

Standards, Assessment, and Accountability (SAA) Belief Statements

The Nebraska State Board of Education believes:

1. The primary purpose of standards, assessment, and accountability is to improve learning for all students.
2. The engagement, professionalism, and expertise of administrators and teachers are critical to building standards, assessment, and accountability systems.
3. Standards define what all students should know and be able to do at specified grade levels as a result of instruction.
4. Standards provide equity by defining the knowledge and skills that all students will master.
5. Standards represent both content mastery and the application of higher order thinking skills.* Assessments measure both content mastery and the application of these skills.
6. Student mastery of the state standards forms the basis for determining progress in student achievement.
7. The results of multiple assessment sources (national, state, and classroom-based) should be used to measure student achievement and be used as an integral part of the instructional process.
8. Districts will conduct an annual analysis of student achievement and the district process for continuous improvement.
9. As annual report of student achievement should be shared in a collaborative conversation with parents, community, and all stakeholders with accurate, complete and easily understandable explanations and interpretation of results.
10. Districts will be involved in a continuous improvement process to improve learning for all students.
11. The continuous improvement process should include professional development for all staff members, administrators, and school board members that are focused on curriculum, instruction, assessment and accountability.
12. Districts will be accountable for improving student learning.
13. A state comprehensive accountability system will include student performance information and school and community-based indicators that directly support and impact student performance.
14. Accountability systems will be improved and refined over time.

*Higher order thinking skills include but are not limited to problem solving, and accessing, analyzing, synthesizing and communicating information.

Additional Notes: Standards are numbered for purposes of discussion and are not prioritized. The intended audience for these belief statements includes the State Board, the Department of Education, Schools Districts, and the public

Board Action History

- Policy statement adopted 9/2/2009
- Policy statement reaffirmed 11/9/2012

Cross-References

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