

RE • STORING NORMAL

Using AQuESTT to Inform Improvement Efforts

Dr. Shirley Vargas

School Transformation
Officer, Office of School
& District Support

Lane Carr

Administrator,
Office of Policy &
Strategic Initiatives



Objectives

- Review data sources to ensure deep knowledge of the data influencing AQuESTT classifications and designations
- Take stock of all data sources available to drive school improvement
- Learn about available resources to help schools develop and implement plans for improvement

The background features a repeating pattern of circular arrows in a light green color, set against a gradient background that transitions from a pale yellow at the top to a vibrant green at the bottom. The arrows are arranged in a grid-like fashion, pointing in various directions.

From Classifications/Designations to Support and Growth

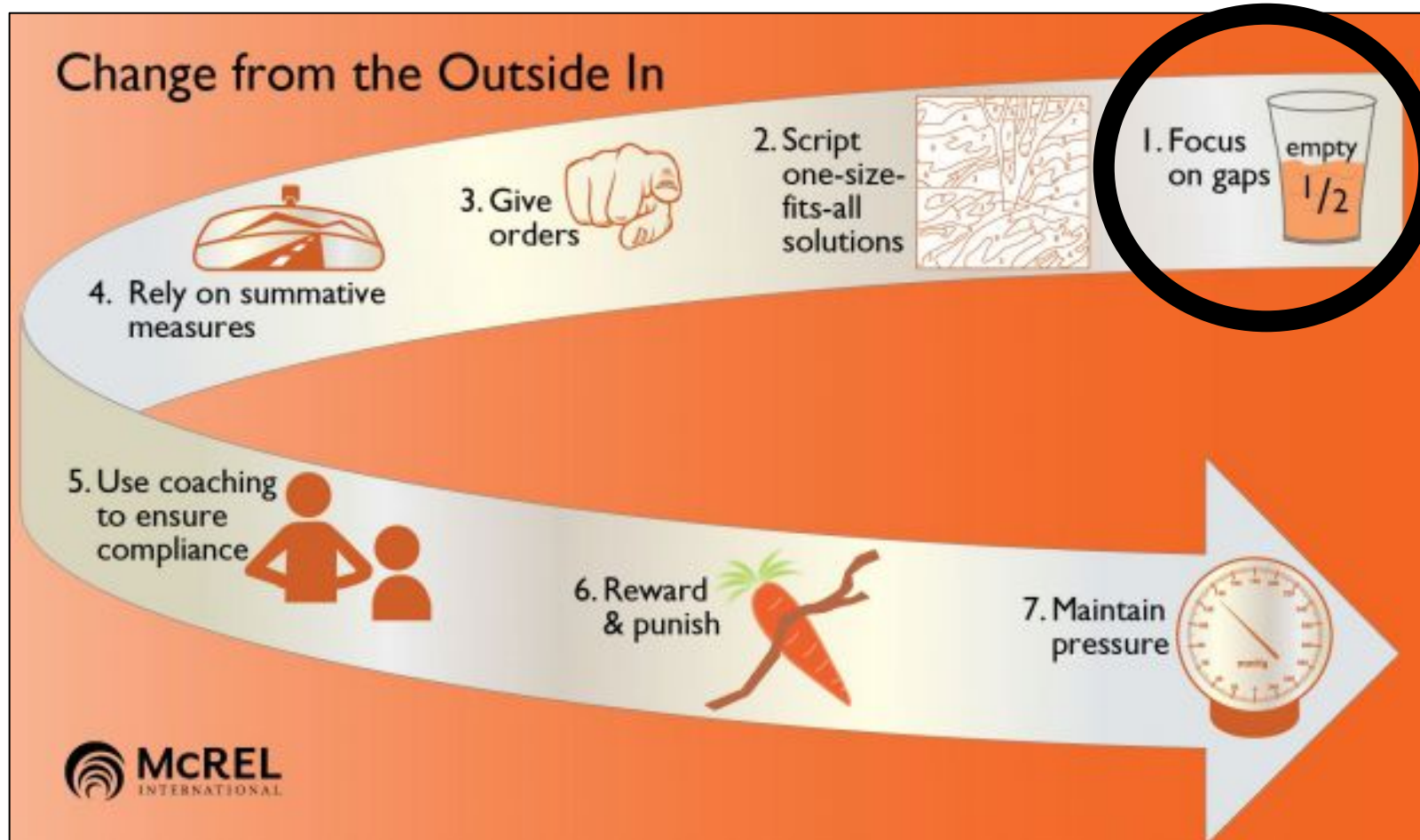
Improvement Beliefs

While NDE values accountability, we also value support to help schools and districts make necessary improvements.

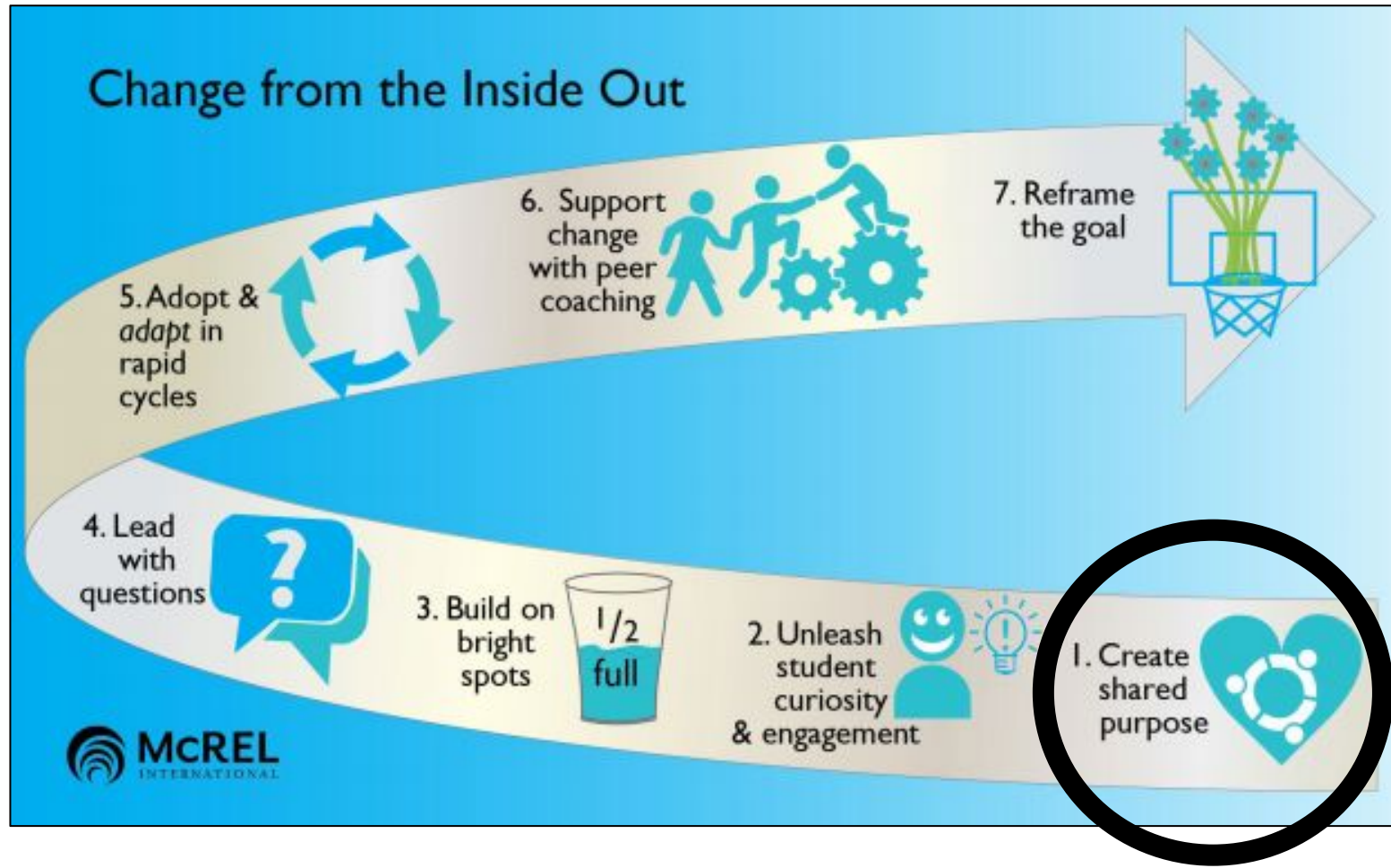
We believe:

- In the value of work already taking place in schools.
- All schools can improve.
- Demography is not destiny.
- School improvement is fundamentally about equity.

From Outside in...



