

AQuESTT Evidence-based Analysis (EBA) Business Rules

September 18, 2019

Version 1.01

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(PPRS-1)-The school partners with community groups and support services for the academic success and healthy social and emotional development for all students

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	Continued Partnership with Community Groups is <u>always</u> developed						
	The partnership provides support for <u>all students</u>						
	<u>There is a process</u> to determine the academic, physical, social and emotional needs of students						
	The process <u>is documented</u>						
	The process is of <u>excellent quality</u>						
Level 3 Conditions	Partnership with Community groups is <u>often</u> developed						
	<u>There is a process</u> to determine the academic, physical, social and emotional needs of students						
	The process <u>is documented</u>						
	The process is of <u>satisfactory quality</u>						
Level 2 Conditions	Partnership with Community groups is <u>sometimes</u> developed						
	<u>There is a process</u> to determine the academic, physical, social and emotional needs of students						
	The process <u>is undocumented</u>						
	The process is of <u>satisfactory quality</u>						
Level 1 Conditions	Partnership with Community groups is <u>sometimes</u> developed						
	<u>There is a process</u> to determine the academic, physical, social and emotional needs of students						
	The process <u>is undocumented</u>						
	The process is of <u>unsatisfactory quality</u>						

If none of the level requirements above are met, allocate a level 0

(PPRS-2)- The school implements strategies to increase family attendance and participation at school activities.

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	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						
Level 3 Conditions	There are many strategies that engage families in meaningful and measurable ways						
	There is frequent participation by families at school activities						
Level 2 Conditions	There are some strategies that engage families in meaningful ways						
	There is occasional participation by families at school activities						
Level 1 Conditions	There are few strategies that engage families in meaningful ways						
	There is minimal participation by families at school activities						

If none of the level requirements above are met, allocate a level 0

(PPRS-3)- School leadership collaboratively develop and communicate clear expectations for a safe, clean, and healthy learning environment with all stakeholders.

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	Schools leaders continuously and collaboratively develop and communicate clear expectations for a safe, clean, and healthy learning environment						
	Stakeholders are always aware of the expectations for a safe, clean, and healthy learning environment						
	Stakeholders are 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						
Level 3 Conditions	Schools 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						
Level 2 Conditions	Schools 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						
Level 1 Conditions	Schools 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						

If none of the level requirements above are met, allocate a level 0

(PPRS-4)- The school implements data-informed strategies for measuring and addressing student engagement

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	There is a process in place to measure student engagement in their learning						
	The process is documented						
	The process 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						
Level 3 Conditions	There is a process in place to measure student engagement in their learning						
	The process is documented						
	The process is of satisfactory quality						
	School personnel consistently monitor and address student engagement using data from assessments and evaluations by staff						
Level 2 Conditions	There is a process in place to measure student engagement in their learning						
	The process is undocumented						
	The process is of satisfactory quality						
	School personnel regularly monitor and address student engagement						
Level 1 Conditions	There is a process in place to measure student engagement in their learning						
	The process is undocumented						
	The process is of unsatisfactory quality						
	School personnel haphazardly monitor and address student engagement						

If none of the level requirements above are met, allocate a level 0

(PPRS-5E)- The school implements strategies to support all students in monitoring and managing their own learning.

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	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						
Level 3 Conditions	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						
Level 2 Conditions	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						
Level 1 Conditions	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						

If none of the level requirements above are met, allocate a level 0

(PPRS-5MH)- Every student creates a Personal Learning Plan (PLP) to plan, monitor, and manage their own learning as well as meet curriculum competencies.

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	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.						
Level 3 Conditions	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 and accomplish education, career, and life goals.						
	There are coursework and activities to promote student success in a wide variety of career fields.						
Level 2 Conditions	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 and accomplish education, career, and life goals.						
	There are minimal coursework and activities to promote student success in different career fields.						
Level 1 Conditions	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 and accomplish education, career, and life goals.						
	There are minimal coursework and activities to promote student success in different career fields.						

