



AQUESTT
for Nebraska

EVERY STUDENT, EVERY DAY

MAPPING ● ● ● ●

THE FUTURE ▶

Commissioner's Update

State Board Meeting 4/7/16

AQuESTT – Next Generation Accountability

- Beyond Assessment and Student Performance as sole measures
- Focusing on investments that we know matter in student success
- Establishing a “Theory of Action” rather than a measure in isolation
- Building a system of support to help schools and not just point fingers
- Focusing on growth and improvement
- Working collaboratively to support and improve the whole system

Accountability for Today and Tomorrow!!

- New era of opportunity for the State Board to play a vital role in the design of an accountability system that reflects the needs of ***our students*** and ***our state***...
- The State Board can enhance and align policy and regulatory authority to create a system that reflects the vision of accountability for ***our state***...

Innovative Accountability Working Toward a New Reality!

- Integrating components of accountability, assessment, accreditation and school improvement
- Developing a system of continuous improvement and support
- Providing communities, administrators and teachers with access to important information through a single, streamlined reporting process

Imagine...

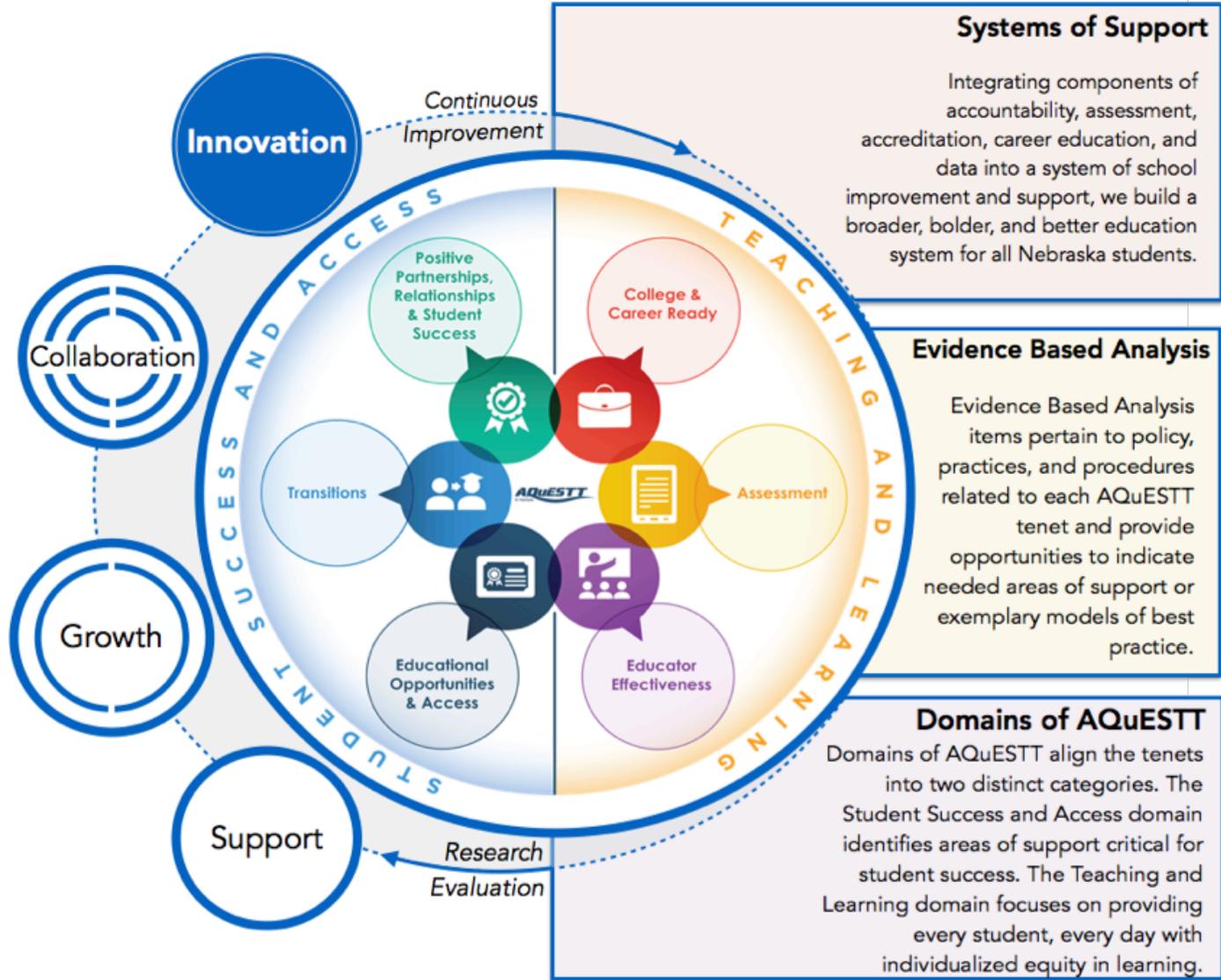
- Having more time for teaching and learning
- Spending less time on reporting
- Providing enhanced professional development
- Participating in the development and sharing of best practices
- A system of support to help administrators and teachers work more effectively and efficiently

