

Nebraska Comprehensive Needs Assessment

Domains	Tenets
<u>Success, Access, and Support</u>	Education Opportunities and Access Transitions Positive Partnerships, Relationships, and Success
<u>Teaching, Learning, and Serving</u>	Educator Effectiveness Student Achievement and Growth Postsecondary, Career, and Civic Ready
<u>Leadership</u>	<u>Areas of Focus:</u> Instructional Leadership Community and Relationship Builder Improvement and Resource Management Leader

Domain: **Success, Access, and Support**

Tenet: **Education Opportunities and Access**

Long-Term Outcome: **All students have access to comprehensive instructional opportunities to be prepared for postsecondary education and careers.**

Dimension	Rate Each Dimension				Sources of Evidence
	4	3	2	1	
Area of Focus: Technological infrastructure and digital learning					
Instructional technology acquisition	School leaders <u>systematically</u> implement a <i>data-informed</i> process to identify and acquire necessary instructional technology to facilitate learning, improve student performance, and support families' use of technology.	School leaders implement a <i>data-informed</i> process to identify and acquire instructional technology, but the process is not systematic.	School leaders implement a process to identify and acquire instructional technology, but decisions are not informed by data, nor is the process systematic.	School leaders do not have a process for acquiring instructional technology to facilitate learning and improve student performance.	<ul style="list-style-type: none"> Technology plan
Technology infrastructure	The school technology infrastructure meets the teaching and learning needs of <i>almost all</i> faculty, staff, and students (90–100%).	The school technology infrastructure meets the teaching and learning needs of <i>most</i> faculty, staff, and students (50–89%).	The school technology infrastructure meets the teaching and learning needs of <i>some</i> faculty, staff, and students (20–49%).	The school technology infrastructure meets the teaching and learning needs of <i>few</i> faculty, staff, and students (less than 20%).	<ul style="list-style-type: none"> Technology plan Broadband/network/infrastructure investments and upgrades Professional learning includes technology

<p>Digital learning opportunities</p>	<p><i>Almost all</i> students (90–100%) have access to appropriate technology resources (e.g., devices, software, learning management systems, digital content), either through a 1:1 program or through embedded classroom technology within the school building.</p>	<p><i>Most</i> students (50–89%) have access to appropriate technology resources (e.g., devices, software, learning management systems, digital content); however, those resources are shared via computer labs, computer carts, or personal technology devices within the school building.</p>	<p><i>Some</i> students (20–49%) have access to appropriate technology resources (e.g., e.g., devices, software, learning management systems, digital content) within the school building.</p>	<p><i>Few</i> students (less than 20%) have access to appropriate technology resources (e.g., devices, software, learning management systems, digital content) within the school building.</p>	<ul style="list-style-type: none"> • Technology plan
<p>School technology plan and profile</p>	<p>School leaders complete the Future Ready Technology profile as part of their annual technology plan.</p>	<p>School leaders complete a technology plan annually, but do not include the Future Ready Technology profile.</p>	<p>School leaders complete a technology plan or the Future Ready Technology profile, but not on an annual basis.</p>	<p>School leaders do not have a technology plan or Future Ready Technology profile in place.</p>	<ul style="list-style-type: none"> • School technology plan • Future ready technology profile
<p>Student technology learning</p>	<p>School leaders and staff provide students with <i>all</i> of the following:</p> <ul style="list-style-type: none"> • Technology integration in all content areas and skills. • Opportunities to gain technology skills for career readiness. 	<p>School leaders and staff provide students with <i>two</i> of the following:</p> <ul style="list-style-type: none"> • Technology integration in all content areas and skills. • Opportunities to gain technology skills for career readiness. 	<p>School leaders and staff provide students with <i>one</i> of the following:</p> <ul style="list-style-type: none"> • Technology integration in all content areas and skills. • Opportunities to gain technology 	<p>School leaders and staff do not provide students with any of the following:</p> <ul style="list-style-type: none"> • Technology integration in all content areas and skills. • Opportunities to gain technology skills for career readiness. 	<ul style="list-style-type: none"> • Technology plan • Lesson plans

	<ul style="list-style-type: none"> ● Opportunities to learn about digital citizenship. 	<ul style="list-style-type: none"> ● Opportunities to learn about digital citizenship. 	<p>skills for career readiness.</p> <ul style="list-style-type: none"> ● Opportunities to learn about digital citizenship. 	<ul style="list-style-type: none"> ● Opportunities to learn about digital citizenship. 	
<p>Teacher technology learning</p>	<p>School leaders ensure that all teachers have received training in <i>all</i> of the following:</p> <ul style="list-style-type: none"> ● Using and creating open education resources ● Digital age pedagogy ● Instructional design for online teaching ● Using technology tools and apps in the classroom 	<p>School leaders ensure that all teachers have received training in <i>at least three</i> of the following:</p> <ul style="list-style-type: none"> ● Using and creating open education resources ● Digital age pedagogy ● Instructional design for online teaching ● Using technology tools and apps in the classroom 	<p>School leaders ensure that all teachers have received training in <i>at least two</i> of the following:</p> <ul style="list-style-type: none"> ● Using and creating open education resources ● Digital age pedagogy ● Instructional design for online teaching ● Using technology tools and apps in the classroom 	<p>School leaders ensure that all teachers have received training in <i>one or none</i> of the following:</p> <ul style="list-style-type: none"> ● Using and creating open education resources ● Digital age pedagogy ● Instructional design for online teaching ● Using technology tools and apps in the classroom 	<ul style="list-style-type: none"> ● Technology plan ● Professional development plan

Area of Focus: Student support services

<p style="text-align: center;">Provision of nutrition and health support</p>	<p>School leaders and staff support the nutrition and health needs of <i>all</i> students through established programs and a <i>process</i> for identifying students' health issues and needs.</p> <p>There is <i>ongoing</i> coordination with families to address the needs that arise.</p>	<p>School leaders and staff support the nutrition and health needs of <i>all</i> students through established programs and a <i>process</i> for identifying students' health issues and needs.</p> <p>There is <i>no</i> coordination with families to address the needs that arise.</p>	<p>School leaders and staff support the nutrition and health needs of <i>most</i> students through established programs and a <i>process</i> for identifying students' health issues and needs.</p> <p>There is <i>no</i> coordination with families to address the needs that arise.</p>	<p>School leaders and staff support the nutrition and health needs of <i>most</i> students through established programs, but there is <i>no process</i> to identify students' health issues and needs.</p> <p>There is <i>no</i> coordination with families to address the needs that arise.</p>	<ul style="list-style-type: none"> ● Comprehensive support services, including health and social services, are available to students and their families in a timely manner. ● Continuum of service options for special populations (SPED, EL, etc.) ● Samples of parent communication ● Parent Meetings ● Food and Nutrition policies and procedures ● LEA has written policies and procedures specific to school health ● LEA provides professional development to all school health staff. ● Resource Fair held for families to provide information on available community resources. ● List of nutrition and health services offered to students and staff
	<p style="text-align: center;">Equitable access to school resources</p>	<p>School leaders and staff provide <i>almost all</i> students (90–100%), including <u>historically marginalized student groups</u>, with equitable access to school resources that meet their needs, including effective instructional staff, academic and social support, and</p>	<p>School leaders and staff provide <i>most</i> students (50–89%), including <u>historically marginalized student groups</u>, with equitable access to school resources that meet their needs.</p>	<p>School leaders and staff provide <i>some</i> students (20–49%), including <u>historically marginalized student groups</u>, with access to school resources that meet their needs, but access is not equitable for all students.</p>	<p>School leaders and staff provide <i>few</i> students (less than 20%), including <u>historically marginalized student groups</u>, with access to school resources that meet their needs, but access is not equitable for all students.</p>

	learning opportunities.				
Special population groups in career and technical education (CTE)	School leaders and staff ensure that <i>all</i> students have access to all CTE program areas and have a <i>process</i> in place to review special and subpopulation student membership across program areas .	School leaders and staff ensure that <i>some</i> students have access to some CTE program areas and have a <i>process</i> in place to review special and subpopulation student membership across program areas .	School leaders and staff ensure that <i>few</i> students have access to few CTE program areas and have a <i>process</i> in place to review special and subpopulation student membership across program areas .	School leaders and staff have <i>not ensured</i> that students have access to CTE program areas and do not have a <i>process</i> in place to review special and subpopulation student membership across program areas .	<ul style="list-style-type: none"> • Written equitable distribution plan • Accommodation plan • Continuum of service options for special populations (SPED, EL, etc.) • Accommodations that meet the needs of all learners • Evidence of processes for disaggregating data
Area of Focus: School culture and climate					
Behavior management system	School leaders and staff <i>fully implement</i> a behavior management system with <i>clearly and consistently</i> communicated schoolwide expectations for classroom management procedures, student discipline, and positive behavior interventions and supports.	School leaders and staff <i>partially implement</i> a behavior management system with <i>some</i> communication of expectations for classroom management procedures, student discipline, and positive behavior interventions and supports.	School leaders and staff <i>are developing</i> a behavior management system for creating classroom management procedures, student discipline, and positive behavior interventions and supports.	The school lacks a behavior management system.	<ul style="list-style-type: none"> • Attendance records • Policies/procedures for positive behavioral supports • Data tracking system for behavioral/discipline incidents

<p>Tier I <u>social and emotional learning (SEL)</u> support</p>	<p>School leaders and staff <i>consistently</i> implement <u>evidence-based</u> and <i>developmentally appropriate</i> programs and practices that focus on concrete, observable <u>SEL</u> skills such as cognitive regulation, emotional regulation, and social skills and awareness.</p>	<p>School leaders and staff <i>consistently</i> implement <u>evidence-based</u> programs and practices that focus on concrete, observable <u>SEL</u> skills, but not all programs and practices are <i>developmentally appropriate</i>.</p>	<p>School leaders and staff <i>inconsistently</i> implement <u>evidence-based</u> programs and practices supporting students' <u>SEL</u> needs. <i>No</i> programs and practices are based on evidence of effectiveness. The support is not <i>developmentally appropriate</i>.</p>	<p>School leaders and staff <i>inconsistently</i> implement any <u>SEL</u> programs or practices with students. The programs are neither <u>evidence-based</u> nor <i>developmentally appropriate</i>.</p>	<ul style="list-style-type: none"> ● Comprehensive support services, including health and social services, are available to students and their families in a timely manner. ● Partnerships with community ● SEL curriculum or other guidance support
<p>Social and emotional health of staff</p>	<p>School leaders and staff <i>fully establish</i> a positive and supportive culture and climate for staff by <i>consistently</i> cultivating and integrating practices that strengthen the social and emotional health of all staff.</p>	<p>School leaders and staff <i>partially establish</i> a positive and supportive culture and climate for staff by <i>inconsistently</i> cultivating and integrating practices that strengthen the social and emotional health of all staff.</p>	<p>School leaders and staff <i>are developing</i> a positive and supportive culture and climate for staff by <i>beginning</i> to cultivate and integrate practices that strengthen the social and emotional health of all staff.</p>	<p>The school has not established a positive and supportive culture and climate for staff.</p>	<ul style="list-style-type: none"> ● Staff culture and climate survey results ● Meeting notes/minutes from staff PD meetings ● Culture and climate plans ● Staff social emotional support curriculum