...to Inside Out

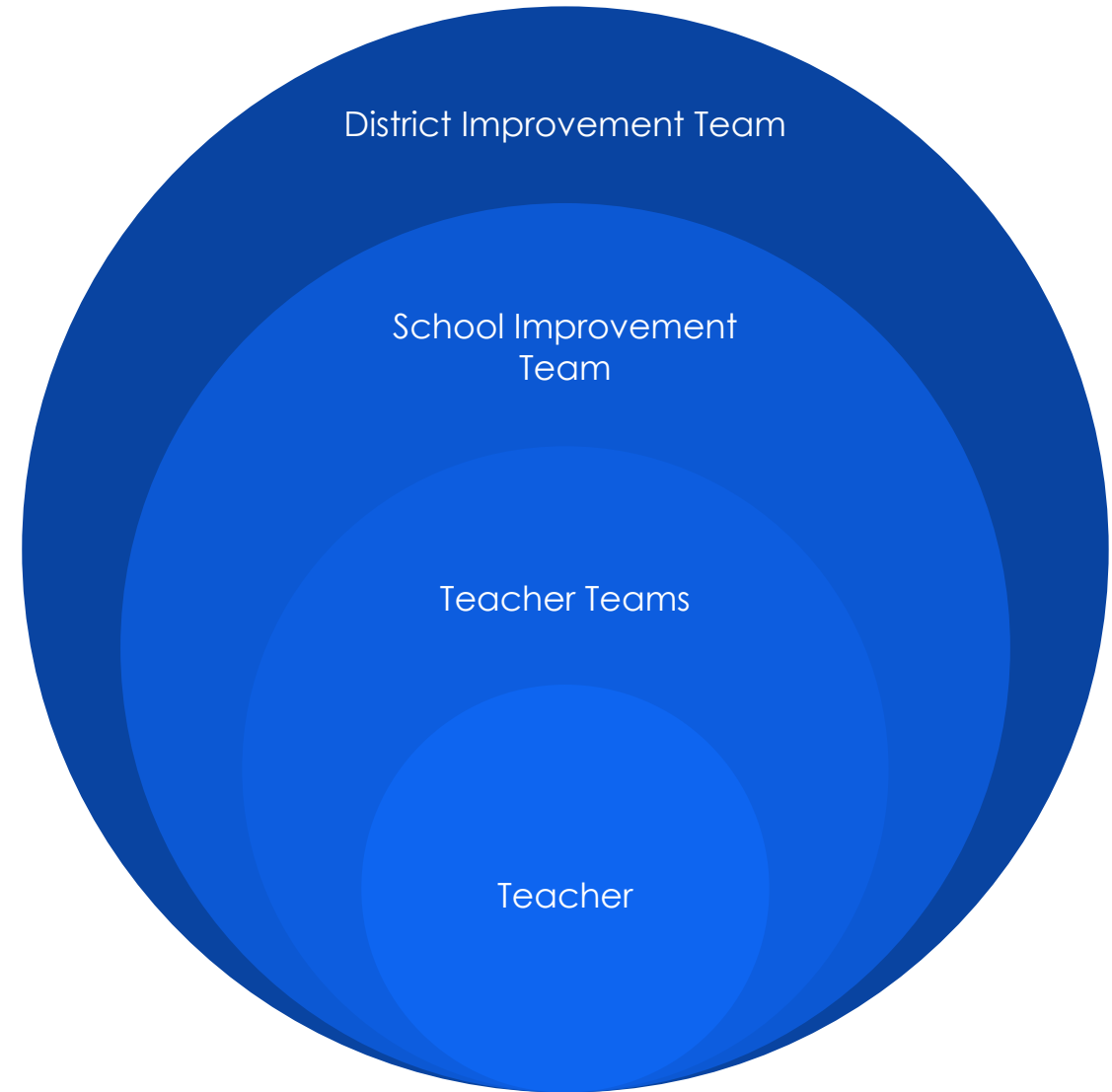




Making Sense of the Data

Where's your team?

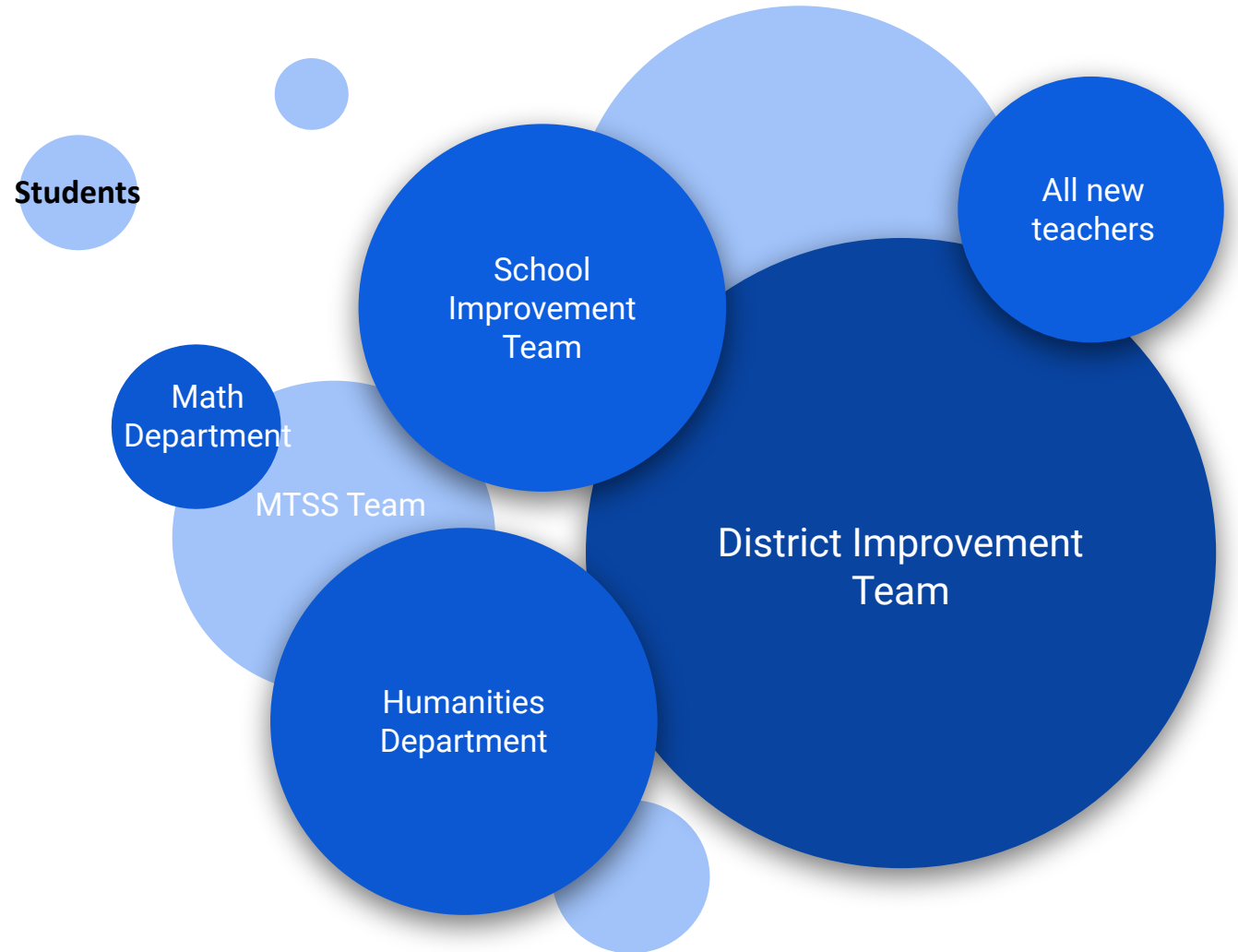
- What teaming structures exist in your school and district? Does it take into account various perspectives?
- What are the functions of the teams?
- To what extent do the teams know (or need to know) about and can interpret the various student outcome data reports that exist? (Assessment literacy!)
- On what topics do teams spend most of their time?
- How does each team talk about teaching and learning?
- What are the common values and beliefs shared about what students can achieve and individual and collective efficacy to make that happen?



Ideally, teams are nestled and reinforce one another

Where's your team?

- What teaming structures exist in your school and district? Does it take into account various perspectives?
- What are the functions of the teams?
- To what extent do the teams know (or need to know) about and can interpret the various student outcome data reports that exist? (Assessment literacy!)
- On what topics do teams spend most of their time?
- How does each team talk about teaching and learning?
- What are the common values and beliefs shared about what students can achieve and individual and collective efficacy to make that happen?