Accountability Foundation

“Rule 10”

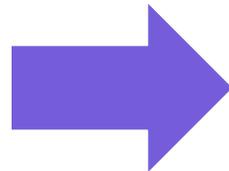
- Foundation of AQuESTT is a holistic system of accountability, accreditation, improvement and support
- Six tenets link accountability, quality and accreditation under one umbrella through Rule 10
- Multiple measures and evidence based
- Systems approach

AQuESTT

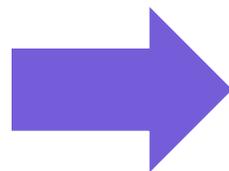


AQuESTT Evidence-Based Analysis

Activities



Supports



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 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.**

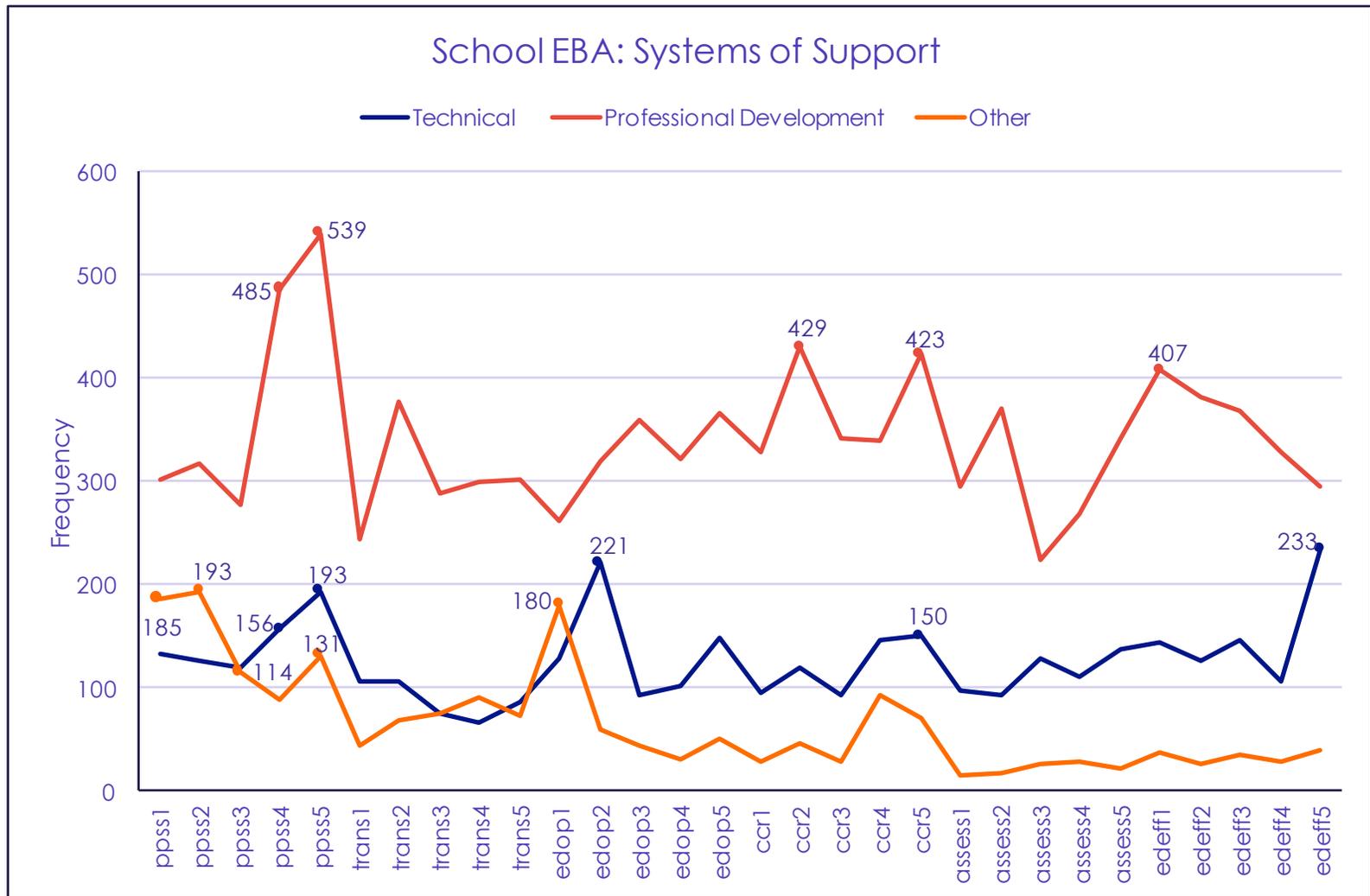
	Type of Support (check all that apply)			Exemplary Model to Share
	Technical Support	Professional Development	Other Resources	
1. Partnerships with community groups and support services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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"/>

