AQuESTT Evidence-based Analysis (EBA) Evidence Submission Guidelines for Schools

2018-2019 EBA Administration

September 24, 2019

Version 1.03

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Purpose

The overall purpose of the EBA is to obtain measures of the six tenets of AQuESTT to support statutory requirements of school and district classification. Neb. Rev. Stat. Sections 79-760.06 and 79-760.07. Additionally, the EBA is designed to obtain information to inform the strategic development and prioritization of statewide systems of support for Nebraska schools and districts.

To support continuous improvement in the Evidence-based Analysis (EBA) instrument and the AQuESTT system more generally, and in response to concerns expressed about the perceived reliability of EBA information, the Nebraska Department of Education (NDE) has inserted an expert review component into the AQuESTT EBA adjustment process.

In order for a school to receive an EBA adjustment to its AQuESTT Classification (i.e. a bump in school classification), documented evidence of EBA responses must be reviewed independently by a panel of Nebraska K-12 education experts with at least one reviewer coming from each of the following entities: NDE, ESUs, and local School District staff. This process entails reviewers completing the EBA instrument for eligible schools, independently, and providing their analyses based solely on the evidence provided by the school. A sufficiently strong reliability score, as measured via strength of agreement between school-provided EBA responses and those of the expert review panel, will be required in order for a school to actually receive an AQuESTT EBA adjustment to their classification.

Origins of the Evidence-Based Analysis

Statutory requirements (79-760.06 R.S.S.) prescribe indicators of performance that must be included in the AQuESTT classification model, including:

- Status on the Nebraska state assessments (NeSA / NSCAS);
- Measures of NeSA/NSCAS improvement, growth, and participation;
- Graduation rate;
- and "other indicators of the performance of public schools and school districts as established by the state board."

To further align the performance classification model to the AQuESTT tenets, the State Board chose to include additional indicators of school quality and student success that are aligned to the six tenets of AQuESTT into the model for classifying school and district performance. The method approved by the State Board for collecting data related to additional indicators is the AQuESTT Evidence-based Analysis (EBA). More information as to the origins, development, and evolution of the EBA can be found on the AQuESTT website (AQuESTT.com).

Target Dates

DATE	ACTIVITY	COMMENTS
August 28, 2019	Meeting for EBA Expert Review Panel (NDE)	Face-to-face Meeting at NDE
*September 10-11, 2019 (Tentative)	Meeting for EBA Expert Review Panel (ESUs)	Face-to-face Meeting at Omaha
*September 16, 2019 (Tentative)	Meeting for EBA Expert Review Panel (Districts)	Teleconference via Zoom conference call
September 25, 2019	EBA Raw Classifications released to schools via NEP Secure website	
September 27, 2019	Schools eligible for an EBA adjustment are identified and informed via email	Emails sent to district superintendent and school principal(s)
September 27, 2019	School Training Video sent via email to Schools eligible for an EBA adjustment	Emails with link to video sent to district superintendent and school principal(s)
September 30, 2019	Meeting with Schools (Questions based on Video Feedback)	Teleconference via Zoom conference call
October 1, 2019	2nd Meeting with Schools (Questions based on Video Feedback) 8 to 9:30am	Teleconference via Zoom conference call
October 14, 2019	Deadline for schools to submit EBA evidence	Application portal for EBA documentation will automatically close at 12:00 AM CST (midnight)
October 15, 2019	Reviewers granted access to EBA evidence for review and scoring	Emails sent to expert review panel members with access to EBA evidence repositories
November 1, 2019	Deadline for reviewers to submit	Application portal for EBA reviewer will close at 12:00 AM CST (midnight)
November 4, 2019	Psychometrician review scores for systematic bias and calculate strength of agreement	In-house NDE Psychometrician review
November 15, 2019	EBA review results are released	These final results are a function of the final evaluation process and final results are now available for viewing and comments
November 22, 2019	EBA adjustments awarded	Emails sent to district superintendent and school principal(s) with review results
November 27, 2019	Final Classifications Posted	Posted on NEP website and available on the application

