AQuESTT Evidence-Based Analysis (District)

Evidence-Based Analysis (EBA)

The purpose of this Evidence-Based Analysis (EBA) is to obtain information supporting the AQuESTT processes required by Neb. Rev. Stat. Sections 79-760.06 and 79-760.07. This information will also guide the prioritization of statewide investments towards AQuESTT Systems of Support.

Your responses should be reflective of the ${e://Field/District} during the 2019-2020 school year

It is important that you provide an accurate and honest response. Please give thoughtful consideration to school processes that provide support or evidence for your selections. Completion of the EBA does NOT require you to assemble or submit such evidence. However, the Nebraska Department of Education reserves the right to request evidence for your selections. Although not applicable to the district, please note that if you are eligible for an EBA adjustment, you will be asked to submit electronic evidence supporting your responses for evaluation by an expert review panel. Your EBA responses will also be publicly displayed on school and district profiles.

To assist you, please use this guide as you complete the EBA: 2019-2020 EBA Technical Assistance Guide

As you move through the EBA, your responses will be saved automatically. There is no need to click any sort of "save" button. If you must close your web browser before completing the EBA, simply return to the survey link and complete any remaining items.

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

POSITIVE PARTNERSHIPS, RELATIONSHIPS, AND SUCCESS

To begin, the next five questions ask about specific policies, practices, and procedures related to Positive Partnerships, Relationships, and Success.

To what extent does your school district perform the following?

Please refer to this rubric as a guide to help you select the most appropriate response to each statement: 1-PPRS Rubric (District)

	Level 0	Level 1	Level 2	Level 3	Level 4
1. The school district partners with community groups and support services for the academic success and healthy social and emotional development for all students.	○	○	○	○	○
2. The school district implements strategies to increase family attendance and participation at school activities.	○	○	○	○	○
3. School district leadership collaboratively develop and communicate clear expectations for a safe, clean, and healthy learning environment with all stakeholders.	○	○	○	○	○
4. The school district implements data-informed strategies for measuring and addressing student engagement.	○	○	○	○	○
5. The school district implements strategies to support all students in monitoring and managing their own learning as well as meet curriculum competencies.	○	○	○	○	○

If you would like to provide clarifying comments for your responses above, you may do so in the text boxes below:

1. Partnerships with community groups and support services

[   ]

2. Strategies for family attendance and participation

[   ]

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

[   ]

4. Measuring and addressing student engagement

[   ]

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

[   ]

POSITIVE PARTNERSHIPS, RELATIONSHIPS, AND SUCCESS

AQuESTT Systems of Support: Positive Partnerships, Relationships, and Success

The next section asks about Systems of Support related to Positive Partnerships, Relationships, and Success. The items below correspond with the numbered statements in the previous section.

This information will be used to prioritize statewide investments and will <u>NOT</u> impact your AQuESTT classification.

Please indicate what type of support, if any, might be needed at your school district. Also, mark if your school district has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.

For definitions on each type of support, please click here: Defining Support Types

	Type of Support (check all that apply)			Exemplary Model
	Technical Support	Professional Development	Other Resources	Willing to Share
1. Partnerships with community groups and support services	☐	☐	☐	☐
2. Strategies for family attendance and participation	☐	☐	☐	☐

	Type of Support (check all that apply)			Exemplary Model
	Technical Support	Professional Development	Other Resources	Willing to Share
3. Clear expectations for safe, clean, and healthy schools	☐	☐	☐	☐
4. Measuring and addressing student engagement	☐	☐	☐	☐
5. Strategies to support all students in monitoring and managing learning	☐	☐	☐	☐

POSITIVE PARTNERSHIPS, RELATIONSHIPS, AND SUCCESS

In the previous section, you identified a need for "other resources" in support of Positive Partnerships, Relationships, and Success.

Please describe what "other resources" are needed at your school district for the following:

1. Partnerships with community groups and support services

[   ]

2. Strategies for family attendance and participation

[   ]

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

[   ]

4. Measuring and addressing student engagement

[   ]

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

You also indicated that your school district has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.