EBA Requests for Support

Technical Support,
Professional
Development,
Other Resources

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Support Requested by Item



Top Requests for Professional Development

Among Schools Classified as Needs Improvement* , Good , Great , or Excellent*		
Rank Order	Tenet	EBA Item
1	Positive Partnerships, Relationships and Student Success	Q.5.E. Strategies to support students in monitoring and managing their own learning Q. 5.M.H. Student Personal Learning Plans
2	Positive Partnerships, Relationships and Student Success	Q4. Measuring and addressing student engagement
3	College and Career Ready	Q2. Curriculum alignment to Career Ready Standards
4	College and Career Ready	Q.5.E. Career awareness instruction* Q.5.M. Career exploration instruction* Q.5.H. Career preparation instruction*
4	Assessment	Q2. Utilize formative, classroom-based assessments*
5	Educator Effectiveness	Q1. Measuring and addressing teacher engagement

Top Requests for Technical Support

Among Schools Classified as Needs Improvement* , Good , Great , and Excellent*		
Rank Order	Tenet	EBA Item
1	Educator Effectiveness	Q5. Technology to support teaching and learning
2	Educational Opportunities and Access	Q2. Supplementing face-to-face instruction with opportunities for online learning
3	Positive Partnerships, Relationships and Student Success	Q5.E. Strategies to support students in monitoring and managing their own learning Q5.M.H. Student Personal Learning Plans
4	Positive Partnerships, Relationships and Student Success	Q4. Measuring and addressing student engagement*
4	Assessment	Q3. Sharing assessment results in a timely manner*
5	Educator Effectiveness	Q3. Utilizing a formal staff evaluation process aligned to the NTPPF*
5	Educational Opportunities and Access	Q5. Evaluating new educational programs*

Top Requests for Other Resources

Among Schools Classified as Needs Improvement* , Good, Great, or Excellent*		
Rank Order	Tenet	EBA Item
1	Positive Partnerships, Relationships and Student Success	Q2. Strategies for family attendance and participation
2	Educational Opportunities and Access	Q1. Before or after school programs
3	Positive Partnerships, Relationships and Student Success	Q1. Partnerships with community groups and support services
4	Positive Partnerships, Relationships and Student Success	5.E. Strategies to support students in monitoring and managing their own learning 5.M.H. Student Personal Learning Plans
5	Positive Partnerships, Relationships and Student Success	Q3. Clear expectations for safe, secure and healthy schools

