

# RE • STORING NORMAL

## Introduction to AQuESTT

**Dr. Shirley Vargas**

School Transformation  
Officer, Office of School  
& District Support

**Lane Carr**

Administrator,  
Office of Policy &  
Strategic Initiatives



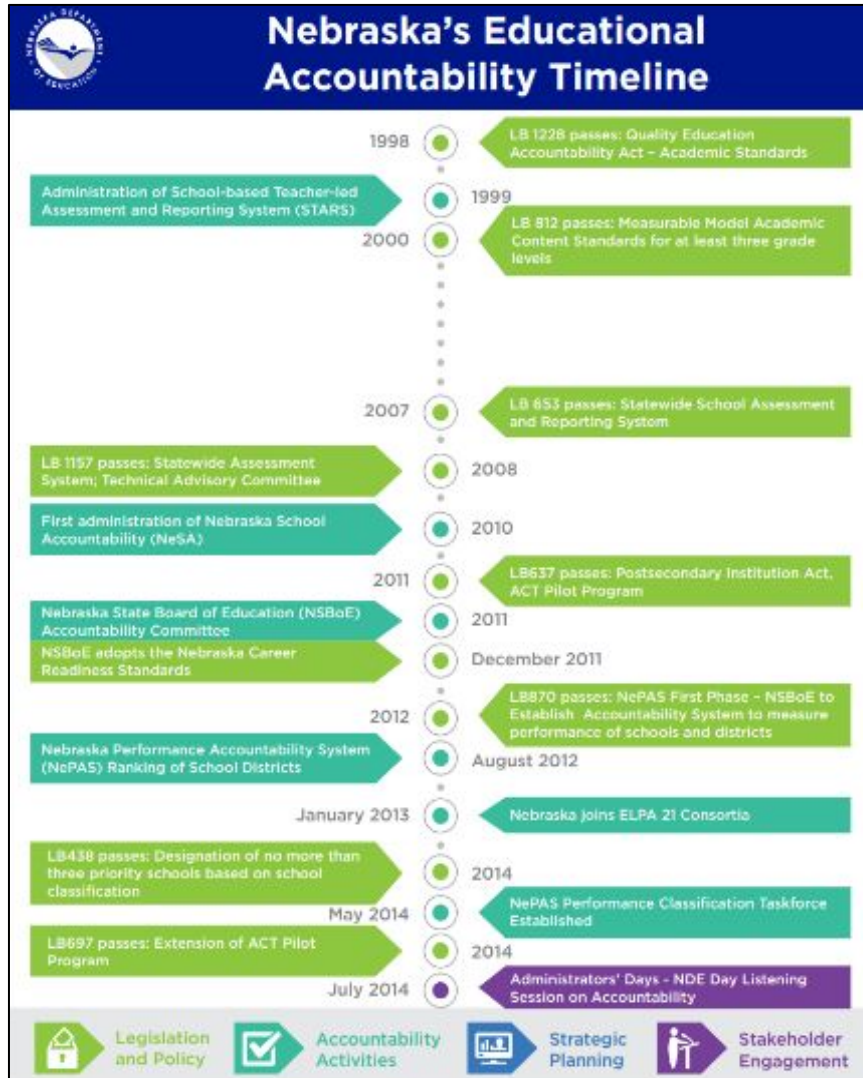
# Objectives

- Provide an introduction to the AQuESTT Framework and system of supports
- Build an understanding of the indicators included in the AQuESTT accountability system
- Provide key updates on federal and state accountability changes

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# **AQuESTT Framework**


# Where have we been?



- Historical context of standards for content areas, statewide assessment and reporting, statewide accountability system, and school and district support
- Implications of federal and state law over time
- Ample stakeholder feedback

*In the chat, share one fact from the timeline you were unaware of.*

# State Board Position Statement S2

NEBRASKA  
DEPARTMENT OF EDUCATION

Nebraska State Board of Education Position Statements

## S2 - Accountability for Quality Education System, Today and Tomorrow (AQuESTT)

The Nebraska Department of Education (NDE), comprised of the State Board of Education and Commissioner of Education, is constitutionally charged with the general supervision and administration of the school system in the State of Nebraska (Nebraska Constitution, Article VII, Sec. 2). The State Board of Education is also to serve as the policy-forming, planning, and evaluative body for the state school program (Neb. Rev. Stat. §79-301-(2)). The State Board strives to sets forth policy, planning, and evaluation systems to allow Nebraska's school program to meet the diverse needs of its learners.

Beyond this authority, the State Board seeks to ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state. The clear cohesion of education systems is imperative for the good of Nebraska students and for the state to have a vibrant and economically successful future. It is upon this foundation that the framework of Accountability for a Quality Education System, Today and Tomorrow (AQuESTT) is implemented.

