





STATE BOARD • JUNE 2015





Implementing AQuESTT

Recommendations from the State Board
Data/Continuous Improvement Committee
and Commissioner of Education

June 2015

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BOLDER.

BETTER.

- Why? How?



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Accountability for a Quality Education System, Today and Tomorrow

We've gone beyond measuring against standard requirements to create a next-generation accountability system that supports and rewards continuous improvement for every child, school, and educator.

The result is an innovative approach that views each student holistically, classifies all schools into four performance levels, and provides opportunities for every Nebraskan to get involved.



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- AQuESTT Tenets
 - extend beyond traditional accountability measures
- AQuESTT Measures
 - designed around a formal logic model of inputs, activities, outputs and outcomes
- AQuESTT School Profile
 - tenet-related indicators will provide diagnostic information for a more holistic view of schools

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Logic Model Concept

Inputs

Student Characteristics

Educator Characteristics

School/District Characteristics

Community Characteristics

Activities

Educational Programs

Career Guidance

Staff Development

Organizational Partnerships

Outputs

Student Participation

Student Attendance

Personal Learning Plans

Teacher Training

School Environment

Outcomes

**Student Learning

Student Engagement

**Graduation

College-Going

Entrepreneurship

Apprenticeship/
Employment

Military Service

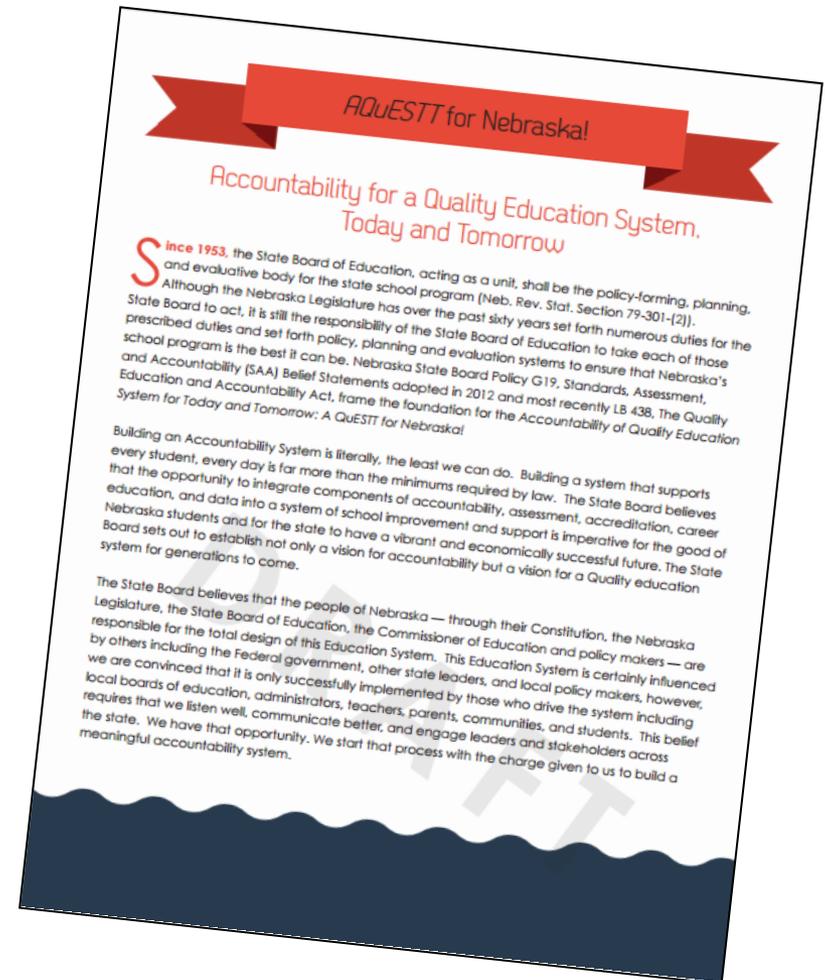


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“Building an accountability system is literally, the least we can do. Building a system that supports every student, every day is far more than the minimums required by law.”