If none of the level requirements above are met, allocate a level 0

(TRANS-1)- The school follows a systematic process to support on-time grade completion for all students.

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	<u>There is a process</u> in place to support on-time grade completion for students						
	The process <u>is documented</u>						
	The process is of <u>excellent quality</u>						
	The process is <u>customized</u> to student needs						
Level 3 Conditions	The process supports <u>all (100%)</u> students in the school						
	<u>There is a process</u> in place to support on-time grade completion for students						
	The process <u>is documented</u>						
	The process is of <u>satisfactory quality</u>						
Level 2 Conditions	The process supports <u>most (more than 50% but less than 100%)</u> students in the school						
	<u>There is a process</u> in place to support on-time grade completion for students						
	The process <u>is undocumented</u>						
	The process is of <u>satisfactory quality</u>						
Level 1 Conditions	The process supports <u>some (between 25% and 50%)</u> students in the school						
	<u>There is a process</u> in place to support on-time grade completion for students						
	The process <u>is undocumented</u>						
	The process is of <u>unsatisfactory quality</u>						
Level 0	The process supports <u>few (more than 0% but less than 25%)</u> students in the school						

If none of the level requirements above are met, allocate a level 0

(TRANS-2)- The school follows a systematic process for addressing the educational needs of highly mobile students

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	There is a process in place to identify and address the educational needs of highly mobile students						
	The process is documented						
	The process is of excellent quality						
	The process is customized to the needs of highly mobile students						
Level 3 Conditions	There is a process in place to identify and address the educational needs of highly mobile students						
	The process is documented						
	The process is of satisfactory quality						
Level 2 Conditions	There is a process in place to identify and address the educational needs of highly mobile students						
	The process is undocumented						
	The process is of satisfactory quality						
Level 1 Conditions	There is a process in place to identify and address the educational needs of highly mobile students						
	The process is undocumented						
	The process is of unsatisfactory quality						

If none of the level requirements above are met, allocate a level 0

(TRANS-3)- The school follows a systematic process to identify and support students at risk of dropping out

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	<u>There is a process</u> to identify and support students at risk of dropping out						
	The process <u>is documented</u>						
	The process is of <u>excellent quality</u>						
	The process is <u>customized</u> to the needs of students at risk of dropping out						
	<u>Many</u> opportunities are available for school personnel to build long-term interaction and strong relationships with students at risk of dropping out and <u>parents or guardians of the students</u>						
Level 3 Conditions	<u>There is a process</u> to identify and support students at risk of dropping out						
	The process <u>is documented</u>						
	The process is of <u>satisfactory quality</u>						
	<u>Many</u> opportunities are available for school personnel to build long-term interaction and strong relationships with students at risk of dropping out						
Level 2 Conditions	<u>There is a process</u> to identify and support students at risk of dropping out						
	The process <u>is undocumented</u>						
	The process is of <u>satisfactory quality</u>						
	<u>Some</u> opportunities are available for school personnel to build long-term interaction and strong relationships with students at risk of dropping out						
Level 1 Conditions	<u>There is a process</u> to identify and support students at risk of dropping out						
	The process <u>is undocumented</u>						
	The process is of <u>unsatisfactory quality</u>						
	<u>Few</u> opportunities are available for school personnel to build long-term interaction and strong relationships with students at risk of dropping out						

If none of the level requirements above are met, allocate a level 0

(TRANS-4E)- The school implements processes to help incoming students be prepared for elementary school