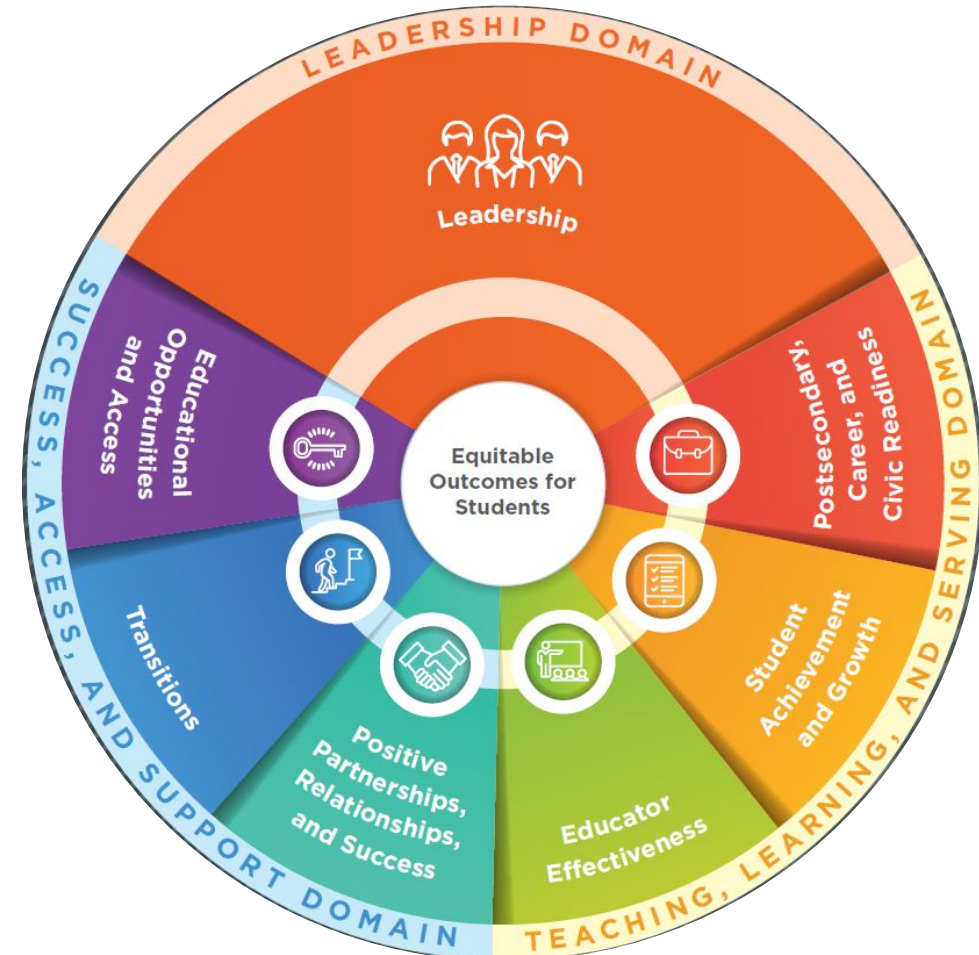
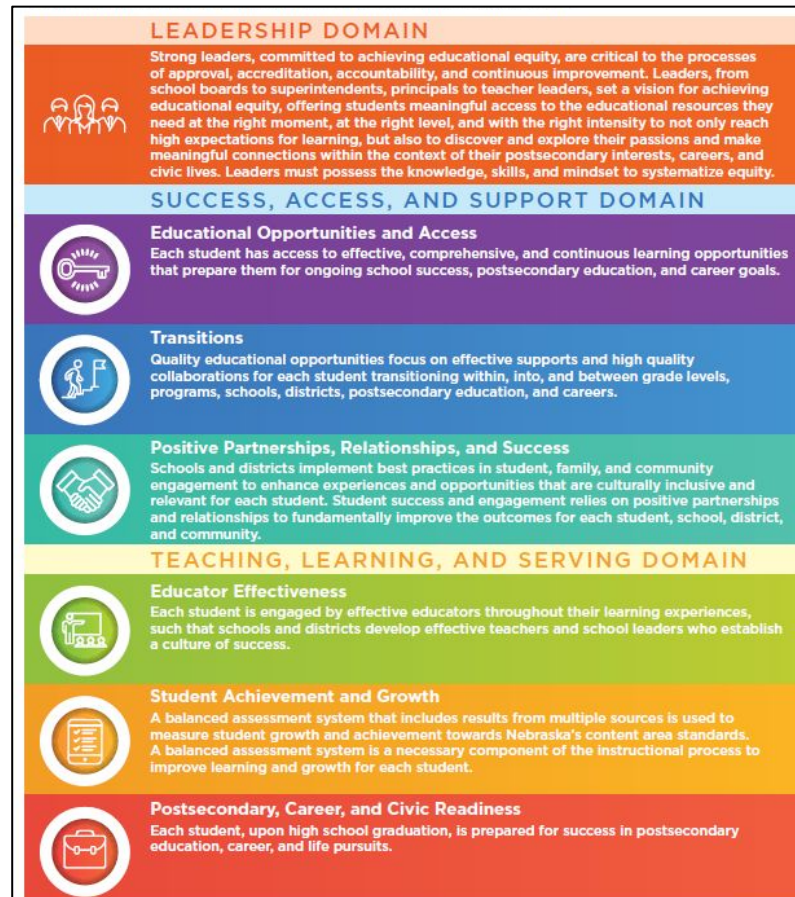
As part of its evaluative processes and duties, the State Board of Education leverages three separate, but interrelated systems to ensure equal operation of schools and equitable outcomes for all students: Approval, Accreditation, and Accountability.

- Approval denotes a school is meeting regulations and procedures outlined in rules promulgated by the State Board of Education and statutes outlining the legal operation, regulations, and procedures necessary to establish safe environments and access to educational opportunity for all students in public and nonpublic elementary and secondary schools (Neb. Rev. Stat. §79-703).
- Accreditation emphasizes quality of programming and a focus on continuous improvement. All public schools must be approved and accredited. (Neb. Rev. Stat. 79-703).
- Accountability uses student related outcomes (ex. Graduation rate, student growth and proficiency on assessments) to measure the performance of individual public schools and school districts. (Neb. Rev. Stat. 79-760.06).

- State Board establishes tenets and domains
- Outlines definitions of
  - Approval
  - Accreditation
  - Accountability
- Updated 2019

# AQuESTT

## A Quality Education System for Today and Tomorrow A system of accountability and support



# AQuESTT - Leadership Domain

## LEADERSHIP DOMAIN



Strong leaders, committed to achieving educational equity, are critical to the processes of approval, accreditation, accountability, and continuous improvement. Leaders, from school boards to superintendents, principals to teacher leaders, set a vision for achieving educational equity, offering students meaningful access to the educational resources they need at the right moment, at the right level, and with the right intensity to not only reach high expectations for learning, but also to discover and explore their passions and make meaningful connections within the context of their postsecondary interests, careers, and civic lives. Leaders must possess the knowledge, skills, and mindset to systematize equity.

### Areas of Focus:

- Instructional Leadership
- Community and Relationship Builder
- Improvement and Resource Management Leader

# AQuESTT - Success, Access & Support Domain

## SUCCESS, ACCESS, AND SUPPORT DOMAIN



### Educational Opportunities and Access

Each student has access to effective, comprehensive, and continuous learning opportunities that prepare them for ongoing school success, postsecondary education, and career goals.