AQuESTT Domain Work Plan

Student Success and Access

Tenet	Action Steps	Responsibility/Leads	Timeline
Positive Partnerships Relationships & Student Success	EBA - Minor changes in survey -Release draft rubrics based on 2014-2015 EBA -Get practitioner feedback on rubrics	Zainab Rida	May 2016 May 2016 May-July 2016
Transitions	EBA - Changes based on preliminary recommendations - Develop draft rubrics based on 2014-15 - Practitioner Feedback	Rich Katt/Melody Hobson	May 2016 May 2016 May-July 2016
Educational Opportunities & Access	EBA - No proposed changes in survey -Develop draft rubrics based on 2014-2015 EBA -Get practitioner feedback on rubrics	Brad Dirksen	NA May 2016 May-July 2016





Positive Partnerships, Relationships & Student Success

The State Board believes that student engagement through positive partnerships and relationships is fundamental to successful schools and districts. The State Board seeks to support schools and districts to implement best practices in student, family and community engagement to enhance educational experiences and opportunities.

Areas of Focus

- Individualized or Personalized Learning Plans
- Attendance and Participation
- Family Engagement
- Community and support services



Positive Partnerships Tenet Report

EBA Recommendation

- Consider including a question about schools having purposeful strategies and processes in place to assess observable, positive relationships between staff and students, with process to regularly (monthly/quarterly) evaluate based on data collected.



Transitions

The State Board believes that quality educational opportunities focus on supports for students transitioning between grade levels, programs, schools, districts and ultimately college and careers.

Areas of Focus

- Early Childhood-Elementary
- Elementary-Middle School
- Middle School-High School
- High School-Post High School



Transitions Tenet Committee Report

EBA Recommendations

- Add two items to Transitions
 - 5.P - School implements strategies to support the successful transition school based infant toddler program to preschool program and from home or prekindergarten program to kindergarten
 - 5.S - School implements strategies to support the success transition between programs for students with exceptionalities



Educational Opportunities & Access

The State Board believes that all students should have access to comprehensive instructional opportunities to be prepared for postsecondary education and career goals.

Areas of Focus

- Early Childhood Education
- Comprehensive Learning Opportunities
- Expanded Learning Opportunities
- Blended Learning Opportunities



Educational Opportunities & Access Tenet Committee Report

EBA Recommendations

- Consider opportunities in transitioning between high school and post-secondary
- Consider support for GED students

AQuESTT Domain Work Plan

Teaching and Learning

Tenet	Action Steps	Responsibility/Lead	Timeline
College & Career Ready Standards	EBA - No changes in survey -Release draft rubrics based on 2014-2015 EBA -Get practitioner feedback on rubrics	Cory Epler	NA May 2016 May-July 2016
Assessment	Details in separate slide		
Teacher Effectiveness	EBA - Feedback on survey items to NDE team -Release draft rubrics based on 2014-2015 EBA -Get practitioner feedback on rubrics -Implement recommendations from the study committee	Sue Anderson/Matt Hastings Janine Theiler Donlynn Rice	April 2016 May 2016 May-July 2016 June 2016 July 2016





College & Career Readiness

The State Board of Education believes that every student upon completion of secondary education shall be prepared for postsecondary educational opportunities and to pursue his or her career goals.

Areas of Focus

- Rigorous College & Career Ready Standards for All Content Areas
- Technological & Digital Readiness
- Support for Career Awareness and Career/College Goals



College & Career Readiness Tenet Committee Report

- Reviewed content standards revision process timeline
 - Available on the agency website
- Received an update by staff on the Physical Education standards revision process
 - Revision process is underway
 - Anticipated completion: August 2016
 - Anticipated state board approval: September 2016; schools may then implement in the 2017-2018 school year
- PE Standard process has started
- Coming back to the State Board by September for adoption



Educator Effectiveness

The State Board believes that students should be surrounded by effective educators throughout their learning experiences such that schools and districts develop effective teachers and leaders who establish a culture of success.

Areas of Focus

- Nebraska Teacher & Principal Performance Framework
- Professional Development
- Building Leadership Supports
- Effective Local Policy Makers & Superintendents



Educator Effectiveness Tenet Committee Report

- National Council on Teacher Quality (NCTQ) *Teacher Prep Review* and the Linda Darling-Hammond article rebuttal
- Educator Effectiveness tenet work at the May domain committee meeting



Assessment

The State Board believes the results of multiple assessment sources (national, state, and classroom-based) should be used to measure student achievement of college and career ready standards, and be used as an integral part of the instructional process.

