District Rubric for the 2018-2019 Evidence-Based Analysis (EBA)

January 15, 2019

Prepared by

Office of Data, Research and Evaluation
Nebraska Department of Education

Table of Contents

POSITIVE PARTNERSHIPS, RELATIONSHIPS, AND SUCCESS

TRANSITIONS

EDUCATIONAL OPPORTUNITIES AND ACCESS

COLLEGE, CAREER, AND CIVIC READY

ASSESSMENT

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 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 district 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	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. 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. 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. 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. 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.

Tenet & Question Number	PPRS-2
Question	The school district implements strategies to increase family attendance and participation at school activities.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	0: There are no strategies that engage families in meaningful ways. There is no participation by families at school activities. 1: There are few strategies that engage families in meaningful ways. There is minimal participation by families at school activities. 2: There are some strategies that engage families in meaningful ways. There is occasional participation by families at school activities. 3: There are many strategies that engage families in meaningful and measurable ways. There is frequent participation by families at school activities. 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.

Tenet & Question Number	PPRS-3
Question	School district 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	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 the schools. 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 the schools. 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 the schools. 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 the schools. 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 the schools.

Tenet & Question Number	PPRS-4
Question	The school district implements data-informed strategies for measuring and addressing student engagement.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	0: There is no process in place to measure student engagement in their learning. School personnel never monitor and address student engagement. 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. 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. 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. 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.

Tenet & Question Number	PPRS-5
Question	The school district implements strategies to support all students in monitoring and managing their own learning as well as meet curriculum competencies.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	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. 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. 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. 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. 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.

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 district 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	0: There is no process in place to support on-time grade completion for students. 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 district. 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 district. 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 district. 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 district.

Tenet & Question Number	TRANS-2
Question	The school district 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	0: There is no process in place to identify and address the educational needs of highly mobile students. 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. 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. 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. 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.

Tenet & Question Number	TRANS-3
Question	The school district 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	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. 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. 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. 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. 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.

Tenet & Question Number	TRANS-4
Question	The school district implements processes to help all incoming students be prepared for elementary, middle, and high school.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	0: There is no process in place to prepare incoming students for the school level they are entering. There is no coordination of efforts among schools within the district. 1: There is a process in place to prepare incoming students for the school level they are entering, but it is undocumented and is of unsatisfactory quality. There is little coordination of efforts among schools within the district. 2: There is a process in place to prepare incoming students for the school level they are entering, but it is undocumented and is of satisfactory quality. There is some coordination of efforts among schools within the district. 3: There is a process in place to prepare incoming students for the school level they are entering, and it is documented and is of satisfactory quality. There is regular coordination of efforts among schools within the district. 4: There is a process in place to prepare incoming students for the school level they are entering, and it is documented and is of excellent quality. The process is customized to the needs of incoming students. There is consistent and continuous coordination of efforts among schools within the district.

Tenet & Question Number	TRANS-5
Question	The school district implements strategies to support the successful transition of all students from elementary to middle school, from middle to high school, and from high school to post-high school opportunities.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	0: There is no process in place to prepare outgoing students for the next school/post-high school level. There is no documentation indicating students are successfully prepared for the next school/post-high school level. 1: There is a process in place to prepare outgoing students for the next school/post-high school level, but it is undocumented and is of unsatisfactory quality. There is little documentation indicating students are successfully prepared for the next school/post-high school level. 2: There is a process in place to prepare outgoing students for the next school/post-high school level, but it is undocumented and is of satisfactory quality. There is some documentation indicating students are successfully prepared for the next school/post-high school level. 3: There is a process in place to prepare outgoing students for the next school/post-high school level, and it is documented and is of satisfactory quality. There is clear documentation indicating students are successfully prepared for the next school/post-high school level. 4: There is a process in place to prepare outgoing students for the next school/post-high school level, 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 the next school/post-high school level.

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 district offers students before school or after school opportunities for expanded learning.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	0: The school district 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). 1: The school district 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). 2: The school district 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). 3: The school district 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). 4: The school district 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

14

	community 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.

Tenet & Question Number	EDOP-2
Question	The school district supplements in-person classroom instruction with digital learning opportunities for students.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	0: The school district never implements any kind of digital learning to supplement in-person classroom instruction. 1: The school district haphazardly implements digital learning to supplement in-person classroom instruction for few (more than 0% but less than 25%) classes. 2: The school district regularly implements digital learning to supplement in-person classroom instruction for some (between 25% and 50%) classes. 3: The school district consistently implements digital learning to supplement in-person classroom instruction for most (more than 50% but less than 100%) classes. 4: The school district consistently implements digital learning to supplement in-person classroom instruction for all (100%) classes.