-Nebraska State Board, 2014



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Classification Process

Schools/districts receive a score on NeSA assessments from previous year

1-4



Participation



Growth



Graduation Rate



Improvement



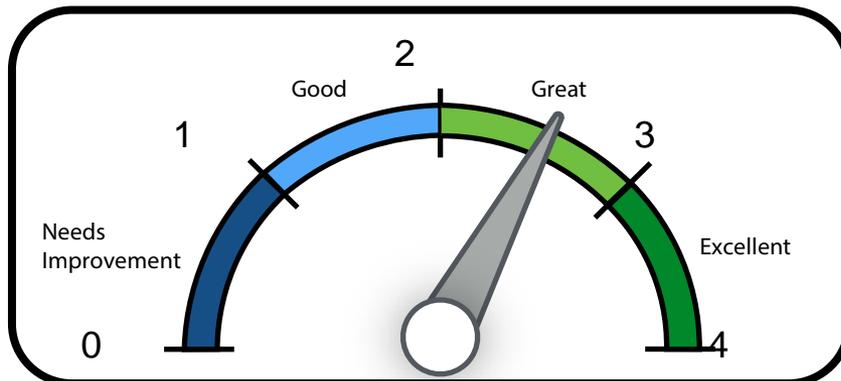
Additional indicators



Impact options



AQuESTT Classification



School/District Classification Levels

4 = EXCELLENT

3 = GREAT

2 = GOOD

1 = NEEDS IMPROVEMENT

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Data Collection and Use

- Data Collections
 - Existing data collections *and*
 - Evidence-based analysis
- Data Use
 - Classification Prototype/Raw Classification
 - Based solely on outcomes
 - Foundation for the AQuESTT Final Classification
 - Final Classification
 - Based on outcome indicators PLUS additional indicators
 - Inform accreditation *and* accountability requirements

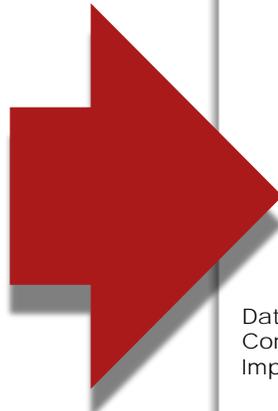
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Evidence-based Analysis

As part of the classification process all schools will be asked to complete an evidence-based analysis. The analysis items are aligned to accreditation requirements (Rule 10) and continuous improvement processes.



Results of the evidence-based analysis will also be included to help identify schools most in need of support.



		Evidence-based Analysis			
		Needs Improvement	Good	Great	Excellent
Program	In Need Of Support?	School does not have a written curriculum that is aligned	School has written curriculum aligned to Nebraska ELA, Math, Science and SS	School has fully developed written curriculum and aligned to Nebraska	School has written, and aligned both vertically and horizontally to Nebraska
Standards Based Curriculum	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Model	<input checked="" type="checkbox"/>	School has no school-wide instructional framework in place	School is developing and in the process of adopting school-wide framework	School has implemented an instructional framework that is aligned with Nebraska	School is implementing a fully aligned instructional framework
ELL	<input checked="" type="checkbox"/>	School has a basic program but written curriculum or scope of services	School has outlined researched based curriculum and scope of services	School has articulated a comprehensive scope of services and started implementation.	School has articulated and fully implemented comprehensive scope of services and started implementation.
Data for Continuous Improvement	<input type="checkbox"/>	School personnel rarely use data to design and implement Continuous Improvement plans	School personnel use data to design, implement, and evaluate continuous improvement plans	School personnel use data to design, implement and evaluate student improvement	All school personnel systematically use data to design, implement, and evaluate continuous improvement
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Connections to
Accreditation

Evidence-based Analysis

- Beginning in Fall 2015
- Aligned with Rule 10 requirements and AQuESTT tenets
- Schools can identify areas where they need support
- Completed in conjunction with Rule 10 Assurance Form (Due November 1, 2015)