EBA Evidence Submission Guidelines

What follows is a list of general guidelines and informational details to support eligible schools in the submission of evidence of their EBA responses:
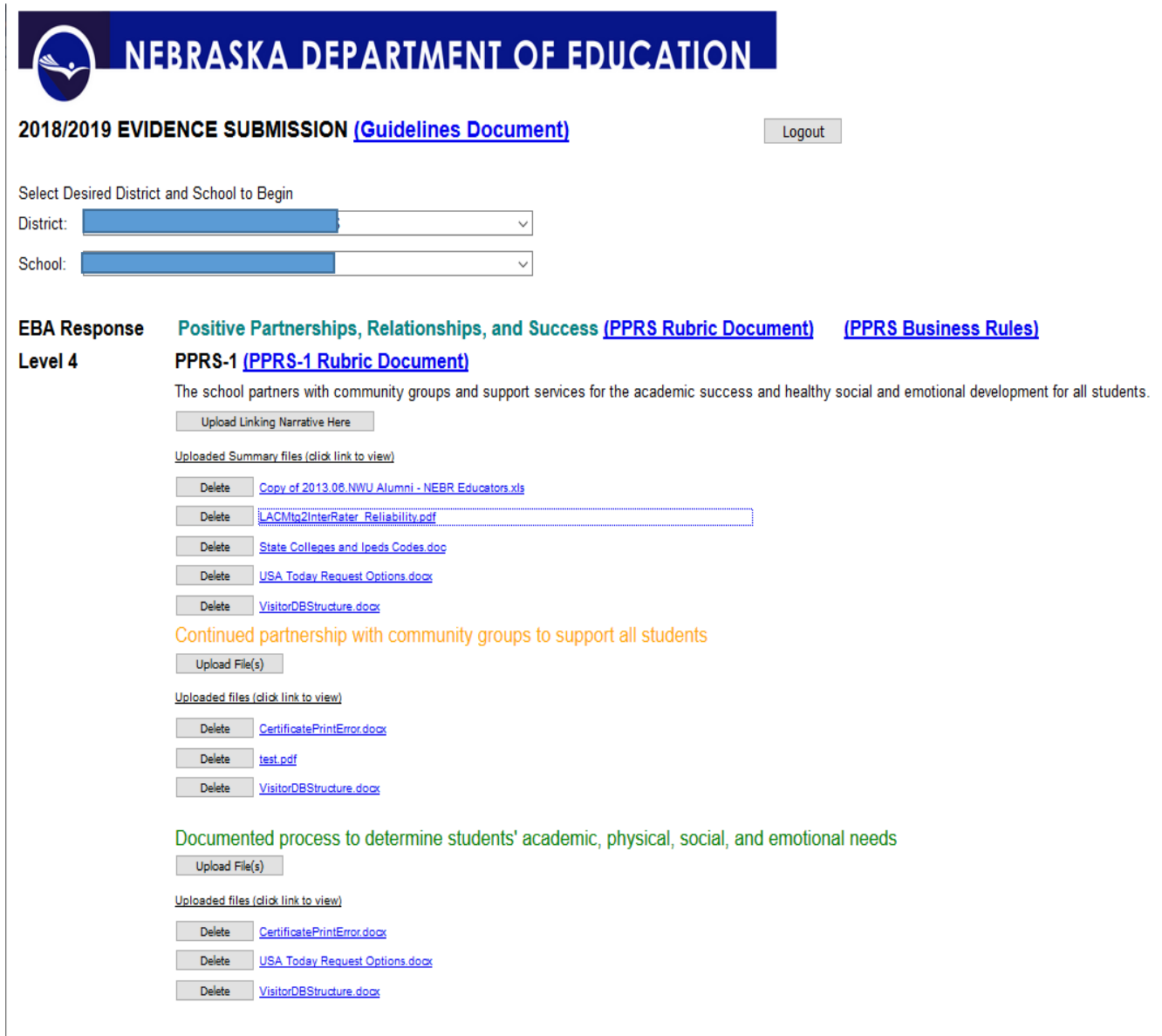
1. Schools are eligible for an EBA adjustment based on two factors:
    a. EBA total score
    b. EBA percentile rank relative to other schools at the same raw classification level

2. Schools eligible for an EBA adjustment will be notified via email consistent with the target dates contained in this document. This email communication will include directions concerning submission of evidence for the EBA adjustment.