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	<u>There is a process</u> in place to prepare incoming students for elementary school						
	The process <u>is documented</u>						
	The process is of <u>excellent quality</u>						
	The process <u>is customized</u> to the needs of incoming students						
Level 3 Conditions	<u>There is a process</u> in place to prepare incoming students for elementary school						
	The process <u>is documented</u>						
	The process is of <u>satisfactory quality</u>						
Level 2 Conditions	<u>There is a process</u> in place to prepare incoming students for elementary school						
	The process <u>is undocumented</u>						
	The process is of <u>satisfactory quality</u>						
Level 1 Conditions	<u>There is a process</u> in place to prepare incoming students for elementary school						
	The process <u>is undocumented</u>						
	The process is of <u>unsatisfactory quality</u>						

If none of the level requirements above are met, allocate a level 0

(TRANS-4M)- The school implements processes to help incoming students be prepared for middle school

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	<u>There is a process</u> in place to prepare incoming students for middle school						
	The process <u>is documented</u>						
	The process is of <u>excellent quality</u>						
	The process <u>is customized</u> to the needs of incoming students						
Level 3 Conditions	<u>There is a process</u> in place to prepare incoming students for middle school						
	The process <u>is documented</u>						
	The process is of <u>satisfactory quality</u>						
Level 2 Conditions	<u>There is a process</u> in place to prepare incoming students for middle school						
	The process <u>is undocumented</u>						
	The process is of <u>satisfactory quality</u>						
Level 1 Conditions	<u>There is a process</u> in place to prepare incoming students for middle school						
	The process <u>is undocumented</u>						
	The process is of <u>unsatisfactory quality</u>						

If none of the level requirements above are met, allocate a level 0

(TRANS-4H)- The school implements processes to help incoming students be prepared for high school

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	<u>There is a process</u> in place to prepare incoming students for high school						
	The process <u>is documented</u>						
	The process is of <u>excellent quality</u>						
	The process <u>is customized</u> to the needs of incoming students						
Level 3 Conditions	<u>There is a process</u> in place to prepare incoming students for high school						
	The process <u>is documented</u>						
	The process is of <u>satisfactory quality</u>						
Level 2 Conditions	<u>There is a process</u> in place to prepare incoming students for high school						
	The process <u>is undocumented</u>						
	The process is of <u>satisfactory quality</u>						
Level 1 Conditions	<u>There is a process</u> in place to prepare incoming students for high school						
	The process <u>is undocumented</u>						
	The process is of <u>unsatisfactory quality</u>						

If none of the level requirements above are met, allocate a level 0

(TRANS-5E)- The school implements strategies to support the successful transition of all students from elementary to middle school

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	There is a process in place to prepare outgoing students for middle school						
	The process is documented						
	The process is of excellent quality						
	The process is customized to the needs of incoming students						
	There is clear and updated documentation indicating students are successfully prepared for middle school						
Level 3 Conditions	There is a process in place to prepare outgoing students for middle school						
	The process is documented						
	The process is of satisfactory quality						
	There is clear documentation indicating students are successfully prepared for middle school						
Level 2 Conditions	There is a process in place to prepare outgoing students for middle school						
	The process is undocumented						
	The process is of satisfactory quality						
	There is some documentation indicating students are successfully prepared for middle school						
Level 1 Conditions	There is a process in place to prepare outgoing students for middle school						
	The process is undocumented						
	The process is of unsatisfactory quality						
	There is some documentation indicating students are successfully prepared for middle school						

If none of the level requirements above are met, allocate a level 0

(TRANS-5M)- The school implements strategies to support the successful transition of all students from middle school to high school

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	There is a process in place to prepare outgoing students for high school						
	The process is documented						
	The process is of excellent quality						
	The process is customized to the needs of incoming students						
Level 3 Conditions	There is clear and updated documentation indicating students are successfully prepared for high school						
	There is a process in place to prepare outgoing students for high school						
	The process is documented						
	The process is of satisfactory quality						
Level 2 Conditions	There is clear documentation indicating students are successfully prepared for high school						
	There is a process in place to prepare outgoing students for high school						
	The process is undocumented						
	The process is of satisfactory quality						
Level 1 Conditions	There is some documentation indicating students are successfully prepared for high school						
	There is a process in place to prepare outgoing students for high school						
	The process is undocumented						
	The process is of unsatisfactory quality						

If none of the level requirements above are met, allocate a level 0

(TRANS-5H)- The school implements strategies to support the successful transition of all students from high school to post-high school opportunities.