Unfortunately, too often multiple teams work in isolation of each other

Accountability Data Points

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



NEP Portal
Adviser Validation
NSCAS Assessment Results
NSCAS Growth Platform



NEP Portal
Adviser Validation
ELPA Assessment Download



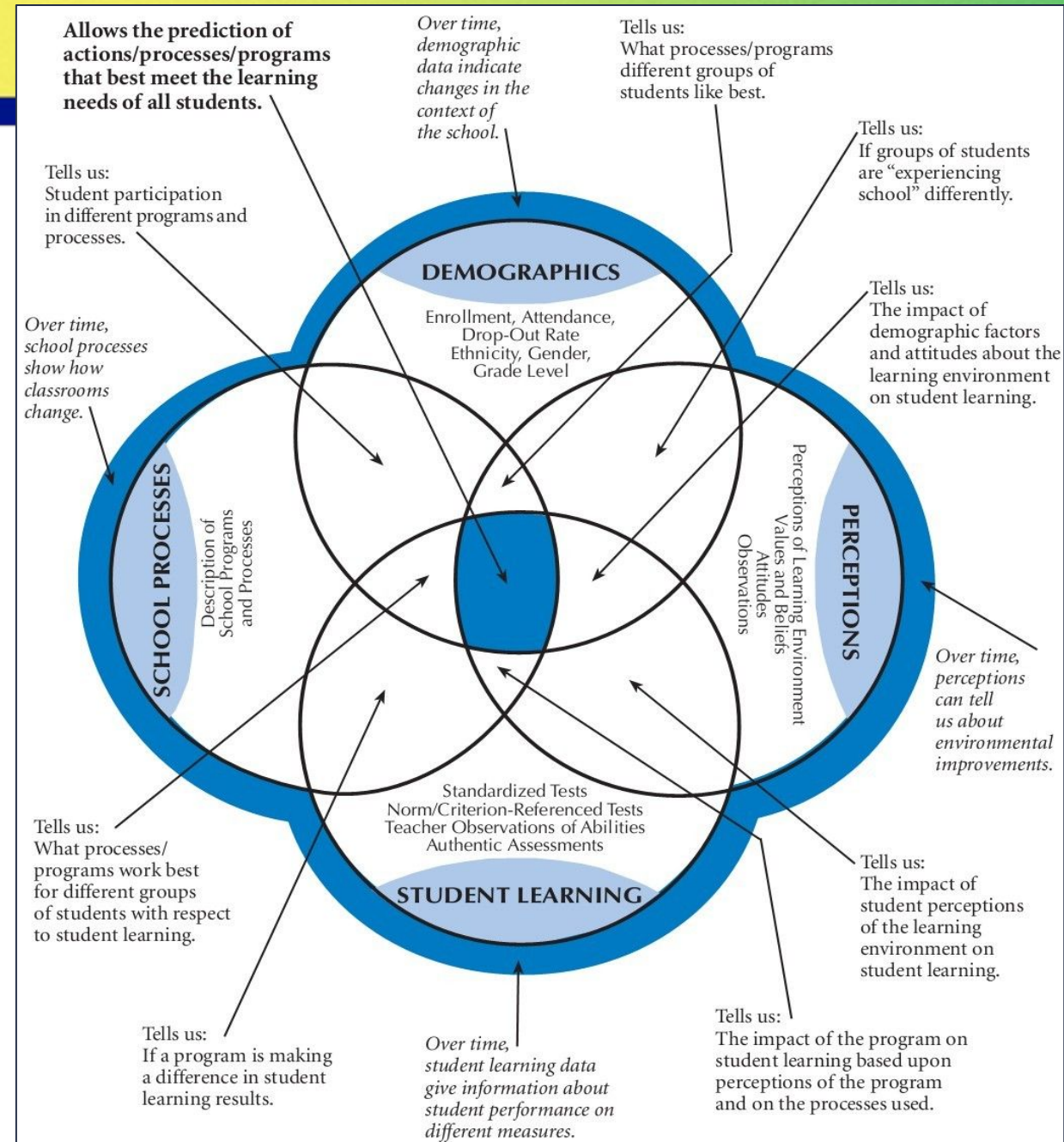
NEP Portal
Adviser Validation
Graduation Cohort Analysis Tool



NEP Portal
Adviser Validation
Student Attendance Summary

Four Types of Data

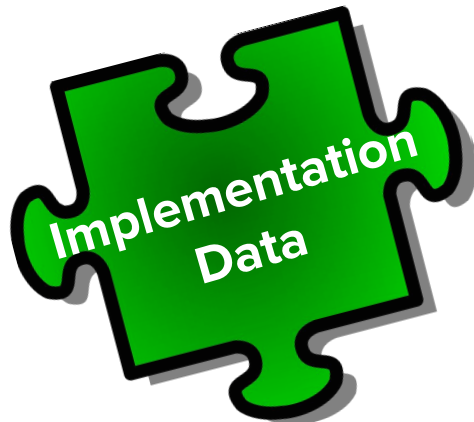
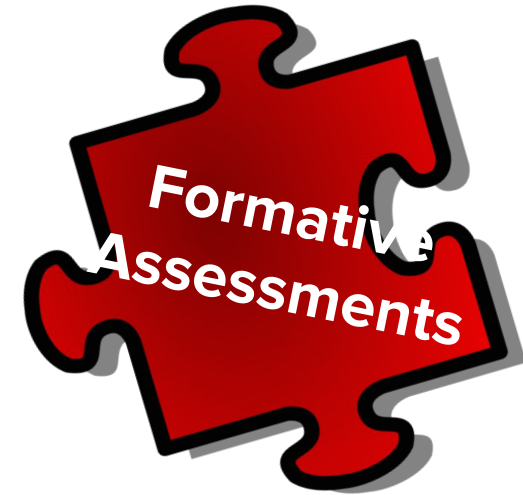
Demographics
School Process
Perception
Student Learning



Data Inventory

Data Source	Student- or Teacher-centered data source?	Dates of collection	Current data use	More effective use
MAP Growth	Student-centered	Fall, winter, spring	Pulse check	In conjunction with formative assessments: Unit plan changes and student grouping
ELA HQIM Implementation data	Teacher-centered	Weekly	Awareness of number of teachers implementing ELA HQIM	Paired with teacher goals and PD plan, provide targeted feedback on implementation and track progress

Data is everywhere!



As a reminder...

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](#).

Comprehensive Needs Assessment

Setup Options Selections Rating Supporting Documents Submission

Entity *Required*
McAndrew Elementary


Assessment Type *Required*
Comprehensive Needs Assessment


Assessment Name *Required*
2021CNA-School_Name


Select Assessment Team Members *Required*
EF CD AB +3 + Add Team Member

Year *Required* 2020-2021
Period Window *Optional* July 1 2021 - July 16 2021

Choose an option to begin your comprehensive needs assessment

 Complete Entire Assessment

 Take Screener to Identify Tenets

 Manually Select Tenets

NEBRASKA DEPARTMENT OF EDUCATION COMPREHENSIVE NEEDS ASSESSMENT

McAndrew Elementary CSI

Assessment Name: McAndrew end-of-year assessment
Status: Completed School Year: 2020-2021
Status Date: Jun 9, 2021 Period: May 1-Jun 30, 2021
Last Modified By: Sarah McAndrew Report Date: Jun 9, 2021