Tenet & Question Number	EDOP-3
Question	The school district has an embedded process to develop, implement, review, and modify a Targeted Improvement Plan (TIP) within its school improvement process.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	0: There is no process in place to develop, implement, review, and modify a TIP. 1: There is a process in place to develop, implement, review, and modify a TIP, but it is undocumented and is of unsatisfactory quality. 2: There is a process in place to develop, implement, review, and modify a TIP, but it is undocumented and is of satisfactory quality. 3: There is a process in place to develop, implement, review, and modify a TIP, and it is documented and is of satisfactory quality. 4: There is a process in place to develop, implement, review, and modify a TIP, and it is documented and is of excellent quality. The process is customized to intended outcomes for the schools.

Tenet & Question Number	EDOP-4
Question	The school district aligns educational opportunities to the needs of all students.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	0: There is no process in place to align educational opportunities to the needs of all students. 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 districtwide. 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 districtwide. 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 districtwide. 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 districtwide.

Tenet & Question Number	EDOP-5
Question	The school district evaluates the effectiveness of new educational programs.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	0: The school district 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 district does not have a process of evaluating new educational programs in place. 1: The school district 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 district 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. 2: The school district 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 district 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. 3: The school district 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 district 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. 4: The school district 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 district 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.

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 district 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 district policy.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	0: The school district does not utilize a curriculum for any content area. There is no existing process in place to develop, modify, review, and select curriculum and/or instructional materials. 1: The school district utilizes a curriculum for some content areas. The curriculum is not aligned to the Nebraska Content Area Standards. There is a process being developed to develop, modify, review, and select curriculum and/or instructional materials. 2: The school district utilizes a curriculum for most content areas. The curriculum somewhat aligns to Nebraska Content Area Standards. There is a partially developed process to develop, modify, review, and select curriculum and/or instructional materials. 3: The school district utilizes a curriculum for all content areas. The curriculum is aligned to the Nebraska Content Area Standards. There is a process in place to develop, modify, review, and select curriculum and/or instructional materials. School district staff work together haphazardly to review the curriculum and monitor its implementation. 4: The school district utilizes a curriculum for all content areas. The curriculum is fully aligned to the Nebraska Content Area Standards. The school district is able to provide evidence of the alignment to standards. There is a process in place to develop, modify, review, and select curriculum and/or instructional materials. The process is included in district and/or school policy. School district staff work together regularly to review the curriculum and monitor its implementation.

Tenet & Question Number	CCCR-2
Question	The school district 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 district curriculum does not integrate the Nebraska Career Readiness Standards into any content area. 1: The school district curriculum rarely integrates the Nebraska Career Readiness Standards into content areas. 2: The school district curriculum somewhat integrates the Nebraska Career Readiness Standards into some content areas. The school district is able to provide limited evidence of integration. 3: The school district curriculum regularly integrates the Nebraska Career Readiness Standards into most content areas. The school district is able to provide evidence of integration. 4: The school district curriculum fully integrates the Nebraska Career Readiness Standards into all content areas. The school district is able to provide comprehensive evidence of integration.

Tenet & Question Number	CCCR-3
Question	The school district 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.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	0: The school district does not provide opportunities for students to acquire the knowledge, skills, actions, and dispositions needed to be responsible citizens. There is no documentation indicating students are successfully able to demonstrate the knowledge, skills, actions, and dispositions needed to be responsible citizens. 1: The school district provides limited opportunities for students to acquire the knowledge, skills, actions, and dispositions needed to be responsible citizens. There is little documentation indicating students are successfully able to demonstrate the knowledge, skills, actions, and dispositions needed to be responsible citizens. 2: The school district provides some opportunities for students to acquire the knowledge, skills, actions, and dispositions students need to be responsible citizens. There is some documentation indicating students are successfully able to demonstrate the knowledge, skills, actions, and dispositions needed to be responsible citizens. 3: The school district regularly provides many opportunities for students to acquire the knowledge, skills, actions, and dispositions students need to be responsible citizens. There is clear documentation indicating students are successfully able to demonstrate the knowledge, skills, actions, and dispositions needed to be responsible citizens. 4: The school district always provides extensive opportunities for students to acquire knowledge, skills, actions, and dispositions needed to be responsible citizens. There is clear and updated documentation indicating students are successfully able to demonstrate the knowledge, skills, actions, and dispositions needed to be responsible citizens. The school district coordinates with other districts/schools to share best practices and to showcase student learning.

Tenet & Question Number	CCCR-4
Question	The school district partners with businesses and industries to provide students with workplace experiences to identify career opportunities in Nebraska and develop career-readiness skills.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	0: The school district does not partner with businesses or industries to offer students any workplace experiences. 1: The school district partners with businesses and industries to offer limited workplace experiences to few students. There is no developed process of offering workplace experience opportunities to students. 2: The school district partners with businesses and industries to offer some workplace experiences to some students. There is a partially developed process of offering workplace experience opportunities to students. 3: The school district partners with businesses and industries to offer many workplace experiences to most students regularly. There is a mostly developed process of offering workplace experience opportunities to students. 4: The school district partners with businesses and industries to offer extensive workplace experiences to all students throughout the year. There is a fully developed and systematic process of offering workplace experience opportunities to students. The school district actively communicates with businesses and industries to gather feedback on students' workplace performance.