### Transitions

Quality educational opportunities focus on effective supports and high quality collaborations for each student transitioning within, into, and between grade levels, programs, schools, districts, postsecondary education, and careers.



### Positive Partnerships, Relationships, and Success

Schools and districts implement best practices in student, family, and community engagement to enhance experiences and opportunities that are culturally inclusive and relevant for each student. Student success and engagement relies on positive partnerships and relationships to fundamentally improve the outcomes for each student, school, district, and community.

## Areas of Focus:

- Technological Infrastructure and Digital Learning
- Student Support Services
- School Culture and Climate
- Early Learning Opportunities
- Comprehensive Learning Opportunities
- Personal Planning and Self-Reflection
- Grade to Grade, Level to Level, and Place to Place
- Student Attendance
- Family and Community Engagement

# AQuESTT - Teaching, Learning & Serving Domain

## TEACHING, LEARNING, AND SERVING DOMAIN



### Educator Effectiveness

Each student is engaged by effective educators throughout their learning experiences, such that schools and districts develop effective teachers and school leaders who establish a culture of success.



### Student Achievement and Growth

A balanced assessment system that includes results from multiple sources is used to measure student growth and achievement towards Nebraska's content area standards. A balanced assessment system is a necessary component of the instructional process to improve learning and growth for each student.



### Postsecondary, Career, and Civic Readiness

Each student, upon high school graduation, is prepared for success in postsecondary education, career, and life pursuits.

## Areas of Focus:

- Teacher Effectiveness
- Principal Effectiveness
- Balanced Assessment Systems
- Assessment Quality
- Assessment and Data Use
- Curriculum and Instructional Materials Aligned to Content Area Standards
- Support for Career Self-Awareness, Exploration, Planning and Management
- Workplace learning
- Civic Readiness

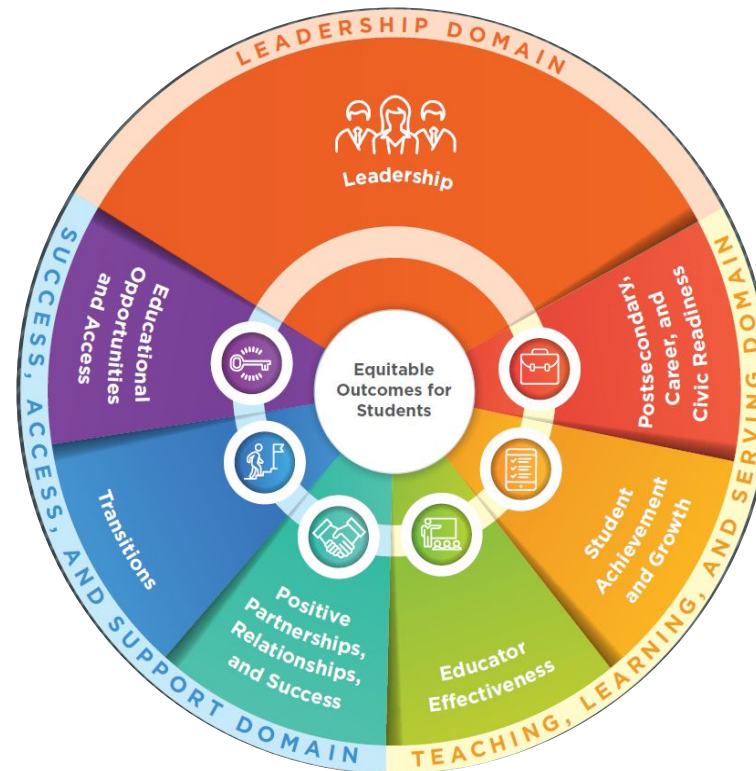
# Reflection

- Which of the tenets do you think your school/district embodies most strongly?
- Which tenet do you think could be your focus for the year?
- What is one question you still have about the AQuESTT tenets?



