the career fields identified in the [Nebraska Career Education Model](#).

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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5.M. The school provides every student with opportunities to explore the career clusters identified in the [Nebraska Career Education Model](#).

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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5.H. 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.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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If you would like to provide clarifying comments for your responses above, you may do so in the text boxes below:

1. Curriculum review and alignment to Content Area Standards

2. Integration of Career Readiness Standards into all content areas

3. Development of students into citizens in a republic

4. Partnerships for workplace experiences

5.E. Career awareness instruction

5.M. Career exploration instruction

5.H. Career preparation instruction



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. Also, mark if your school 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 review 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. Development of students into citizens in a republic	<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. Partnerships for workplace experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.E. Career awareness instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.M. Career exploration instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.H. Career 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 for the following:

1. Curriculum review and alignment to Content Area Standards

2. Integration of Career Readiness Standards into all content areas

3. Development of students into citizens in a republic

4. Partnerships for workplace experiences

5.E. Career awareness instruction

5.M. Career exploration instruction

5.H. Career preparation instruction

You also indicated that your school 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 review and alignment to Content Area Standards

2. Integration of Career Readiness Standards into all content areas

3. Development of students into citizens in a republic

4. Partnerships for workplace experiences

5.E. Career awareness instruction

5.M. Career exploration instruction

5.H. Career preparation instruction



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

To what extent does your school 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 \(School\)](#)

	Level 0	Level 1	Level 2	Level 3	Level 4
1. The school has a process to ensure that 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 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. Also, mark if your school has an exemplary model of best practice you would be willing to share for the benefit 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	Wiling 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 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 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

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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 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 \(School\)](#).

	Level 0	Level 1	Level 2	Level 3	Level 4
1. The school 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 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 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 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 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. Also, mark if your school has an exemplary model of best practice you would be willing to share for the benefit 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"/>

	Type of Support (check all that apply)			Exemplary Model
	Technical Support	Professional Development	Other Resources	Willing to Share
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 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 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).

Please provide the following information, then 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 also be included in the email.

First name

Last name

Email

Date (mm/dd/yyyy)

Signature (use your mouse if on a desktop, or your finger if on a mobile device)

FOR REVIEW ONLY

SIGN HERE

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For more information about this form, please contact:
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