Areas of Focus

- Individualized/Adaptive Assessments
- Classroom Based Assessments
- State Assessments
- National/International Assessments



Assessment Tenet Committee Report

- Overview
 - Focus on Vision and Path Forward
 - Transition year opportunities in 2016-17
 - Establishing a new balanced system of assessment in 2017-18 and beyond
- Maintain a balance of purposes among tenets and multiple measures used in AQuESTT
- Set a path that is consistent with state and federal requirements (ESSA)
- Set a path that is good for Nebraska's students



Current Assessment Window

- Approximately 900,000 Sessions of NeSA-RMS will be given by May 6, 2016.
 - As of 9:00 am, 290,000 Sessions are complete.
- Approximately 114,000 English Language Arts Field Test Sessions will be given by May 6, 2016.
 - As of 9:00 am, 39,000 Sessions are complete. This session includes the new Text-Dependent Analysis (TDA) questions.



Looking Forward...



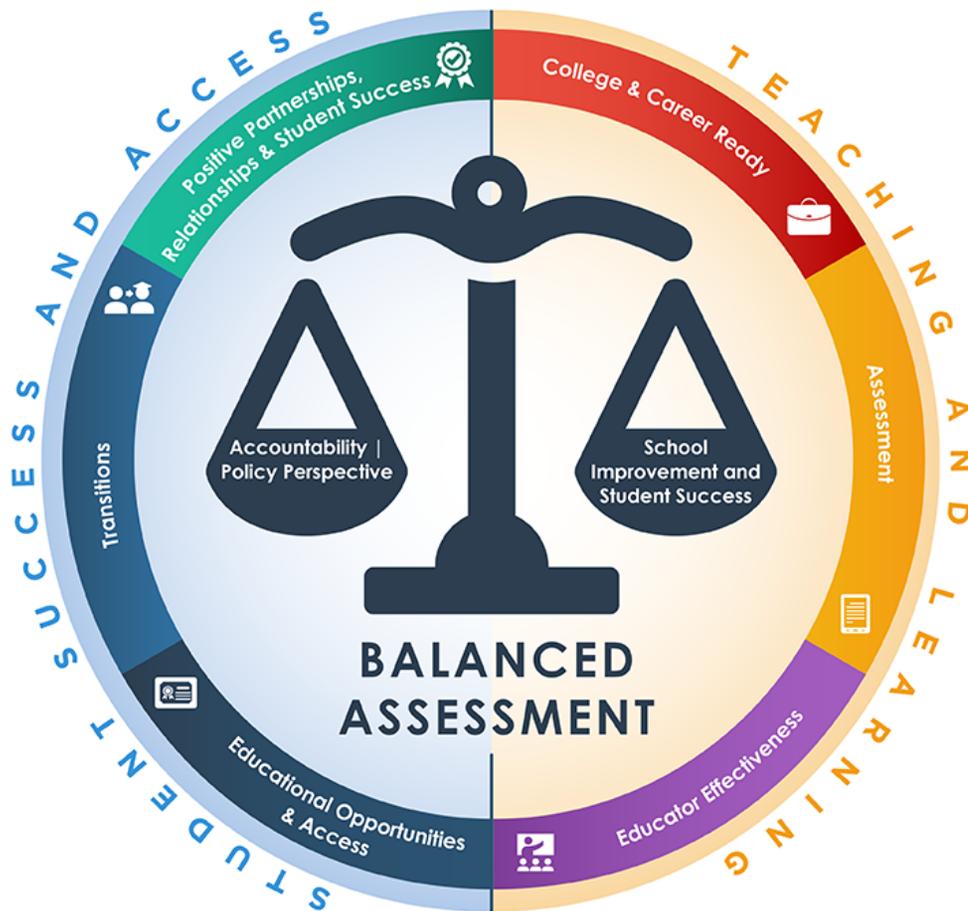
Vision of Assessment in Nebraska

*"While annual accountability standardized testing has raised awareness of some of the problems schools face, it has done little to help us solve those problems. In that sense, it has let us down as a **school improvement** strategy."*
– Richard Stiggins, *Revolutionize Assessment: Empower Students, Inspire Learning*