College &
Career Ready



Assessment



Educator
Effectiveness



Positive
Partnerships,
Relationships &
Student
Success



Transitions



Educational
Opportunities
& Access

Systems of Support

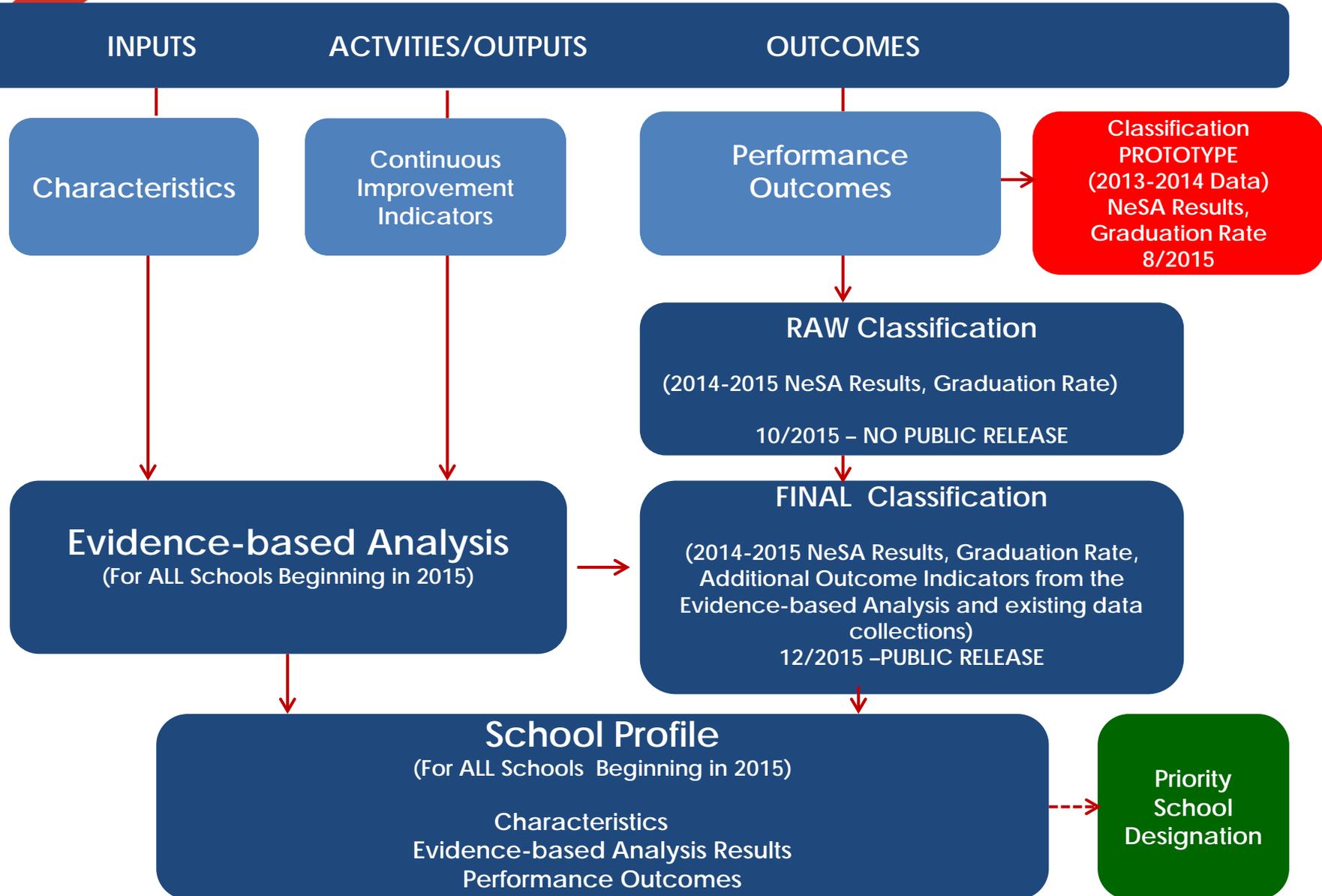
Classification Implementation Plan

- Classification Prototype (2013-2014 data)
 - Performance Outcomes (e.g., NeSA Results, Grad Rate)
 - Results released to schools with communication about upcoming Evidence-based Analysis
- Raw Classification (2014-2015 data)
 - Performance Outcomes (e.g., NeSA Results, Grad Rate)
 - Evidence-based Analysis
 - Coincide with/eventually replace Rule 10 assurance process
 - Other data collections will be reviewed as part of ongoing data collection improvements
- Final Classification (2014-2015 data)
 - Performance Outcomes (e.g., NeSA Results, Grad Rate)
 - Additional indicators from Evidence-based Analysis and current data collections