<p style="text-align: center;">Use of perceptual data</p>	<p>The school improvement team annually collects perceptual data (e.g., opinions, views, beliefs, convictions, sentiments), including data on school climate, school culture, and student engagement, from <i>four or more stakeholder groups</i> such as staff, parents, students, and community members, as appropriate. School leaders use the results to inform and adjust practices, policies, and procedures.</p>	<p>The school improvement team collects perceptual data (e.g., opinions, views, beliefs, convictions, sentiments) from <i>three stakeholder groups</i>, and school leaders use the results to inform practices, policies, and procedures.</p>	<p>The school improvement team collects perceptual data (e.g., opinions, views, beliefs, convictions, sentiments) from <i>one or two stakeholder groups</i>, but school leaders <i>do not use</i> the results to inform practices, policies, and procedures.</p>	<p>The school improvement team does not collect perceptual data (e.g., opinions, views, beliefs, convictions, sentiments).</p>	<ul style="list-style-type: none"> ● Inclusive practices-build culture through conversations- PLC notes ● LEA identifies resources that provide guidance on school environment ● LEA identifies resources that provide guidance on cultural inclusion to all staff ● LEA provides/promotes events that embrace cultural diversity ● Staff and stakeholder surveys ● Meeting notes/minutes from Leadership Team meetings ● Student voice
--	---	---	--	--	--

Area of Focus: Early learning opportunities*

Early learning guidelines	Instructional staff <i>fully align</i> (90–100%) curriculum, instruction, and assessment with the standards from the Nebraska Early Learning Guidelines.	Instructional staff <i>mostly align</i> (50–89%) curriculum, instruction, and assessment with the standards from the Nebraska Early Learning Guidelines.	Instructional staff <i>somewhat align</i> (20–49%) curriculum, instruction, and assessment with the standards from the Nebraska Early Learning Guidelines.	Instructional staff <i>minimally align</i> (less than 20%) curriculum, instruction, and assessment with the standards from the Nebraska Early Learning Guidelines. [Add N/A option for middle and high schools]	<ul style="list-style-type: none"> ● Lesson plans (high expectations, data informed instruction, goals...) ● Grade level or content meeting minutes ● Coding and standards are present in all resources supporting disciplines with academic standards ● Curriculum mapping ● Professional development ● Example formative and summative assessments
School readiness	School leaders <i>fully implement</i> a well-defined system for determining the nature and extent of the early learning opportunities that each student has experienced prior to school entry.**	School leaders <i>partially implement</i> a well-defined system for determining the nature and extent of the early learning opportunities that each student has experienced prior to school entry.	School leaders are <i>developing</i> a system for determining the nature and extent of the early learning opportunities that each student has experienced prior to school entry.	School leaders <i>do not</i> have a system to determine the nature and extent of the early learning opportunities that each student has experienced prior to school entry. [Add N/A option for middle and high schools]	<ul style="list-style-type: none"> ● Balanced assessment system

* See Nebraska's Birth to Five Learning and Development Standards.

** Source: Center on Enhancing Early Childhood Outcomes.

Area of Focus: Comprehensive learning opportunities

<p style="text-align: center;">Evidence-based interventions</p>	<p>School leaders and instructional staff ensure that <i>almost all</i> students (90–100%) who are at risk for not meeting grade-level benchmarks or graduation requirements in ELA and math are <u>systematically</u> placed in <i>high-quality, evidence-based interventions</i> that may occur before, during, or after school.</p> <p>Instructional staff and school leaders <i>regularly</i> collect and use data to monitor student progress.</p>	<p>School leaders and instructional staff ensure that <i>most</i> students (50–89%) who are at risk for not meeting grade-level benchmarks or graduation requirements in ELA and math are provided with <u>evidence-based interventions</u> that may occur before, during, or after school.</p> <p>Instructional staff and school leaders <i>occasionally</i> collect and use data to monitor student progress.</p>	<p>School leaders and instructional staff ensure that <i>some</i> students (20–49%) who are at risk for not meeting grade-level benchmarks or graduation requirements in ELA and math are provided with <i>intervention strategies</i> during the school day.</p> <p>Identification for these interventions may not be systematic, and/or instructional staff and school leaders <i>rarely</i> collect and use data to monitor student progress.</p>	<p>School leaders and instructional staff ensure that only <i>few</i> students (less than 20%) who are at risk for not meeting grade-level benchmarks or graduation requirements in ELA and math are provided with <i>intervention strategies</i> during the school day.</p> <p>Identification for these interventions may not be systematic, and/or instructional staff and school leaders <i>do not</i> collect or use data to monitor student progress.</p>	<ul style="list-style-type: none"> ● Intervention schedules ● Includes extension and intervention opportunities – planning/pacing guides ● Materials include extension and intervention opportunities ● Resources to support teachers in the instruction of extension and interventions ● Monitoring intervention deployed ● Intervention calendar ● Intervention implementation plan ● An annual evaluation of all extracurricular activities is conducted to provide data to parents on impact of programs. ● Formal and informal student assessment information analyzed ● Data dashboard or other evidence that data is shared in timely and useable format ● Student data books, notes, wall, other system for ongoing use of data ● Student data portfolios/Student data evident in classroom ● Report cards ● Progress reports ● Interventions meet NEMaterialsMatter/EdReports guidelines ● Planning/pacing guides
--	---	---	--	--	--

<p>Program evaluation</p>	<p>School leaders evaluate the effectiveness of <i>all</i> student learning programs and opportunities and use <i>all</i> results to inform the continuous improvement process and goal setting.</p>	<p>School leaders evaluate the effectiveness of <i>most</i> student learning programs and opportunities and use <i>most</i> results to inform the continuous improvement process and goal setting.</p>	<p>School leaders evaluate the effectiveness of <i>some</i> student learning programs and opportunities, but <i>do not</i> use results to inform the continuous improvement process or goal setting.</p>	<p>School leaders <i>do not</i> evaluate student learning programs or opportunities.</p>	<ul style="list-style-type: none"> • An annual evaluation of all extracurricular activities is conducted to provide data to parents on impact of programs. • Data digs using multiple sources of data (perceptual, demographic, student achievement, process)
<p>Data-informed decision-making</p>	<p>School leaders and staff at all levels <i>consistently</i> use a data-informed process for decision-making and problem-solving that results in <i>personalized</i> solutions for improving student outcomes.</p>	<p>School leaders and staff at all levels <i>consistently</i> use a data-informed process for decision-making and problem-solving that results in <i>general</i> solutions for improving student outcomes.</p>	<p>School leaders and staff <i>inconsistently</i> use a data-informed process for decision-making and problem-solving that results in <i>general</i> solutions for improving student outcomes.</p>	<p>School leaders and staff <i>do not</i> use a data-informed process for decision-making and problem-solving that results in solutions for improving student outcomes.</p>	<ul style="list-style-type: none"> • Data collection mechanism (e.g., observation notes, feedback forms, survey) to assess professional learning needs • Documentation of data-informed decision making protocols • Data reports and summaries of student learning needs • Documentation of data team members, roles, and contributions to decision making
<p>Expanded learning opportunities</p>	<p>School leaders and staff offer <i>many</i> school-based activities and programs of a <i>wide variety</i> to expand learning.</p>	<p>School leaders and staff offer <i>some</i> school-based activities and programs to expand learning.</p>	<p>School leaders and staff offer <i>limited</i> school-based activities and programs to expand learning.</p>	<p>School leaders and staff <i>do not</i> offer any school-based activities and programs to expand learning.</p>	<ul style="list-style-type: none"> • Documentation of expanded learning opportunities • Calendar/schedule of expanded learning opportunities • Curricula and lessons plans • Attendance and participation records

Tenet: Transitions

Long-Term Outcome: Students have quality educational opportunities for success in transitioning between grade levels, programs, and schools, and to postsecondary institutions and careers.

Dimension	Rate Each Dimension				Sources of Evidence
	4	3	2	1	
Area of Focus: Personal Planning and Self-Reflection					
Personal learning opportunities	Instructional staff develop lesson plans that provide personal learning opportunities for <i>almost all</i> students (90–100%) based on their interests, learning styles (visual, auditory, kinesthetic, concrete versus abstract, etc.), and readiness levels.	Instructional staff develop lesson plans that provide personal learning opportunities for <i>most</i> students (50–89%) based on their interests, learning styles (visual, auditory, kinesthetic, concrete versus abstract, etc.), and readiness levels.	Instructional staff develop lesson plans that provide personal learning opportunities for <i>some</i> students (20–49%) based on their interests, learning styles (visual, auditory, kinesthetic, concrete versus abstract, etc.), and readiness levels.	Instructional staff develop lesson plans that provide personal learning opportunities for <i>few</i> students (less than 20%).	<ul style="list-style-type: none"> Lesson plans (high expectations, data informed instruction, goals...) Documentation of parents and students meeting annually with their teachers to set and support individual learning goals. Student surveys/Student interviews Evidence of differentiated instruction including assignments and student responses in multiple formats including writing, visual representations, models etc.
Student management of learning	School staff provide frequent (at least quarterly) opportunities for <i>almost all</i> students (90–100%) to review their personal learning opportunities, reflect on their learning, analyze assessment results,	School staff provide some (two to three times per year) opportunities for <i>most</i> students (50–89%) to review their personal learning opportunities, reflect on their learning, analyze assessment results, and receive specific and timely	School staff provide few (once a year) opportunities for <i>some</i> students (20–49%) to review their personal learning opportunities, reflect on their learning, analyze assessment results, and receive specific	School staff <i>does not</i> provide opportunities for students to review their personal learning opportunities, reflect on their learning, analyze assessment results, and receive specific and timely feedback from teachers.	<ul style="list-style-type: none"> Student surveys/Student interviews Meeting notes/minutes from Leadership Team meetings Staff and stakeholder surveys Lesson plans identifying embedded time for reflection by students