Please upload resources showcasing your model of best practice, including any comments you may have, for the following:

1. Partnerships with community groups and support services

2. Strategies for family attendance and participation

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

4. Measuring and addressing student engagement

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

TRANSITIONS

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

To what extent does your school district perform the following?

Please refer to this rubric as a guide to help you select the most appropriate response to each statement: 2-TRANS Rubric (District)

	Level 0	Level 1	Level 2	Level 3	Level 4
1. The school district follows a systematic process to support on-time grade completion for all students.	○	○	○	○	○
2. The school district follows a systematic process for addressing the educational needs of highly mobile students.	○	○	○	○	○
3. The school district follows a systematic process to identify and support students at risk of dropping out.	○	○	○	○	○
4. The school district implements processes to help all incoming students be prepared for elementary, middle, and high school.	○	○	○	○	○
5. 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.	○	○	○	○	○

If you would like to provide clarifying comments for your responses above, you may do so in the text boxes below:

1. Process to support on-time grade completion

[   ]

2. Process for addressing the needs of highly mobile students

[   ]

3. Process to identify and support students at risk of dropping out

[   ]

4. Processes to ensure the preparedness of incoming students

[   ]

5. Strategies to support transition from elementary to middle school, from middle school to high school, and from high school to post-high school opportunities

AQuESTT Systems of Support: Transitions

The next section asks about Systems of Support related to student Transitions. The items below correspond with the numbered statements in the previous section.

This information will be used to prioritize statewide investments and will <u>NOT</u> impact your AQuESTT classification.

Please indicate what type of support, if any, might be needed at your school district. Also, mark if your school district has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.

For definitions on each type of support, please click here: [Defining Support Types](#)

	Type of Support (check all that apply)			Exemplary Model
	Technical Support	Professional Development	Other Resources	Willing to Share
1. Process to support on-time grade completion	☐	☐	☐	☐
2. Process for addressing the needs of highly mobile students	☐	☐	☐	☐
3. Process to identify and support students at risk of dropping out	☐	☐	☐	☐
4. Processes to ensure the preparedness of incoming students	☐	☐	☐	☐
5. Strategies to support transition from elementary to middle school, from middle school to high school, and from high school to post-high school opportunities	☐	☐	☐	☐

TRANSITIONS

In the previous section, you identified a need for "other resources" in support of student Transitions.

Please describe what "other resources" are needed at your school district for the following:

1. Process to support on-time grade completion

2. Process for addressing the needs of highly mobile students

3. Process to identify and support students at risk of dropping out

4. Processes to ensure the preparedness of incoming students

5. Strategies to support transition from elementary to middle school, from middle school to high school, and from high school to post-high school opportunities

You also indicated that your school district has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.

Please upload resources showcasing your model of best practice, including any comments you may have, for the following:

1. Process to support on-time grade completion

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2. Process for addressing the needs of highly mobile students

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3. Process to identify and support students at risk of dropping out

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4. Processes to ensure the preparedness of incoming students

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5. Strategies to support transition from elementary to middle school, from middle school to high school, and from high school to post-high school opportunities

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EDUCATIONAL OPPORTUNITIES AND ACCESS

The next five questions ask about policies, practices, and procedures related to Educational Opportunities and Access.

To what extent does your school district perform the following?

Please refer to this rubric as a guide to help you select the most appropriate response to each statement: 3-EDOP Rubric (District)

	Level 0	Level 1	Level 2	Level 3	Level 4

	Level 0	Level 1	Level 2	Level 3	Level 4
1. The school district offers students before school or after school opportunities for expanded learning.	○	○	○	○	○
2. The school district supplements in-person classroom instruction with digital learning opportunities for students.	○	○	○	○	○
3. The school district has an embedded process to develop, implement, review, and modify a Targeted Improvement Plan (TIP) within its school improvement process.	○	○	○	○	○
4. The school district aligns educational opportunities to the needs of all students.	○	○	○	○	○
5. The school district evaluates the effectiveness of new educational programs.	○	○	○	○	○

If you would like to provide clarifying comments for your responses above, you may do so in the text boxes below:

1. Before or after school opportunities

[   ]

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

[   ]

3. Processes relating to a Target Improvement Plan (TIP)

[   ]

4. Aligning educational opportunities to the needs of all students

[   ]

5. Evaluating new educational programs

[   ]

EDUCATIONAL OPPORTUNITIES AND ACCESS

AQuESTT Systems of Support: Educational Opportunities and Access

The next section asks about Systems of Support related to Educational Opportunities and Access. The items below correspond with the numbered statements in the previous section.