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	There is a process in place to prepare outgoing students for post-high school						
	The process is documented						
	The process is of excellent quality						
	The process is customized to the needs of incoming students						
	There is clear and updated documentation indicating students are successfully prepared for post-high school						
Level 3 Conditions	There is a process in place to prepare outgoing students for post-high school						
	The process is documented						
	The process is of satisfactory quality						
	There is clear documentation indicating students are successfully prepared for post-high school						
Level 2 Conditions	There is a process in place to prepare outgoing students for post-high school						
	The process is undocumented						
	The process is of satisfactory quality						
	There is some documentation indicating students are successfully prepared for post-high school						
Level 1 Conditions	There is a process in place to prepare outgoing students for post-high school						
	The process is undocumented						
	The process is of unsatisfactory quality						
	There is some documentation indicating students are successfully prepared for post-high school						

If none of the level requirements above are met, allocate a level 0

(EDOP-1)- The school offers students before school or after school opportunities for expanded learning

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	The school offers many school-based activities and programs of a wide variety						
	There is evidence that these activities and programs enhance student learning						
Level 3 Conditions	The school offers many school-based activities and programs						
Level 2 Conditions	The school offers some school-based activities and programs						
Level 1 Conditions	The school offers limited school-based activities and programs						

If none of the level requirements above are met, allocate a level 0

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

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	The school <u>consistently</u> implements digital learning to supplement in-person classroom instruction						
	For <u>all (100%)</u> classes						
Level 3 Conditions	The school <u>consistently</u> implements digital learning to supplement in-person classroom instruction						
	For <u>most (more than 50% but less than 100%)</u> classes						
Level 2 Conditions	The school <u>regularly</u> implements digital learning to supplement in-person classroom instruction						
	For <u>some (between 25% and 50%)</u> classes						
Level 1 Conditions	The school <u>haphazardly</u> implements digital learning to supplement in-person classroom instruction						
	For <u>few (more than 0% but less than 25%)</u> classes						

If none of the level requirements above are met, allocate a level 0

(EDOP-3)- The school's continuous improvement process includes strategies to support the learning of all students

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	<u>There is a continuous improvement process</u> in place						
	The process <u>is documented</u>						
	The process is of <u>excellent quality</u>						
	The process <u>is customized</u> to student needs						
	The process utilizes a profile with comprehensive data and it is <u>consistently</u> updated, <u>monitored</u> , and used by school personnel						
Level 3 Conditions	<u>There is a continuous improvement process</u> in place						
	The process <u>is documented</u>						
	The process is of <u>satisfactory quality</u>						
	The process utilizes a profile with comprehensive data and it is <u>consistently updated</u> , and used by school personnel						
Level 2 Conditions	<u>There is a continuous improvement process</u> in place						
	The process <u>is undocumented</u>						
	The process is of <u>satisfactory quality</u>						
	The process utilizes a profile with comprehensive data and it is <u>regularly updated</u> , and used by school personnel						
Level 1 Conditions	<u>There is a continuous improvement process</u> in place						
	The process <u>is undocumented</u>						
	The process is of <u>unsatisfactory quality</u>						
	The process utilizes a profile with comprehensive data and it <u>haphazardly</u> used by school personnel						

If none of the level requirements above are met, allocate a level 0

(EDOP-4)- The school aligns educational opportunities to the needs of all students