	and receive specific and timely feedback from teachers.	feedback from teachers.	and timely feedback from teachers.		
Postsecondary opportunities	School staff discuss all postsecondary options (e.g., 2-year and 4-year colleges, technical colleges, apprenticeships, military, employment) with <i>almost all</i> students (90–100%) during the PLP development and review process.	School staff discuss most, but not all, postsecondary options (e.g., 2- and 4-year colleges, technical colleges, apprenticeships, military, employment) with <i>most</i> students (50–89%) during the PLP development and review process.	School staff discuss some, but not all, postsecondary options (e.g., 2- and 4-year colleges, technical colleges, apprenticeships, military, employment) with <i>some</i> students (20–49%) during the PLP development and review process.	School staff <i>does not</i> discuss postsecondary options (e.g., 2- and 4-year colleges, technical colleges, apprenticeships, military, employment) with students during the PLP development and review process. [Add N/A option for elementary schools]	<ul style="list-style-type: none"> • Brochures are available to all students • Personalized learning plans are available for review by instructional team • field trips, guest speakers, and job fair information is documented.
Area of Focus: Grade to grade, level to level, and place to place					
Transition plan implementation : grade to grade and level to level	School leaders and staff <i>fully implement a data-informed</i> (e.g., transition and mobility rates, demographic shifts) transition plan to support the successful transition of students between grade levels and school levels (including from infant/toddler services to preschool to elementary school to middle school to middle	School leaders and staff <i>fully implement</i> a transition plan to support the successful transition of students between grade levels and school levels (including from infant/toddler services to preschool to middle school to high school to postsecondary options), but the plan is <i>not informed</i>	School leaders and staff <i>partially implement</i> a transition plan to support the successful transition of students between grade levels and school levels (including from infant/toddler services to preschool to elementary school to middle school to high school to	School leaders and staff <i>do not implement</i> a transition plan to support the successful transition of students between grade levels and school levels (including from infant/toddler services to preschool to elementary school to middle school to high school to postsecondary options).	<ul style="list-style-type: none"> • Articulations between grade levels • Master schedule includes all disciplines with academic standards for all grade levels • Scope and sequence resources are provided for all disciplines with academic standards • Horizontal and vertical alignment is evident in written curricula • Documentation of family engagement in transition processes is kept • Documentation of schedule and agendas of meetings planning transition activities with community early childhood programs are available.

	school to high school to postsecondary options).	<i>by data</i> (e.g., transition and mobility rates, demographic shifts).	postsecondary options), but the plan is <i>not informed by data</i> (e.g., transition and mobility rates, demographic shifts).		
Transition plan implementation : in and out of services	School leaders and staff <i>fully implement</i> a <i>data-informed</i> (e.g., assessment results) transition plan to support successful transition of students in and out of services (e.g., EL and SPED services).	School leaders and staff <i>fully implement</i> a transition plan to support successful transition of students in and out of services (e.g., EL and SPED services), but the plan is <i>not informed by data</i> .	School leaders and staff <i>partially implement</i> a transition plan to support successful transition of students in and out of services (e.g., EL and SPED services), but the plan is <i>not informed by data</i> .	School leaders and staff <i>do not implement</i> a transition plan to support successful transition of students in and out of services (e.g., EL and SPED services).	<ul style="list-style-type: none"> • Articulations between grade levels • Master schedule includes all disciplines with academic standards for all grade levels • Scope and sequence resources are provided for all disciplines with academic standards • Horizontal and vertical alignment is evident in written curricula • Results of Family satisfaction surveys regarding are student transition
Mobility plan implementation : place to place	School leaders and staff <i>fully implement</i> a plan to support students transitioning from place to place (high-mobility or transient students) that includes <i>comprehensive</i> strategies for before student arrival at the school, during enrollment, and following student departure.	School leaders and staff <i>fully implement</i> a plan to support students transitioning from place to place (high-mobility or transient students) that includes <i>some</i> strategies for before student arrival at the school, during enrollment, and following student departure.	School leaders and staff <i>partially implement</i> a plan to support students transitioning from place to place (high-mobility or transient students) that includes <i>some</i> strategies for before student arrival at the school, during enrollment, and following student departure.	School leaders and staff <i>do not</i> have a plan to support students transitioning from place to place (high-mobility or transient students).	<ul style="list-style-type: none"> • Screeners to accurately and quickly place student needs • New student welcome packet • Classroom starter packet • Parent transfer handbook or checklist with withdrawal and enrollment • Community resource guide • Interagency partnerships to support families and students • Data sharing processes to better serve highly-mobile students • Mobility plan

<p style="text-align: center;">Family collaboration for transitions</p>	<p>School leaders and staff <i>regularly collaborate</i> with families to support students as they transition from grade to grade, level to level, or place to place, or to postsecondary and employment opportunities.</p>	<p>School leaders and staff <i>occasionally collaborate</i> with families to support students as they transition from grade to grade, level to level, or place to place, or to postsecondary and employment opportunities.</p>	<p>School leaders and staff <i>rarely collaborate</i> with families to support students as they transition from grade to grade, level to level, or place to place, or to postsecondary and employment opportunities.</p>	<p>School leaders and staff <i>do not collaborate</i> with families to support students as they transition from grade to grade, level to level, or place to place, or to postsecondary and employment opportunities.</p>	<ul style="list-style-type: none"> ● Sample of parent communications ● Parent access to student progress and grades (e.g., parent portal) ● Parent Education activities occur at least once a month throughout the school year. ● Agendas, minutes, flyers of meetings/courses / curriculum nights and other events held at the school for parents ● Parental survey document(s) ● New handbook for parents ● Resource Fair held for families to provide information on available community resources. ● Parent education activities are announced via multiple platforms: social media, flyers, website, marquee
--	---	--	--	--	---

Tenet: Positive Partnerships, Relationships, and Success

Long-Term Outcome: **Student, family, and community engagement enhances educational experiences and opportunities.**

Dimension	Rate Each Dimension				Sources of Evidence
	4	3	2	1	
Area of Focus: Student attendance					
Attendance monitoring	School leaders and staff <u>systematically</u> monitor attendance, dropout rates, promotion/graduation rates, and <u>risk factors</u> that affect student attendance to identify trends, patterns, and students who are at risk for dropping out.	School leaders and staff <u>regularly</u> monitor attendance, dropout rates, promotion/graduation rates, and <u>risk factors</u> that affect student attendance to identify students who are at risk for dropping out, but it is not systematic and does not involve identifying trends and patterns.	School leaders and staff <u>occasionally</u> monitor attendance, dropout rates, promotion/graduation rates, and <u>risk factors</u> that affect student attendance to identify students who are at risk for dropping out, but it is not systematic and does not involve identifying trends and patterns.	School leaders and staff <u>rarely or never</u> monitor attendance, dropout rates, promotion/graduation rates, or <u>risk factors</u> that affect student attendance to identify students who are at risk for dropping out.	<ul style="list-style-type: none"> • Celebrations of learning/attendance/growth/behavior • Attendance records • Samples of family and community communication • Comprehensive support services, including health and social services, are available to students and their families in a timely manner. • Professional development on the root causes of absences and approaches to addressing absenteeism • Evidence of ongoing attendance data reviews by school teams; identification and implementation of strategies for supporting students and families as needed.

<p>Attendance tiered intervention</p>	<p>School leaders and staff implement a tiered approach to intervention through evidence-based programs and strategies based on trends and patterns in attendance, dropout rates, promotion/graduation rates, and risk factors to reduce absenteeism and prevent students from dropping out.</p>	<p>School leaders and staff implement a tiered approach to intervention through some evidence-based programs and strategies to reduce absenteeism and prevent students from dropping out, but their selection is not informed by trends and patterns in attendance, dropout rates, promotion/graduation rates, or risk factors.</p>	<p>School leaders and staff implement a tiered approach to intervention through programs and strategies to reduce absenteeism and prevent students from dropping out, but they are not evidence-based, nor is their selection informed by trends and patterns in attendance, dropout rates, promotion/graduation rates, or risk factors.</p>	<p>School leaders and staff do not implement programs or strategies to reduce absenteeism or prevent students from dropping out.</p>	<ul style="list-style-type: none"> • Celebrations of learning/attendance/growth/behavior • Attendance records • Samples of parent and community communication • Comprehensive support services, including health and social services, are available to students and their families in a timely manner. • Professional development on the root causes of absences and approaches to addressing absenteeism • Plan in place for encouraging student attendance (for all students as well as those who miss school frequently) • Evidence of two-way communication with families and community partners regarding student attendance/absence
<p>Area of Focus: Family and community engagement</p>					
<p>Family engagement</p>	<p>School leaders and staff implement a family engagement plan in partnership with families that addresses <i>all</i> of the following:</p>	<p>School leaders and staff implement a family engagement plan in partnership with families that addresses</p>	<p>School leaders and staff implement a family engagement plan in partnership with families, that addresses</p>	<p>School leaders and staff <i>do not</i> implement a family engagement plan or are currently developing one.</p>	<ul style="list-style-type: none"> • Families and students meet at least once per semester with their teachers to set and support individual learning goals. Evidence that meetings

	<ul style="list-style-type: none"> ● Developed with input from families. ● Reflects the culturally diverse needs of all families. ● Builds educators' and families' capacity to engage in partnership with the school. ● Incorporates evidence-based programs and strategies for engaging families. ● Promotes partnerships through shared vision, authentic collaboration, and two-way communication with partners. 	<p><i>three or four</i> of the following:</p> <ul style="list-style-type: none"> ● Developed with input from families. ● Reflects the culturally diverse needs of all families. ● Builds educators' and families' capacity to engage in partnership with the school. ● Incorporates evidence-based programs and strategies for engaging families. ● Promotes partnerships through shared vision, authentic collaboration, and two-way communication with partners. 	<p><i>one or two</i> of the following:</p> <ul style="list-style-type: none"> ● Developed with input from families. ● Reflects the culturally diverse needs of all families. ● Builds educators' and families' capacity to engage in partnership with the school. ● Incorporates evidence-based programs and strategies for engaging families. ● Promotes partnerships through shared vision, authentic collaboration, and two-way communication with partners. 		<p>are scheduled based on family availability.</p> <ul style="list-style-type: none"> ● Sample of family communications (e.g., social media, flyers, website, marquee) in families' first language ● Family access to student progress and grades (e.g., parent portal) and support for learning to access information ● Records of phone calls, emails, and other evidence of two-way communications between families and the school. ● Documentation of family education activities (e.g., agendas, meeting minutes) and evidence that at least some of the activities were included based on expressed needs of families ● Family survey document(s) and evidence of how survey results were used for improving family engagement opportunities and school improvement ● Parent Handbook with information about school, school improvement goals, teacher contact
--	---	---	--	--	--