Tenet & Question Number	CCCR-5
Question	The school district provides every student with classroom instruction and expanded learning opportunities that focus on career awareness, exploration, and preparation.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	0: The school district does not provide any classroom instruction and expanded learning opportunities related to career awareness, exploration, and preparation. 1: The school district provides few students with limited classroom instruction and expanded learning opportunities related to career awareness, exploration, and preparation. The school district provides career awareness, exploration, and preparation opportunities for students in one or two career fields identified in the Nebraska Career Education Model. There is no developed process of offering classroom instruction or expanded learning opportunities related to career awareness, exploration, and preparation. 2: The school district provides some students with some classroom instruction and expanded learning opportunities related to career awareness, exploration, and preparation. The school district provides career awareness, exploration, and preparation opportunities for students in three or four career fields identified in the Nebraska Career Education Model. There is a partially developed process of offering classroom instruction or expanded learning opportunities related to career awareness, exploration, and preparation. 3: The school district provides most students with classroom instruction and expanded learning opportunities related to career awareness, exploration, and preparation regularly. The school district provides career awareness, exploration, and preparation opportunities for students in five or six career fields identified in the Nebraska Career Education Model. There is a mostly developed process of offering classroom instruction or expanded learning opportunities related to career awareness, exploration, and preparation. 4: The school district provides all students with detailed classroom instruction and expanded learning opportunities related to career awareness, exploration, and preparation throughout the year. The school district provides career awareness, exploration, and preparation opportunities for students in all six career fields identified in the Nebraska Career Education Model in great detail.

	There is a fully developed and systematic process of offering classroom instruction or expanded learning opportunities related to career awareness, exploration, and preparation.

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 district 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 if 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	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. 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. 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. 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. 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.

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	0: Assessment information and results are not shared with any stakeholder. 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. 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. 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. 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.

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	0: Grading policies are not driven by standards. Grading policies are not disseminated to students and parents in writing. 1: Grading policies reflect a consideration of standards. Grading policies are disseminated to students and parents only upon request. 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. 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. 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.

Tenet & Question Number	ASSESS-5
Question	The school district utilizes perceptual data about the thoughts of stakeholders (e.g., opinions, views, beliefs, convictions, sentiments) to inform and adjust practices, policies, and procedures.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	0: The school district does not collect perceptual data from stakeholders. The school district does not utilize perceptual data to inform and adjust practices, policies, and procedures. 1: The school district rarely collects perceptual data from stakeholders. The school district rarely utilizes perceptual data to inform and adjust practices, policies, and procedures. 2: The school district sometimes collects perceptual data from some stakeholders. The school district sporadically utilizes perceptual data to inform and adjust practices, policies, and procedures. 3: The school district often collects perceptual data from most stakeholders. The school district regularly utilizes perceptual data to inform and adjust practices, policies, and procedures. 4: The school district continuously collects perceptual data from all relevant stakeholders. The school district consistently utilizes perceptual data to inform and adjust practices, policies, and procedures, and communicates actions to stakeholders.

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 district utilizes data-informed strategies for measuring and addressing teacher engagement.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	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. 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. 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. 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. 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.

Tenet & Question Number	EDEFF-2
Question	The school district 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	0: The school district does not have an instructional model that is research-based and aligned to the NTPPF. The school district is not exploring the adoption of an instructional model that is research-based and aligned to the NTPPF. 1: The school district is exploring the adoption of an instructional model that is research-based and aligned to the NTPPF. 2: The school district is adopting an instructional model that is research-based and aligned to the NTPPF. Staff are knowledgable of the components of the instructional model and are practicing application of the instructional model in their professional practice and interactions. 3: The school district 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 district's evaluation system and is considered when planning for professional growth. Staff are knowledgable of the components of the instructional model and are applying the instructional model in their professional practice and interactions. 4: The school district 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 district's evaluation system and is utilized when planning for ongoing professional growth. Staff are knowledgable of the components of the instructional model and are daily applying the instructional model in their professional practice and interactions.

Tenet & Question Number	EDEFF-3
Question	The school district 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	0: The school district 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. 1: The school district has a system of evaluation, but lacks the comprehensive nature promoted by the Nebraska Evaluation Model. The school district 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. 2: The school district has a system of evaluation, but lacks the comprehensive nature promoted by the Nebraska Evaluation Model. The school district 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. 3: The school district 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. 4: The school district 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.

Tenet & Question Number	EDEFF-4
Question	The school district develops an annual professional learning plan that supports continuous improvement.
Response Format	Level 0
	Level 1
	Level 2
	Level 3
	Level 4
Rubric	0: There are no policies and practices for developing a professional learning plan. No staff members design and participate in a professional learning plan.
	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 district's instructional model).
	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 district's instructional model).
	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 district's instructional model).
	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 district'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).

Tenet & Question Number	EDEFF-5
Question	The school district 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	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. 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. 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. 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. 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.