

ESSA, AQuESTT, and the Nebraska Education Vision

Diane Stuehmer
Lane Carr

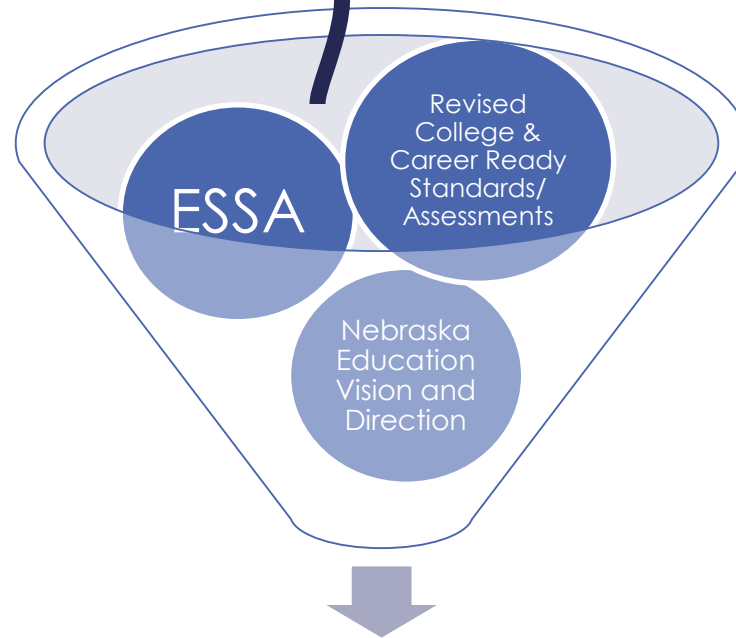
Objectives

- Provide a high-level overview of ESSA plan
- Go in-depth on accountability indicators, calculations, and what information shows us
- Discuss designation process (Priority Schools, TSI, CSI)
- Share our vision and beliefs about school improvement
- Answer questions, share resources, and take feedback



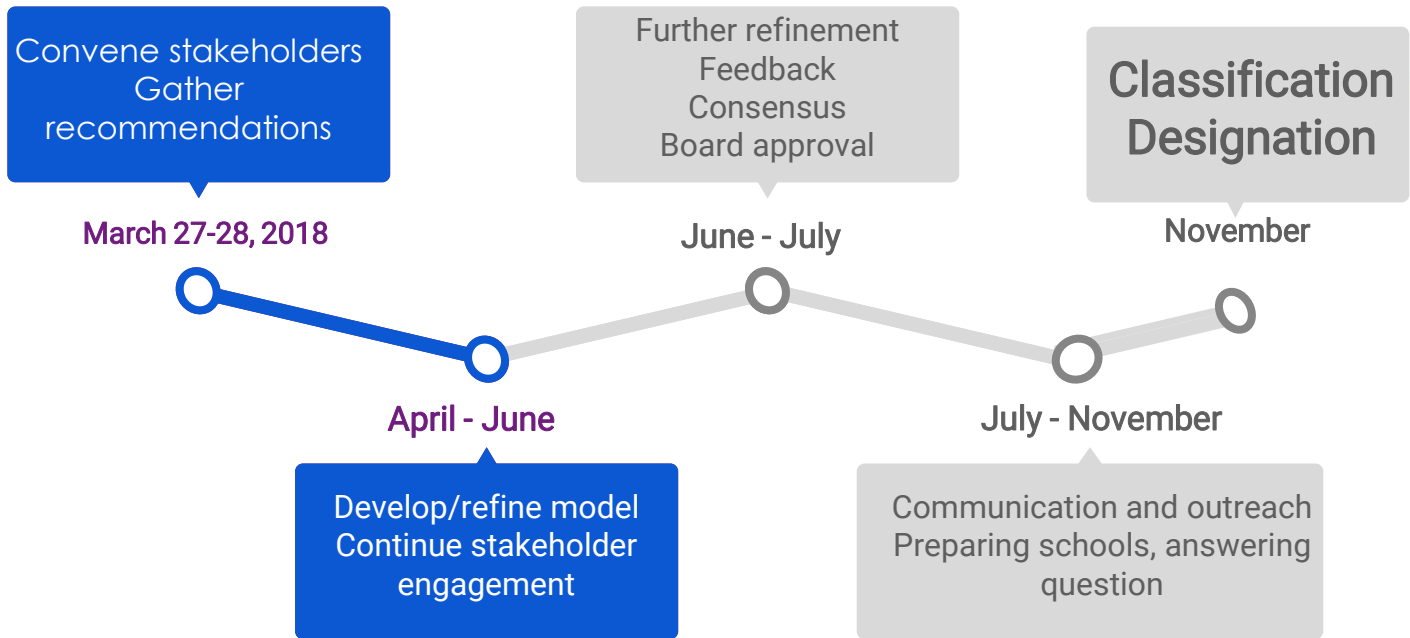
Ideal Time for Change

Mission: To lead and support the preparation of all Nebraskans for learning, earning, and living.