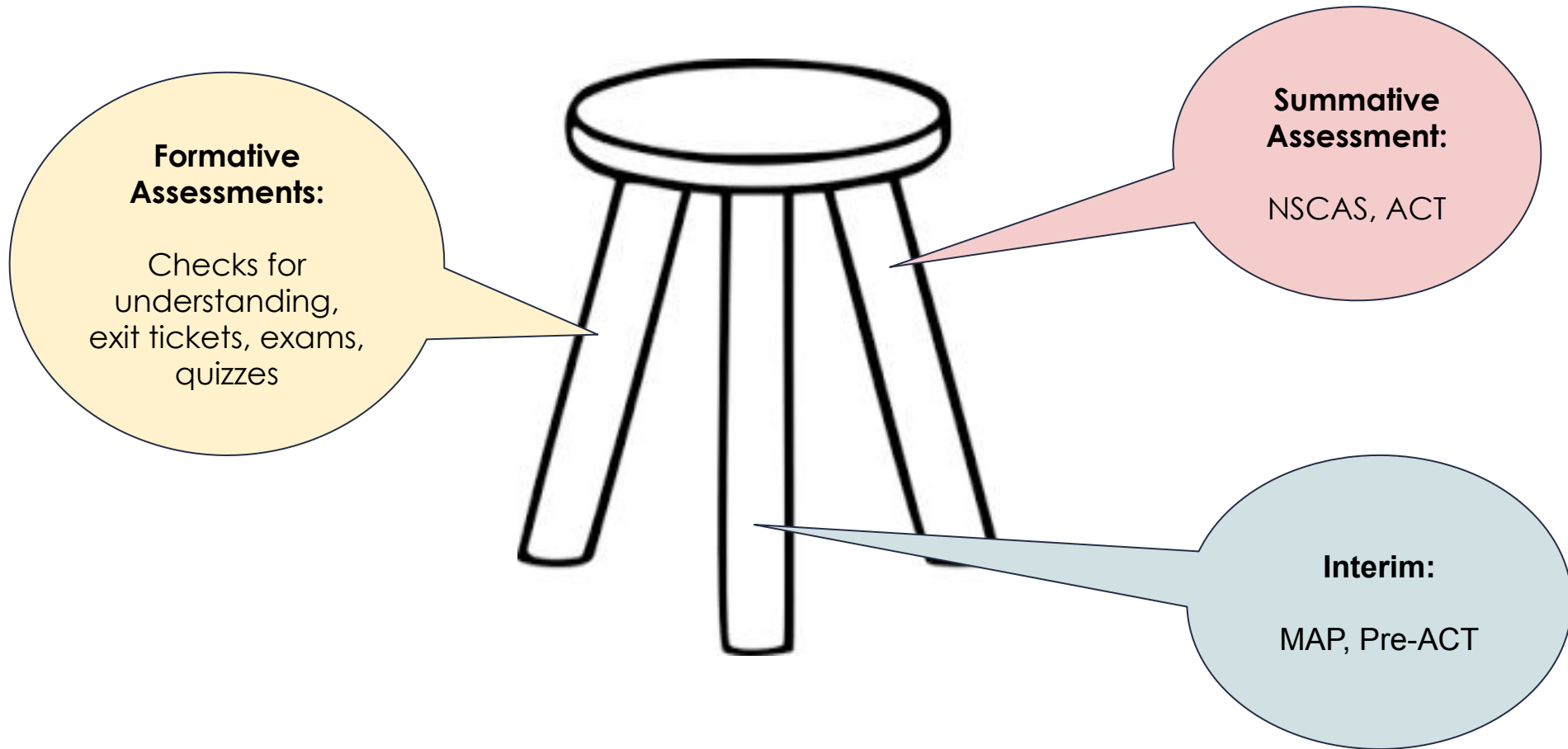
SUMMARIZED RESULTS

	AVERAGE SCORE
Domain 1: Success, Access, and Support	2.50
Education Opportunities and Access	2.67
Transitions	2.33
Positive Partnerships, Relationships, and Success	2.45
Continual Learning, Learning, and Learning	2.75
Educator Effectiveness	3.44
Student Achievement and Growth	3.75
Postsecondary, Career, and Civic Ready	3.12
Domain 3: Leadership	3.06
Instructional Leadership	3.45
Improvement and Resource Management Leader	2.69

DETAILED RESULTS

	AVERAGE SCORE
Domain 1: Success, Access, and Support	2.50
Education Opportunities and Access	2.67
Comprehensive learning opportunities	3.00
Continuous improvement	4
Equitable access to school resources	4
Evidence-based interventions	3
Program evaluation	1

Triangulation of Data

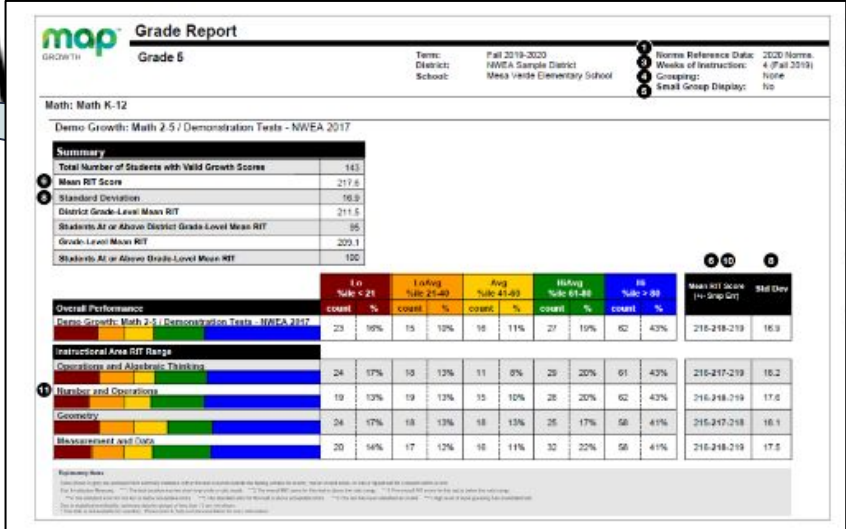


Triangulation of Data

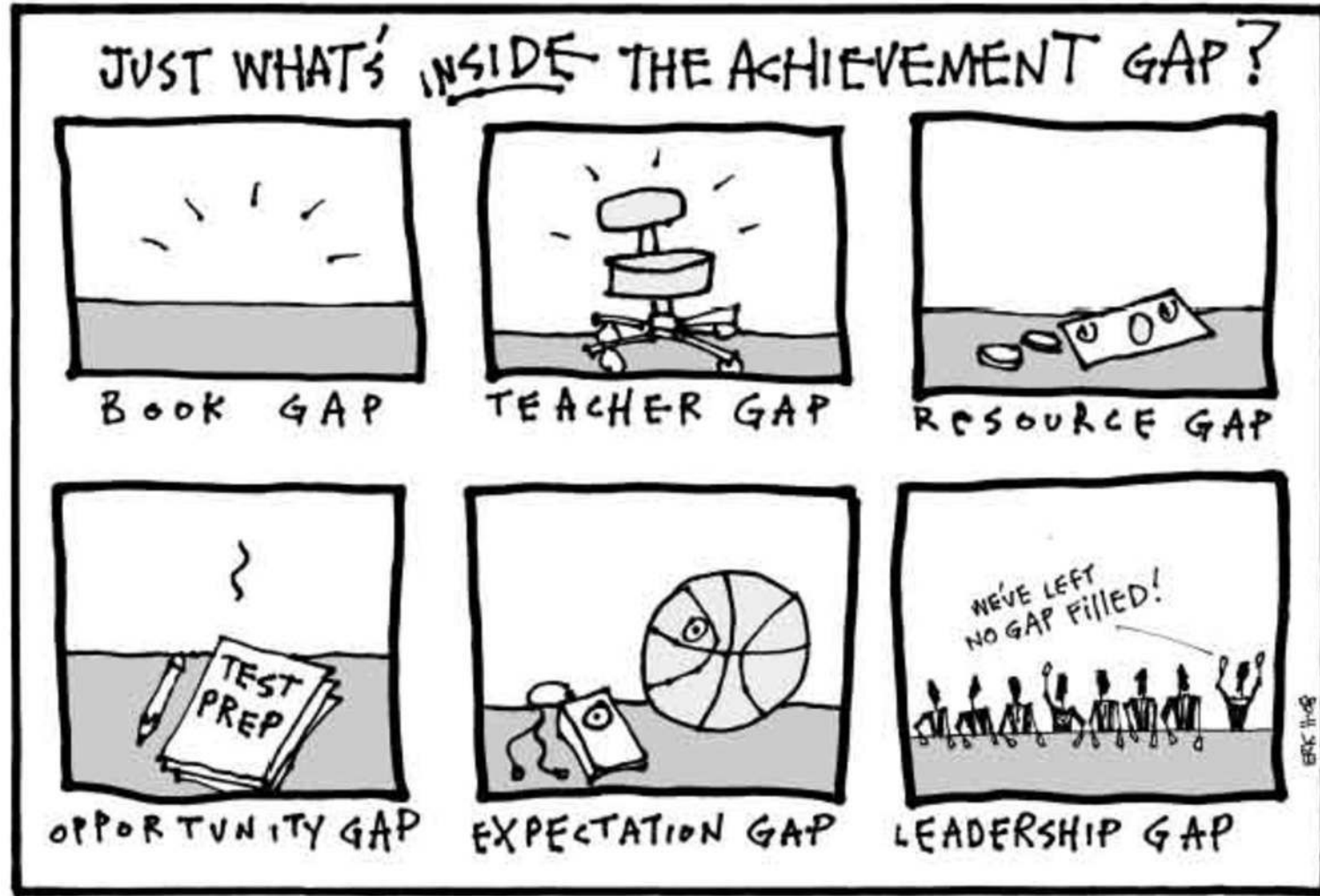
Math should be an area of focus!

Name	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Barry Allen	25	30	32	40	45	47	50	55	60
Bruce Banner	13	25	20	17	30	35	35	36	40
Bruce Wayne	10	20	22	22	22	25	40	45	50
Bucky Barnes	50	45	44	44	35	44	48	50	60
Clark Kent	33	25	27	35	40	45	50	55	59
Diana Prince	32	35	45	40	42	44	46	50	55
Oliver Queen	20	25	27	30	25	36	25	27	40
Peter Quill	40	45	45	45	47	50	51	52	55
Steve Rogers	25								
Tony Stark									

Raw Classification – Status Indicator			
	ELA	Math	Total
# of Eligible Assessments	249	249	498
# of Proficient Assessments	83	59	142
	% Proficient		28.51%
Your 2018-2019 Status Score: 28.51%			
Applicable Cut Score for this Middle School: Status Score \leq 32			
Your Status Rating: 1			



Is it really an achievement gap?