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Balanced Assessment Vision



Assessment is both:

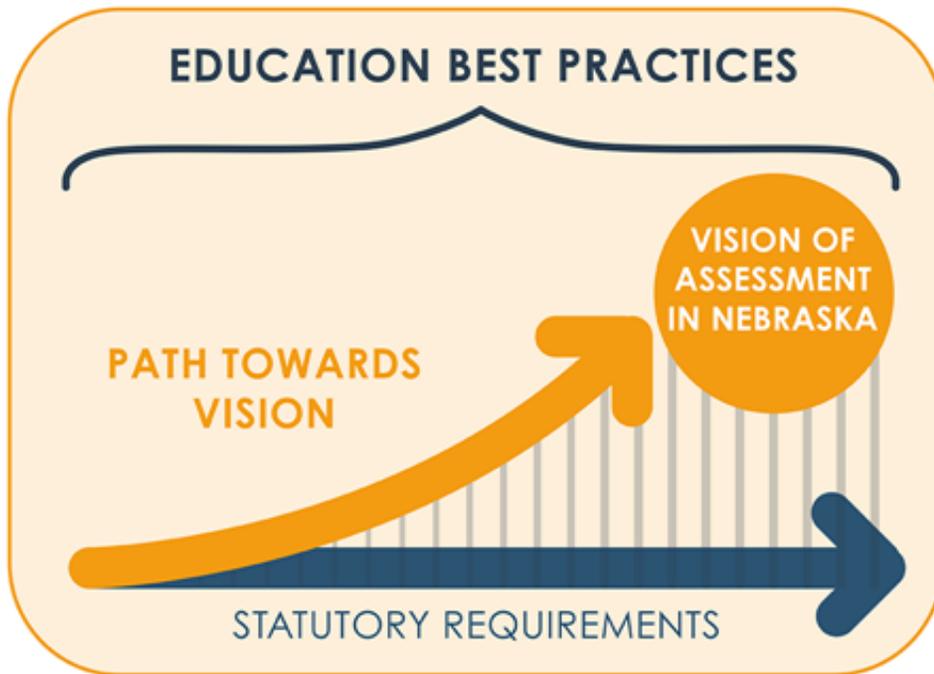
- Important measure
- Important support

Assessment for...

- Teaching
- Learning
- Improvement
- Accountability
- Policy
- Support
- Student Success



Assessment Path & Opportunities



Move beyond requirements and move on to best practices:

- Coordinate/Integrate national, state & local assessment for reporting student progress in Nebraska
- Individualized/adaptive assessment tied to growth & competency
- Classroom based assessment tied to curriculum & instruction



Vision Planning: Imagine...

New integrated assessment & support system by 2017-18

- Aligned with AQuESTT & Classroom/Teacher supports
- Focused on balanced assessment
- Aligned with best practices
- Focused on student success

Gather Input in Context of AQuESTT

- Practitioner engagement
- Listening Sessions
- Commissioner's AQuESTT Advisory Group



Vision Development Plan

Teaching and Learning

Tenet	Action Steps	Responsibility/Lead	Timeline
Assessment	Vision Planning <ul style="list-style-type: none">- Gather stakeholder input- Create Commissioner's Advisory Group- Practitioner Engagement- Listening Sessions/Surveys- Expert Input- Draft RFP- Standards Alignment- ESSA Alignment- Integration of National assessment Instruments to minimize assessment time	Matt Blomstedt & key staff	May-July 2016 May 2016 May-July 2016 Ongoing: July 2016 July 2016 Through transition year
	Transition Year 2016-2017 Plan <ul style="list-style-type: none">- NeSA-Bridge- College Entrance/HS Assessment Transition- Integration of National assessment reporting	Matt Blomstedt & assessment team	May-June 2016