3. Schools eligible for an EBA adjustment are not required to participate in the EBA review process. Instead, if a school chooses not to submit evidence for review, they simply forgo the opportunity for a potential adjustment to their AQuESTT classification.

4. All documentation should be electronically uploaded to the application portal based on directions provided in the notification email.

5. Schools will be notified of reviewer responses, reliability calculations, and eligibility for the EBA bump in accordance with the target dates presented in this document.

6. Providing narratives is highly encouraged and if you upload district-level evidence, explain how it is applicable at the school level in the narrative.

7. Avoid uploading student-level information or data as evidence since these pieces of information comprise of personally identifiable information.

8. For Technical support, e.g. activation code not working, buttons not working, files not uploading etc. contact NDE.AQuESTT@nebraska.gov.

9. For Upload support, e.g. trouble identifying appropriate evidence, difficulty telling response options apart, etc. contact Lane.Carr@nebraska.gov.

EBA Evidence Review Process

1. Reviewers will be assigned from (1) Districts, (2) ESU, and (3) NDE.

2. At least two from each of the 3 organizations will be assigned to review an eligible school.

3. Reviewer scores and comments will be eventually accessible by schools while reviewer identity will be protected.

4. Reviewer allocation to schools is researched-based to support psychometric analyses.

5. Reviewers will not be allowed to review schools from their organizations.

New EBA Application (Schools)

As part of the changes to the review process, a new EBA application was developed to make the process seamless for eligible schools to submit their evidence and also for reviewers to conveniently access the evidence for evaluation. This process will also provide schools a comprehensive breadth to understand their final results. See screenshots of the school application portal below.
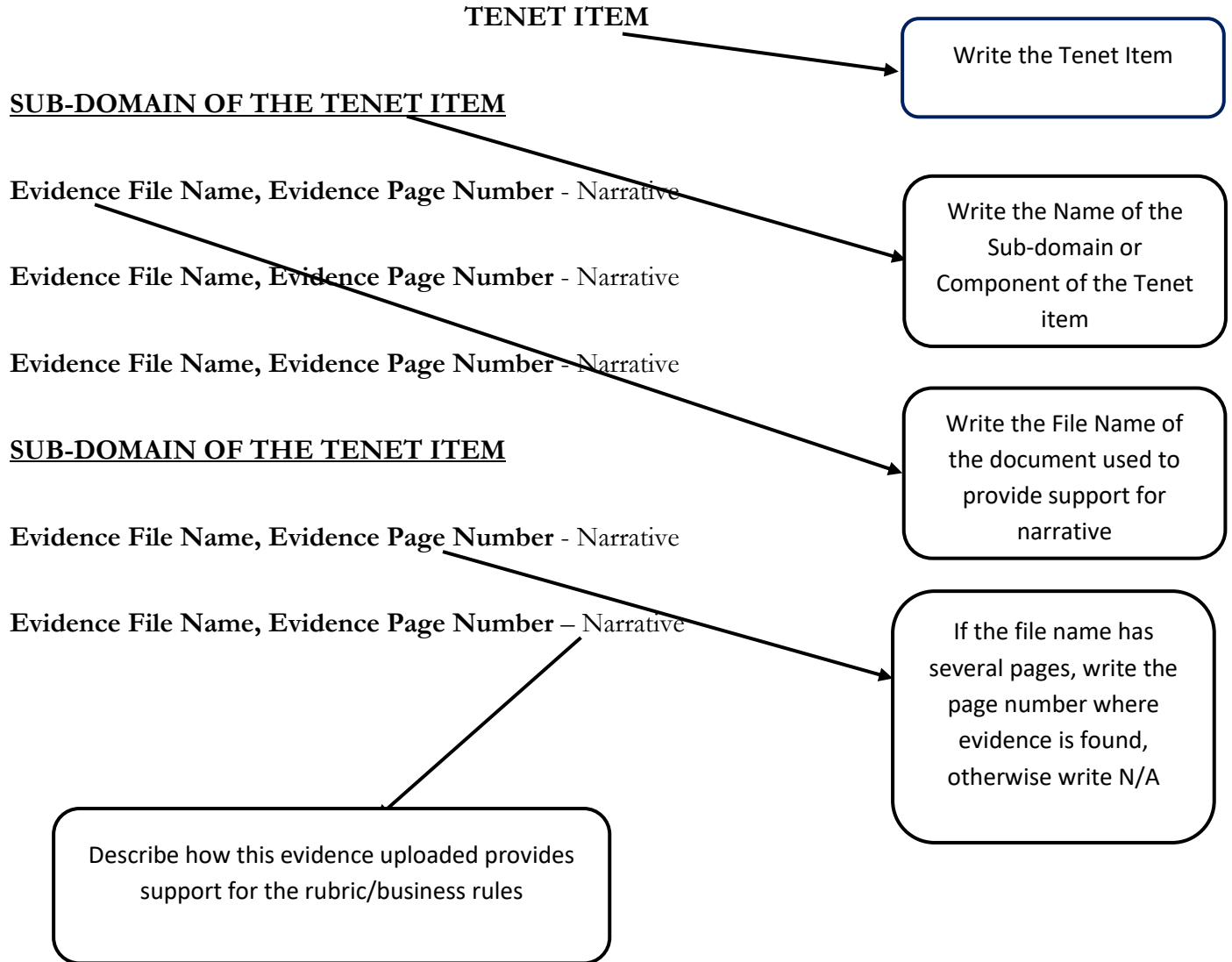
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2018/2019 EVIDENCE SUBMISSION (Guidelines Document)   Logout