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Classification

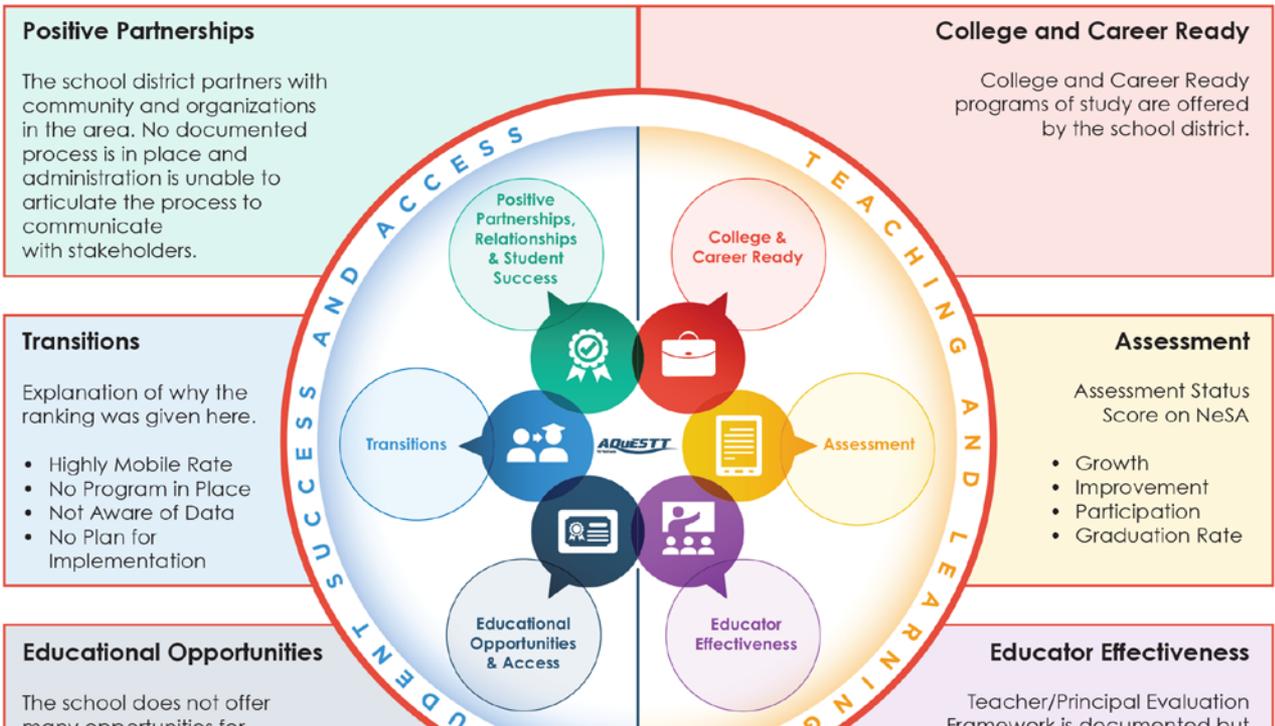




Profile

Sunshine Middle School

Ultra Violet Public Schools, 456 X Way, Solar Flare, NE



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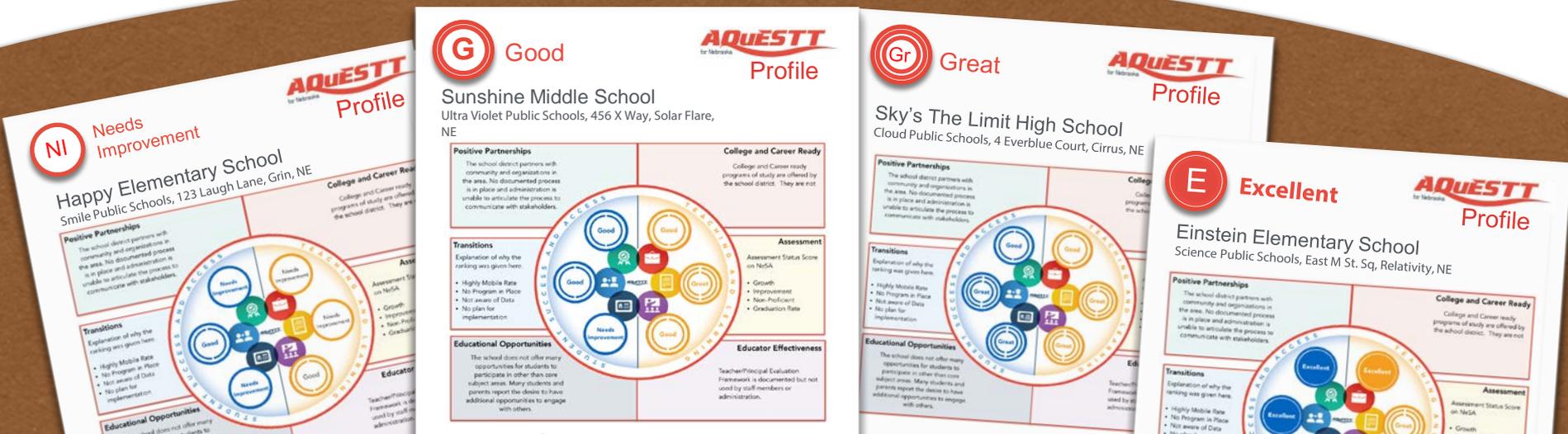
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Support and Intervention Processes

Profiles are created for each school. Data from the classification and evidence-based analysis help inform the selection of the three Priority Schools. Profiles are designed to be diagnostic and support continuous improvement for ALL schools.



Priority School Designation

- Priority School Designation will identify the three schools “most in need of assistance to improve.”
- Designation process is informed by AQuESTT Classification (*i.e.*, inputs, activities, outputs, outcomes and Evidence-based Analysis data).
- Priority School recommendations will be made at the December 2015 State Board meeting.

Classification/Designation Timeline



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Classification Prototype – **August 2015**
Raw Classification – **October 2015**
AQuESTT Evidence-based Analysis – **November 2015**
Final Classification – **December 2015**

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School Profiles – **December 2015**
Priority School Designation – **December 2015**

Better.

Intervention/Assistance Teams – **January 2016**
Systems of Support - **Ongoing**
Research and Evaluation – **Ongoing**
Continuous Improvement Process - **Ongoing**



YOU ARE PART
OF SOMETHING

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