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	There is a process in place to align educational opportunities						
	The process is documented						
	The process is of excellent quality						
	The needs of all (100%) students are considered						
Level 3 Conditions	There is a process in place to align educational opportunities						
	The process is documented						
	The process is of satisfactory quality						
	The needs of most (more than 50% but less than 100%) students are considered						
Level 2 Conditions	There is a process in place to align educational opportunities						
	The process is undocumented						
	The process is of satisfactory quality						
	The needs of some (between 25% and 50%) students are considered						
Level 1 Conditions	There is a process in place to align educational opportunities						
	The process is undocumented						
	The process is of unsatisfactory quality						
	The needs of few (more than 0% but less than 25%) students are considered						

If none of the level requirements above are met, allocate a level 0

(EDOP-5)- The school evaluates the effectiveness of new educational programs

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	The school evaluates the effectiveness of all (100%) new educational programs						
	There is a process for evaluating new educational programs						
	The process is documented						
	The process has clear objectives and involves a careful and rigorous examination that informs decision making						
Level 3 Conditions	The school evaluates the effectiveness of most (more than 50% but less than 100%) new educational programs						
	There is a process for evaluating new educational programs						
	The process is documented						
	The process has clear objectives and involves a satisfactory examination that informs decision making						
Level 2 Conditions	The school evaluates the effectiveness of some (between 25% and 50%) new educational programs						
	There is a process for evaluating new educational programs						
	The process is undocumented						
	The process has clear objectives and involves a satisfactory examination that informs decision making						
Level 1 Conditions	The school evaluates the effectiveness of few (more than 0% but less than 25%) new educational programs						
	There is a process for evaluating new educational programs						
	The process is undocumented						
	The process has no clear objectives and involves a cursory examination that informs decision making						

If none of the level requirements above are met, allocate a level 0

(CCCR-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.

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	The school utilizes a curriculum for all content areas						
	The curriculum is fully aligned to the Nebraska Content Area 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 staff work together regularly to review the curriculum and monitor its implementation						
Level 3 Conditions	The school 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 staff work together haphazardly to review the curriculum and monitor its implementation						
Level 2 Conditions	The school utilizes a curriculum for most content areas						
	The curriculum somewhat aligns to the Nebraska Content Area Standards						
	There is a partially developed process in place to develop, modify, review and select curriculum and/or instructional materials						
Level 1 Conditions	The school 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						

If none of the level requirements above are met, allocate a level 0

(CCCR-2)- The school integrates the Nebraska Career Readiness Standards into all content areas.

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	The school fully integrates the Nebraska Career Readiness Standards						
	The integration is applied into all content areas						
	The school is able to provide comprehensive evidence of integration						
Level 3 Conditions	The school regularly integrates the Nebraska Career Readiness Standards						
	The integration is applied into most content areas						
	The school is able to provide evidence of integration						
Level 2 Conditions	The school somewhat integrates the Nebraska Career Readiness Standards						
	The integration is applied into some content areas						
	The school is able to provide limited evidence of integration						
Level 1 Conditions	The school rarely integrates the Nebraska Career Readiness Standards into content areas						

If none of the level requirements above are met, allocate a level 0

(CCCR-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.

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	The school 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 coordinates with other districts/schools to share best practices and to showcase student learning						
Level 3 Conditions	The school regularly provides many opportunities for students to acquire knowledge, skills, actions, and dispositions needed 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						
Level 2 Conditions	The school provides some opportunities for students to acquire knowledge, skills, actions, and dispositions needed 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						
Level 1 Conditions	The school provides limited opportunities for students to acquire knowledge, skills, actions, and dispositions needed to be responsible citizens.						
	There is limited documentation indicating students are successfully able to demonstrate the knowledge, skills, actions, and dispositions needed to be responsible citizens						

If none of the level requirements above are met, allocate a level 0

(CCCR-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.