					<p>information, links to grade-level learning objectives, community organizations and contact information available in multiple languages</p> <ul style="list-style-type: none">● Evidence of availability of translators/interpreters when needed● Leadership team minutes indicating an allocated time where family involvement is discussed (including at least one family member on the leadership team)● Agendas, surveys, announcements of opportunities for family involvement are in more than one language● School improvement goal(s) include opportunities for families to be involved in its implementation● Evidence of regular two-way communication with families (both administrators and teachers)● Evidence of processes for intentionally welcoming families into the school and classrooms
--	--	--	--	--	---

					<ul style="list-style-type: none"> ● Title 1 family involvement plan created with families representative of all demographic groups represented in the school ● Resource Fair held for families to provide information on available community resources. ● Family participation in parent education activities reflects the school's demographics
<p>Community engagement</p>	<p>School leaders and staff <i>sustain established partnerships</i> and <i>seek new partnerships</i> with community groups and support services that are mutually beneficial, collaborative in nature, and aligned directly to the academic, career, physical, social, and emotional needs and supports for students.</p>	<p>School leaders and staff <i>maintain current partnerships</i> with community groups and support services that are mutually beneficial, collaborative in nature, and aligned directly to the academic, career, physical, social, and emotional needs and supports for students, but do not seek new partnerships.</p>	<p>School leaders and staff <i>are developing partnerships</i> with community groups and support services that are mutually beneficial, collaborative in nature, and aligned directly to the academic, career, physical, social, and emotional needs and supports for students.</p>	<p>School leaders and staff <i>are not actively developing partnerships</i> with community groups or support services.</p>	<ul style="list-style-type: none"> ● Evidence that community agencies are actively involved in the work of the school, including afterschool and summer programs ● Evidence that community agencies are invited into the school to support academic growth, physical health, and social emotional needs of students and their families ● Resource Fair held for families to provide information on available community resources. ● Documentation key community leaders are involved in the governance of the school and school improvement planning.

					<ul style="list-style-type: none"> Evidence that community organizations provide relevant internships and apprenticeship opportunities for students
Monitoring family and community engagement effectiveness	School leaders and staff <u>systematically</u> monitor the effectiveness* (e.g., full community representation, shared vision, authentic collaboration, and two-way communication) of family and community engagement for the purpose of improving these efforts.	School leaders and staff monitor the effectiveness* (e.g., full community representation, shared vision, authentic collaboration, and two-way communication) of family and community engagement efforts for the purpose of improving these efforts, but monitoring is not systematic.	School leaders and staff informally collect family and community feedback on engagement efforts, but do not use this feedback for the purpose of improving these efforts.	School leaders and staff have no process in place for collecting feedback or monitoring the effectiveness of family and community engagement.	<ul style="list-style-type: none"> Meeting notes/minutes from Leadership Team meetings Samples of family and community communication Family and community perceptual surveys and evidence of how leaders and staff use information Implementation of a parent advisory committee to provide recommendations regarding effectiveness of family engagement initiatives
Valuing community resources	School leaders and staff <i>value</i> community resources and <i>take action to fully understand and employ</i> the community's cultural, social, linguistic, and intellectual resources to promote <u>school improvement</u> and student learning during school, after school, and in summer programs.	School leaders and staff <i>value</i> community resources and <i>take some action to more fully understand and employ</i> the community's cultural, social, linguistic, and intellectual resources to promote <u>school improvement</u> and student learning during school, after school, and in summer programs.	School leaders and staff <i>value</i> community resources but <i>take minimal action to understand or employ</i> the community's cultural, social, linguistic, and intellectual resources to promote <u>school improvement</u> and student learning during school, after school, and in summer programs.	School leaders and staff are <i>not aware of</i> , and therefore <i>do not value or employ</i> , the community's cultural, social, linguistic, or intellectual resources to promote student learning during school, after school, or in summer programs.	<ul style="list-style-type: none"> LEA engages with community organizations to address identified needs of students and their families Evidence that the school's afterschool and summer program are implemented through partnerships with community organizations LEA identifies resources that provide guidance

					<p>on cultural inclusion to all staff</p> <ul style="list-style-type: none"> ● LEA provides translation services to parents and community members ● LEA provides/promotes events that embrace cultural diversity ● Parent participation in parent education activities reflects the school's demographics. ● Student and family perceptual surveys
<p>* See pages 5–6 in <i>Teaching and Learning in the 2020-2021 School Year: Student, Family and Community Engagement</i>.</p>					

Domain: Teaching, Learning, and Serving

Tenet: Educator Effectiveness

Long-Term Outcome: **Students are supported by qualified/credentialed, effective teachers and leaders throughout their learning experiences.**

Dimension	Rate Each Dimension				Sources of Evidence
	4	3	2	1	
Area of Focus: Teacher effectiveness					
Planning and preparation	To address each student's unique needs, teachers involve students in the instructional planning and preparation process, which is informed by data from culturally responsive learning experiences.	Teachers involve students in the instructional planning and preparation process, which is informed by data, but the data do not represent culturally responsive learning experiences.	Teachers collect data from culturally responsive learning experiences and use it to inform instructional planning and preparation, but do not involve students in the process.	Teachers do not collect data from culturally responsive learning experiences to inform instructional planning and preparation, nor do they involve students.	Evidence that the following data-informed practices are used to create staff and student ownership and shared responsibility in learning: <ul style="list-style-type: none"> ● individual student learning plans ● differentiated learning opportunities identified within instructional planning ● use of staff, student, and community engagement data to inform decision making ● high quality instructional materials to guide

					<p>culturally responsive teaching</p> <ul style="list-style-type: none"> • teacher evaluation, support, and development plans
The learning environment	<p>To create a safe, efficient, and effective learning environment for all students, teachers monitor and adjust their communication about routines and procedures by involving students to engage parents and the educational community in a sustained collaborative communication process.</p>	<p>Teachers monitor and adjust their communication about routines and procedures by involving students, but do not engage parents and the educational community in a collaborative communication process.</p>	<p>Teachers communicate their routines and procedures, but do not involve students or engage parents and the educational community in a collaborative communication process.</p>	<p>Teachers do not monitor or adjust their communication process about routines and procedures.</p>	<p>Evidence that the following data-informed practices are used to create ownership and shared responsibility in learning:</p> <ul style="list-style-type: none"> • use of staff, student, and community engagement data to inform decision making • procedures and plans relative to emergency preparedness • teacher adjustment of classroom policies and procedures based on student data • teacher evaluation, support, and development plans
Instructional strategies	<p>Teachers use student data to monitor how well their instructional strategies meet each student's unique needs, and adjust instruction accordingly.</p>	<p>Teachers use student data to adjust instruction to meet each student's unique needs, but do not monitor instructional strategies based on student data.</p>	<p>Teachers use student data to adjust instruction, but adjustments are not tailored to each students' unique needs, nor do teachers monitor</p>	<p>Teachers do not use student data to monitor their instructional strategies or adjust instruction.</p>	<p>Evidence that the following data-informed practices are used to create ownership and shared responsibility in learning:</p> <ul style="list-style-type: none"> • individual student learning plans

			<p>instructional strategies based on student data.</p>		<ul style="list-style-type: none"> • differentiated learning opportunities identified within instructional planning • use of staff, student, and community engagement data to inform decision making • high quality instructional materials to guide culturally responsive teaching • teacher evaluation, support, and development plans
<p>Assessment practices</p>	<p>Teachers compare how they assess students to how individual students can best demonstrate their understanding, and when differences exist, teachers adjust their assessment approach to ensure assessment practices are free of bias.</p>	<p>Teachers compare how they assess students to how individual students can best demonstrate their understanding, but they do not adjust their assessment approach when differences exist to ensure assessment practices are free of bias.</p>	<p>Teachers differentiate their assessment approach for students, but it is not based on teachers' knowledge of how individual students can best demonstrate their learning, and therefore cannot ensure assessment practices are free of bias.</p>	<p>Teachers do not differentiate their assessment approach based on how students can best demonstrate learning, and therefore cannot ensure assessment practices are free of bias.</p>	<p>Evidence that the following data-informed practices are used to create ownership and shared responsibility in learning:</p> <ul style="list-style-type: none"> • individual student learning plans • differentiated formal and informal assessment opportunities identified within instructional planning based on knowledge of student learning • use of staff, student, and

					<p>community engagement data to inform decision making</p> <ul style="list-style-type: none">• high quality instructional materials to guide culturally responsive teaching• teacher evaluation, support, and development plans• teacher adjustment of assessment policies and procedures based on student data
--	--	--	--	--	---

<p>Professionalism</p>	<p>Teachers build positive relationships with students, parents, and the educational community to cultivate a support system that upholds high expectations for each student in reaching their potential.</p>	<p>Teachers build positive relationships with students, parents, and the educational community to cultivate a support system, but the support system does not focus on upholding high expectations for each student in reaching their potential.</p>	<p>Teachers build positive relationships with students, parents, and the educational community, but do not cultivate a support system.</p>	<p>Teachers build positive relationships with students and parents but not the educational community.</p>	<p>Evidence that the following data-informed practices are used to create ownership and shared responsibility in learning:</p> <ul style="list-style-type: none"> • use of staff, student, and community engagement data to inform decision making • high quality instructional materials to guide culturally responsive teaching • teacher evaluation, support, and development plans • teacher adjustment of policies and procedures based on student data
<p style="text-align: center;">Area of Focus: Principal effectiveness</p>					
<p>Vision for learning</p>	<p>Principals examine data to identify patterns and trends to guide schoolwide decisions about high-quality instructional programming as part of a vision for learning that</p>	<p>Principals examine data to identify patterns and trends in student growth to guide schoolwide decisions about high-quality instructional programming, but do not examine data about</p>	<p>Principals make schoolwide decisions about high-quality instructional programming, but do not examine data about student and faculty</p>	<p>Principals do not examine data to ensure the quality of instructional programming as part of a vision for learning that</p>	<p>Evidence that the following data-informed practices are used to create ownership and shared responsibility in learning:</p> <ul style="list-style-type: none"> • principal evaluation, support,

