

Pilot District Name: _____

Feature Request	Impact	Level of Effort	Sustain Effort	Core/New /Leverage	Additional Notes (Insert your notes for each assessment within this column)	Update Frequency	Pilot District Ranking
1. Standards-Based Grading	HIGH	MED	MED	N	<ul style="list-style-type: none"> • <i>Impact</i> –Pilot districts show a wide range of grade reporting and creating a feature that accommodates grade reporting differences will be valuable to the entire state. • <i>Sustainability</i> –Once the extension is developed, minimal support and maintenance will be required at the state level. Districts will control the metric threshold within the Metrics Settings of the dashboard. • 	Daily	
2. English Language Development Assessment (ELDA)	HIGH	MED	MED	C	<ul style="list-style-type: none"> • <i>Impact</i> –All districts in the state with English Language Learner students administer this test per Federal mandate. • <i>Level of Effort</i> – It has already been developed as an Ed-Fi core metric and there is an opportunity to leverage the work done in other states (Arkansas and Tennessee). • <i>Sustainability</i> – If ELDA data is managed at the district level, ongoing maintenance and support may be difficult. However, if the data files are stored at the state level, like NeSA, this would require significantly less maintenance and support. • 	Annually	
3. Check for Learning (C4L)	HIGH	MED	MED	C	<ul style="list-style-type: none"> • <i>Impact</i> –Although neither the Design Team nor the Pilot Districts indicated the high need for this assessment, it is used by more than 70% of districts across the state. • <i>Level of Effort</i> – Discussions have been initiated with DRC with a positive response, but no definite commitment to build, support and maintain the connectors for the districts adoption. Ed-Fi core packages and loaders for local assessments can be utilized. 	District specific	

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					<ul style="list-style-type: none"> <i>Sustainability</i> –If the vendor, DRC, is willing to build, support, and maintain the Ed-Fi connectors, there will be minimal ongoing maintenance for NDE. 		
4. Dynamic Indicators of Basic Early Learning Skills (DIBELS)	HIGH	MED	HIGH	C/N	<ul style="list-style-type: none"> <i>Impact</i> –The Design Team ranked this assessment fifth on the priority list and seven out of the nine pilot districts use this assessment. <i>Level of Effort</i> –DIBELS has already been developed in Ed-Fi Core. Pilot districts are fairly satisfied with the look and feel of what has already been developed; however, districts expressed concerns about not showing a more detailed drill-down view that shows subcategory performance. Some updates will be required, but the work done in other states (Arkansas, Delaware, and Texas) can be leveraged. Most significant part of the effort is coordination of accessing files to support all districts. Two phases (loading of data and modifying existing dashboard layout) could be implemented. <i>Sustainability</i> –The vendor must be willing to build, support and maintain the Ed-Fi connectors. On-going vendor support and maintenance will minimize sustainability concerns for NDE. 	District specific	
5. Northwest Evaluation Association / Measures of	HIGH	HIGH	HIGH	N/L	<ul style="list-style-type: none"> <i>Impact</i> – The Design Team ranked this as the number two assessment behind NeSA for total and district votes. Additionally, seven out of the nine Pilot Districts use this assessment. Finally, MAP is the most widely used assessment 	District specific	

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Academic Progress (NWEA/MAP)					<p>(182 districts) to report accountability results to NDE.</p> <ul style="list-style-type: none"> • <i>Level of Effort</i> – It has already been developed as an extension to Ed-Fi Core, but NWEA would like to make improvements to how the results were presented in the dashboard. This will require new development but can be shared as this is a widely used assessment across the Ed-Fi community. • <i>Sustainability</i> – Ideally, the vendor is willing to build, support and maintain the Ed-Fi connectors. On-going vendor support and maintenance will minimize sustainability effort and concerns for NDE. Once developed, promotion to Ed-Fi core is highly probable. • 		
6. Armed Services Vocational Aptitude Test (ASVAB)	HIGH	HIGH	HIGH	L	<ul style="list-style-type: none"> • <i>Impact</i> – Seven out of nine pilot districts utilize this assessment. Additionally, NDE college and career readiness team identified it as a high priority in context with the statewide needs. • <i>Level of Effort</i> – This would require new development. However, Little Rock has implemented this assessment and their work could be leveraged by Nebraska if a reciprocity agreement is established. • 	District specific	
7. Aspire (replacing ACT Suite)	HIGH	HIGH	HIGH	L	<ul style="list-style-type: none"> • <i>Impact</i> – Five out of the nine pilot districts use the ACT suite (Plan and Explore) which will be replaced by Aspire this year. Additionally, 79 districts report administering this assessment to almost 13,000 students across the state for accountability purposes. 	District specific	

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					<ul style="list-style-type: none"> Level of Effort – New development required since this is a brand new assessment replacing ACT Plan and Explore. Other states are interested in this functionality and therefore, there is a possibility of shared development with Ed-Fi community. 		
8. High mobility indicator	HIGH	MED	LOW	L	<ul style="list-style-type: none"> Impact – All districts could utilize this indicator. Level of Effort – Ed-Fi community expressed a need for this indicator, but no one has implemented. An opportunity to share features across Ed-Fi Alliance community could be considered to increase overall capabilities of the dashboard. 	Daily	
9. Compass	MED	HIGH	HIGH	N	<ul style="list-style-type: none"> Impact – Five out of the nine pilot districts administer the ACT Compass. Level of Effort – New development required. No other Ed-Fi Alliance states have implemented. 	District specific	
10. ITBS	LOW	MED	HIGH	L	<ul style="list-style-type: none"> Impact – One pilot district administers this assessment and 18 districts report administering this assessment to roughly 8,000 students across the state for accountability purposes. Level of Effort – It has already been created by another Ed-Fi Alliance state (Arkansas) that could potentially be shared with Nebraska in exchange for the NWEA/MAP development since they have expressed interest in implementing the assessment. 	District specific	