# AQuESTT System of Support

**Classification + Framework for Improvement = AQuESTT**



# Why do we need an accountability system?

- State and federal mandates
- Set standards for all schools
- Ensure responsible use of taxpayer investment & focus funds for improvement
- Expose and close achievement gaps among student groups
- Create a framework for school improvement

AQuestaTT

# What Laws Govern Accountability?

## Chapter 79

### 79-760.06.

**Accountability system; combine multiple indicators; State Department of Education; powers; duties; designation of priority schools.**

(1) The State Board of Education shall establish an accountability system to be used to measure the performance of individual public schools and school districts. The accountability system shall combine multiple indicators, including, but not limited to, graduation rates, student growth and student improvement on the assessment instruments provided in section 79-760.03, student discipline, and other indicators of the performance of public schools and school districts as established by the state board.

(2) The indicators selected by the state board for the accountability system shall be combined annually into a school performance score and district performance score. The state board shall establish levels of performance based upon school performance scores and district performance scores in order to annually classify and report the performance of public schools and school districts beginning with the reporting of data from school year 2014-15. The department shall classify and report the performance of public schools and school districts annually on or before December 31 of each calendar year.

(3) The state board shall designate priority schools based on such classification. Schools designated as priority schools shall be at the lowest performance level at the time of the initial priority school designation. Schools designated as priority schools shall remain priority schools until such designation is removed by the state board. No less than three schools may have a priority school designation at one time. Schools designated as priority schools shall be subject to the requirements of section 79-760.07. The State Department of Education shall annually report the performance level of individual public schools and school districts as part of the statewide assessment and reporting system.

## Elementary and Secondary Education Act of 1965

[As Amended Through P.L. 115-224, Enacted July 31, 2018]

[Currency: This publication is a compilation of the text of Public Law 89-10. It was last amended by the public law listed in the As Amended Through note above and below at the bottom of each page of the pdf version and reflects current law through the date of the enactment of the public law listed at <https://www.govinfo.gov/app/collection/comps/>]

[Note: While this publication does not represent an official version of any Federal statute, substantial efforts have been made to ensure the accuracy of its contents. The official version of Federal law is found in the United States Statutes at Large and in the United States Code. The legal effect to be given to the Statutes at Large and the United States Code is established by statute (1 U.S.C. 112, 204).]

### SECTION 1. [20 U.S.C. 6301 note] SHORT TITLE.

This Act may be cited as the "Elementary and Secondary Education Act of 1965".

### SEC. 2.<sup>1</sup> TABLE OF CONTENTS.

The table of contents for this Act is as follows:

- Sec. 1. Short title.
- Sec. 2. Table of contents.

#### TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

- Sec. 1001. Statement of purpose.
- Sec. 1002. Authorization of appropriations.
- Sec. 1003. School improvement.
- Sec. 1003A. Direct student services.
- Sec. 1004. State administration.

#### PART A—IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

##### Subpart 1—Basic Program Requirements

- Sec. 1111. State plans.
- Sec. 1112. Local educational agency plans.
- Sec. 1113. Eligible school attendance areas.
- Sec. 1114. Schoolwide programs.
- Sec. 1115. Targeted assistance schools.
- Sec. 1116. Parent and family engagement.
- Sec. 1117. Participation of children enrolled in private schools.
- Sec. 1118. Fiscal requirements.
- Sec. 1119. Coordination requirements.

##### Subpart 2—Allocations

- Sec. 1121. Grants for the outlying areas and the Secretary of the Interior.
- Sec. 1122. Allocations to States.
- Sec. 1124. Basic grants to local educational agencies.
- Sec. 1124A. Concentration grants to local educational agencies.
- Sec. 1125. Targeted grants to local educational agencies.
- Sec. 1125AA. Adequacy of funding to local educational agencies in fiscal years after fiscal year 2001.
- Sec. 1125A. Education finance incentive grant program.

<sup>1</sup>The items relating to subpart 3 of part B and sections 5231 through 5244 in the table of sections contained in section 2 are editorially supplied. See the amendment made by section 6 of Public Law 114-95 (129 Stat. 1807).

# Accountability Indicators

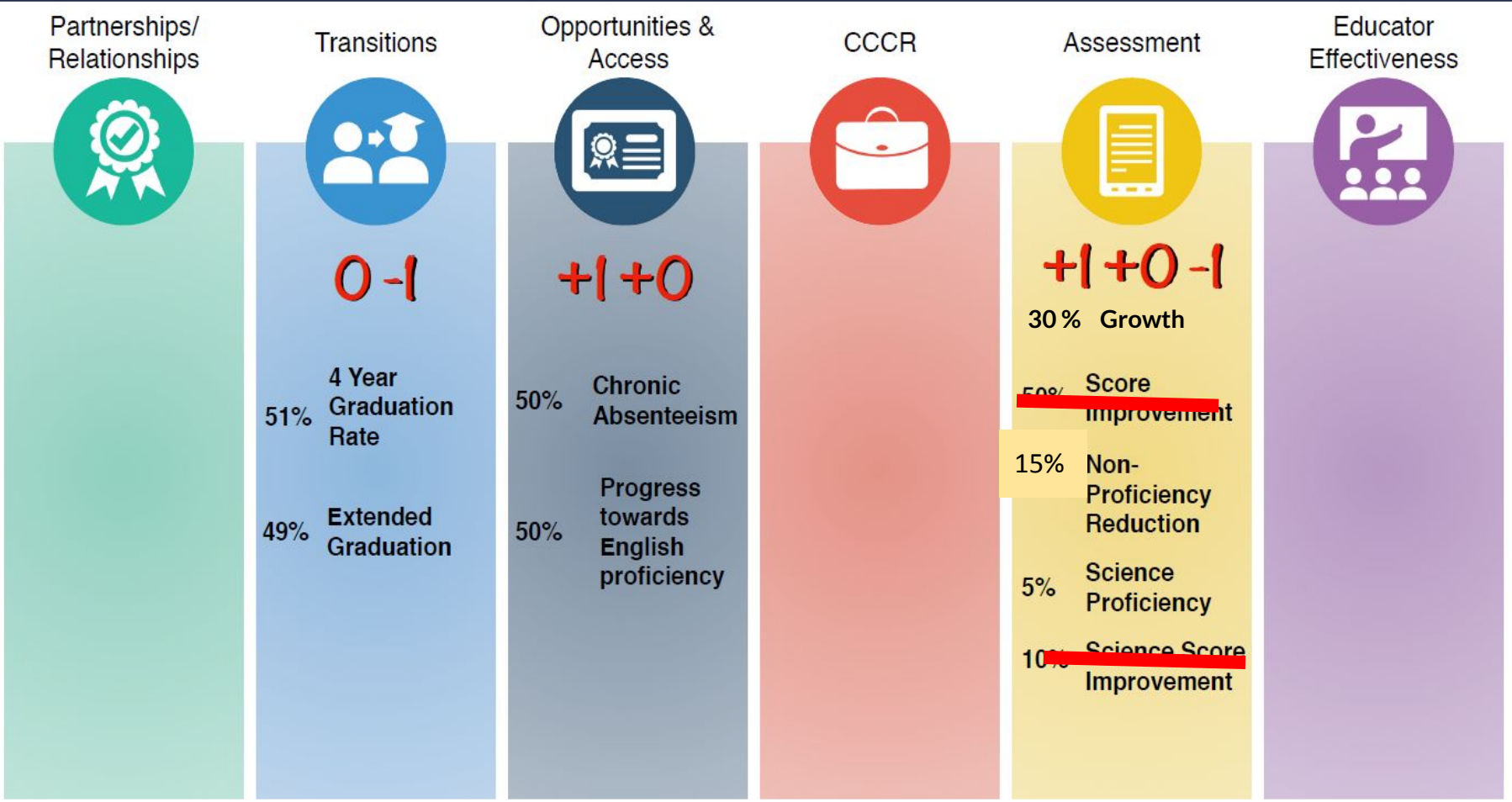
*An indicator is a “...measure of gain in **student achievement** or **element perceived to influence** those gains. Provide parents and communities with **richer picture** of school performance.”*