Select Desired District and School to Begin

District: [_____] ▼

School: [_____] ▼

EBA Response   **Positive Partnerships, Relationships, and Success (PPRS Rubric Document)**   **(PPRS Business Rules)**

Level 4   **PPRS-1 (PPRS-1 Rubric Document)**

The school partners with community groups and support services for the academic success and healthy social and emotional development for all students.

Upload Linking Narrative Here

Uploaded Summary files (click link to view)

Delete	Copy of 2013.06.NWU Alumni - NEBR Educators.xls
Delete	LACMtg2InterRater_Reliability.pdf
Delete	State Colleges and Ipeds Codes.doc
Delete	USA Today Request Options.docx
Delete	VisitorDBStructure.docx

Continued partnership with community groups to support all students

Upload File(s)

Uploaded files (click link to view)

Delete	CertificatePrintError.docx
Delete	test.pdf
Delete	VisitorDBStructure.docx

Documented process to determine students' academic, physical, social, and emotional needs

Upload File(s)

Uploaded files (click link to view)

Delete	CertificatePrintError.docx
Delete	USA Today Request Options.docx
Delete	VisitorDBStructure.docx

School Narrative Document

As part of the changes to the review process, schools are **strongly advised to provide a narrative document along with their evidence**. The purpose of the narrative is to link the evidence provided to the rubric and ultimately help make the work of reviewers easier. See below.