This information will be used to prioritize statewide investments and will <u>NOT</u> impact your AQuESTT classification.

Please indicate what type of support, if any, might be needed at your school district. Also, mark if your school district has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.

For definitions on each type of support, please click here: Defining Support Types

	Type of Support (check all that apply)			Exemplary Model
	Technical Support	Professional Development	Other Resources	Willing to Share
1. Before or after school opportunities	☐	☐	☐	☐
2. Supplementing in-person classroom instruction with digital learning opportunities	☐	☐	☐	☐
3. Processes relating to a Target Improvement Plan (TIP)	☐	☐	☐	☐
4. Aligning educational opportunities to the needs of all students	☐	☐	☐	☐
5. Evaluating new educational programs	☐	☐	☐	☐

EDUCATIONAL OPPORTUNITIES AND ACCESS

In the previous section, you identified a need for "other resources" in support of Educational Opportunities and Access.

Please describe what "other resources" are needed at your school district for the following:

1. Before or after school opportunities

_____

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

_____

3. Processes relating to a Target Improvement Plan (TIP)

_____

4. Aligning educational opportunities to the needs of all students

_____

5. Evaluating new educational programs

_____

You also indicated that your school district has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.

Please upload resources showcasing your model of best practice, including any comments you may have, for the following:

1. Before or after school opportunities

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

3. Processes relating to a Target Improvement Plan (TIP)

4. Aligning educational opportunities to the needs of all students

5. Evaluating new educational programs

COLLEGE, CAREER, AND CIVIC READY

The next five questions ask about policies, practices, and procedures related to College, Career, and Civic Ready.

To what extent does your school district perform the following?

Please refer to this rubric as a guide to help you select the most appropriate response to each statement: 4-CCCR Rubric (District)

	Level 0	Level 1	Level 2	Level 3	Level 4
1. 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.	○	○	○	○	○
2. The school district integrates the Nebraska Career Readiness Standards into all content areas.	○	○	○	○	○

	Level 0	Level 1	Level 2	Level 3	Level 4
3. 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.	○	○	○	○	○
4. 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.	○	○	○	○	○
5. The school district provides every student with classroom instruction and expanded learning opportunities that focus on career awareness, exploration, and preparation.	○	○	○	○	○

If you would like to provide clarifying comments for your responses above, you may do so in the text boxes below:

1. Curriculum review and alignment to Content Area Standards

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2. Integration of Career Readiness Standards into all content areas

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3. Development of students into citizens in a republic

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4. Partnerships for workplace experiences

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5. Career awareness, exploration, and preparation instruction

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COLLEGE, CAREER, AND CIVIC READY

AQuESTT Systems of Support: College, Career, and Civic Ready

The next section asks about Systems of Support related to College, Career, and Civic Ready. The items below correspond with the numbered statements in the previous section.

This information will be used to prioritize statewide investments and will <u>NOT</u> impact your AQuESTT classification.

Please indicate what type of support, if any, might be needed at your school district. Also, mark if your school district has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.

For definitions on each type of support, please click here: Defining Support Types

	Type of Support (check all that apply)			Exemplary Model
	Technical Support	Professional Development	Other Resources	Willing to Share
1. Curriculum review and alignment to Content Area Standards	☐	☐	☐	☐
2. Integration of Career Readiness Standards into all content areas	☐	☐	☐	☐
3. Development of students into citizens in a republic	☐	☐	☐	☐
4. Partnerships for workplace experiences	☐	☐	☐	☐
5. Career awareness, exploration, and preparation instruction	☐	☐	☐	☐

COLLEGE, CAREER, AND CIVIC READY

In the previous section, you identified a need for "other resources" in support of College, Career, and Civic Ready.