	<p>prioritizes student and faculty growth.</p>	<p>faculty growth to guide decisions.</p>	<p>growth to guide those decisions.</p>	<p>prioritizes student and faculty growth.</p>	<p>and development plans</p> <ul style="list-style-type: none"> • differentiated coaching/mentoring opportunities for staff to demonstrate growth • use of staff, students, and community engagement data to inform decision making • use of program data to inform decisions about each student, especially historically marginalized student groups
<p><u>Continuous improvement</u></p>	<p>Principals facilitate the <u>continuous improvement</u> process through <i>all</i> of the following skills:</p> <ul style="list-style-type: none"> • Framing a safe environment for change that confronts reality. • Asking tough questions and drawing out issues. • Challenging current procedures. • Fostering collective responsibility for 	<p>Principals facilitate the <u>continuous improvement</u> process through <i>three to four</i> of the following skills:</p> <ul style="list-style-type: none"> • Framing a safe environment for change that confronts reality. • Asking tough questions and drawing out issues. • Challenging current procedures. • Fostering collective responsibility for 	<p>Principals facilitate the <u>continuous improvement</u> process through <i>one to two</i> of the following skills:</p> <ul style="list-style-type: none"> • Framing a safe environment for change that confronts reality. • Asking tough questions and drawing out issues. • Challenging current procedures. 	<p>Principals facilitate the <u>continuous improvement</u> process through <i>none</i> of the following skills:</p> <ul style="list-style-type: none"> • Framing a safe environment for change that confronts reality. • Asking tough questions and drawing out issues. 	<p>Evidence that the following data-informed practices are used to create ownership and shared responsibility in learning:</p> <ul style="list-style-type: none"> • principal evaluation, support, and development plans • differentiated coaching/mentoring opportunities for staff to demonstrate growth • use of staff, students, and community

	<p>implementing the learning and change necessary to improve.</p> <ul style="list-style-type: none"> Engaging the educational community in support of necessary changes. 	<p>implementing the learning and change necessary to improve.</p> <ul style="list-style-type: none"> Engaging the educational community in support of necessary changes. 	<ul style="list-style-type: none"> Fostering collective responsibility for implementing the learning and change necessary to improve. Engaging the educational community in support of necessary changes. 	<ul style="list-style-type: none"> Challenging current procedures. Fostering collective responsibility for implementing the learning and change necessary to improve. Engaging the educational community in support of necessary changes. 	<p>engagement data to inform decision making</p> <ul style="list-style-type: none"> use of program data to inform decisions about each student, especially historically marginalized student groups
<p>Staff support and development</p>	<p>Principals facilitate ongoing dialogue with instructional staff members about specific, actionable, and timely feedback to improve instructional practice, and provide each instructional staff member with the necessary support and development.</p>	<p>Principals provide specific, actionable, and timely feedback to improve instructional practice, and provide each instructional staff member with the necessary support and development, but do not facilitate ongoing dialogue about the feedback.</p>	<p>Principals provide specific, actionable, and timely feedback to improve instructional practice, but do not provide each instructional staff member with the necessary support and development.</p>	<p>Principals do not provide individual instructional staff members with specific, actionable, and timely feedback.</p>	<p>Evidence that the following data-informed practices are used to create ownership and shared responsibility in learning:</p> <ul style="list-style-type: none"> principal evaluation, support, and development plans differentiated coaching/mentoring opportunities for staff to demonstrate growth use of staff, students, and community

					<p>engagement data to inform decision making</p> <ul style="list-style-type: none"> • use of program data to inform decisions about each student, especially historically marginalized student groups
Operations and management	Principals manage the school's physical site to maintain a safe, clean, and healthy learning environment, and use data to monitor and sustain the management process.	Principals manage the school's physical site to maintain a safe, clean, and healthy learning environment, and use data to monitor but not sustain the management process.	Principals manage the school's physical site to maintain a safe, clean, and healthy learning environment, but do not use data to monitor or sustain the management process.	Principals do not manage or monitor the school's physical site to maintain a safe, clean, and healthy learning environment.	<p>Evidence that the following data-informed practices are used to create ownership and shared responsibility in a safe, clean, healthy learning environment:</p> <ul style="list-style-type: none"> • procedures and plans relative to emergency preparedness • written policies and procedures specific to school health • comprehensive support services, including health and social services, are available to students and their families in a timely manner
Culture for learning	Principals confront and eliminate institutional bias and student marginalization by designing culturally responsive protocols and	Principals confront and eliminate institutional bias and student marginalization by designing culturally responsive protocols and	Principals confront and eliminate institutional bias and student marginalization by designing culturally responsive protocols	Principals do not confront and eliminate institutional bias or student marginalization.	<p>Evidence that the following data-informed practices are used to create ownership and shared responsibility in learning:</p>

	<p>practices based on feedback from the educational community to help instructional staff meet the individual needs of students.</p>	<p>practices based on feedback from the educational community, but do not incorporate the feedback to help instructional staff meet the individual needs of students.</p>	<p>and practices, but do not involve the educational community.</p>		<ul style="list-style-type: none"> • principal evaluation, support, and development plans • differentiated coaching/mentoring opportunities for staff to demonstrate growth • use of staff, students, and community engagement data to inform decision making • use of program data to inform decisions about each student, especially historically marginalized student groups
<p>Professional ethics and advocacy</p>	<p>Principals advocate for students, staff, themselves, and the school's educational priorities by leading conversations based on contextual data of the students, staff, building, district, and community.</p>	<p>Principals advocate for students, staff, themselves, and the school's educational priorities by leading conversations based on contextual data of the students, staff, and building, but not the district or community.</p>	<p>Principals advocate for students, staff, themselves, and the school's educational priorities by leading conversations based on contextual data of the students, but not the staff, building, district, or community.</p>	<p>Principals do not engage in conversations about advocacy for students, staff, themselves, or the school's educational priorities with the educational community.</p>	<p>Evidence that the following data-informed practices are used to create ownership and shared responsibility in learning:</p> <ul style="list-style-type: none"> • principal evaluation, support, and development plans • differentiated coaching/mentoring opportunities for staff to demonstrate growth

					<ul style="list-style-type: none">• use of staff, students, and community engagement data to inform decision making• use of program data to inform decisions about each student, especially historically marginalized student groups
--	--	--	--	--	---

Tenet: Student Achievement and Growth

Long-Term Outcome: **School staff use assessments and data to measure and improve student achievement and to inform instruction.**

Dimension	Rate Each Dimension				Sources of Evidence
	4	3	2	1	
Area of Focus: Balanced assessment systems					
Balanced assessment system	Instructional staff use <i>three</i> types of assessments— formative , interim , and summative —in a balanced way by distinguishing which type of assessment is most appropriate for informing different instructional decisions.	Instructional staff use <i>three</i> types of assessments— formative , interim , and summative —but do not use them in a balanced way by distinguishing which type of assessment is most appropriate for informing different instructional decisions.	Instructional staff use <i>two</i> types of assessments— formative , interim , or summative —but do not use them in a balanced way by distinguishing which type of assessment is most appropriate for informing different instructional decisions.	Instructional staff use <i>one</i> type of assessment— formative , interim , or summative —to inform instructional decisions.	<ul style="list-style-type: none"> • Assessment plan written and implemented • Assessment system for instructional purposes • Assessment calendar • Professional learning on data triangulation • PD on assessment literacy
Professional learning for assessment literacy	Instructional staff receive <i>ongoing</i> professional learning, resources, and support for improving assessment literacy and using formative , interim , and summative assessments in a balanced way.	Instructional staff receive <i>ongoing</i> professional learning, resources, and support for improving assessment literacy and using formative , interim , and summative assessments , but there is <i>no focus on how to use them in a balanced way</i> .	Instructional staff receive <i>limited</i> professional learning, resources, and support for improving assessment literacy and using formative , interim , and summative assessments , and there is <i>no focus on how to use them in a balanced way</i> .	Instructional staff <i>do not receive</i> professional learning, resources, or support for improving assessment literacy or use.	<ul style="list-style-type: none"> • Teachers provided regular assessment data and training on analysis • PD on data disaggregation and action • PD on assessment literacy • PD on formative assessment processes

<p>Scheduling assessments and review of data</p>	<p>The school team <i>fully maintains</i> an assessment schedule/calendar for stakeholders. The schedule/calendar includes <i>a timeline</i> for accessing, reviewing, and using assessment data to guide instruction and resources.</p>	<p>The school team <i>partially maintains</i> an assessment administration schedule/calendar for stakeholders. The schedule/calendar includes <i>a timeline</i> for accessing assessment data but <i>does not specify a timeline</i> for reviewing or using data to guide instruction and resources.</p>	<p>The school team <i>is developing</i> an assessment administration schedule/calendar for stakeholders that includes <i>a timeline</i> for accessing, reviewing, or using assessment data to guide instruction and resources.</p>	<p>The school team <i>does not</i> have a clear assessment administration schedule/calendar.</p>	<ul style="list-style-type: none"> • Assessment plan implemented • Assessment calendar
<p>Area of Focus: Assessment quality</p>					
<p>Quality of formative assessment process</p>	<p>Instructional staff <i>implement</i> a formative assessment process (in-the-moment checks for understanding) that is equitable, student focused, and outcomes based, and use formative data to adjust instruction and strategies for individual students.*</p>	<p>Instructional staff <i>implement</i> a formative assessment process that is equitable, student focused, and outcomes based, but do not use formative data to adjust instruction and strategies for individual students.</p>	<p>Instructional staff <i>implement</i> a formative assessment process that is student focused and outcomes based but not equitable, and do not use formative data to adjust instruction and strategies for individual students.</p>	<p>Instructional staff <i>do not implement</i> a formative assessment process.</p>	<ul style="list-style-type: none"> • Assessment audit • Formal and informal student assessments provided • PD on assessment literacy • PD on formative assessment processes
<p>Quality of interim assessments</p>	<p>School leaders and staff vet <i>all</i> interim assessments (e.g., MAP Growth, district-purchased or district-</p>	<p>School leaders and staff vet <i>some</i> interim assessments (e.g., MAP Growth, district-</p>	<p>School leaders and staff <i>do not vet</i> interim assessments (e.g., MAP Growth, district-</p>	<p>School leaders and staff <i>do not provide</i> interim assessments (e.g., MAP</p>	<ul style="list-style-type: none"> • Assessment audit • Formal and informal student assessments provided • PD on assessment literacy

	created) to ensure instructional staff use valid (i.e., accurate), reliable (i.e., consistent), culturally sensitive, and appropriate interim assessments to measure student learning progress and goals.	purchased or district-created) to ensure instructional staff use valid (i.e., accurate), reliable (i.e., consistent), culturally sensitive, and appropriate interim assessments to measure student learning progress and goals.	purchased or district-created) to ensure instructional staff use valid (i.e., accurate), reliable (i.e., consistent), culturally sensitive, and appropriate interim assessments to measure student learning progress and goals.**	Growth, district-purchased or district-created). [add N/A option for schools that don't use interim assessments]	
Curricula and instruction alignment with assessments	School leaders and instructional staff ensure that curricula and instruction align with <i>almost all</i> formative (progress monitoring), interim (screener/diagnostic), and summative (outcomes) assessments (90–100%).	School leaders and instructional staff ensure that curricula and instruction align with <i>most</i> formative , interim , and summative assessments (50–89%).	School leaders and instructional staff ensure that curricula and instruction align with <i>some</i> formative , interim , and summative assessments (20–49%).	School leaders and instructional staff <i>do not</i> ensure that curricula and instruction align with formative , interim , and summative assessments.	<ul style="list-style-type: none"> • Assessment system for instructional purposes • Assessment audit • Data use framework embedded in teacher instruction and planning
* See ASCD's What Teachers Really Need to Know About Formative Assessment .					
** See the Strengthening Claims-based Interpretations and Uses of Local and Large-scale Science Assessment Scores (SCILLSS) resource page for assessment review support .					