~CCSSO, 2017

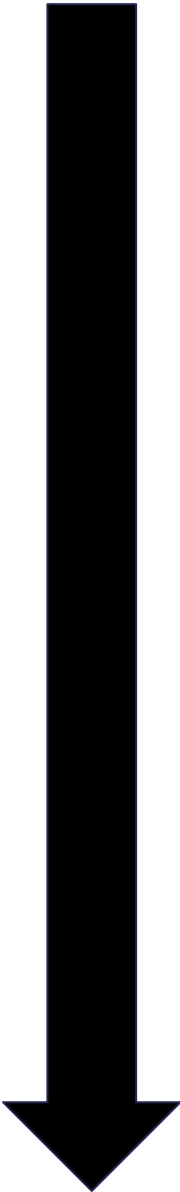
Indicators
<b>Status</b> - Percent proficient on ELA and math (NSCAS for 3-8, ACT for 3rd Year Cohort)
<b>Progress</b> - Growth and Non-Proficiency Reduction
<b>Graduation Rate</b> - Four- and seven-year graduation rate
<b>Progress Toward English Language Proficiency</b> - English learners' progress toward proficiency
<b>Chronic Absenteeism</b> - Reduction in school chronic absence rates

# Classifications

Status (Percent Proficient): 4, 3, 2, 1



~~Evidence-Based Analysis~~ **+1 +0**

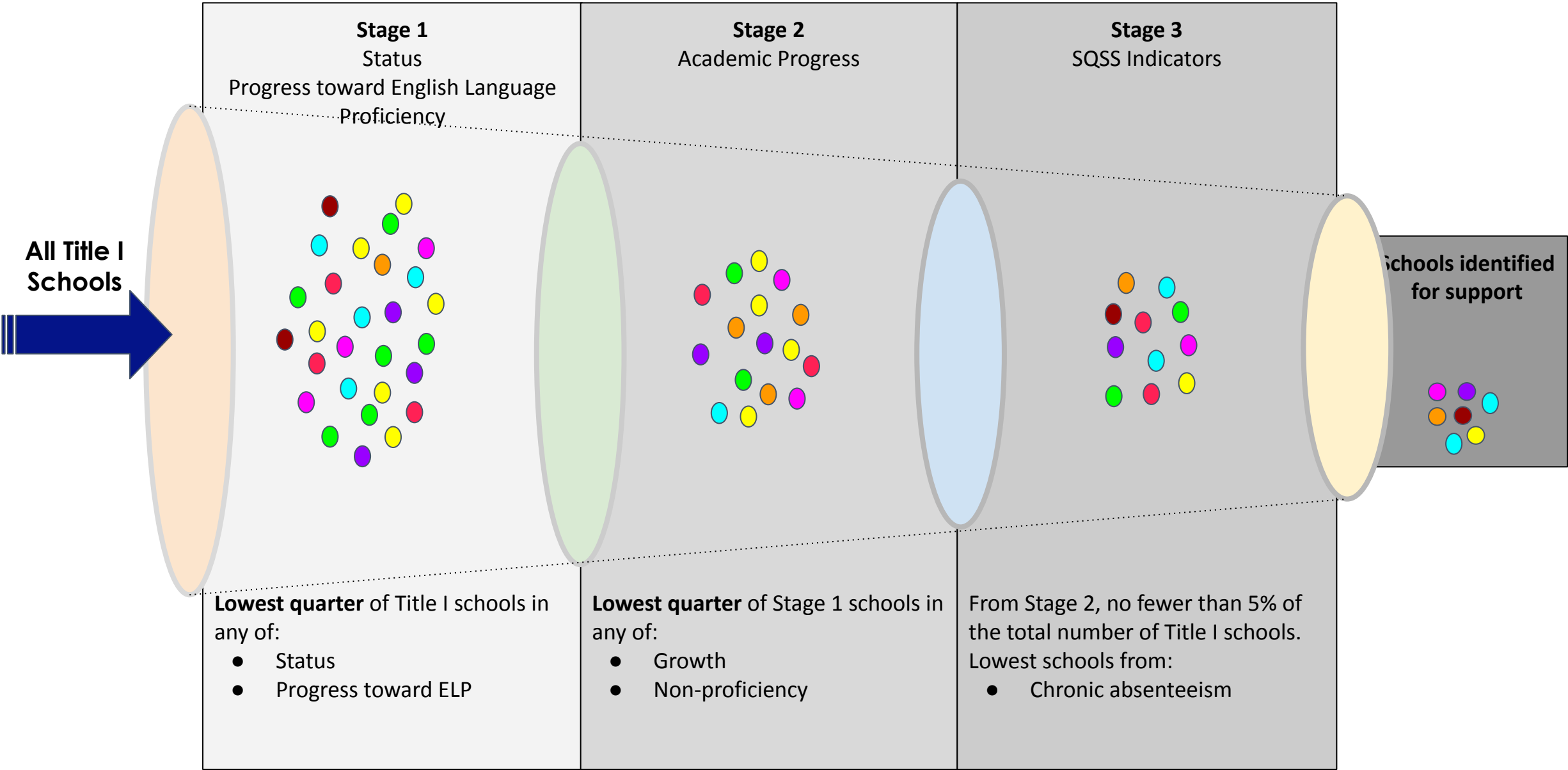


# Accountability Indicators

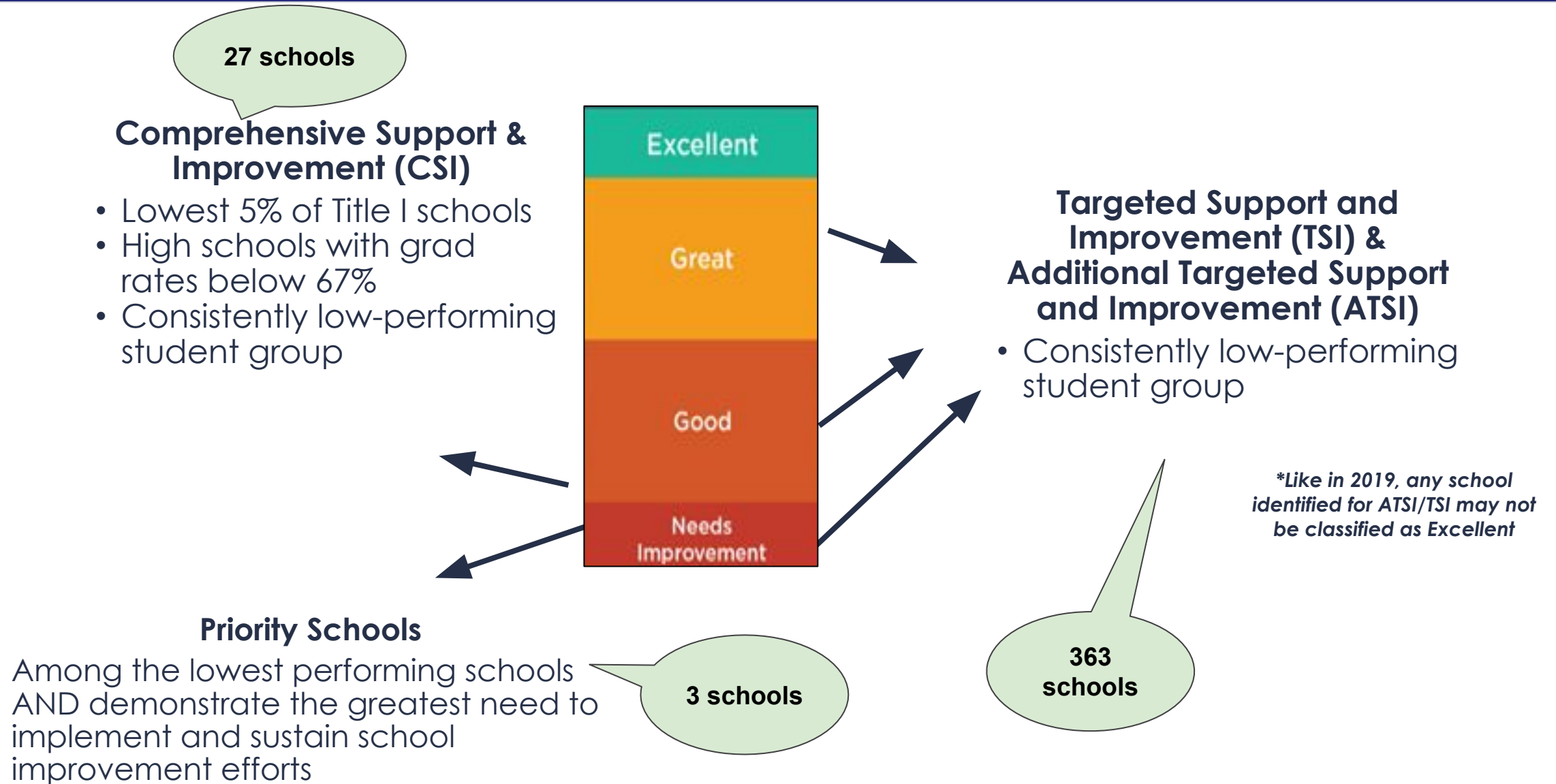
- Every Student Succeeds Act (ESSA) - Federal education law which requires states to “meaningfully differentiate” schools to provide targeted and/or comprehensive support.
- Chart below matches current AQuESTT metric to the necessary ESSA indicator.

ESSA Indicator:	Academic Achievement	Academic Progress	English Language Proficiency and Progress	Graduation Rate	School Quality or Student Success
AQuESTT Metric:	Status	<del>Growth, Improvement, Non-Proficiency</del>	Progress Towards English Language Proficiency	4- and 7-Year Cohort Graduation Rate	<del>Chronic Absenteeism, Science, Evidence-based Analysis</del>

Comprehensive Support and Improvement: Elementary & Middle Schools



# Classifications & Designations



# Continuous Improvement vs. School Improvement

## **Continuous Improvement**

Any school or instructional-improvement process that unfolds progressively, that does not have a fixed or predetermined end point, and that is sustained over extended periods of time. The concept also encompasses the general belief that improvement is not something that starts and stops, but it's something that requires an organizational or professional commitment to an ongoing process of learning, self-reflection, adaptation, and growth.

