

AQuESTT UPDATES



Fall 2015

Source: Slides courtesy of Sue Anderson, NDE

Key Dates for Implementation

**August 17-
November 1
2015**

**Evidence-
Based
Analysis
(EBA)**

**October 15
2015**

**Raw
Classification**

- NeSA Status, Growth, Improvement, Participation
- Non Proficient Students
- Graduation Rate

**December
2015**

**Final
Classification**

- Raw Classification Data
- EBA Classification Adjustment

**Designation
of Three Priority
Schools**

**January
2016**

**Support and
Intervention
Teams for
Three Priority
Schools**

Final Classification of Schools and Districts

Raw Classification

Indicators	Possible
Status NeSA-RMSW	4, 3, 2, 1
Adjustment for Improvement	↑
Adjustment f or Growth	↑
Adjustment for Non-Proficient	↑ ↓
Limits for Participation	—
Limits for Graduation	—



Evidence-based Analysis (EBA)

EVIDENCE-BASED ANALYSIS (EBA)
RECOMMENDATION

SAMPLE QUESTIONS

The purpose of the Evidence-based Analysis (EBA) is to obtain information supporting AQuESTT classification and designation processes required by Neb. Rev. Stat. Sections 79-700.08 and 79-700.07. Superintendents will be asked to complete the EBA for their school district which will include the Rule 19 Assurance Form. Each school principal will receive a corresponding EBA to be completed for his/her school. The EBA will include six sections, one section for each of the AQuESTT tenets. EBA items will pertain to policy practices, and procedures related to each AQuESTT tenet and will provide opportunities to indicate needed areas of support or exemplary models of best practice.

POSITIVE PARTNERSHIPS, RELATIONSHIPS AND STUDENT SUCCESS

POLICIES, PRACTICES, AND PROCEDURES
To what extent does your school perform the following?

	Never	Seldom	Sometimes	Usually
1. The school partners with community groups and support services for the academic success and healthy social and emotional development for all students.				
2. The school implements strategies to increase family attendance and participation at school activities.				
3. School leadership collaboratively develops and communicate clear expectations for a safe, secure, and healthy learning environment with all stakeholders.				
4. The school implements data-informed strategies for measuring and addressing student engagement.				
5. Every student creates a Personal Learning Plan to plan, monitor and manage their own learning as well as meet curriculum competencies.				

SYSTEMS OF SUPPORT

This information will be used to prioritize statewide investments and will NOT impact your school's AQuESTT classification. Please indicate what type of support, if any, might be needed at your school. Also, mark if your school has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.

	Type of Support (check all that apply)			Exemplary Model to Share
	Technical Support	Professional Development	Other Resources	
1. Partnerships with community groups and support services				
2. Strategies for family attendance and participation				
3. Clear expectations for safe, secure, and healthy schools				
4. Measuring and addressing student engagement				
5. Student Personal Learning Plans				

Information current as of 06/17/2018

Final Rating

ACR: AQuESTT CLASSIFICATION REPORT
SAMPLE SCHOOL

NeSA Status
Average combined NeSA scores for the current year (make, making, worse, not setting)

4 3 2 1

POSITIVE PARTNERSHIPS, RELATIONSHIPS AND STUDENT SUCCESS
Evidence-based Analysis Adjustment

TRANSITIONS
Evidence-based Analysis Adjustment

EDUCATIONAL OPPORTUNITIES AND ACCESS
Evidence-based Analysis Adjustment

COLLEGE AND CAREER READY
Evidence-based Analysis Adjustment

ASSESSMENT
Evidence-based Analysis Adjustment

EDUCATOR EFFECTIVENESS
Evidence-based Analysis Adjustment

Recommended Adjustments
Calculated using additional information from NIS data sources
e.g. Consolidated Data Collection (CDC), Evidence-Based Analysis (Survey), Nebraska Student and Staff Survey System (NS3S)

CLASSIFICATION
Excellent Good Fair Needs Improvement

The school-level classifications, the adjustment is only applied to high schools. For district-level classifications, the adjustment is applied to all districts.





Evidence-Based Analysis (EBA)

- . Completed by the district leadership team in early October.
- . Survey of the school district's current practices, policies, and procedures in the 6 AQuESST tenants of successful schools, including:
 - Positive Partnerships, Relationships & Access
 - Transitions
 - Educational Opportunities & Access
 - College and Career Readiness
 - Assessment
 - Educator Effectiveness

Evidence-Based Analysis (EBA)



EVIDENCE-BASED ANALYSIS (EBA) RECOMMENDATION SAMPLE QUESTIONS

The purpose of the Evidence-based Analysis (EBA) is to obtain information supporting AQuESTT classification and designation processes required by Neb. Rev. Stat. Sections 79-760.06 and 79-760.07. Superintendents will be asked to complete the EBA for their school district which will include the Rule 10 Assurances Form. Each school principal will receive a corresponding EBA to be completed for his/her school. The EBA will include six sections, one section for each of the AQuESTT tenets. EBA items will pertain to policy, practices, and procedures related to each AQuESTT tenet and will provide opportunities to indicate needed areas of support or exemplary models of best practice.



POSITIVE PARTNERSHIPS, RELATIONSHIPS AND STUDENT SUCCESS

POLICIES, PRACTICES, AND PROCEDURES

To what extent does your school perform the following?