Area of Focus: Assessment and data use

Student assessment participation	Instructional staff guide students in setting performance goals, evaluating how they perform on assessments, and determining what action steps they need to take to improve and advance toward their goals.	Instructional staff guide students in setting performance goals and evaluating how they perform on assessments, but do not work with students in determining what action steps they need to take to improve and advance toward their goals.	Instructional staff do not guide students in setting performance goals, but support students in evaluating how they perform on assessments.	Instructional staff do not guide students in setting performance goals, evaluating how they perform on assessments, or planning for improvement.	<ul style="list-style-type: none"> ● Observations between teachers and students ● Celebrations of learning/attendance/growth/behavior ● Parents and students meet annually with teachers to set and support individual learning goals. ● Student surveys/Student interviews ● Student data books, notes, wall, other system for ongoing use of data
Sharing assessment results	School leaders and instructional staff share assessment information and results in a <i>consistent, reasonable time frame and purposeful manner</i> with <i>instructional staff and administrators, students, parents, and the community at large</i> . Student anonymity is protected for community audiences.	School leaders and instructional staff share assessment information and results in a <i>consistent, reasonable time frame</i> with <i>instructional staff and administrators, students, and parents only</i> .	School leaders and instructional staff share assessment information and results with <i>instructional staff and administrators and parents only</i> .	School leaders and instructional staff share assessment information and results with <i>instructional staff and administrators only</i> .	<ul style="list-style-type: none"> ● Data dashboard or other evidence that user-friendly data is shared in a timely and usable format with teachers. ● Gap analysis documentation/data is available for all staff ● Teachers provided regular assessment data and training on analysis ● Minutes of School Improvement Team meetings showing parents as members of the team during data discussions. ● Evidence of reporting data to community

Tenet: Postsecondary, Career, and Civic Ready

Long-Term Outcome: **Every student upon completion of secondary education is prepared for postsecondary education, career, and civic opportunities.**

Dimension	Rate Each Dimension				Sources of Evidence
	4	3	2	1	
Area of Focus: Curriculum and instructional materials aligned to content area standards					
<u>Instructional materials and curriculum</u>	School leaders and staff implement high-quality instructional materials and have a <i>fully</i> developed curriculum for all content areas included in elementary, middle, and high school instructional programs.	School leaders and staff implement instructional materials that are <i>mostly</i> high quality and have a <i>fully</i> developed curriculum for <i>most</i> content areas included in elementary, middle, and high school instructional programs.	School leaders and staff implement instructional materials that are <i>minimally</i> high quality and have a <i>partially</i> developed curriculum for <i>most</i> content areas included in elementary, middle, and high school instructional programs.	School leaders and staff implement instructional materials that are <i>not</i> high quality and have a <i>minimally</i> developed curriculum for <i>some</i> content areas included in elementary, middle, and high school instructional programs.	<ul style="list-style-type: none"> • Written Curricula • Curriculum Map (should contain connections to state academic standards) • Physical/online curricula for all disciplines with academic standards • Curriculum adoption process includes a focus on alignment to state standards (content and ELP) • Adoption cycle reflects what actually happened/occurred • Independent alignment review (e.g., EdReports, EQUiP Rubric, IMET Rubric, etc.)
<u>Content area standards alignment*</u>	School leaders and staff implement a locally determined curriculum based on district-approved standards for <i>all</i> content	School leaders and staff implement a locally determined curriculum based <i>mostly</i> on district-approved standards for <i>most</i>	School leaders and staff implement a curriculum based <i>partially</i> on district-approved standards for <i>most</i>	School leaders and staff implement a curriculum based <i>minimally</i> on district-approved	<ul style="list-style-type: none"> • Written Curricula • Curriculum Map (should contain connections to state academic standards)

	<p>areas included in elementary, middle, and high school instructional programs.</p>	<p>content areas included in elementary, middle, and high school instructional programs.</p>	<p>content areas included in elementary, middle, and high school instructional programs.</p>	<p>standards for <i>some</i> content areas included in elementary, middle, and high school instructional programs.</p>	<ul style="list-style-type: none"> ● Physical/online curricula for all disciplines with academic standards ● Curriculum adoption process includes a focus on alignment to state standards (content and ELP) ● Adoption cycle reflects what actually happened/occurred ● Independent alignment review (e.g., EdReports, EQulP Rubric, IMET Rubric, etc.)
<p>English language proficiency standards alignment**</p>	<p>School leaders and staff <i>fully</i> align (90–100%) EL and content curricula with the Nebraska English Language Proficiency standards.</p>	<p>School leaders and staff <i>partially</i> align (50–89%) EL and content curricula with the Nebraska English Language Proficiency standards.</p>	<p>School leaders and staff <i>somewhat</i> align (20–49%) EL and content curricula with the Nebraska English Language Proficiency standards.</p>	<p>School leaders and staff <i>minimally</i> align (less than 20%) EL and content curricula with the Nebraska English Language Proficiency standards.</p>	<ul style="list-style-type: none"> ● Written Curricula ● Curriculum Map (should contain connections to state academic standards) ● Physical/online curricula for all disciplines with academic standards ● Curriculum adoption process includes a focus on alignment to state standards (content and ELP) ● Adoption cycle reflects what actually happened/occurred ● Independent alignment review

					(e.g., EdReports, EQUiP Rubric, IMET Rubric, etc.)
Instructional materials selection process***	School leaders and staff use a clearly defined and transparent process, aligned with guidance from the Nebraska Instructional Material Collaborative, to develop, modify, review, and select high-quality instructional materials, and the process is codified in school policy.	School leaders and staff use a process to develop, modify, review, and select high-quality instructional materials, but the process is not clearly defined and/or is not aligned with guidance from the Nebraska Instructional Material Collaborative. The process is codified in school policy.	School leaders and staff use a process to develop, modify, review, and select high-quality instructional materials, but the process is not clearly defined or aligned with guidance from the Nebraska Instructional Material Collaborative. The process is not codified in school policy.	School leaders and staff lack a process to develop, modify, review, and select high-quality instructional materials.	<ul style="list-style-type: none"> • Schedule of Curriculum Adoption along with Process and Criteria for Selecting Curriculum (should be in place for each discipline) • Adoption process is available/accessible to the public • Revision cycle is public and includes multiple year cycle • Adoption process includes a focus on alignment to state standards (content and ELP) • Adoption cycle reflects what actually happened/occurred • Policies and procedures
Career readiness standards integration	<i>All</i> teachers (90–100%) fully integrate all the Nebraska Career Readiness Standards into their instruction.	<i>Most</i> teachers (50–89%) fully integrate all the Nebraska Career Readiness Standards into their instruction.	<i>Some</i> teachers (20–49%) fully integrate all the Nebraska Career Readiness Standards into their instruction.	<i>Few</i> teachers (less than 20%) fully integrate all the Nebraska Career Readiness Standards into their instruction.	<ul style="list-style-type: none"> • Written Curricula • Curriculum Map (should contain connections to state academic standards) • Grade level or content meeting minutes • Master schedule includes all disciplines with

					<p>academic standards for all grade levels</p> <ul style="list-style-type: none"> ● Pacing guides are available for all disciplines with academic standards ● Scope and sequence resources are provided for all disciplines with academic standards ● Coding and standards are present in all resources supporting disciplines with academic standards
<p>Career and technical education (CTE) programs of study</p>	<p>School leaders and staff prepare students for current and future workforce and economic needs by providing state model programs of study in CTE that are aligned to local workforce needs and H3 factors (high wage, high skills, and high demand). The school reviews workforce and economic data at least every two years to evaluate the effectiveness of the programs of study and ensure that they are aligned to local workforce needs and H3 factors.</p>	<p>School leaders and staff prepare students for current and future workforce and economic needs by providing state model programs of study in CTE that are aligned to local workforce needs and H3 factors (high wage, high skills, and high demand). The school does not have a process in place to review workforce and economic data to evaluate the effectiveness of the programs of study and ensure that they are aligned to local workforce needs and H3 factors.</p>	<p>School leaders and staff prepare students for current and future workforce and economic needs by offering CTE courses, but do not offer a state model program of study.</p>	<p>School leaders and staff do not offer any CTE courses.</p> <p>[Add N/A option for elementary schools]</p>	<ul style="list-style-type: none"> ● Content area meeting minutes ● Master schedule includes CTE courses and state model programs of study ● Advisory Committee meeting minutes ● CTE reVISION needs assessment results
<p>* See Content Area Standards.</p>					

[** See English Language Proficiency Standards.](#)

[*** See the Nebraska Instructional Materials Collaborative for guidance on the selection process.](#)

Area of Focus: **Support for career self-awareness, exploration, planning, and management**

