

Nebraska State Board Retreat
Accountability and Accreditation Policy Discussion
 Discussion Questions and Framework

Primary Questions	Further Thinking
<p>What purpose does the State Board want Nebraska’s accreditation system to serve? For example:</p> <ul style="list-style-type: none"> • Verifying that district or school satisfies established quality standards and approval for legal operation within the state? • Supplementing AQuESTT by facilitating a more holistic assessment of districts and schools? • Supporting needs assessment to guide district or school improvement and resource allocation? • Providing information to families and communities about school or district performance? • Collect district assurances about compliance with state and federal law? 	<ul style="list-style-type: none"> • To what extent do the state’s statutory requirements regarding accreditation constrain the State Board? • What gaps in the overall state education system is the State Board trying to fill? • What policy areas and age levels would quality standards focus on? • What information might accreditation provide that schools or the state currently lacks? • If accreditation is periodic, can it provide meaningful transparency to families? How?
<p>What role(s) should the state play in accreditation? For example:</p> <ul style="list-style-type: none"> • Make the state system primary, but complementary to regional accreditation? • Promote transparency through statewide reporting and sharing of best practices? • Approve list of qualified accreditation entities for use by schools and districts? • Determine if accreditation system should be applied at district or school level? Both? 	<ul style="list-style-type: none"> • What areas or measures should a state system focus on? • How should we evaluate the quality of regional accreditors? • How could the state agency promote accreditation information sharing between districts and with the public?
<p>What relationship, if any, should there be between Nebraska’s accreditation system and AQuESTT? For example:</p> <ul style="list-style-type: none"> • Should accreditation be mandatory, and should accreditation status carry some weight in accountability determinations? • How might a revised accreditation system supplement AQuESTT? • Should there be consequences for not achieving accreditation? • Should accreditation status and select data gathered during the process be integrated with mandatory district report cards? 	<ul style="list-style-type: none"> • Should the State Board establish and enforce more nuanced performance standards (i.e., alignment with AQUESTT classifications)? • Should the system be more tightly focused on district quality effectiveness and keep accountability focused on school and student performance (given ESSA transition away from district accountability)? • What types of accreditation data should be shared with the public? How would it be shared? How can it be made more meaningful? • What costs would be associated with aligning accreditation and accountability?

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AGENDA

- Welcome and Commissioner's Vision
- Objectives for Day, Format and Planning Materials
- National Accreditation Insights
- State Board Planning Discussions:
 - Discussion Issue One: What purpose does the State Board want Nebraska's accreditation system to serve?
 - Facilitator Framing
 - Small Group Discussion
 - Small Group Reports and Full Group Discussion
 - Discussion Issue Two: What role(s) should the state play in accreditation?
 - Facilitator Framing
 - Small Group Discussion
 - Small Group Reports and Full Group Discussion
 - Discussion Issue Three: What relationship, if any, should there be between Nebraska's accreditation system and AQuESTT?
 - Facilitator Framing
 - Small Group Discussion (Three Board Members and one NDE Staff Person)
 - Small Group Reports and Staff Information Capture
 - Facilitator and Board Member Key Learnings from the Day
 - Group Discussion of Proposed Next Steps and Timeline