Disaggregated Data

Disaggregated data refers to numerical or non-numerical information that has been (1) collected from multiple sources and/or on multiple measures, variables, or individuals; (2) compiled into aggregate data—i.e., summaries of data—typically for the purposes of public reporting or statistical analysis; and then (3) **broken down in component parts or smaller units of data.**

Disaggregated Data

Disaggregated data can assist in:

- ...**evaluating** how specific groups of students are performing.
- ...considering educational perspectives and teaching methods that **address the differences among students**.
- ...**revealing patterns** that can be concealed by aggregate data.
- ...**identifying needs** so that allocation of human and financial resources are done more accurately and equitably.
- ...**acknowledging the racial/ethnic heritage** of students and families.
- ...**monitoring equity** in educational resources and outcomes.

Disaggregated Data

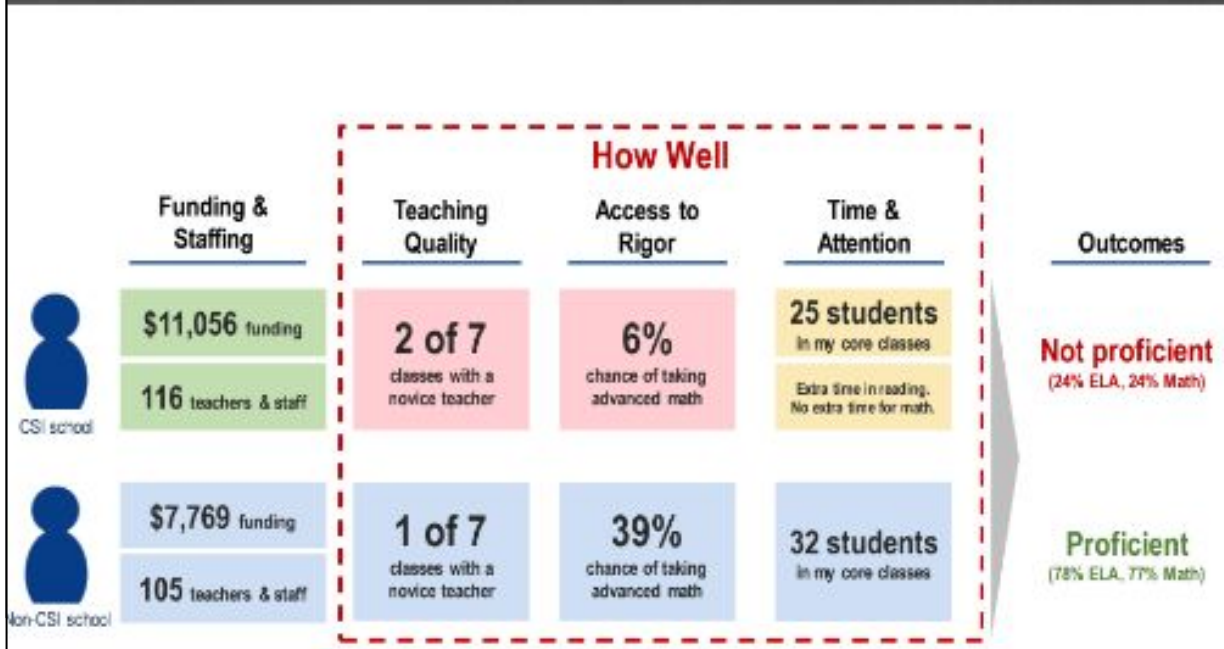
Student Group	2021 4-year Graduation Rate
All Students	87.56%

Disaggregated Data

Student Group	2021 4-year Graduation Rate
All Students	87.56%
Native Hawaiian/Pacific Islander	82.86
White	91.81
2 or More Races	81.43
Asian	88.77
Economically Disadvantaged	79.91
Hispanic/Latinx	79.13
Black/African American	74.82
Students with Disabilities	65.08
Native American	72.61
English Learners	57.86

Resource Allocation Review

Yet this leaves out many resources that matter for student outcomes



7 Elements of an Effective Resource Allocation Review

1. Examine all funding from all sources
2. Assess whether individual school spending levels fully reflect their need
3. Review critical dimensions of resource equity beyond funding
4. Identify root causes of resource inequities
5. Check for sustainability
6. Align school funding and planning timelines
7. Engage a wide range stakeholders in the results

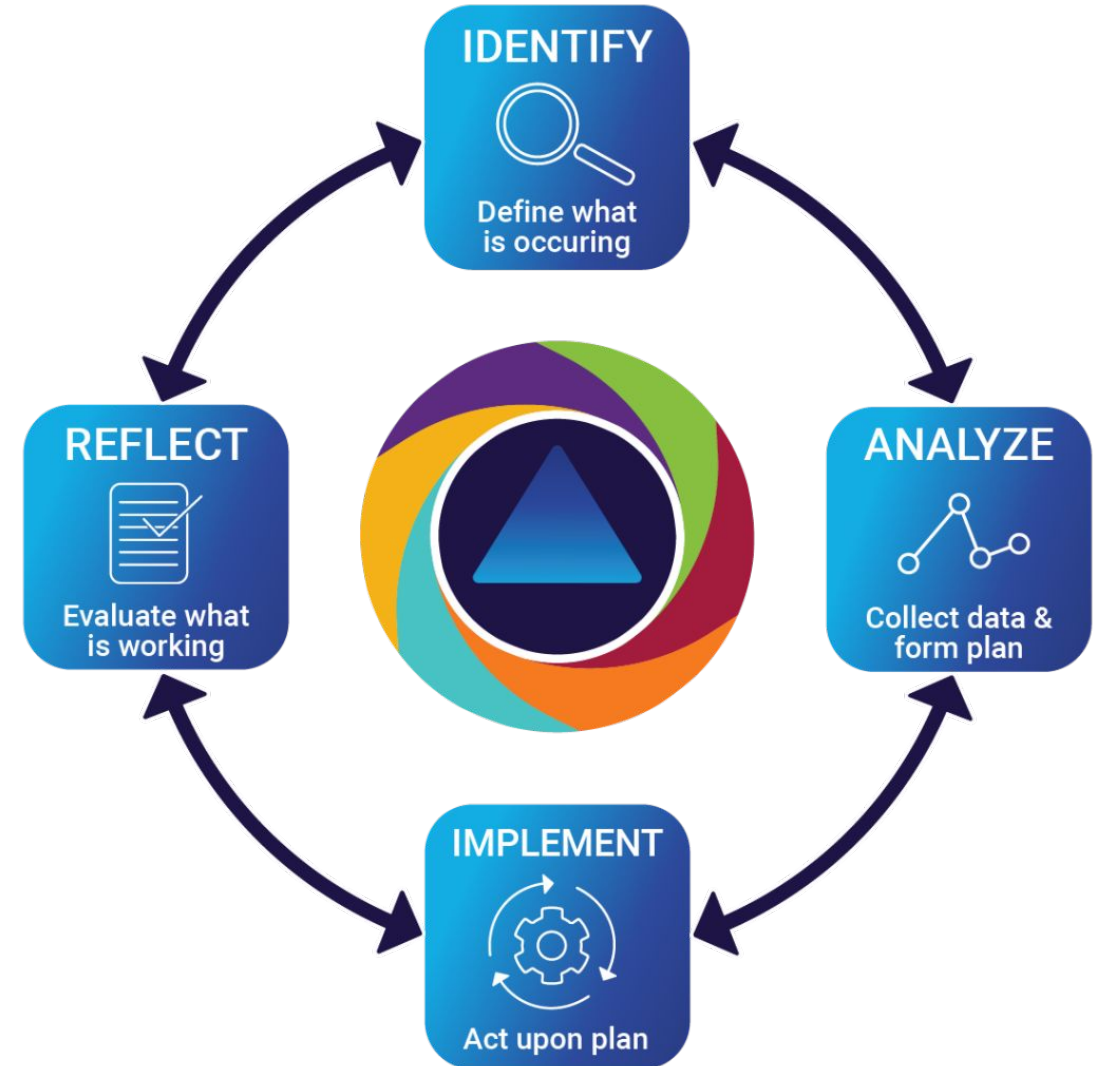


Problem Solving & Action Planning

Bringing all the data points together

Problem-solving Model

- Data-based problem-solving and decision-making help optimize
 - how resources are allocated,
 - how to best plan, for implementation, and
 - ensure supports are established to address the unique needs of individual districts and schools.