<p>Career self-awareness</p>	<p>School leaders and staff implement a systematic process to ensure that <i>almost all</i> students (90–100%) are provided with grade-level appropriate career self-awareness and academic and career assessment opportunities aligned with the Nebraska Career Development Model* (e.g., self-reflections, strength and interest inventories, transcript reviews).</p>	<p>School leaders and staff implement a systematic process to ensure that <i>most</i> students (50–89%) are provided with grade-level appropriate career self-awareness and academic and career assessment opportunities aligned with the Nebraska Career Development Model (e.g., self-reflections, strength and interest inventories, transcript reviews).</p>	<p>School leaders and staff implement a systematic process to ensure that <i>some</i> students (20–49%) are provided with grade-level appropriate career self-awareness and academic and career assessment opportunities aligned with the Nebraska Career Development Model (e.g., self-reflections, strength and interest inventories, transcript reviews).</p>	<p>School leaders and staff implement a process that provides <i>few</i> students (less than 20%) with grade-level appropriate career self-awareness and academic and career assessment opportunities aligned with the Nebraska Career Development Model (e.g., self-reflections, strength and interest inventories, transcript reviews).</p>	<ul style="list-style-type: none"> ● Parents and students meet annually with their teachers to set and support individual learning goals. ● Career readiness standards and skill development curriculum ● Student surveys/Student interviews ● Student reflection of their own academic transcript in relation to college and career goals ● Formal and informal assessment and student self-reflection fo career readiness skill attainment ● School access to labor market data ● Internships and/or apprenticeships ● Master calendar ● Student participation rates in CTE courses ● Individualized learning plans
-------------------------------------	--	--	--	---	---

					<ul style="list-style-type: none"> • Career exploratory curriculum or programs • Field trips • Exploratory classes
Career exploration	School leaders and staff implement a systematic process to ensure that <i>almost all</i> students (90–100%) are provided with grade-level appropriate career and labor market exploration and workplace experience opportunities aligned with the Nebraska Career Development Model.	School leaders and staff implement a systematic process to ensure that <i>most</i> students (50–89%) students are provided with grade-level appropriate career and labor market exploration and workplace experience opportunities aligned with the Nebraska Career Development Model.	School leaders and staff implement a systematic process to ensure that <i>some</i> students (20–49%) students are provided with grade-level appropriate career and labor market exploration and workplace experience opportunities aligned with the Nebraska Career Development Model.	School leaders and staff implement a process that provides <i>few</i> students (less than 20%) with grade-level appropriate career and labor market exploration and workplace experience opportunities aligned with the Nebraska Career Development Model.	<ul style="list-style-type: none"> • Availability of valid and reliable career/occupation information
Career planning and management	School leaders and staff implement a systematic process to ensure that <i>almost all</i> students (90–100%) are provided with Nebraska Career Development Model-aligned, grade-level appropriate opportunities to explore college and career options and develop a personal learning plan to access postsecondary education or training aligned with their college and career plans.	School leaders and staff implement a systematic process to ensure that <i>most</i> students (50–89%) are provided with Nebraska Career Development Model-aligned, grade-level appropriate opportunities to explore college and career options and develop a personal learning plan to access postsecondary education or training aligned with their college and career plans.	School leaders and staff implement a systematic process to ensure that <i>some</i> students (20–49%) are provided with Nebraska Career Development Model-aligned, grade-level appropriate opportunities to explore college and career options and develop a personal learning plan to access postsecondary education or training aligned with their	School leaders and staff implement a process that provides <i>few</i> students (less than 20%) with Nebraska Career Development Model-aligned, grade-level appropriate opportunities to explore college and career options and develop a personal learning plan to access	<ul style="list-style-type: none"> • Curriculum and opportunities to discover all options of postsecondary education, how to access higher education, how to access higher education options along with financial aid to pay for it • Curricula on job search skills, applications, resumes, interviewing skills, presentations, portfolio development, etc.

			college and career plans.	postsecondary education or training aligned with their college and career plans.	for current workplaces.
Community and workforce partnerships	School leaders and staff partner with local business and industry to provide <i>almost all</i> students (90–100%) with expanded learning opportunities that help identify high-wage, high-skill, and high-demand (H3) career opportunities in Nebraska and develop workplace skills. These opportunities cover <i>all</i> career fields from the Nebraska Career Education Model and offer learning formats <i>appropriate</i> for the learning objective, such as career and technical student organizations, expanded learning opportunities, career-related field trips, service learning, job shadowing, and internships.	School leaders and staff partner with local business and industry to provide <i>most</i> students (50–89%) with expanded learning opportunities that help identify high-wage, high-skill, and high-demand (H3) career opportunities in Nebraska and develop workplace skills. These opportunities cover <i>most</i> career fields from the Nebraska Career Education Model and offer learning formats <i>appropriate</i> for the learning objective, such as career and technical student organizations, expanded learning opportunities, career-related field trips, service learning, job shadowing, and internships.	School leaders and staff partner with local business and industry to provide <i>some</i> students (20–49%) with expanded learning opportunities that help identify high-wage, high-skill, and high-demand (H3) career opportunities in Nebraska and develop workplace skills. These opportunities cover <i>some</i> career fields from the Nebraska Career Education Model, but learning formats are <i>not appropriate</i> for the learning objective.	School leaders and staff partner with local business and industry to provide <i>few</i> students (less than 20%) with expanded learning opportunities that help identify high-wage, high-skill, and high-demand (H3) career opportunities in Nebraska and develop workplace skills. These opportunities cover <i>a few</i> career fields from the Nebraska Career Education Model.	<ul style="list-style-type: none"> • Staff and stakeholder surveys • Meeting notes/minutes from stakeholder meetings
Career counseling support	<i>Almost all</i> students (90–100%) have access to personalized career counseling aligned with the Nebraska Career Education Model that provides direction and support for career awareness, course	<i>Most</i> students (50–89%) have access to personalized career counseling aligned with the Nebraska Career Education Model that provides direction and support for career awareness, course selection,	<i>Some</i> students (20–49%) have access to personalized career counseling aligned with the Nebraska Career Education Model that provides direction and support for career	<i>Few</i> students (less than 20%) have access to personalized career counseling aligned with the Nebraska Career Education Model that	<ul style="list-style-type: none"> • Staff and stakeholder surveys • Student surveys/Student interviews • Professional learning • Externships

	selection, and expanded learning opportunities.	and expanded learning opportunities.	awareness, course selection, and expanded learning opportunities.	provides direction and support for career awareness, course selection, and expanded learning opportunities.	<ul style="list-style-type: none"> • Student counselor ratio of at most 250:1 (ACSA - American School Counselor Association) • District's planned amount of time and access for career counseling to occur
* See the Nebraska Career Development Model.					
Area of Focus: Support for career self-awareness, exploration, planning, and management					
Career self-awareness	School leaders and staff implement a systematic process to ensure that <i>almost all</i> students (90–100%) are provided with grade-level appropriate career self-awareness and academic and career assessment opportunities aligned with the Nebraska Career Development Model* (e.g., self-reflections, strength and interest inventories, transcript reviews).	School leaders and staff implement a systematic process to ensure that <i>most</i> students (50–89%) are provided with grade-level appropriate career self-awareness and academic and career assessment opportunities aligned with the Nebraska Career Development Model (e.g., self-reflections, strength and interest inventories, transcript reviews).	School leaders and staff implement a systematic process to ensure that <i>some</i> students (20–49%) are provided with grade-level appropriate career self-awareness and academic and career assessment opportunities aligned with the Nebraska Career Development Model (e.g., self-reflections, strength and interest inventories, transcript reviews).	School leaders and staff implement a process that provides <i>few</i> students (less than 20%) with grade-level appropriate career self-awareness and academic and career assessment opportunities aligned with the Nebraska Career Development Model (e.g., self-reflections, strength and interest inventories, transcript reviews).	<ul style="list-style-type: none"> • Parents and students meet annually with their teachers to set and support individual learning goals. • Career readiness standards and skill development curriculum • Student surveys/Student interviews • Student reflection of their own academic transcript in relation to college and career goals • Formal and informal assessment and student self-reflection fo career

					<p>readiness skill attainment</p> <ul style="list-style-type: none"> • School access to labor market data • Internships and/or apprenticeships • Master calendar • Student participation rates in CTE courses • Individualized learning plans • Career exploratory curriculum or programs • Field trips • Exploratory classes
Career exploration	School leaders and staff implement a systematic process to ensure that <i>almost all</i> students (90–100%) are provided with grade-level appropriate career and labor market exploration and workplace experience opportunities aligned with the Nebraska Career Development Model.	School leaders and staff implement a systematic process to ensure that <i>most</i> students (50–89%) students are provided with grade-level appropriate career and labor market exploration and workplace experience opportunities aligned with the Nebraska Career Development Model.	School leaders and staff implement a systematic process to ensure that <i>some</i> students (20–49%) students are provided with grade-level appropriate career and labor market exploration and workplace experience opportunities aligned with the Nebraska Career Development Model.	School leaders and staff implement a process that provides <i>few</i> students (less than 20%) with grade-level appropriate career and labor market exploration and workplace experience opportunities aligned with the Nebraska Career Development Model.	<ul style="list-style-type: none"> • Availability of valid and reliable career/occupation information
Career planning and management	School leaders and staff implement a systematic process to ensure that <i>almost all</i> students (90–	School leaders and staff implement a systematic process to ensure that <i>most</i> students (50–89%) are	School leaders and staff implement a systematic process to ensure that <i>some</i> students (20–	School leaders and staff implement a process that provides <i>few</i>	<ul style="list-style-type: none"> • Curriculum and opportunities to discover all options of postsecondary