<http://edglossary.org/continuous-improvement/>

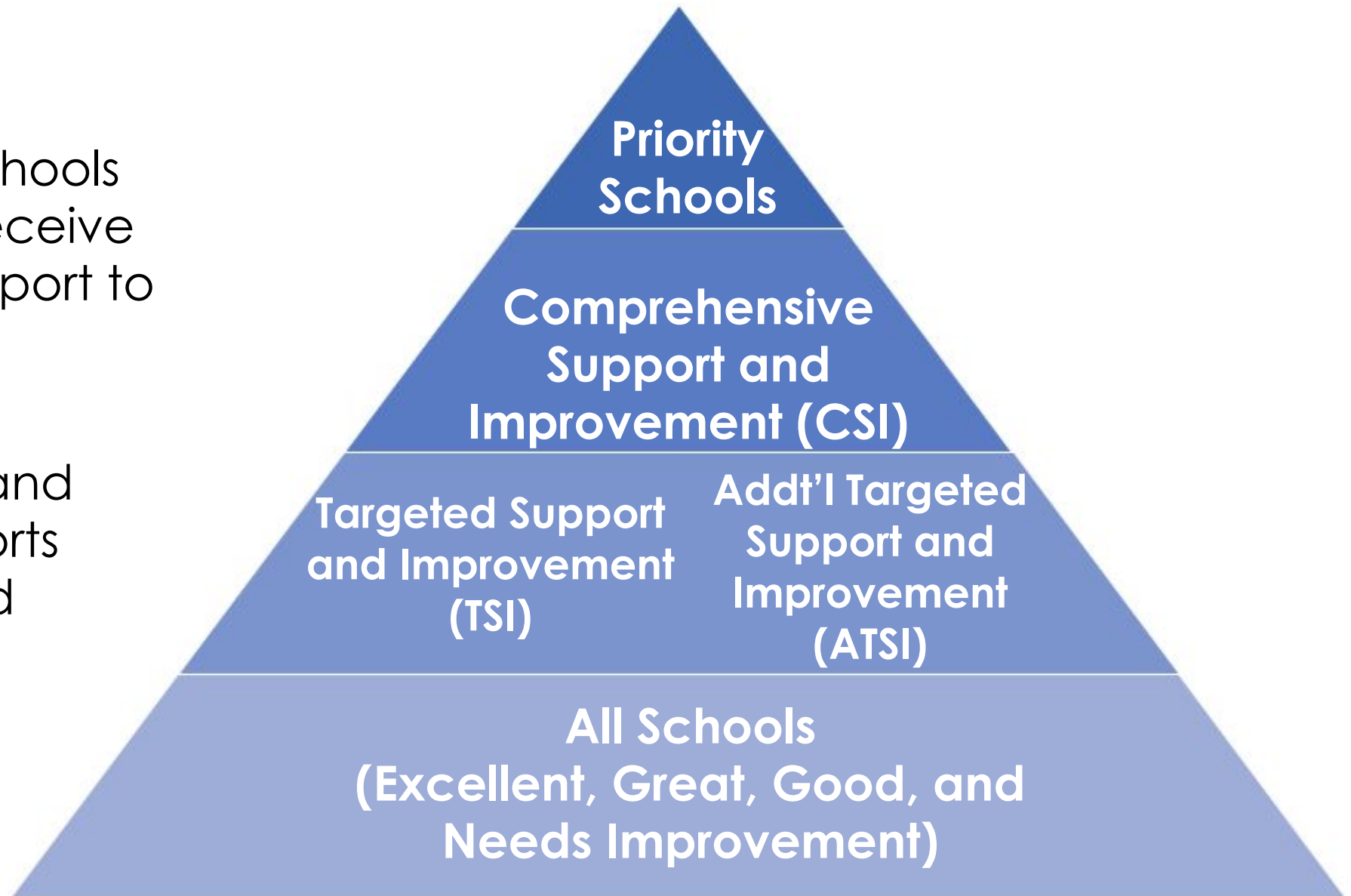
## **School Improvement**

Dramatic and comprehensive intervention in low-performing schools. Involves turnaround leadership, culture shift, instructional transformation, and talent development.

[https://centeronschoolturnaround.org/wp-content/uploads/2018/03/CST\\_Four-Domains-Framework-Final.pdf](https://centeronschoolturnaround.org/wp-content/uploads/2018/03/CST_Four-Domains-Framework-Final.pdf)

# Tiered System for School Support

- Understand schools identified to receive additional support to improve
- Coordinate, differentiate, and intensify supports where needed



# Federal Accountability Explained: TSI, ATSI, CSI

Comprehensive Support and Improvement(CSI)			Support	Timeline
Lowest 5 percent of Title I Schools <b>OR</b>	Any public high schools with graduation rate below 67% <b>OR</b>	Public schools with consistently under-performing student groups for 3 years (ATSI)	⇒ Comprehensive needs assessment ⇒ plan for improvement connected to a continuous improvement plan ⇒ eligible for funding to support implementation of plan for improvement	Winter 2018; Every three years subsequently

# Federal Accountability Explained: TSI, ATSI, CSI

Targeted Support & Improvement (TSI)	Additional Targeted Support & Improvement (ATSI)
A public school with one or more consistently underperforming student groups (2019, annually thereafter)	Any public school with one or more student group(s) performing at or below the performance level of students in CSI schools

## What will this mean for my school?

TSI and ATSI are district-led improvement efforts with support from the NDE and ESUs. Districts are required to:

- Notify schools of their designation and the student group(s) identified for support.
- Support schools in creating a plan for improvement to be held with the district.
- Monitor the implementation of plans.

## Am I required to submit a new plan?

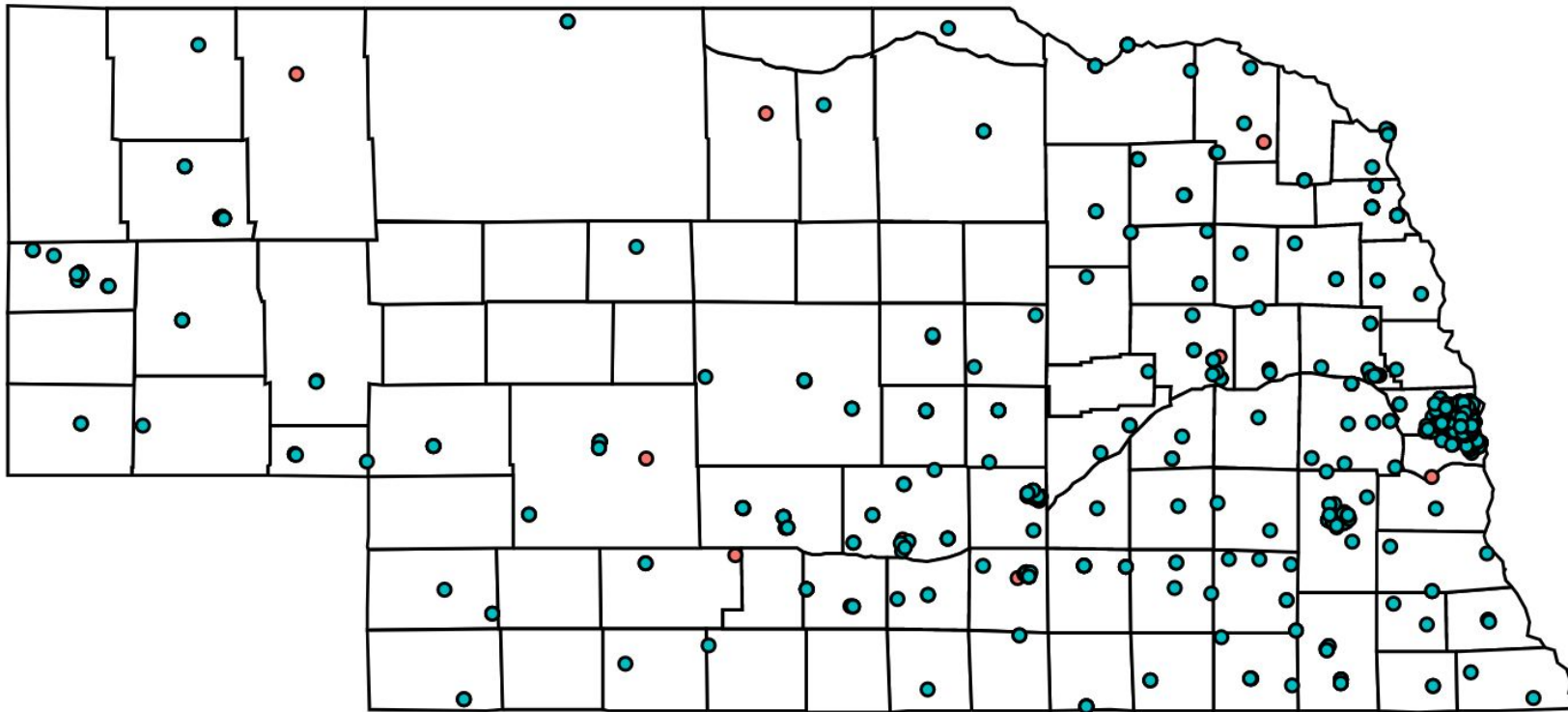
No. The NDE recommends taking stock of current plans (Continuous Improvement Plans, Targeted Improvement Plans for addressing needs of students with disabilities, Title 1 plans, MTSS plans, etc.) being implemented at the school, and considering ways to adapt or augment these plans rather than creating a standalone plan. However, these plans must:

- Be developed in partnership with multiple stakeholders in your local community
- Be informed by all accountability indicators (ELA and math proficiency and growth, progress towards English proficiency, graduation rates [where applicable], reduction in chronic absenteeism, and science proficiency and improvement)
- Specifically for ATSI schools, include plans for addressing resource inequities uncovered through a [resource allocation review](#).