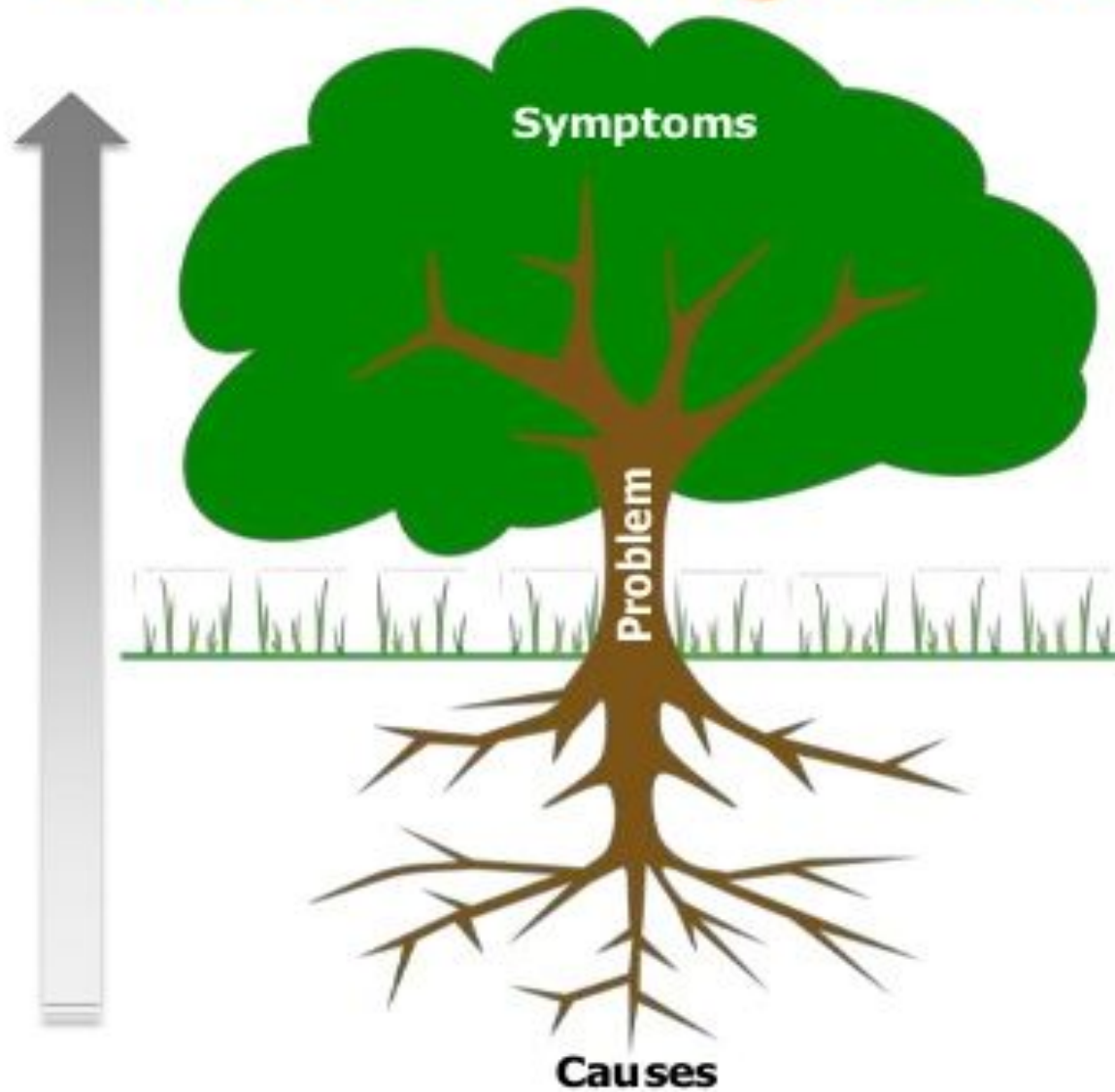


What problem are we trying to solve?

Example Problem Statement:

In our middle school (6-8th grades), a large percentage of our students have consistently missed proficiency benchmarks in math based on multiple sources of data. There's an even larger gap between students with disabilities and those without.

Understanding Root Causes



Symptoms

- Result or outcome of the problem
- What you see as a problem (*Obvious*)
Achy, weak, tired

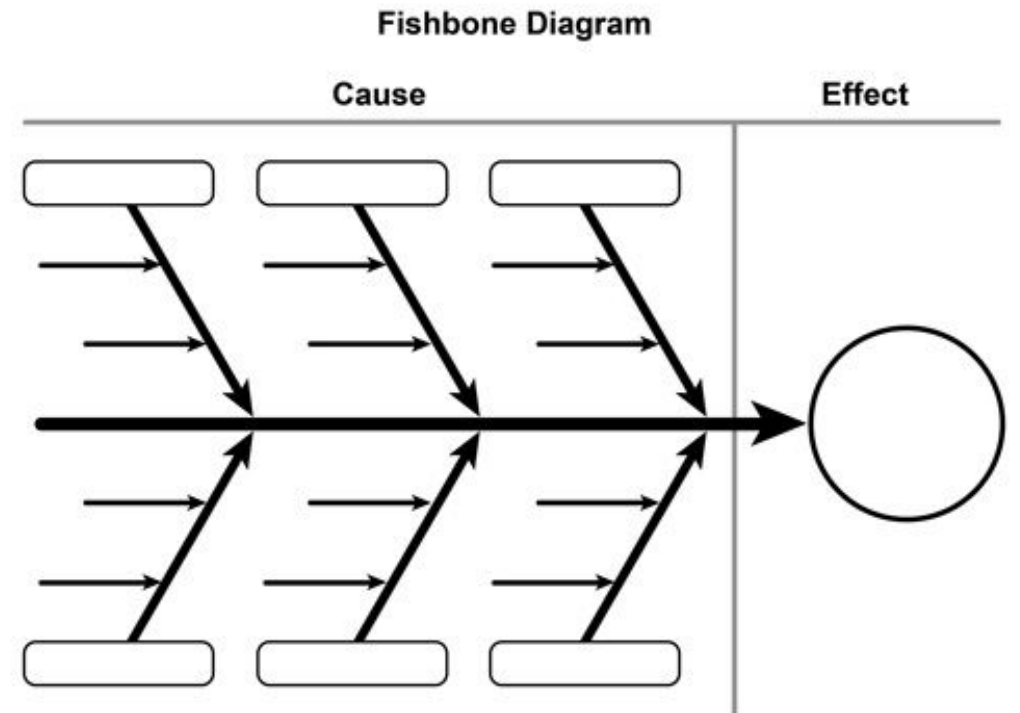
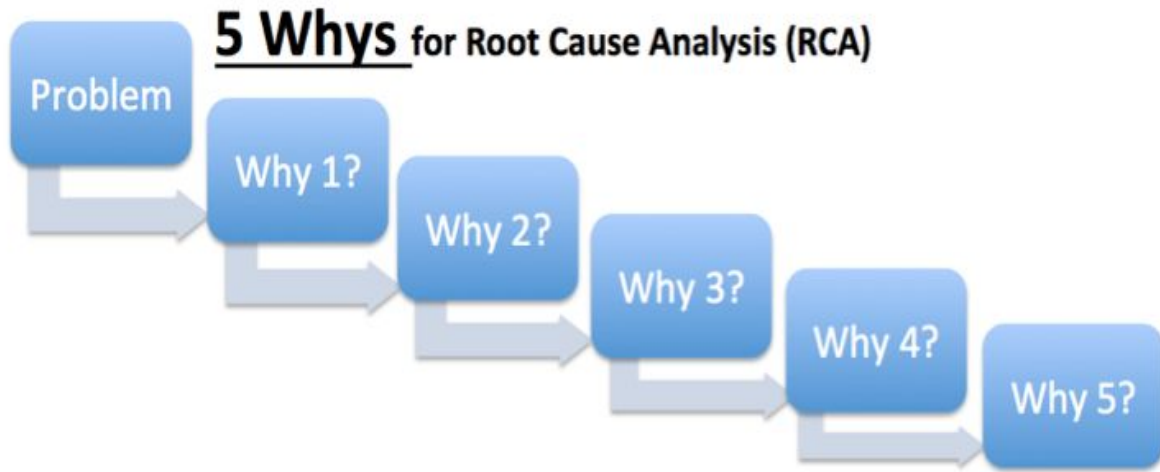
The Problem

- Gap from goal or standard
Fever

Causes

- "The Roots" – system below the surface, bringing about the problem (*Not Obvious*)
Infection

Conduct a Root Cause Analysis



Source:

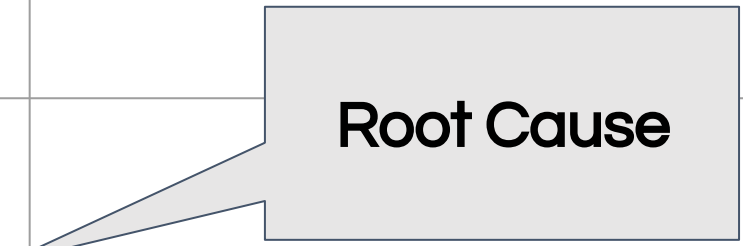
<https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/eventhandout/REL-Midwest-Iowa-NIC-Coaching-Module1-Facilitators-Guide-508.pdf>

Problem: In our middle school (6-8th grade), a large percentage of our students have consistently missed proficiency benchmarks in math based on multiple sources of data. There's an even larger gap between students with disabilities and those without.