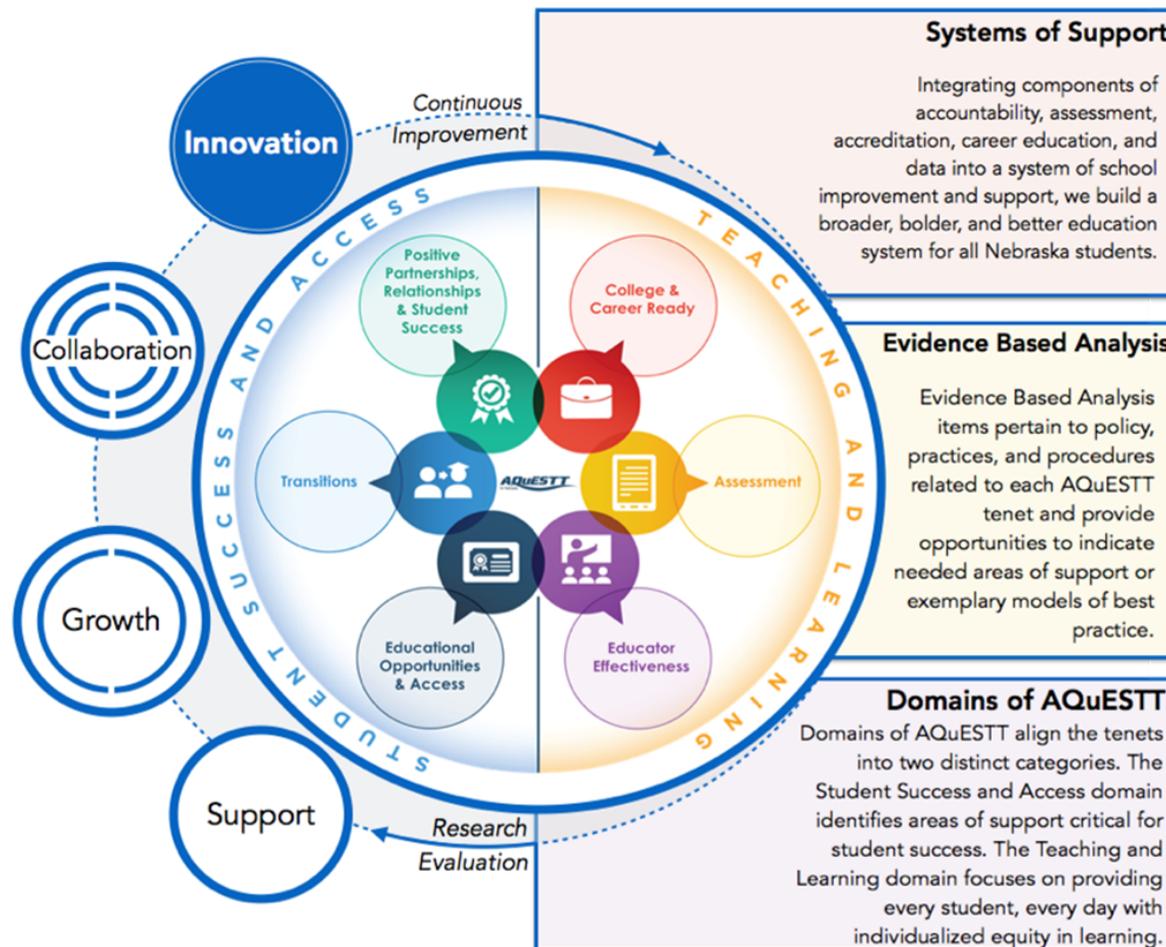


Transition Year Concepts

2016-17 will be a transition year

- Implement NeSA-Bridge as a scaled back assessment system
 - Grades 3-8 Reading/Writing & Math
 - Grades 5 & 8 Science
 - Explore integration of other assessments used in schools currently (National)
 - Develop data integration for AQuESTT
 - One grade - High School
 - Focus on resetting high school assessment vision with schools and stakeholders
 - Option 1: full scale pilot of College Entrance Exam
 - Option 2: Use existing other national assessment instruments and study standards alignment
- Do not administer **online NeSA-W (writing)** in 2016-17 and study **options** given ELA standards

Concluding Thoughts



Next Steps

- Plan to finalize transition year (2016-17) options in May
- May – September: Outreach Period
 - Develop detailed plans for the Vision Plan
 - Stakeholder engagement for the development of Vision for 2017-18 and beyond



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