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	The school partners with businesses and industries to offer extensive workplace experiences						
	The above statement applies to all students throughout the year						
	There is a fully developed and systematic process of offering workplace experience opportunities to students						
	These experiences are fully aligned with the school's course and program offerings						
	The school actively communicates with businesses and industries to gather feedback on students' workplace performance						
Level 3 Conditions	The school partners with businesses and industries to offer many workplace experiences						
	The above statement applies to most students regularly						
	There is a mostly developed process of offering workplace experience opportunities to students						
	These experiences are aligned with the school's course and program offerings						
Level 2 Conditions	The school partners with businesses and industries to offer some workplace experiences						
	The above statement applies to some students						
	There is a partially developed process of offering workplace experience opportunities to students						
	These experiences are somewhat aligned with the school's course and program offerings						
Level 1 Conditions	The school partners with businesses and industries to offer limited workplace experiences						
	The above statement applies to few students						
	There is a no developed process of offering workplace experience opportunities to students						
	These experiences are not aligned with the school's course and program offerings						

If none of the level requirements above are met, allocate a level 0

(CCCR-5E)- The school provides every student with opportunities to become aware of the career fields identified in the Nebraska Career Education Model

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	The school provides extensive opportunities for all students to become aware of the career fields identified in the Nebraska Career Education model						
	The above process is carried out 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						
Level 3 Conditions	The school provides many opportunities for students to become aware of the career fields identified in the Nebraska Career Education model						
	The above process is carried out regularly						
	The school provides opportunities to help students 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						
Level 2 Conditions	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 help students 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						
Level 1 Conditions	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 help students become aware of one or two career fields identified in the Nebraska Career Education Model						
	There is a no developed process of offering opportunities to help students become aware of the career fields identified in the Nebraska Career Education Model						

If none of the level requirements above are met, allocate a level 0

(CCCR-5M)- The school provides every student with opportunities to explore the career clusters identified in the Nebraska Career Education Model

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	The school provides all students with extensive opportunities to explore the career clusters identified in the Nebraska Career Education model						
	The above process is carried out 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						
Level 3 Conditions	The school provides most students with many opportunities to explore the career clusters identified in the Nebraska Career Education model						
	The above process is carried out 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						
Level 2 Conditions	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						
Level 1 Conditions	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 help students explore up to five career clusters identified in the Nebraska Career Education Model						
	There is a no developed process of offering opportunities to help students explore the career clusters identified in the Nebraska Career Education Model						

If none of the level requirements above are met, allocate a level 0

(CCCR-5H)- 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.

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	The school provides opportunities on all of the following topics: career preparation, programs of study that consider postsecondary requirements, and career cluster choices						
	These opportunities are offered to all students						
	These opportunities are offered throughout the year						
	There is clear and updated documentation on offering such opportunities						
Level 3 Conditions	The school provides opportunities on all of the following topics: career preparation, programs of study that consider postsecondary requirements, and career cluster choices						
	These opportunities are offered to most students						
	These opportunities are offered regularly						
	There is clear documentation on offering such opportunities						
Level 2 Conditions	The school provides opportunities on three of the following topics: career preparation, 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						
Level 1 Conditions	The school provides opportunities on up to two of the following topics: career preparation, 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						

If none of the level requirements above are met, allocate a level 0

(ASSESS-1)- The school has a process to ensure that assessments in use are reliable, valid, and appropriate for the students being assessed.

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	<u>There is a process in place</u> to ensure that assessments in use are reliable, valid and appropriate for the students being assessed						
	The process is <u>documented</u>						
	The process is of <u>excellent quality</u>						
	The process is <u>customized to student needs</u>						
Level 3 Conditions	<u>There is a process in place</u> to ensure that assessments in use are reliable, valid and appropriate for the students being assessed						
	The process is <u>documented</u>						
	The process is of <u>satisfactory quality</u>						
Level 2 Conditions	<u>There is a process in place</u> to ensure that assessments in use are reliable, valid and appropriate for the students being assessed						
	The process is <u>undocumented</u>						
	The process is of <u>satisfactory quality</u>						
Level 1 Conditions	<u>There is no process in place</u> to ensure that assessments in use are reliable, valid and appropriate for the students being assessed						
	The process is <u>undocumented</u>						
	The process is of <u>unsatisfactory quality</u>						

If none of the level requirements above are met, allocate a level 0

(ASSESS-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.