Symptom: 60% of all students fall below proficiency on NSCAS (on-track and CCR benchmark).

Symptom: While 60% of students are below proficiency, even greater gaps exist between students with disabilities and students without disabilities.

Symptom: Student perceptual survey data shows a decrease in “the work I do in class makes me think” & “I know what I am supposed to be learning in my classes.”

<p>Problem: In our middle school (6-8th grade), a large percentage of our students have consistently missed proficiency benchmarks in math based on multiple sources of data. There's an even larger gap between students with disabilities and those without.</p>		
<p>Symptom: 60% of all students fall below proficiency on NSCAS (on-track and CCR benchmark).</p>	<p>Symptom: While 60% of students are below proficiency, even greater gaps exist between students with disabilities and students without disabilities.</p>	<p>Symptom: Student perceptual survey data shows a decrease in “the work I do in class makes me think” & “I know what I am supposed to be learning in my classes.”</p>
<p>Why? All students do not have the opportunity to engage in rigorous math learning experiences.</p>		
<p>Why? Our math teachers are not teaching to the same rigor that the standards require.</p>		
<p>Why? Our teachers do not yet have the requisite knowledge and skill to adequately and consistently teach to the standards.</p>		
<p>Why? Our school has not had a consistent focus on what is effective and rigorous math instruction.</p>		
<p>Why? We have not invested in the training and support our teachers need to align math content standards, instructional materials, and differentiate instruction for different student groups.</p>	 <p>Root Cause</p>	

Atlas Protocol

Facts

- What do we see?

Interpretations & Wonderings

- What does the data suggest?

Implications




- What does this mean for our work?

Next Steps

- So what are we going to do?

FACTS <i>(What do we see?)</i>	INTERPRETATIONS & WONDERINGS <i>(What does the data suggest?)</i>	IMPLICATIONS <i>(What does this mean for our work?)</i>	NEXT STEPS <i>(So what are we going to do?)</i>
<p>What do we see in terms of:</p> <ul style="list-style-type: none"> • Performance in core courses vs electives? • Historical performance over time in courses? (if provided in graph) • Entire grade level vs special populations? (if student lists are provided) • Boys' performance? Girls' performance? • The proportion of students with B's or better vs those with D's and F's? • Proximity to our annual/quarterly On-Track benchmark? (if point-in-time On-Track percentage is shared) • Change in performance of students targeted for intervention? • Number of off-track students who have averages within the 40 - 59% range? 	<p>What does the data suggest about:</p> <ul style="list-style-type: none"> • Academic rigor of the courses? • Student attendance patterns? • The effectiveness of our Tier 2 intervention on targeted students? • Execution of the modifications and accommodations in student IEPs? • Execution of learning plans for our ELLs? • Our tenacity in regularly updating grades? Are these grades a true reflection of where students are academically? • The quantity and types of opportunities given for students to succeed? 	<p>What does this mean for our work in terms of:</p> <ul style="list-style-type: none"> • Students who are nearly off track? • Students who are off track? • Students who are failing more than 3 classes? • Our needs as teachers to successfully meet the directives in student IEPs and/or ELL learning plans? • Improving student access to the concepts and skills in our courses? • Adjusting our Tier 2 intervention? • Ensuring grades are as current as possible so that our actions are addressing real-time need? 	<p>From all the implications, what would be the high leverage next steps we can take toward improvement?</p> <p>(Limit the next steps to no more than 3, especially if the whole team is owning them)</p>

Evidence-Based Strategies/Practices

Clearinghouse	Description
 Nebraska MTSS Program Comparison Tool	Use the Program Comparison Tool to compare educational programs and evaluate goodness of fit for your district. This Nebraska-specific resource is intended to help educators make an informed decision about programs that may work well in their schools. The programs included in this resource are a selection of those available and not an exhaustive list.
 Nebraska Early Literacy Practice Guides	In collaboration REL Central at Marzano Research, the Nebraska Department of Education has developed a series of condensed practice guides for use by Nebraska educators. The purpose of these guides is to offer evidence-based, actionable recommendations for high-quality early literacy instruction.
 Nebraska Math Practice Guides	In collaboration with REL Central at Marzano Research, the Nebraska Department of Education has developed a series of condensed practice guides for use by Nebraska educators. The purpose of these guides is to offer evidence-based, actionable recommendations for high-quality mathematics instruction.
Evidence for ESSA	This resource provides clear information on programs meeting ESSA evidence-standards and enable educators and communities to select effective educational tools to improve student success.

Continuous Improvement Plan Template

Questions?

Dr. Micki Charf
micki.charf@nebraska.gov

Where all of your improvement efforts live and what is used to communicate goals, progress, and achievements- identify who's responsible for what, methods for tracking progress, etc.

Nebraska Framework of Continuous Improvement Annual Checklist
District/School:
School Year:
Date of Next External Visit:
[2021-22 External Visitation Schedule](#)

This checklist may be used to provide guidance on the Continuous Improvement Process (CIP). It may be customized to fit the specific needs of the school or district by adding other important components/questions relevant to their Continuous Improvement Process. Each of these areas should be reviewed annually.

Additional CIP support documents may be found at the NDE School Improvement site:
[School Improvement - Nebraska Department of Education](#)
[A Handbook for Continuous Improvement in Nebraska Schools](#)

NeMTSS CIP Action Plan (Master) **NOTE: Schools must have completed the Systems Level NeMTSS Training to request access.**

If you select the "OUTLINE" view you will be able to navigate more quickly through the document

CIP TEAM Members:

NAME	Role	Years of CIP Experience	Email	Area of Expertise (Data / Perceptual Data / Assessments / Mission & Vision / IEP / AQUEST / Other)

“Roadmap” for Accreditation website and Nebraska Continuous Improvement materials

The screenshot shows the Nebraska Department of Education website. The header includes the logo and name of the department, a search icon, and a menu icon. The left sidebar contains a navigation menu with the following items: Accreditation, Accreditation, Rule 10, Approval, Rule 14, Educational Service Units, Rule 84, Interim Programs, Rule 18, Nebraska Continuous Improvement, Action Planning, Host School/Team Lead Materials, ESU/CIP Workdays, Hanover Research, UNL Initiatives, Archived Nebraska Framework Materials, and Reports and Forms. The main content area features a heading: "The Office of Accountability, Accreditation, and Program Approval is responsible for:" followed by three paragraphs of text. The first paragraph discusses Accreditation - Rule 10, the second discusses Approval - Rule 14, and the third discusses Educational Service Units - Rule 84. A text box with an orange border is overlaid on the middle of the page, containing the text: "Materials will be linked throughout the month of August after final editing."

NEBRASKA
DEPARTMENT OF EDUCATION

Accreditation

- Accreditation, Rule 10
- Approval, Rule 14
- Educational Service Units, Rule 84
- Interim Programs, Rule 18
- Nebraska Continuous Improvement
 - Action Planning
 - Host School/Team Lead Materials
 - ESU/CIP Workdays
 - Hanover Research
 - UNL Initiatives
 - Archived Nebraska Framework Materials
- Reports and Forms

The Office of Accountability, Accreditation, and Program Approval is responsible for:

Accreditation – Rule 10, *Regulations and Procedures for the Accreditation of Schools*. Accredited schools must comply with 92 NAC 10, the rules and regulations which govern standards and procedures for the accreditation of all public schools and any nonpublic schools that request state accreditation. Districts/schools may also choose to be accredited by the AdvancED/North Central Association accrediting body.

Approval – Rule 14, *Regulations and Procedures for the Legal Operation of Approved Nonpublic Schools*. Nonpublic schools must comply with 92 NAC 14 the rules and regulations which govern standards and procedures for the approval and legal operation of all non-accredited schools.

Educational Service Units – Rule 84, *Regulations for the Accreditation of Educational Service Units*. Educational service units must comply with 92 NAC 84 the rules and regulations for the approval and legal operation of all non-accredited schools and coordination of educational service units.