Please describe what "other resources" are needed at your school district for the following:

1. Curriculum review and alignment to Content Area Standards

[   ]

2. Integration of Career Readiness Standards into all content areas

[   ]

3. Development of students into citizens in a republic

[   ]

4. Partnerships for workplace experiences

[   ]

5. Career awareness, exploration, and preparation instruction

[   ]

You also indicated that your school district has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.

Please upload resources showcasing your model of best practice, including any comments you may have, for the following:

1. Curriculum review and alignment to Content Area Standards

2. Integration of Career Readiness Standards into all content areas

3. Development of students into citizens in a republic

4. Partnerships for workplace experiences

5. Career awareness, exploration, and preparation instruction

ASSESSMENT

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

To what extent does your school district perform the following?

Please refer to this rubric as a guide to help you select the most appropriate response to each statement: 5-ASSESS Rubric (District)

	Level 0	Level 1	Level 2	Level 3	Level 4
1. The school district has a process to ensure assessments in use are reliable, valid, and appropriate for the students being assessed.	○	○	○	○	○
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 0	Level 1	Level 2	Level 3	Level 4
3. Assessment information and results are shared in a timely and specific manner with teachers, administrators, students, parents, and the community at large.	○	○	○	○	○
4. Written standards-driven grading policies are shared with students and parents.	○	○	○	○	○
5. 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.	○	○	○	○	○

If you would like to provide clarifying comments for your responses above, you may do so in the text boxes below:

1. Process to ensure reliable, valid, and appropriate assessments

[   ]

2. Utilizing balanced assessment system

[   ]

3. Sharing assessment results in a timely manner

[   ]

4. Establishing and sharing grading policies and standards

[   ]

5. Utilizing perceptual data

[   ]

ASSESSMENT

AQuESTT Systems of Support: Assessment

The next section asks about Systems of Support related to Assessment. The items below correspond with the numbered statements in the previous section.

This information will be used to prioritize statewide investments and will <u>NOT</u> impact your AQuESTT classification.

Please indicate what type of support, if any, might be needed at your school district. Also, mark if your school district has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.

For definitions on each type of support, please click here: Defining Support Types

	Type of Support (check all that apply)			Exemplary Model
	Technical Support	Professional Development	Other Resources	Willing to Share
1. Process to ensure reliable, valid, and appropriate assessments	☐	☐	☐	☐
2. Utilizing balanced assessment system	☐	☐	☐	☐
3. Sharing assessment results in a timely manner	☐	☐	☐	☐
4. Establishing and sharing grading policies and standards	☐	☐	☐	☐
5. Utilizing perceptual data	☐	☐	☐	☐

ASSESSMENT

In the previous section, you identified a need for "other resources" in support of Assessment.

Please describe what "other resources" are needed at your school district for the following:

1. Process to ensure reliable, valid, and appropriate assessments

[   ]

2. Utilizing balanced assessment system

[   ]

3. Sharing assessment results in a timely manner

[   ]

4. Establishing and sharing grading policies and standards

[   ]

5. Utilizing perceptual data

[   ]

You also indicated that your school district has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.

Please upload resources showcasing your model of best practice, including any comments you may have, for the following:

1. Process to ensure reliable, valid, and appropriate assessments

2. Utilizing balanced assessment system

3. Sharing assessment results in a timely manner

4. Establishing and sharing grading policies and standards

5. Utilizing perceptual data

EDUCATOR EFFECTIVENESS

In the final section, the next five questions ask about policies, practices, and procedures related to Educator Effectiveness.

To what extent does your school district perform the following?