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	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.						
Level 3 Conditions	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.						
Level 2 Conditions	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.						
Level 1 Conditions	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.						

If none of the level requirements above are met, allocate a level 0

(ASSESS-3)- Assessment information and results are shared in a timely and specific manner with teachers, administrators, students, parents, and the community at large.

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	Assessment information and results are shared with <u>students, parents, educators and the community at large.</u>						
	They are shared <u>consistently</u> and <u>at the times requested by stakeholders.</u>						
	They <u>completely</u> meet the purposes of stakeholders.						
Level 3 Conditions	Assessment information and results are shared with <u>students, parents and educators only.</u>						
	They are shared <u>consistently</u> but <u>not at the times requested by stakeholders.</u>						
	They <u>partially</u> meet the purposes of stakeholders.						
Level 2 Conditions	Assessment information and results are shared with <u>students and parents only.</u>						
	They are shared in a <u>haphazard</u> manner.						
	They <u>partially</u> meet the purposes of stakeholders.						
Level 1 Conditions	Assessment information and results are shared with <u>students only.</u>						
	They are shared in a <u>haphazard</u> manner.						
	They <u>do not meet</u> the purposes of stakeholders						

If none of the level requirements above are met, allocate a level 0

(ASSESS-4)- Written standards-driven grading policies are shared with students and parents.

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	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.						
Level 3 Conditions	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.						
Level 2 Conditions	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.						
Level 1 Conditions	Grading policies reflect a consideration of standards.						
	Grading policies are disseminated to students and parents only upon request.						

If none of the level requirements above are met, allocate a level 0

(ASSESS-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

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	The school continuously collects perceptual data						
	The perceptual data is collected from all relevant stakeholders						
	The school consistently utilizes perceptual data to inform and adjust practices, policies, and procedures, and communicates actions to stakeholders.						
Level 3 Conditions	The school often collects perceptual data						
	The perceptual data is collected from most stakeholders						
	The school regularly utilizes perceptual data to inform and adjust practices, policies, and procedures						
Level 2 Conditions	The school sometimes collects perceptual data						
	The perceptual data is collected from some stakeholders						
	The school sporadically utilizes perceptual data to inform and adjust practices, policies, and procedures						
Level 1 Conditions	The school rarely collects perceptual data from stakeholders						
	The school rarely utilizes perceptual data to inform and adjust practices, policies, and procedures						

If none of the level requirements above are met, allocate a level 0

(EDEFF-1)- The school utilizes data-informed strategies for measuring and addressing teacher engagement

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	There is a process in place to measure teacher engagement with students, coworkers, and the workplace.						
	The process is documented .						
	The process is of excellent quality .						
	The process is customized to teacher needs .						
	School personnel consistently monitor and address teacher engagement						
	The above is done using data from multiple assessments and evaluations by staff						
Level 3 Conditions	There is a process in place to measure teacher engagement with students, coworkers, and the workplace.						
	The process is documented .						
	The process is of satisfactory quality .						
	School personnel consistently monitor and address teacher engagement						
	The above is done using data from assessments and evaluations by staff						
Level 2 Conditions	There is a process in place to measure teacher engagement with students, coworkers, and the workplace.						
	The process is undocumented .						
	The process is of satisfactory quality .						
	School personnel regularly monitor and address teacher engagement						
Level 1 Conditions	There is a process in place to measure teacher engagement with students, coworkers, and the workplace.						
	The process is undocumented .						
	The process is of unsatisfactory quality .						
	School personnel haphazardly monitor and address teacher engagement						

If none of the level requirements above are met, allocate a level 0

(EDEFF-2)- The school utilizes a research-based instructional model aligned to the Nebraska Teacher and Principal Performance Framework (NTPPF).