AQuESTT 2.0

Timeline



Every Student Succeeds Act



- Bipartisan federal education bill passed in 2015
- Focused on ensuring a quality education for *all* students regardless of race, zip code, language proficiency, or disability
- Each state must submit a plan for approval
- How is ESSA different from NCLB?
 - Provides increased state autonomy
 - No Adequate Yearly Progress (AYP)
 - Requires a “5th indicator” in accountability systems to measure school quality
 - Inclusion of English learner proficiency in accountability
 - Ends School Improvement Grant (SIG) -- combines with “Accountability” funds

essa
NEBRASKA

Context: Nebraska's ESSA Plan

- **Single system of accountability**
- Blend ESSA with AQuESTT and State Board's Strategic Vision and Direction
- Focus federal funds to support:
 - Struggling schools
 - Historically underserved students
 - Recruitment and development of highly-effective educators
- Approved by State Board of Education in September 2017
- Submitted to USDE on September 18, 2017
- Approved by USDE June 5, 2018



Context: Nebraska's ESSA Plan

- New Indicators
 - Chronic absenteeism
 - Science
 - Progress toward English Language Proficiency
- Designation of Schools
 - Comprehensive Support and Improvement
 - Targeted Support and Improvement



Recommendations from AQuESTT Revision Team

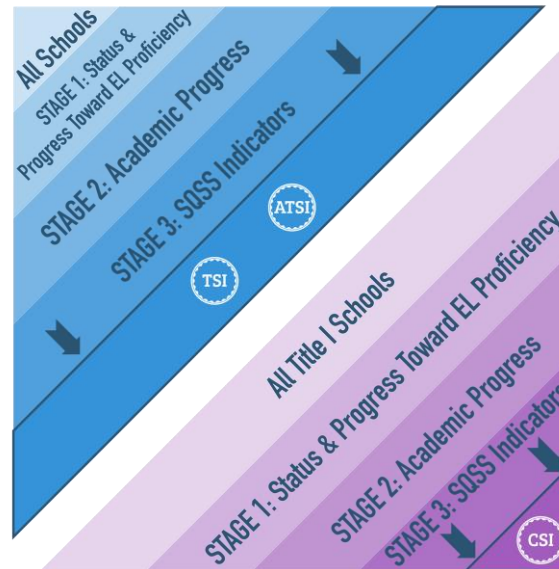
- One accountability system
- Rating not ranking
- Moving forward with Minnesota-based designation system
- Growth needs to be weighted more
- We know AQuESTT complex, BUT we need to communicate it simply to audiences
- Combine 4-year and 7-year graduation rate
- Develop a system based more on the tenets of AQuESTT
- Keep “full academic year” requirement
 - Elevate district accountability
 - Communicate reporting
- Progress towards English language proficiency - Stamp of approval?
- Chronic absenteeism shouldn't carry much weight

Classification to Designation

One system, two steps.



Step 1: Classification



Step 2: Support

Classification - Rating schools

Designation - Supporting schools

- Priority schools - three schools, supported by state funding
- Comprehensive Support & Improvement (CSI)
- Targeted Support & Improvement (TSI)

Classification & Designation

High-level Policy Decisions

Philosophically what are we trying to achieve with indicators?

How do we want the system to combine?

How many schools can we support?

Business Rule Development

What are the technical decisions that need to be made?

What are considerations for special circumstances?

Modeling

How does this work in reality?

Is the system fair?

Does it pass the “sniff test?”