# Student Groups for Targeted Support and Improvement

- Black/African American
- Latinx/Hispanic
- Asian
- Native Hawaiian/Pacific Islander
- American Indian/Alaska Native
- Two or More Races
- White
- Economically Disadvantaged
- English Learners
- Students with Disabilities

# TSI/ATSI Distribution



Student Group	Number of Schools
American Indian or Alaska Native	16
Asian	12
Black or African American	65
Hispanic or Latinx	85
Multiple Races	25
White	36
Economically Disadvantaged	148
Students with Disabilities	274
English Learners	100

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# **Prepping for Fall 2022**

# Fall 2022

***Where are we now?  
What's important?***

## Considerations:

- We're **required to redesignate schools** in the fall of 2022.
- School hasn't been "normal" due to the pandemic, and therefore, we need to consider an interim year before we stabilize. The transition back has been likened to a **dimmer switch** bringing us back rather than a single flip on.
- Accountability **cannot simply return to "normal" this year**, specifically because of changes to indicators like summative assessment, removal of EBA, and chronic absenteeism as school quality and student success indicators.
- The AQuESTT system has received significant criticism for its "moving target." The NDE must move to a **stable system** as soon as possible.

# Fall 2022

## Key Themes and Philosophy:

- A Different Year Requires Different Accountability - *This is a transition year for accountability. Fall of 2023 will result in a new classification/designation that will be stable.*
- Resetting & Rebaselining - *What do our data from 2021-22 tell us? Where do we need to focus? Which schools need additional supports? What student groups? What do we want to be true in 1 year - 3 years - 5 years?*
- Focus on Schools Serving Students with Greatest Need - *Accountability this year will provide a snapshot of student need as we're emerging from the pandemic.*

# Flexibilities for this Year

- Provides flexibilities for 2022 accountability without the need for more comprehensive ESSA amendment
- The NDE drafted a plan based on your input - addendum posted for public comment and shared with this group
- State Board and gubernatorial consultation
- Early April submission - Approved in May
- Next steps include:
  - Business rule development
  - Modeling of improved indicators
  - Modeling of outcomes
  - Communication, communication, communication
- Fall implementation

**2021-2022 Addendum Template for the Consolidated  
State Plan due to COVID-19**  
under the Elementary and Secondary Education Act of  
1965

*Nebraska*



U.S. Department of Education  
Issued: December 2021

OMB Number: 1810-0576  
Expiration Date: October 31, 2023

**Paperwork Burden Statement** According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0576. The time required to complete this information collection is estimated to average 249 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this collection, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this collection, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118.

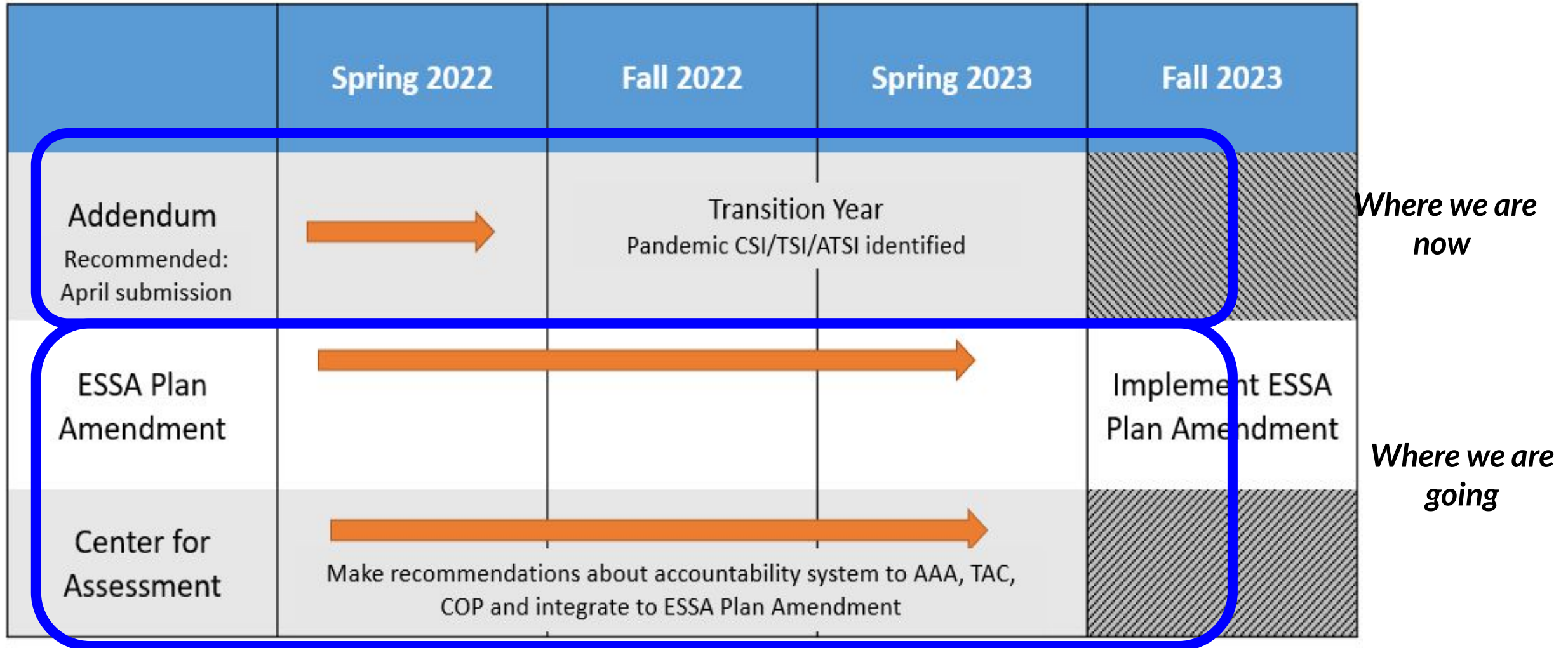
# Cohorts of CSI/ATSI

	2018-19	2019-20 (Not counted towards years in status)	2020-21	2021-22	2022-23 (Transition Year)	2023-24	2024-25	2025-26	2026-27
<b>CSI</b> (lowest 5% Title 1 schools - identified every 3 years) (Low grad rate < 65%)	Cohort 1 - Year 1 (27 Schools)	Cohort 1 - Year 2	Cohort 1 - Year 2 (27 Schools)	Cohort 1 - Year 3 (27 Schools)	Apply exit criteria to Cohort 1 (Non-exiting schools: more rigorous options)				
					Identify CSI schools for Cohort 2 - Year 1 (~27 schools)	Eligible to Exit	Eligible to Exit	Eligible to Exit	Apply exit criteria to Cohort 2
						Identify CSI schools for Cohort 3 - Year 1 (~27 schools)	Cohort 3 - Year 2	Cohort 3 - Year 3	Apply exit criteria to Cohort 3
									Identify CSI schools for Cohort 4 - Year 1
<b>ATSI</b> (schools with underperforming student groups as compared to CSI schools)		Cohort 1 - Year 1	Cohort 1 - Year 1 (116 Schools)	Cohort 1 - Year 2 (116 Schools)	Cohort 1 - Year 3 (116 Schools)	Apply exit criteria to Cohort 1 (Non-exiting schools: Become CSI)			
					Identify ATSI schools - Cohort 2 - Year 1	Eligible to Exit	Eligible to Exit	Eligible to Exit	Apply exit criteria to Cohort 2
						Identify ATSI schools for Cohort 3 - Year 1	Cohort 3 - Year 2	Cohort 3 - Year 3	Apply exit criteria to Cohort 3
									Identify ATSI schools for Cohort 4 - Year 1

