Nebraska AQuESTT- Evidence-Based Analysis (District)

District

Positive Partnerships, Relationships and Success-- identify which response option best describes the policies, practices, and procedures in your school or district, in relation to Positive Partnerships, Relationships, and Success. PPRS

I.a The school district partners with community groups and support services for the academic success and healthy social and emotional development for all students. PPRS-1

I.b The school district implements strategies to increase family attendance and participation at school activities. PPRS-2

I.c School district leadership collaboratively develop and communicate clear expectations for a safe, clean, and healthy learning environment with all stakeholders. PPRS-3

I.d The school district implements data-informed strategies for measuring and addressing student engagement. PPRS-4

I.e The school district implements strategies to support all students in monitoring and managing their own learning as well as meet curriculum competencies. PPRS-5

Transitions-- identify which response option best describes the policies, practices, and procedures in your school or district, in relation to Transitions. TRANS

II.a The school district follows a systematic process to support on-time grade completion for all students. TRANS-1

II.b The school district follows a systematic process for addressing the educational needs of highly mobile students. TRANS-2

II.c The school district follows a systematic process to identify and support students at risk of dropping out. TRANS-3

II.d The school district implements processes to help all incoming students be prepared for elementary, middle, and high school. TRANS-4

II.e The school district implements strategies to support the successful transition of all students from elementary to middle school, from middle to high school, and from high school to post-high school opportunities. TRANS-5

EDUCATIONAL OPPORTUNITIES AND ACCESS-- identify which response option best de
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procedures in your

III.a The school district offers students before school or after school opportunities for expanded learning. EDOP-1

III.b The school district supplements in-person classroom instruction with digital learning opportunities for students. EDOP-2

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school or district, in relation to Educational Opportunities and Access. EDOP	**III.c** The school district has an embedded process to develop, implement, review, and modify a Targeted Improvement Plan (TIP) within its school improvement process. EDOP-3
	III.d The school district aligns educational opportunities to the needs of all students. EDOP-4
	III.e The school district evaluates the effectiveness of new educational programs. EDOP-5
COLLEGE, CAREER AND CIVIC READY-- identify which response option best describes the policies, practices, and procedures in your school or district, in relation to College, Career, and Civic Ready. CCCR	**IV.a** The school district utilizes a curriculum that is aligned to the Nebraska Content Area Standards for all content areas. There is a clearly defined and transparent process in place to develop, modify, review, and select curriculum and/or instructional materials, and the process is codified in school district policy. CCCR-1
	IV.b The school district integrates the Nebraska Career Readiness Standards into all content areas. CCCR-2
	IV.c The school district provides students with the opportunity to acquire and demonstrate the knowledge, skills, actions, and dispositions that citizens in a republic need to fulfill obligatory civic rights and responsibilities. CCCR-3
	IV.d The school district partners with businesses and industries to provide students with workplace experiences to identify career opportunities in Nebraska and develop career-readiness skills. CCCR-4
	IV.e The school district provides every student with classroom instruction and expanded learning opportunities that focus on career awareness, exploration, and preparation. CCCR-5
ASSESSMENT-- identify which response option best describes the policies, practices, and procedures in your school or district, in relation to Assessment. ASSESS	**V.a** The school district has a process to ensure that assessments in use are reliable, valid, and appropriate for the students being assessed. ASSESS-1
	V.b Teachers utilize a balanced assessment system that includes formative, interim, and summative assessments to inform instruction, monitor progress, and evaluate student learning for all content areas and grade levels. ASSESS-2
	V.c Assessment information and results are shared in a timely and specific manner with teachers, administrators, students, parents, and the community at large. ASSESS-3
	V.d Written standards-driven grading policies are shared with students and parents. ASSESS-4
	V.e The school district utilizes perceptual data about the thoughts of stakeholders (e.g., opinions, views, beliefs, convictions, sentiments) to inform and adjust practices, policies, and procedures ASSESS-5

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EDUCATOR EFFECTIVENESS-- identify which response option best describes the policies, practices, and procedures in your school or district, in relation to Educator Effectiveness. EDEFF

VI.a The school district utilizes data-informed strategies for measuring and addressing teacher engagement. EDEFF-1

VI.b The school district utilizes a research-based instructional model aligned to the Nebraska Teacher and Principal Performance Framework (NTPPF). EDEFF-2

VI.c The school district utilizes a formal staff evaluation process aligned to the Nebraska Evaluation Model for Teachers and Principals. EDEFF-3

VI.d The school district develops an annual professional learning plan that supports continuous improvement. EDEFF-4

VI.e The school district technology infrastructure meets the teaching and learning needs of faculty and staff. EDEFF-5