Classification: AQuESTT 2.0

- Oriented by tenet
- Creates framework by which additional indicators could be added
- Ties accountability with framework of support
- Moves AQuESTT beyond test scores

Elementary and Middle Schools

Proficiency Status (4,3,2,1)											
Positive Partnerships (0)		Transitions (0)		Educational Opportunities & Access (+1,0)		College and Career Readiness		Assessment (+1,0, -1)		Educator Effectiveness	
Indicator	Weighting	Indicator	Weighting	Indicator	Weighting	Indicator	Weighting	Indicator	Weighting	Indicator	Weighting
				Chronic Absenteeism	50%			Individual Score Growth	40%		
				Progress towards English language proficiency	50%			Score Improvement	30%		
								Non-Proficiency Reduction	15%		
								Science Proficiency Status	5%		
								Science Score Improvement	10%		
EBA (+1, 0)											
Final Classification -- Max 4 (Excellent)											

High Schools

STATUS (4, 3, 2, 1)											
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AQuESTT Indicators

- Definition: “...measure of gain in student achievement or element perceived to influence those gains. Provide parents and communities with richer picture of school performance.” ~CCSSO, 2017
- Handout
 - High-level overview of indicator
 - How it’s calculated (high-level)
 - What the indicator tells us
- Take 5 minutes to read over the document. Discuss with a neighbor the following questions:
 - What questions do you have?
 - What makes sense?
 - What doesn’t make sense?
 - What are we forgetting?

Additional Indicators

What could/should be included in an accountability system?

Positive Partnerships	Transitions	Educational Opportunities & Access	College and Career Readiness	Assessment	Educator Effectiveness
Indicator	Indicator	Indicator	Indicator	Indicator	Indicator
Climate survey	3rd Grade on Track	Access to advance coursework	ASVAB	MAP	Teacher absenteeism
	Kindergarten readiness	Early childhood	21 on ACT	Science Improvement (2021)	Teacher evaluation system
	8th grade on track	Expanded learning	Industry certification	PACT to ACT Growth	Teacher survey participation
	9th grade on track (Early Warning)	Arts	Internship/Apprenticeship		Percent classes with endorsed staff
	ACT of 21	PE	AP/IB/Dual credit		EC Step up to Quality
	College matriculation	Subgroup performance	Concentration completion		
		Disc/Susp & Exp	Programs of Study		
		Interests and Opportunities survey (Louisiana)			
		Beyond the Core - Georgia			
		HAL success and movement			

Designation: Levels of Support

CSI

- Lowest 5% of Title I schools
- High schools with grad rates below 67%
- Consistently low-performing subgroups



TSI

- Consistently low-performing subgroups.

**Beginning in 2019, any school with consistently low-performing subgroup may not be classified as Excellent*

Priority Schools

- Schools most needing support to improve

Classification and Designation

- Consensus around keeping system relatively the same – **No ranking of schools**
- Challenge: Identifying schools for improvement and supports

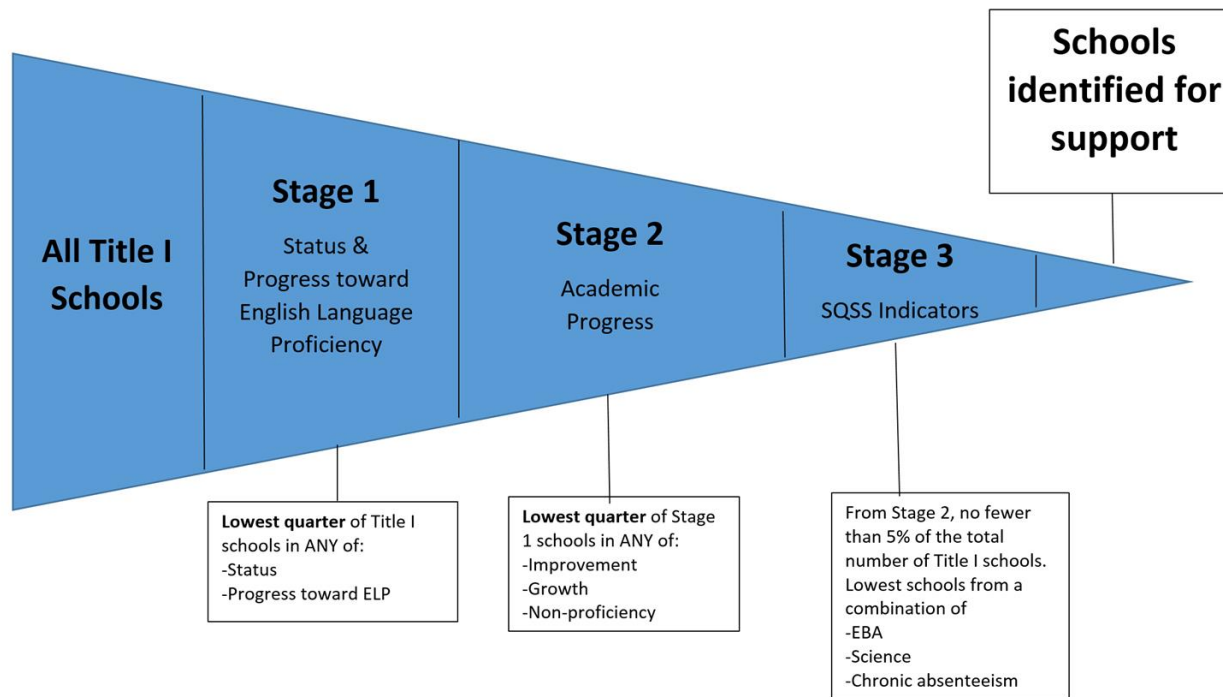
Needs
Improvement



How do we determine schools most needing improvement from this group? Using all indicators?