School Narrative Template

TENET ITEM

> Write the Tenet Item

SUB-DOMAIN OF THE TENET ITEM

Evidence File Name, Evidence Page Number - Narrative

Evidence File Name, Evidence Page Number - Narrative

Evidence File Name, Evidence Page Number - Narrative

> Write the Name of the Sub-domain or Component of the Tenet item

SUB-DOMAIN OF THE TENET ITEM

Evidence File Name, Evidence Page Number - Narrative

Evidence File Name, Evidence Page Number – Narrative

> Write the File Name of the document used to provide support for narrative

> If the file name has several pages, write the page number where evidence is found, otherwise write N/A

> Describe how this evidence uploaded provides support for the rubric/business rules

See narrative document sample on the next page

School Narrative Sample

Positive Partnerships, Relationship & Student Success (PPRS-1)

<u>**Sub-domain: Continued partnership with community groups to support all students**</u>

File Name: "Completely kid", **Page Number:** "Pg. 3, Paragraph 2" – **Narrative:** "Template Elementary School has had a partnership with Completely Kids since Template opened in 2002, when Completely Kids was part of Camp Fire USA. Completely Kids provides a safe, academically supportive and enriching environment for kids after school and expanded services for families. In addition to this partnership, Template Elementary School **always develops** partnerships with several other community groups in order to ensure all-round development of our students."

<u>**Sub-domain: Documented process to determine students' academic, physical, social, and emotional needs**</u>

File Name: "Process", **Page Number:** "Pg. 22, Paragraph 3" – **Narrative:** "Template Elementary School makes effort to ensure that our partnerships with community groups provides support for **all students** through a very thorough **process** that is designed to determine the academic, physical, social and emotional needs of students."

File Name: "Documentation", **Page Number:** "Pg. 12, Paragraph 5" – **Narrative:** "Template Elementary School **documents** all the processes involved in the determination of the academic, physical, social and emotional needs of students. The file uploaded is proof of our **documented** process and based on the robustness of our processes, we believe it is of **excellent quality** because of our varied partnerships with several community groups and the impact it is having on student development based on feedback."
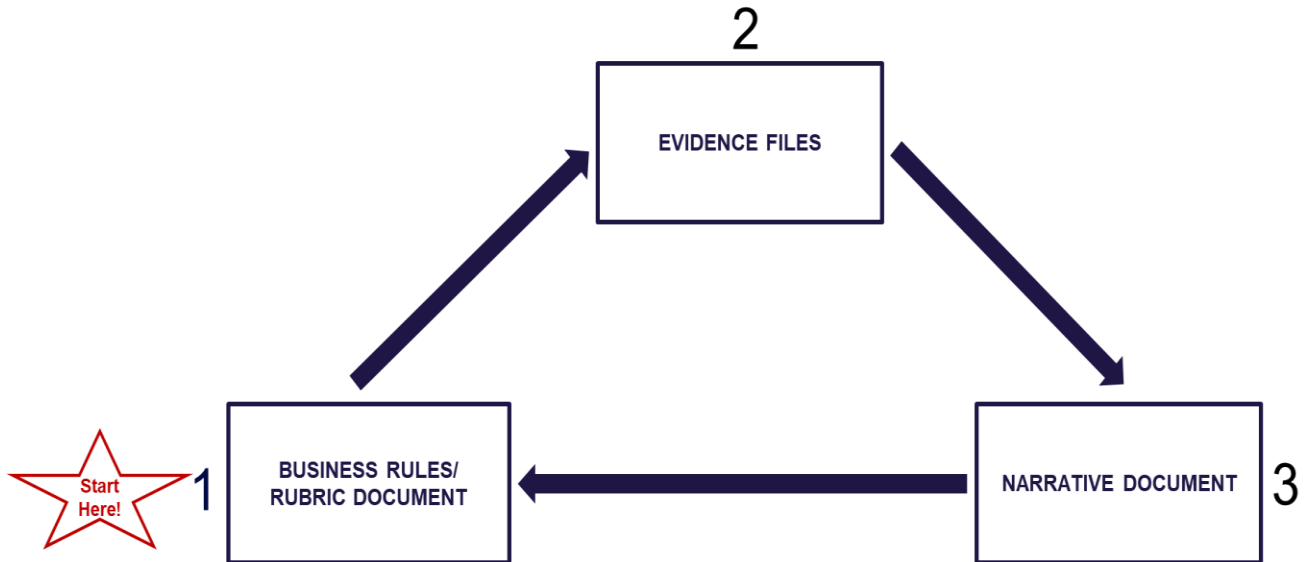
EBA Reviewer Business Rules

The business rules document is a checklist of sub-statements of the rubric level of the tenet items. It was developed to standardize the reviewing process and assist the reviewer in carrying out evaluation of school evidence. See Screenshot of Business Rules for PPRS-1 below.