Please refer to this rubric as a guide to help you select the most appropriate response to each statement: 6-EDEFF Rubric (District)

	Level 0	Level 1	Level 2	Level 3	Level 4
1. The school district utilizes data-informed strategies for measuring and addressing teacher engagement.	○	○	○	○	○
2. The school district utilizes a research-based instructional model aligned to the Nebraska Teacher and Principal Performance Framework (NTPPF).	○	○	○	○	○

	Level 0	Level 1	Level 2	Level 3	Level 4
3. The school district utilizes a formal staff evaluation process aligned to the Nebraska Evaluation Model for Teachers and Principals.	○	○	○	○	○
4. The school district develops an annual professional learning plan that supports continuous improvement.	○	○	○	○	○
5. The school district technology infrastructure meets the teaching and learning needs of faculty and staff.	○	○	○	○	○

If you would like to provide clarifying comments for your responses above, you may do so in the text boxes below:

1. Measuring and addressing teacher engagement

[   ]

2. Utilizing a research-based instructional model aligned to the NTPPF

[   ]

3. Utilizing a formal staff evaluation process aligned to the Nebraska Evaluation Model for Teachers and Principals

[   ]

4. Developing a professional learning plan to support continuous improvement

[   ]

5. Technology to support teaching and learning

[   ]

EDUCATOR EFFECTIVENESS

AQuESTT Systems of Support: Educator Effectiveness

The next section asks about Systems of Support related to Educator Effectiveness. The items below correspond with the numbered statements in the previous section.

This information will be used to prioritize statewide investments and will <u>NOT</u> impact your AQuESTT classification.

Please indicate what type of support, if any, might be needed at your school district. Also, mark if your school district has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.

For definitions on each type of support, please click here: Defining Support Types

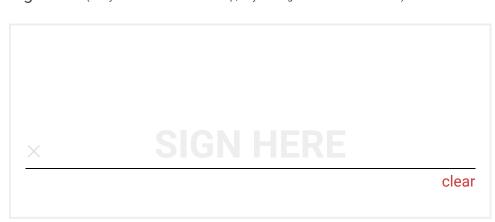|	Type of Support (check all that apply)			Exemplary Model
	Technical Support	Professional Development	Other Resources	Willing to Share
1. Measuring and addressing teacher engagement	☐	☐	☐	☐
2. Utilizing a research-based instructional model aligned to the Nebraska Teacher and Principal Performance Framework (NTPPF)	☐	☐	☐	☐
3. Utilizing a formal staff evaluation process aligned to the Nebraska Evaluation Model for Teachers and Principals.	☐	☐	☐	☐
4. Developing a professional learning plan to support continuous improvement	☐	☐	☐	☐
5. Technology to support teaching and learning	☐	☐	☐	☐

EDUCATOR EFFECTIVENESS

In the previous section, you identified a need for "other resources" in support of Educator Effectiveness.

Please describe what "other resources" are needed at your school district for the following:

---

1. Measuring and addressing teacher engagement

[   ]

---

2. Utilizing a research-based instructional model aligned to the NTPPF

[   ]

---

3. Utilizing a formal staff evaluation process aligned to the Nebraska Evaluation Model for Teachers and Principals

[   ]

---

4. Developing a professional learning plan to support continuous improvement

[   ]

---

5. Technology to support teaching and learning

[   ]

You also indicated that your school district has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.

Please upload resources showcasing your model of best practice, including any comments you may have, for the following:

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1. Measuring and addressing teacher engagement

2. Utilizing a research-based instructional model aligned to the NTPPF

3. Utilizing a formal staff evaluation process aligned to the Nebraska Evaluation Model for Teachers and Principals

4. Developing a professional learning plan to support continuous improvement

5. Technology to support teaching and learning

Last Page

You have now completed the AQuESTT Evidence-Based Analysis (EBA).

Please provide the following information, then click on the "Submit" button below to transmit your responses to the Nebraska Department of Education. Please review all of your responses carefully as you will not be able to make any changes upon clicking the "Submit" button.

Once the EBA has been submitted, you will receive a confirmation email indicating that your responses have been received. A summary of your final responses will also be included in the email.

First name

Last name

Email

Date (mm/dd/yyyy)

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

SIGN HERE

×

clear

#NDE 02-1873

For more information about the EBA, please contact:
Data, Research and Evaluation | NDE.AQuESTT@nebraska.gov

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