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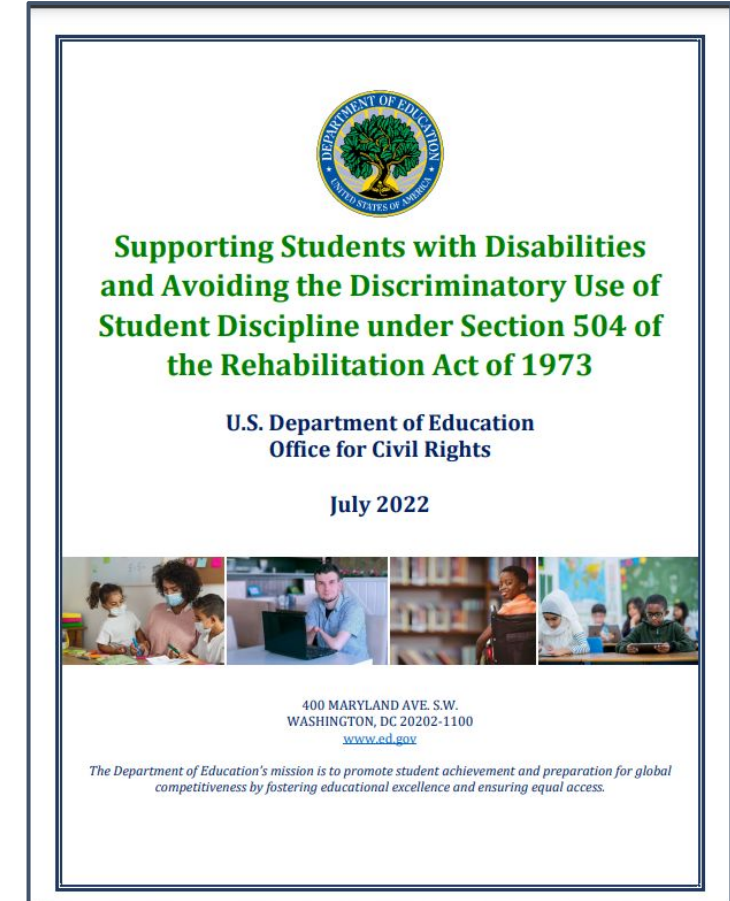
# **Long-Term Adjustments**

# Long-Term Adjustments to Federal Accountability



# LB154 - Discipline Reporting

- Discipline rates must be publicly reported AND included in the accountability system
- Keep close tabs on your discipline rates and tracking of the data
- Still considering how to include in the accountability “system”

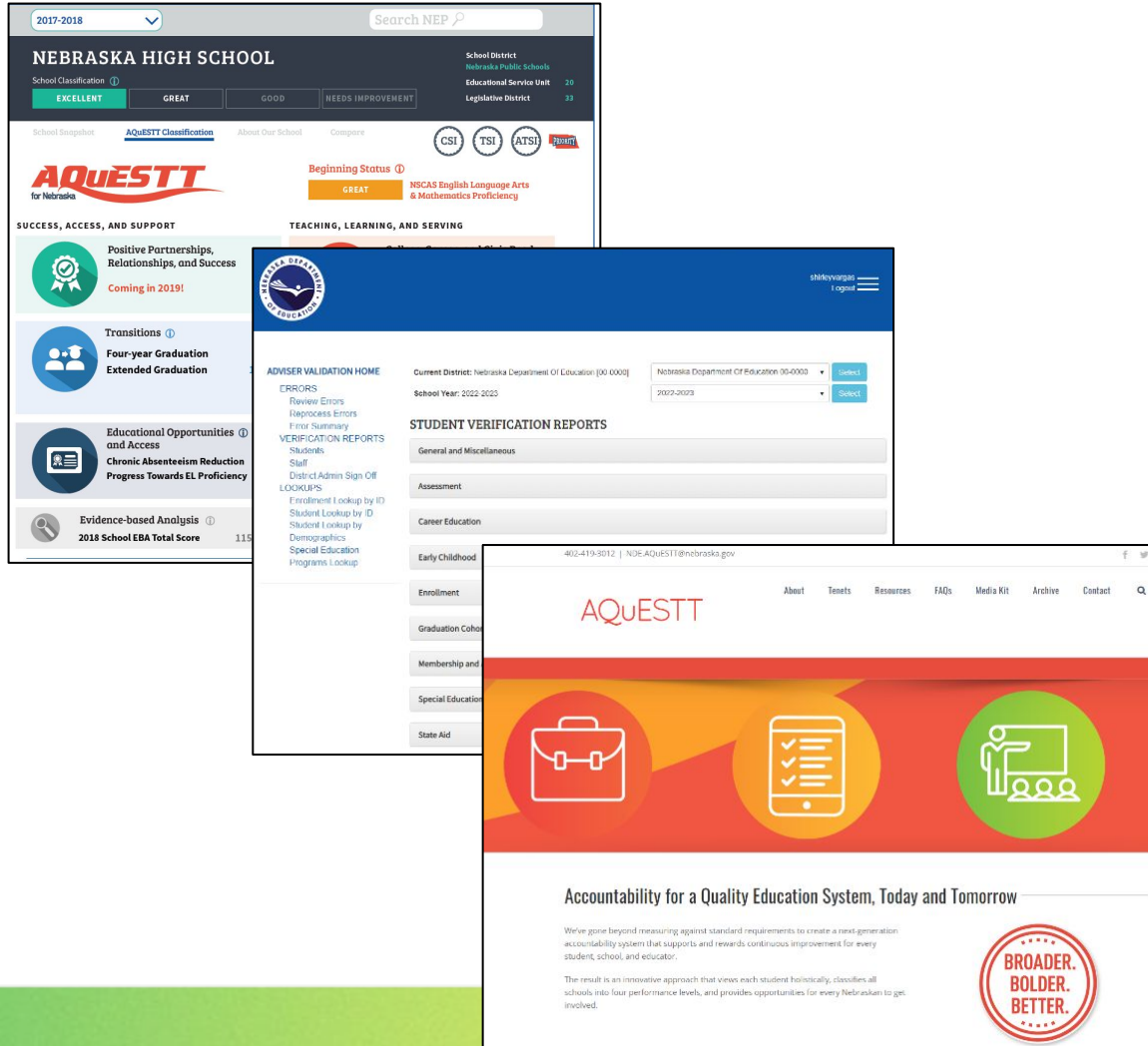


# AQuESTT Sessions

August 11, 2022		August 12, 2022	
9-10:30am (CST)	Intro to AQuESTT: Six tenets, three domains, classifications/ designations	9-10:30am (CST)	Business Rules - Technical specifications and business rules, NEP Secure access
11-1pm (CST)	Virtual Office Hours	11-12:30pm (CST)	Using AQuESTT to Inform Improvement Efforts - Data sources, root cause analyses, improvement resources
1-2:30pm (CST)	Federal Accountability: ESSA plan, TSI/ATSI/CSI, SY 22-23 changes and beyond, exit criteria		

**Intended Audience:** New superintendents, new principals, DACs, ESU staff, any school/district staff engaged in continuous improvement, etc.

# AQuESTT Office Hours



- Wondering where to go to find out your current classification/designation?
- Questions about supports available to your school/district?
- Curious about the future of accountability and school support?
- Know what web pages to bookmark?
- Want to talk through some data reports?

**Join us for our virtual office hours on  
August 11, 2022 from 11am-1pm.**



# RE • STORING NORMAL

*Thank you!*

**Contact Us!**

**Dr. Shirley Vargas**

School Transformation Officer,  
Office of School & District Support  
[shirley.vargas@nebraska.gov](mailto:shirley.vargas@nebraska.gov)

**Lane Carr**

Administrator,  
Office of Policy & Strategic Initiatives  
[lane.carr@nebraska.gov](mailto:lane.carr@nebraska.gov)