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

Rubric	Level	Sub-Component	School
PPRS-1	Level 4 Conditions	Continued Partnership with Community Groups is **always** developed	
		The partnership provides support for **all students**	
		There is a process to determine the academic, physical, social and emotional needs of students	
		The process **is documented**	
		The process is of **excellent quality**	
	Level 3 Conditions	Partnership with Community groups is **often** developed	
		There is a process to determine the academic, physical, social and emotional needs of students	
		The process **is documented**	
		The process is of **satisfactory quality**	
	Level 2 Conditions	Partnership with Community groups is **sometimes** developed	
		There is a process to determine the academic, physical, social and emotional needs of students	
		The process **is undocumented**	
		The process is of **satisfactory quality**	
	Level 1 Conditions	Partnership with Community groups is **sometimes** developed	
		There is a process to determine the academic, physical, social and emotional needs of students	
		The process **is undocumented**	
		The process is of **unsatisfactory quality**	

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

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Triangulation of Evidence Submission

```
                              2
                      ┌──────────────────┐
                      │  EVIDENCE FILES  │
                      └──────────────────┘


  ★ Start                ┌──────────────────┐              ┌─────────────────────┐
    Here!  1             │ BUSINESS RULES/  │              │ NARRATIVE DOCUMENT  │ 3
                         │ RUBRIC DOCUMENT  │              └─────────────────────┘
                         └──────────────────┘
```

The diagram above depicts the evidence submission process that schools should follow:

1. First of all, schools should start with both the business rules and the rubric document in order to familiarize themselves with the requirements for each rubric level of a tenet item.

2. The second step is to then upload evidence files that support the requirements of the business rules/rubric document.

3. Finally, schools are then encouraged to provide a narrative document which explains how each of the uploaded evidence files provides support for the requirements of the business rules/rubric document.

4. In the narrative document, schools should provide the name of the uploaded file, the page number and paragraph where necessary.

Summary of Psychometric Review Procedure

To give you a gist of the psychometric review procedure, a discussion of last year's procedure is provided as an example. Schools who had received an original AQuESTT classifications of 1 "Needs Improvement", 2 "Good", or 3 "Great" and had a total EBA score in top percentiles (Needs Improvement = 80th percentile, Good = 90th percentile, Great = 95th Percentile) were given the opportunity to participate in an external review. A total of 92 schools (70 Elementary, 12 Middle, and 10 High) provided sufficient materials with which to participate in the external review process. Each of these schools received three external reviews, one from each of three organizations: Local School District, Educational Service Unit (ESU), and Nebraska Department of Education (NDE). Each rater reviewed evidence pertaining to each of the AQuESTT EBA items, for which there were five items measuring each of the six tenets: *Positive Partnerships, Relationships, and Student Success* (1.PPSS); *Transitions* (2.TRANS); *Educational Opportunities and Access* (3.EDOP); *College and Career Readiness* (4.CCR); *Assessment* (5.ASSESS); and *Educator Effectiveness* (6.EDEFF). Each of the 30 items was originally scored by a school representative on an ordinal scale ranging from 0–4; item-specific criteria for assigning analogous ratings ranging from 0–4 were given to all external reviewers. For the analyses reported next, school-specific subscale means were computed for each of the four raters (three external reviews, plus one original school rating) using all available items for each subscale.

Differences Among School and External Reviewer Ratings

A formal assessment of the differences in subscale mean ratings across schools and reviewers was conducted separately by subscale and for the overall mean across subscales using a series of general linear mixed models. All models were estimated in SAS MIXED 9.4 using residual maximum likelihood and the Kenward-Roger method for denominator degrees of freedom.