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11. Acuity	LOW	HIGH	HIGH	N	<ul style="list-style-type: none"> Impact – One pilot district, Omaha, administers Acuity. Level of Effort – New development required. No other Ed-Fi Alliance states have implemented. 	District specific	
12. Attended Pre-school	HIGH	MED	MED	N	<ul style="list-style-type: none"> Impact – All districts across the state could benefit from a pre-school indicator. Level of Effort – New development required. No other states in the Ed-Fi Alliance states have implemented. 	Annually	
13. Terra Nova	MED	HIGH	HIGH	N	<ul style="list-style-type: none"> Impact – None of the pilot districts utilize the Terra Nova, but 37 districts report administering this assessment to almost 11,000 students across the state for accountability purposes. This will not be considered in the pilot, but due to number of districts that use this assessment statewide, it should be considered for the statewide rollout. 	District specific	
14. District-level control of teacher access to discipline records	MED	HIGH	HIGH	N	<ul style="list-style-type: none"> Impact – Six out of the nine pilot districts restrict teacher access to discipline. A survey to understand the statewide impact would be beneficial. Level of Effort – New development required. District-level customizations required. No other states in the Ed-Fi Alliance states have implemented. Sustainability –There could be support costs associated with ongoing/revised policy regarding access to the district discipline records. 	Daily	

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15. Metric states – red/green visual cues that requires a unique district threshold (i.e. credits)	HIGH	HIGH	MED/HI	N	<ul style="list-style-type: none"> • <i>Impact</i> –Pilot districts show a wide range of credit calculations and creating a feature that accommodates credit accumulation differences will be valuable to the entire state. • <i>Level of Effort</i> – Touches many subsystems and is a significant level of development work. • <i>Sustainability</i> – High levels of support and maintenance will be required at the state level as this may or may not be promoted to core. • 	Twice annually (semester)	
16. Response to Intervention (Rtl) and SAT indicators	MED	HIGH	HIGH	L	<ul style="list-style-type: none"> • <i>Impact</i> – Three out of the nine pilot districts expressed a need. However, all districts could benefit from Rtl and SAT indicators. • <i>Level of Effort</i> – This would require new development. However, Pennsylvania is working on a similar indicator that could be leveraged by Nebraska at some point in the future. • <i>Sustainability</i> – Incorporate into statewide rollout once available in Ed-Fi core, thereby minimizing long-term sustainability effort and cost. • 	Daily	
17. ELL Level Indicator on Student Information Page	HIGH	MED	HIGH	N	<ul style="list-style-type: none"> • <i>Level of Effort</i> – New development required as this type of assessment information is not typically presented on the student information page. • <i>Sustainability</i> – Higher sustainability effort as this is not a standard representation of the data. Additional effort may be required when upgrading to new Ed-Fi core versions. 	District specific	

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18. Track Criterion Reference Test (CRT) data over multiple year	LOW	HIGH	HIGH	N	<ul style="list-style-type: none"> • <i>Impact</i> – One pilot district utilizes CRT’s. • 	District specific	
19. Progress reports at 4.5 weeks in the quarter	HIGH	MED	HIGH	N	<ul style="list-style-type: none"> • <i>Impact</i> – All districts could benefit from more frequent progress reporting. • 	Every 4.5 weeks	
20. Metrics for missing assignments	HIGH	MED	MED	N	<ul style="list-style-type: none"> • <i>Impact</i> – All districts could benefit from a missing assignment metric. • 	Daily	
21. Include whether the student is a ward of the state (not protected)	LOW	HIGH	MED	N	<ul style="list-style-type: none"> • <i>Impact</i> – Not every school or district may have students that are ward of the state. • <i>Level of Effort</i> – New development required. The source data could be outside of the SIS. No other states in the Ed-Fi Alliance states have implemented. 	District specific	
22. Add a drill down at the	HIGH	MED	MED	N	<ul style="list-style-type: none"> • <i>Impact</i> – All districts could benefit from this view of NeSA 	Annually	

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container level that shows the current year’s NeSA scores for each subject in one view.					<p>scores.</p> <ul style="list-style-type: none"> Level of Effort – New development required. No other states in the Ed-Fi community have implemented. The differing scale scores for each subject and version updates could make this view difficult to develop. 		
23. Indicator on Student Information page for entrance and exit date of SpEd students	HIGH	HIGH	HIGH	N	<ul style="list-style-type: none"> Level of Effort – New development required. The source data is located outside of the SIS (SRS in some districts). 	Daily	
24. Asset	LOW	HIGH	HIGH	N	<ul style="list-style-type: none"> Impact – Three out of the nine pilot districts administer the ACT Asset. Level of Effort – Due to the pencil and paper format of the test, additional development would be required to input test scores directly into the dashboard or develop a digital representation of test data to ingest. No other Ed-Fi Alliance states have implemented. 	District specific	