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	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.						
	The model 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.						
Level 3 Conditions	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.						
	The model is considered when planning for ongoing professional growth.						
	Staff are knowledgeable of the components of the instructional model and are applying the instructional model in their professional practice and interactions.						
Level 2 Conditions	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.						
Level 1 Conditions	The school is exploring the adoption of an instructional model that is research-based and aligned to the NTPPF.						

If none of the level requirements above are met, allocate a level 0

(EDEFF-3)- The school utilizes a formal staff evaluation process aligned to the Nebraska Evaluation Model for Teachers and Principals

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	The school has a system of evaluation that is <u>aligned</u> to the Nebraska Evaluation Model.						
	The model <u>emphasizes</u> 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 <u>formally and consistently</u> monitored through supervision and evaluation procedures.						
	The processes of supervision and evaluation <u>always prioritize</u> improving professional practice and <u>ensuring</u> student success.						
Level 3 Conditions	The school has a system of evaluation that is <u>aligned</u> to the Nebraska Evaluation Model.						
	The model <u>emphasizes</u> a comprehensive evaluation of staff performance.						
	Staff performance is <u>formally</u> monitored through supervision and evaluation procedures.						
	The processes of supervision and evaluation <u>prioritize</u> improving professional practice and student success.						
Level 2 Conditions	The school has a system of evaluation, <u>but lacks</u> the comprehensive nature promoted by the Nebraska Evaluation Model						
	The school is <u>working to adapt</u> the system of evaluation so that it is more comprehensive in nature						
	Staff performance is <u>sometimes</u> monitored through supervision and evaluation procedures.						
	The processes of supervision and evaluation <u>sometimes emphasize</u> on improving professional practice and student success.						
Level 1 Conditions	The school has a system of evaluation, <u>but lacks</u> the comprehensive nature promoted by the Nebraska Evaluation Model						
	The school is <u>not working to adapt</u> the system of evaluation so that it is more comprehensive in nature						
	Staff performance is <u>haphazardly</u> monitored through supervision and evaluation procedures.						
	The processes of supervision and evaluation <u>have little focus</u> on improving professional practice or student success.						

If none of the level requirements above are met, allocate a level 0

(EDEFF-4)- The school develops an annual professional learning plan that supports continuous improvement.

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	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).						
Level 3 Conditions	There are clear policies and practices for developing and implementing 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).						
Level 2 Conditions	There are clear policies and practices for developing a professional learning plan.						
	Most 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).						
Level 1 Conditions	There are unclear policies and practices for developing a professional learning plan.						
	Few staff member designs 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).						

If none of the level requirements above are met, allocate a level 0

(EDEFF-5)- The school technology infrastructure meets the teaching and learning needs of faculty and staff.

Level	Sub-Component	Sch1	Sch2	Sch3	Sch4	Sch5	Sch6
Level 4 Conditions	The technology infrastructure is <u>continuously updated</u>						
	The technology infrastructure meets the teaching and learning needs of <u>all</u> faculty and staff						
	There is a <u>systematic</u> plan in place to <u>address</u> the technology needs of <u>all</u> faculty and staff						
	There is a <u>systematic</u> plan to <u>continuously update</u> and <u>improve</u> existing technology infrastructure						
Level 3 Conditions	The technology infrastructure meets the teaching and learning needs of <u>all</u> faculty and staff						
	There is a plan in place to <u>address</u> the technology needs of faculty and staff						
	There is a plan to <u>improve</u> existing technology infrastructure						
Level 2 Conditions	The technology infrastructure meets the teaching and learning needs of <u>most</u> faculty and staff						
	There is a plan in place to <u>address</u> the technology needs of <u>most</u> faculty and staff						
Level 1 Conditions	The technology infrastructure meets the teaching and learning needs of <u>a few</u> faculty and staff members						
	There is a plan in place to <u>address</u> the technology needs of <u>a few</u> faculty and staff						

If none of the level requirements above are met, allocate a level 0