A conditional model to examine differences among the three school types (Elementary, Middle, and High) by the four rater types (originally provided by the schools vs. the three types of external reviewers: District, EDU, and NDE) was estimated as shown below:

$$y_{sr} = \gamma_{00} + \gamma_{10} \dots \gamma_{20}(SchoolType_s) + \gamma_{01} \dots \gamma_{03}(RaterType_r)$$
$$+ \gamma_{11} \dots \gamma_{23}(SchoolType_s)(RaterType_r) + U_{s0} + U_{0r} + e_{sr}$$

in which $\gamma_{10}\dots\gamma_{20}$ are the simple main effects of school type, $\gamma_{01}\dots\gamma_{03}$ are the simple main effects of rater type, and $\gamma_{11}\dots\gamma_{23}$ are the interaction contrasts between school type and rater type. In every subscale and type of school, the rating averaged across the three external reviewers was significantly lower than the rating provided by the school. There were no discernible patterns of difference among the types of external reviewers (School District, ESU, or NDE).

School-Specific EBA Adjustments

A formal analysis of differences between the ratings given by each school and their external reviewers was then conducted separately for each school using all the item ratings in order to determine EBA adjustments. The model for each school was estimated as shown below:

$$y_{ir} = \gamma_{00} + \gamma_{10} \dots \gamma_{50}(Subscale_i) + \gamma_{01}(External_r) + \gamma_{11} \dots \gamma_{51}(Subscale_i)(External_r) + e_{ir}$$

in which y_{ir} is the item response for item i and rater r. The fixed intercept γ_{00} provides the predicted school-provided item response for the reference subscale, $\gamma_{10}\dots\gamma_{50}$ are the simple main effects differentiating the five, and $\gamma_{11}\dots\gamma_{51}$ are the interaction contrasts that provide the difference for each subscale item response given an external reviewer. Given the use of school-specific models, the only error term is given by e_{ir} (which holds differences among the three external reviewers and unknown item by reviewer interaction variance). For each school, the decision to provide an upward EBA adjustment from the initial or raw AQuESTT classification was granted where for at least three subscales (tenets) or for the overall mean there was a statistically non-significant difference between the external reviewer mean and that of the original school-provide mean response.

Business Rules to Award Adjustment

A sufficiently strong strength of agreement between school-provided EBA responses and those of the expert review panel is required to award an adjustment.

For a school to receive an adjustment, there must be statistically non-significant difference between school-provided EBA responses and the average response of your reviewers in

1. Total EBA score,

   Or

2. At least 3 of the EBA tenet-level scores.

2018-2019 EBA Expert Review Panel

No	First Name	Last Name	Organization	Type
1	Lori	Brody	ESU4	ESU
2	Jadie	Beam	ESU13	ESU
3	Lisa	Myles	ESU13	ESU
4	Debbie	Schraeder	ESU3	ESU
5	Denise	O'Brien	ESU10	ESU
6	Alison	Smith	ESU16	ESU
7	Caryn	Zietlow	ESU2	ESU
8	Samantha	Pavelka	ESU16	ESU
9	Marci	Ostmeyer	ESU7	ESU
10	Melissa	Wheelock	ESU10	ESU
11	Eileen	Barks	ESU2	ESU
12	Jeff	McQuistan	ESU17	ESU
13	Geraldine	Erickson	ESU17	ESU
14	Christine	Qualman	ESU3	ESU
15	Larianne	Polk	ESU7	ESU
16	Rhonda	Jindra	ESU1	ESU
17	Kellen	Conroy	ESU1	ESU
18	Sarah	Salem	LPS	ESU
19	Bethany	Brunsman	LPS	ESU
20	Kate	Hatch	ESU11	ESU
21	Greg	Barnes	ESU11	ESU
22	Gregg	Robke	ESU4	ESU
23	Tammy	Cheatum	ESU8	ESU
24	Molly	Aschoff	ESU8	ESU
25	Janet	Zahm	OPS	ESU
26	Melissa	Schroeder	OPS	ESU
27	Brenda	McNiff	ESU5	ESU
28	Joni	Runge	ESU5	ESU
29	Jackie	Ediger	ESU9	ESU
30	Amy	Schultz	ESU9	ESU
31	Kelly	Erickson	ESU15	ESU
32	Stephanie	Malcolm	ESU15	ESU
33	Delayne	Havlovic	OPS	ESU
34	Grant	Norgard	McCook Sup	District
35	Julie	Myers	Lexington T&L	District
36	Suzanne	Whisler	Auburn	District
37	Jay	Vance	Laurel Concord Coleridge	District
38	Amy	Mancini-Marshall	Columbus	District
39	Nicole	Fox	Bellevue	District
40	Brenda	Tracy	Norris	District
41	Kim	De La Cruz	Westside	District
42	Rex	Anderson	Gretna	District
43	Allison	Jonas	Gothenburg	District