Designation

How we propose designating schools for support

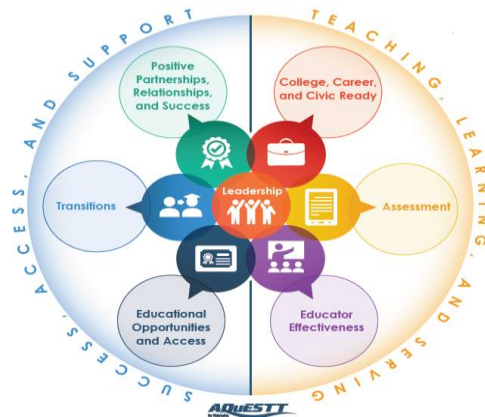
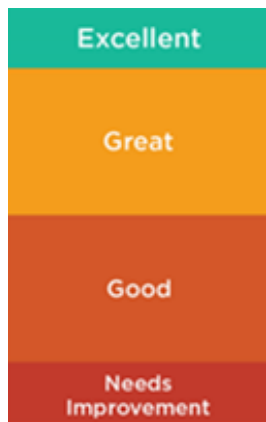


Comprehensive Support and Improvement
Targeted Support and Improvement
Additional Targeted Support and Improvement

AQuESTT

Developed in 2014-15, AQuESTT is a classification system and a broader system of school improvement.

Classification + Framework for Improvement = AQuESTT



Supporting Schools - Championing Equity

- Why do we care?
 - Historically - We had to label school
 - Today/Future - Designations and data support school improvement
- Our core beliefs:
 - All schools can improve
 - Focus on equity
 - AQuESTT is the framework for improving
- Equity handouts
 - <https://greatlakesequity.org/resources>
 - goo.gl/2ULUSk



Support for Improvement Funds

- No more School Improvement Grants
- No more “Accountability” funds
- Combines resources for Improvement - 7 percent set aside

- ~\$5 million
- Competitive grant process



Comprehensive Needs Assessment

- Being developed in partnership with ESUs, REL, NDE
- Use data to identify needs and gaps
- Should be informed by other sources of information
 - EBA
 - AdvancED review
 - Student surveys
- Outlines minimum expectations from the state
 - Ex. Aligned curriculum
- Begins process of root cause analysis



Improvement Plan

- Informed by all indicators
- Be developed after stakeholder engagement (teachers, parents, school leaders).
- Include evidence-based interventions
- Be based on school-level needs assessment
- Identify resource inequities
- Must be approved by the school, LEA, and SEA
- Periodically reviewed by State


ESSA Section 1111 (d)(1)(B)

Application

- Schools demonstrating the greatest need will receive funds first
- Criteria for school improvement will align with tenets of AQuESTT
- Application will include community/educational partners
 - ESUs
 - Non-profits
- Monitored by NDE Title I staff
- MUST include evidence based interventions



Accountability = Continuous Improvement



Trends from EBA

- Needs Improvement Schools - Requesting support with partnerships for community groups
- Supporting digital learning opportunities
- Technology to support teaching and learning
- Support and manage learning of all students

Advanced elect Averages (16-17)

- **Equitable Learning**
 - Differentiated learning opportunities
 - Equal access to classroom discussions, activities, resources, technology and support
 - Ongoing opportunities to learn about their own and other's backgrounds/cultures/differences
- **High Expectations**
 - Is provided exemplars of high quality work
 - Knows and strives to meet high expectations established by the teacher
- **Digital Learning**
 - Uses digital tools/technology to gather, evaluate, and/or use information for learning
 - Uses digital tools/technology to communicate and work collaboratively for learning

Resources

[USDoE Guidance on Evidence](#)

[Math and ELA Resources - Evidence Based](#)

[Chronic Absenteeism Information](#)

www.AQuESTT.com



Next Steps



Communication

- ESSA & Accountability webinars
- Roadshow
- Focus groups
- Administrator Days

Technical Development / Models

- Operationalizing recommendations
- Create models; seek feedback
- Independent, expert review
- Revision

Questions/Concerns |