	Never	Seldom	Sometimes	Usually
1. The school partners with community groups and support services for the academic success and healthy social and emotional development for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2. The school implements strategies to increase family attendance and participation at school activities.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3. School leadership collaboratively develop and communicate clear expectations for a safe, secure, and healthy learning environment with all stakeholders.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4. The school implements data-informed strategies for measuring and addressing student engagement.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Every student creates a Personal Learning Plan to plan, monitor and manage their own learning as well as meet curriculum competencies.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

SYSTEMS OF SUPPORT

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

	Type of Support (check all that apply)			Exemplary Model to Share
	Technical Support	Professional Development	Other Resources	
1. Partnerships with community groups and support services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Strategies for family attendance and participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Clear expectations for safe, secure, and healthy schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Measuring and addressing student engagement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Student Personal Learning Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

AQuESTT (Raw) Classification of Schools and Districts

Indicators	Possible
Status NeSA-RMSW	4, 3, 2, 1
Adjustment for Improvement	↑
Adjustment for Growth	↑
Adjustment for Non-Proficient	↑ ↓
Limits for Participation	—
Limits for Graduation	—



Final Classification of Schools and Districts

Raw Classification

Indicators	Possible
Status NeSA-RMSW	4, 3, 2, 1
Adjustment for Improvement	↑
Adjustment f or Growth	↑
Adjustment for Non-Proficient	↑ ↓
Limits for Participation	—
Limits for Graduation	—



Evidence-based Analysis (EBA)

EVIDENCE-BASED ANALYSIS (EBA)
RECOMMENDATION

SAMPLE QUESTIONS

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POSITIVE PARTNERSHIPS, RELATIONSHIPS AND STUDENT SUCCESS

POLICIES, PRACTICES, AND PROCEDURES
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SYSTEMS OF SUPPORT

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4. Measuring and addressing student engagement				
5. Student Personal Learning Plans				

Information current as of 06/17/2018

Final Rating

ACR: AQuESTT CLASSIFICATION REPORT
SAMPLE SCHOOL

NeSA Status
Average combined NeSA scores for the current year (make, making, worse, not setting)

4 3 2 1

Possible Impact

	4	3	2	1
POSITIVE PARTNERSHIPS, RELATIONSHIPS AND STUDENT SUCCESS Evidence-based Analysis Adjustment				
TRANSITIONS Evidence-based Analysis Adjustment				
EDUCATIONAL OPPORTUNITIES AND ACCESS Evidence-based Analysis Adjustment				
COLLEGE AND CAREER READY Evidence-based Analysis Adjustment				
ASSESSMENT Improvement (3, 4) Growth (3, 4) Non-graduated Students (3, 4, 5)				
PARTICIPATION (3, 4, 5, 6, 7, 8, 9, 10) Evidence-based Analysis Adjustment				
EDUCATOR EFFECTIVENESS Evidence-based Analysis Adjustment				

CLASSIFICATION

Excellent
Good
Good
Needs Improvement

The school-level classifications, the adjustment is only applied to high schools. For district-level classifications, the adjustment is applied to all districts.



1



Classification of Districts

2



Classification of Schools

3

Designation of Three Priority Schools

ACR: AQUeSTT CLASSIFICATION REPORT

NeSA Status Average combined NeSA scores for the current year in math, reading, science and writing	4
Possible Impact	
POSITIVE PARTNERSHIPS RELATIONSHIPS AND STUDENT SUCCESS Evidence-based Analysis Adjustment	
TRANSITIONS Graduation Rate* Evidence-based Analysis Adjustment	
EDUCATIONAL OPPORTUNITIES AND ACCESS Evidence-based Analysis Adjustment	
COLLEGE AND CAREER READY Evidence-based Analysis Adjustment	
ASSESSMENT Improvement (≥ +1) Growth (≥ +1) Non-proficient Students (≥ 1 < +1) Participation (≥ 1 < +1) Evidence-based Analysis Adjustment	
EDUCATOR EFFECTIVENESS Evidence-based Analysis Adjustment	
CLASSIFICATION	Excellent

*For school-level classification, the adjustment is only applied to high schools. For district-level classification, the adjustment is applied to all districts.

ACR: AQUeSTT CLASSIFICATION REPORT

NeSA Status Average combined NeSA scores for the current year in math, reading, science and writing	4	3	2	1
Possible Impact				
POSITIVE PARTNERSHIPS RELATIONSHIPS AND STUDENT SUCCESS Evidence-based Analysis Adjustment			✓	
TRANSITIONS Graduation Rate* (≥ 1, 2, 3, 4) Evidence-based Analysis Adjustment				
EDUCATIONAL OPPORTUNITIES AND ACCESS Evidence-based Analysis Adjustment			✓	
COLLEGE AND CAREER READY Evidence-based Analysis Adjustment			✓	
ASSESSMENT Improvement (≥ +1) Growth (≥ +1) Non-proficient Students (≥ 1 < +1) Participation (≥ 1 < +1) Evidence-based Analysis Adjustment			✓	
EDUCATOR EFFECTIVENESS Evidence-based Analysis Adjustment			✓	
CLASSIFICATION	Excellent	Great	Good	Needs Improvement

*For school-level classification, the adjustment is only applied to high schools. For district-level classification, the adjustment is applied to all districts.



EXCELLENT

GREAT

GOOD

NEEDS IMPROVEMENT



Designation of three schools most in need of assistance to improve.



AQUeSTT
for Nebraska

Information current as of 08/17/2015

Targeted
Support
for Three
Priority Schools





AQuESTT Raw Classifications

- The principals will now share the AQuESTT Raw Classifications for their respective building (s) with you.
- The classification will be designated as “final classifications” during the month of December, as per the timeline provided by NDE.