44	Dave	Gibbons	Schuyler	District
45	Teresa	Osborn	Cozad	District
46	Tracy	Heilman	South Sioux	District
47	Kari	Mackiewicz	Bellevue	District
48	Josh	Snyder	Wahoo	District
49	Jill	Finkey	Ashland-Greenwood	District
50	Andy	DeFreece	Millard	District
51	Jackie	Nielsen	Beatrice Schools	District
52	Cherie	Larson	Plattsmouth	District
53	Beth	Nelson	Norfolk	District
54	Margaret	Sandoz	Niobrara	District
55	Leslie	Eastman	Lincoln Public Schools	District
56	Terri	Martin	Gering Public Schools	District
57	Amanda	Skalka	South Central Unified	District
58	Jon	Cerny	Bancroft Rosalie	District
59	Chelsea	Feusner	Kearney	District
60	Melissa	Hermann	Kearney	District
61	Lisa	Othmer	HTRS	District
62	Nichlas	Dressel	Chadron	District
63	Barb	Waugh-Mike	Chadron	District
64	Corey	Fisher	O'Neill	District
65	Jim	York	O'Neill	District
66	Kanyon	Chism	Omaha Public Schools	District
67	Lisa	Othmer	HTRS	District
68	Shirley	Vargas	OCSDS	NDE
69	Trudy	Clark	Assessment	NDE
70	Sydney	Kobza	CTE	NDE
71	Micki	Charf	Accreditation	NDE
72	Don	Loseke	Accreditation	NDE
73	Brad	Conner	Accreditation	NDE
74	Lacey	Peters	TLA	NDE
75	Brigid	Griffin	VR	NDE
76	Clayton	Waddle	Educator Certification	NDE
77	Marisol	Birth	Vets Ed	NDE
78	Kelly	Wojcik	Special Ed	NDE
79	Karen	Haney	Special Ed	NDE
80	Rhea	Hochstein	Special Ed	NDE
81	Sharon	Heater	Special Ed	NDE
82	Russ	Masco	OCSDS	NDE
83	Linda	Bray	Early Childhood	NDE
84	Marissa	Payzant	TLA	NDE
85	Kim	Snyder	OCSDS	NDE
86	Julie	Miller	Early Childhood	NDE
87	Sharon	Davis	Nutrition	NDE
88	Jessie	Coffee	Nutrition	NDE
89	Lane	Carr	Accountability	NDE

90	Tom	Goeschel	Finance	NDE
91	Philip	White	OCSDS	NDE
92	Paige	Rose	VR	NDE
93	Stacey	Weber	Assessment	NDE
94	Sara	Simonsen	DRE	NDE
95	Abby	Burke	TLA	NDE
96	Aly	Wilkinson	Assessment	NDE
97	SuAnn	Witt	Project Management	NDE
98	Jacob	Clark	Federal Programs	NDE
99	Sara	Hulac	Legal	NDE
100	Amy	Spellman	HR	NDE

Questions and Contact Information

All questions and/or correspondence about the EBA evidence submission, expert review process, or psychometric analysis should be addressed to:

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