Interim Programs – Rule 18, *Regulations for the Accreditation of Interim-Program Schools in County Detention Homes, Residential Treatment Centers, and Shelters*. Interim-Programs must comply with 92 NAC 18 the rules and regulations that establish minimum standards for Interim-Programs to make them eligible to receive reimbursement by the State Office of Health and Human Services System and requirements of public schools to work cooperatively and effectively with the Interim-Programs to insure students are provided with the real opportunity to make

Materials will be linked throughout the month of August after final editing.

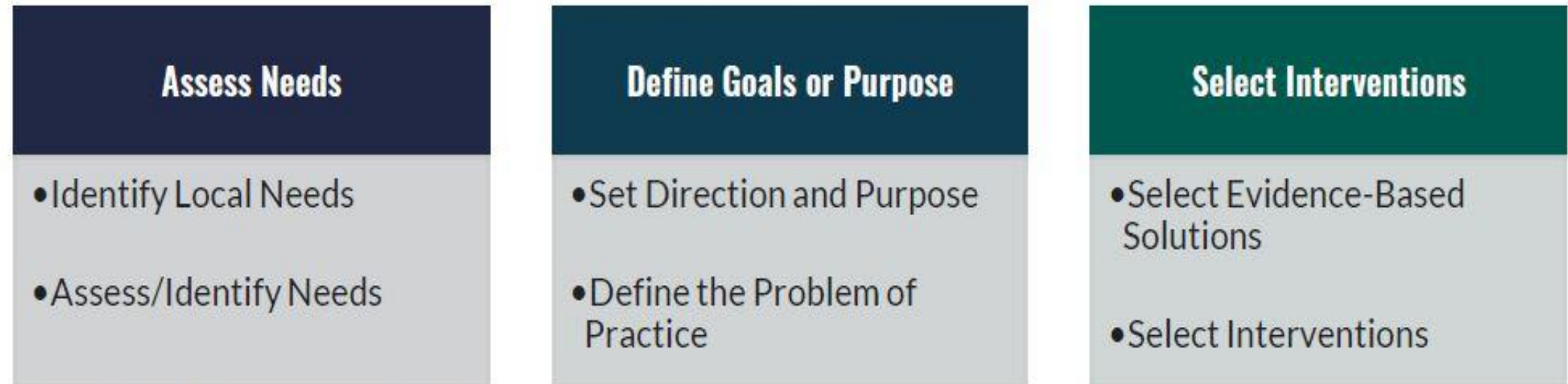


DISTRICT CONTINUOUS IMPROVEMENT: REVIEW OF LITERATURE AND PRACTICE

Prepared for Nebraska Department of Education

August 2021

Figure 1.4: CI "Plan" Phase Process Steps



Source: State Departments of Education



DATA LITERACY WORKBOOK

For On-Site Visit Volunteers

Prepared for Nebraska Department of Education

February 2022

External Team Visit Purposes



Assist the school in selecting or fulfilling school improvement goals and plans by adding an outside, objective view of the school improvement procedures



Enlist the professional advice of colleagues from outside the district



Increase the depth of understanding for moving forward to achieve school improvement goals

Nebraska Continuous Improvement

Host School System &

External Team Leader

Responsibilities Handbook



OFFICE OF ACCOUNTABILITY,
ACCREDITATION, AND PROGRAM APPROVAL



INFOGRAPHIC CONTINUOUS IMPROVEMENT

Nebraska Department of Education



The Nebraska Department of Education (NDE) is in the process of updating and refining its Continuous Improvement Process and Procedures in accordance with Section 009 of NAC 92 Chapter 10 (2015). This infographic provides an overview of Continuous Improvement (CI) along with important background context on how CI can be used to achieve higher levels of accountability within schools.

Continuous Improvement is a fundamental part of accreditation regulations in Nebraska and woven into each tenet of the AQuESTT model. NDE will work to ensure a greater and intentional focus on the key components of CI shown to be most important and relevant for K12 schools.

ALIGNMENT WITH AQuESTT

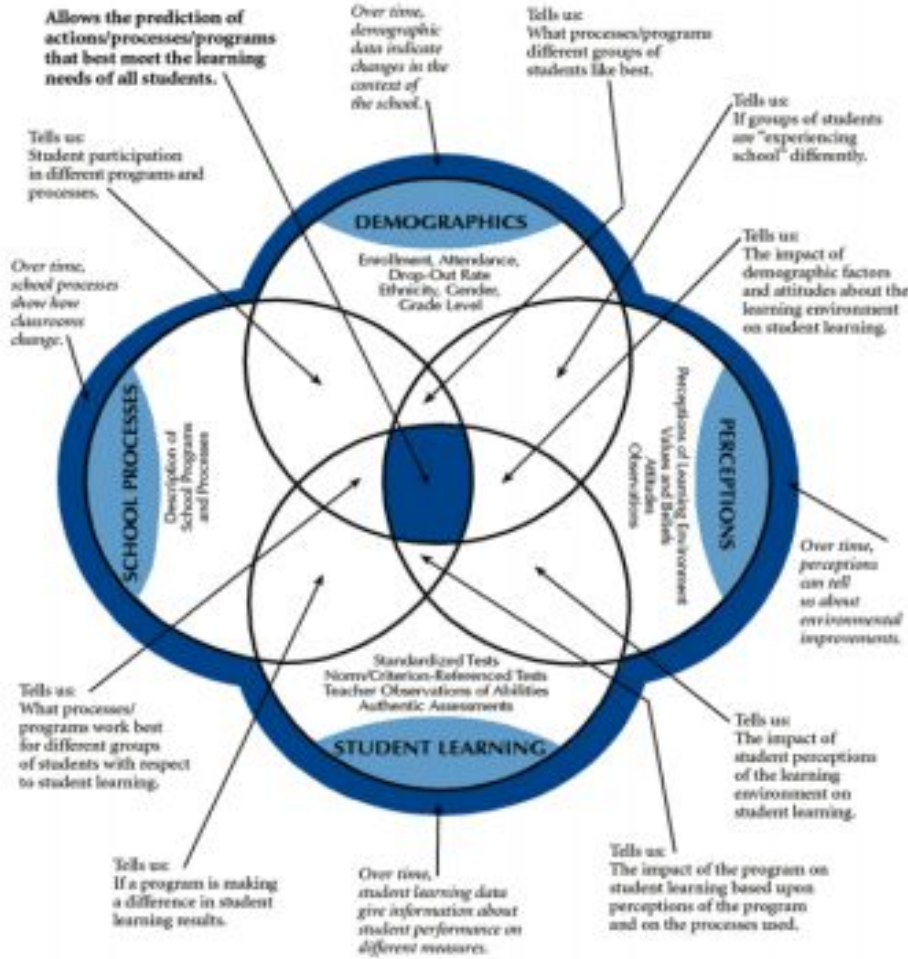
AQuESTT provides school and district leaders with a framework for creating systems of support and building effective practices to ensure student success. Its tenets are closely aligned with key components and success factors for CI. At its core, AQuESTT supports and values CI through its expectations for schools, leaders, and educators. The following AQuESTT investment areas have a particular connection to CI:

- **Leadership** – CI empowers leaders in their commitment to educational equity and accountability
- **Student Achievement and Growth** – CI informs a balanced assessment system and enables data literacy to improve learning and growth
- **Positive Partnerships, Relationships, and Success** – CI allows for inclusive and relevant engagement with community members to enhance experiences and opportunities
- **Educational Opportunities and Access** – CI enhances effective, comprehensive, and continuous learning opportunities for students



The Continuous Pursuit of Improvement

MULTIPLE MEASURES OF DATA



Note. Adapted from Data Analysis for Comprehensive Schoolwide Improvement (p. 151), by Victoria L. Bembardt, 1998, Larchmont, NY: Eye on Education. Copyright © 1998 Eye on Education, Inc. Reprinted with permission.

Revised Perceptual Survey (NDE)

Quantitative Data
 (State Standards, Screening, Standardized Achievement)

Comprehensive Needs Assessment (CNA 2.0)
 (self-reflection)

Socio-Affective Data

- Attendance
- Discipline

Better Information = Better Decisions

Key Takeaways

- Accountability data **must be paired** with local data to drive improvement efforts.
- Improvement efforts are best done in **teams**.
- **Disaggregation and triangulation** of data offer a richer picture of what different student groups experience in your school.
- If you're not paying attention to the **root causes** of the outcomes you observe, you miss an opportunity to target improvement efforts and increase the likelihood of making a positive impact on student outcomes.
- **Coherence and alignment** are key to sustainability.



RE • STORING NORMAL

Thank you!

Contact Us!

Dr. Shirley Vargas

School Transformation Officer,
Office of School & District Support
shirley.vargas@nebraska.gov

Lane Carr

Administrator,
Office of Policy & Strategic Initiatives
lane.carr@nebraska.gov