	<p>100%) are provided with Nebraska Career Development Model-aligned, grade-level appropriate opportunities to explore college and career options and develop a personal learning plan to access postsecondary education or training aligned with their college and career plans.</p>	<p>provided with Nebraska Career Development Model-aligned, grade-level appropriate opportunities to explore college and career options and develop a personal learning plan to access postsecondary education or training aligned with their college and career plans.</p>	<p>49%) are provided with Nebraska Career Development Model-aligned, grade-level appropriate opportunities to explore college and career options and develop a personal learning plan to access postsecondary education or training aligned with their college and career plans.</p>	<p>students (less than 20%) with Nebraska Career Development Model-aligned, grade-level appropriate opportunities to explore college and career options and develop a personal learning plan to access postsecondary education or training aligned with their college and career plans.</p>	<p>education, how to access higher education, how to access higher education options along with financial aid to pay for it</p> <ul style="list-style-type: none"> • Curricula on job search skills, applications, resumes, interviewing skills, presentations, portfolio development, etc. for current workplaces.
<p>Community and workforce partnerships</p>	<p>School leaders and staff partner with local business and industry to provide <i>almost all</i> students (90–100%) with expanded learning opportunities that help identify high-wage, high-skill, and high-demand (H3) career opportunities in Nebraska and develop workplace skills. These opportunities cover <i>all</i> career fields from the Nebraska Career Education Model and offer learning formats <i>appropriate</i> for the learning objective, such as career and technical student organizations,</p>	<p>School leaders and staff partner with local business and industry to provide <i>most</i> students (50–89%) with expanded learning opportunities that help identify high-wage, high-skill, and high-demand (H3) career opportunities in Nebraska and develop workplace skills. These opportunities cover <i>most</i> career fields from the Nebraska Career Education Model and offer learning formats <i>appropriate</i> for the learning objective, such as career and technical student organizations, expanded</p>	<p>School leaders and staff partner with local business and industry to provide <i>some</i> students (20–49%) with expanded learning opportunities that help identify high-wage, high-skill, and high-demand (H3) career opportunities in Nebraska and develop workplace skills. These opportunities cover <i>some</i> career fields from the Nebraska Career Education Model, but learning formats are <i>not</i></p>	<p>School leaders and staff partner with local business and industry to provide <i>few</i> students (less than 20%) with expanded learning opportunities that help identify high-wage, high-skill, and high-demand (H3) career opportunities in Nebraska and develop workplace skills. These opportunities cover <i>a few</i> career fields from the</p>	<ul style="list-style-type: none"> • Staff and stakeholder surveys • Meeting notes/minutes from stakeholder meetings

	expanded learning opportunities, career-related field trips, service learning, job shadowing, and internships.	learning opportunities, career-related field trips, service learning, job shadowing, and internships.	<i>appropriate</i> for the learning objective.	Nebraska Career Education Model.	
Career counseling support	<i>Almost all</i> students (90–100%) have access to personalized career counseling aligned with the Nebraska Career Education Model that provides direction and support for career awareness, course selection, and expanded learning opportunities.	<i>Most</i> students (50–89%) have access to personalized career counseling aligned with the Nebraska Career Education Model that provides direction and support for career awareness, course selection, and expanded learning opportunities.	<i>Some</i> students (20–49%) have access to personalized career counseling aligned with the Nebraska Career Education Model that provides direction and support for career awareness, course selection, and expanded learning opportunities.	<i>Few</i> students (less than 20%) have access to personalized career counseling aligned with the Nebraska Career Education Model that provides direction and support for career awareness, course selection, and expanded learning opportunities.	<ul style="list-style-type: none"> • Staff and stakeholder surveys • Student surveys/Student interviews • Professional learning • Externships • Student counselor ratio of at most 250:1 (ACSA - American School Counselor Association) • District’s planned amount of time and access for career counseling to occur

* [See the Nebraska Career Development Model.](#)

Area of Focus: Workplace learning

Workplace learning experiences	School leaders and staff provide a continuum of workplace learning experiences that enhances <i>all</i> students’ (90–100%) career and technical readiness skills by helping students strengthen employability skills, identify alignment with coursework, explore career	School leaders and staff provide a continuum of workplace learning experiences that enhances <i>most</i> students’ (50–89%) career and technical readiness skills by helping students strengthen employability skills, identify alignment with coursework, explore career options,	School leaders and staff provide a continuum of workplace learning experiences that enhances <i>some</i> students’ (20–49%) career and technical readiness skills by helping students strengthen employability skills,	School leaders and staff do not provide a continuum of workplace learning experiences. [Add N/A option for elementary schools]	<ul style="list-style-type: none"> • Curriculum • Teaching plans • Classroom observation • Post-experience evaluation forms (of students, by teachers AND of employers, by students)
---------------------------------------	---	--	--	---	--

	<p>options, enhance personal finance knowledge and skills, foster positive relationships with adults, observe all aspects of a company's operation, and develop an awareness of the requirements of careers.</p>	<p>enhance personal finance knowledge and skills, foster positive relationships with adults, observe all aspects of a company's operation, and develop an awareness of the requirements of careers.</p>	<p>identify alignment with coursework, explore career options, enhance personal finance knowledge and skills, foster positive relationships with adults, observe all aspects of a company's operation, and develop an awareness of the requirements of careers.</p>		
<p>Partner engagement in CTE</p>	<p>School leaders and staff <i>regularly</i> engage with secondary, postsecondary, and business/industry representatives to ensure that CTE programs of study develop a robust and up-to-date skill set that is aligned with business/industry standards <i>and</i> to recruit and retain employers to provide opportunities for students to develop and demonstrate workplace skills.</p>	<p>School leaders and staff <i>often</i> engage with secondary, postsecondary, and business/industry representatives to ensure that CTE programs of study develop a robust and up-to-date skill set that is aligned with business/industry standards <i>and</i> to recruit and retain employers to provide opportunities for students to develop and demonstrate workplace skills.</p>	<p>School leaders and staff <i>rarely</i> engage with secondary, postsecondary, and business/industry representatives to ensure that CTE programs of study develop a robust and up-to-date skill set that is aligned with business/industry standards or to recruit and retain employers to provide opportunities for students to develop and demonstrate workplace skills</p>	<p>School leaders and staff <i>never</i> engage with secondary, postsecondary, and business/industry representatives and <i>do not</i> ensure a robust and up-to-date skill set that is aligned with business/industry standards is developed in CTE programs of study. School leaders and staff <i>do not</i> implement strategies to recruit and retain employers to provide opportunities for students to develop and</p>	<ul style="list-style-type: none"> ● Staff and partner surveys ● Meeting notes/minutes from partner meetings

				demonstrate workplace skills [Add N/A option for elementary schools]	
--	--	--	--	--	--

Area of Focus: **Civic readiness**

<p style="text-align: center;">Civic-ready students</p>	<p>School leaders and staff provide multiple opportunities for <i>all</i> students (90–100%) to acquire the knowledge, skills, actions, and dispositions needed to be civic-ready students who responsibly engage and participate in their communities.</p>	<p>School leaders and staff provide multiple opportunities for <i>most</i> students (50–89%) to acquire the knowledge, skills, actions, and dispositions needed to be civic-ready students who responsibly engage and participate in their communities.</p>	<p>School leaders and staff provide multiple opportunities for <i>some</i> students (20–49%) to acquire the knowledge, skills, actions, and dispositions needed to be civic-ready students who responsibly engage and participate in their communities.</p>	<p>School leaders and staff provide multiple opportunities for <i>few</i> students (less than 20%) to acquire the knowledge, skills, actions, and dispositions needed to be civic-ready students who responsibly engage and participate in their communities.</p>	<ul style="list-style-type: none"> ● Written curricula ● Lesson plans ● Classroom observations
<p style="text-align: center;">Provision of <u>character education</u></p>	<p>School leaders and staff <i>fully integrate</i> <u>character education</u> into the curriculum and teach, model, and integrate <u>character education</u> into <i>almost all</i> contexts of the school environment to promote the core principles of fairness, responsibility, moral courage, ethical decision-making, openness, self-knowledge, and purpose</p>	<p>School leaders and staff <i>partially integrate</i> <u>character education</u> into the curriculum and teach, model, and integrate <u>character education</u> into <i>most, but not all</i> contexts of the school environment to promote the core principles of fairness, responsibility, moral courage, ethical decision-making, openness, self-knowledge, and purpose.</p>	<p>School leaders and staff <i>minimally integrate</i> <u>character education</u> into the curriculum and teach, model, and integrate <u>character education</u> into <i>some</i> contexts of the school environment to promote the core principles of fairness, responsibility, moral courage, ethical decision-making, openness, self-knowledge, and purpose.</p>	<p>School leaders and staff <i>do not integrate</i> <u>character education</u> into the curriculum, nor is it integrated into the school environment.</p>	<ul style="list-style-type: none"> ● Classroom environment audits for evidence of high expectations ● Classroom policies and procedures ● 21st Century Learning, after school activities, extra-curricular activities ● Adults and students can be observed supporting and encouraging respectful and collaborative behavior. ● List of implemented

					character education programs <ul style="list-style-type: none">• Partnerships with community
--	--	--	--	--	--

Domain: **Leadership**

Long-Term Outcome: **School systems are led by strong leaders who possess the knowledge, skills, and mindsets to achieve educational equity.**

Dimension	Rate Each Dimension				Sources of Evidence
	4	3	2	1	
Area of Focus: Instructional leadership					
Instructional leadership development and support	School leaders identify instructional leaders, provide ongoing training, give opportunities for practice, and provide feedback on the quality of their instructional leadership to support improvement.	School leaders identify instructional leaders, provide ongoing training, and give opportunities for practice, but do not provide feedback on the quality of their instructional leadership to support improvement.	School leaders identify instructional leaders and provide ongoing training but do not give opportunities for practice or provide feedback on the quality of their instructional leadership to support improvement.	School leaders identify instructional leaders, but do not provide ongoing training, give opportunities for practice, or provide feedback on the quality of their instructional leadership to support improvement.	<ul style="list-style-type: none"> ● Calendar of Professional Learning Events (Can include professional learning objectives for each event(s) and target audience) ● Leaders professional learning plans ● Evidence of opportunities to practice instructional leadership (e.g., PLC facilitation, peer observations, instructional practice modeling) ● Coaching logs ● Observation notes

<p>Professional learning for instructional leadership</p>	<p>School leaders collaboratively implement a systematic and data-informed process to determine, plan, and adjust professional learning opportunities for instructional leadership.</p>	<p>School leaders collaboratively implement a systematic process to determine, plan, and adjust professional learning opportunities for instructional leadership, but the process is not data informed.</p>	<p>School leaders implement a process to determine, plan, and adjust professional learning for instructional leadership, but the process is neither systematic nor data informed.</p>	<p>School leaders do not implement a process to determine, plan, and adjust professional learning opportunities for instructional leadership.</p>	<ul style="list-style-type: none"> ● Data collection mechanism (e.g., observation notes, feedback forms, survey) to assess professional learning needs ● Data reports and summaries of professional learning needs ● Meeting schedule, agendas, and notes or other evidence of data-informed reviews of teachers professional learning plans ● Calendar of Professional Learning Events (Can include professional learning objectives for each event(s) and target audience) ● Roster of participants in collaborative planning process
--	---	---	---	---	--

<p style="text-align: center;">Student support implementation</p>	<p>School leaders support MTSS implementation in order to identify and respond to the needs of all students by exhibiting <i>all</i> of the following:</p> <ul style="list-style-type: none"> ● Facilitating shared leadership in decision-making. ● Ensuring staff have access to relevant student data. ● Building staff capacity for data-based problem-solving. ● Creating structured time for MTSS meetings. ● Allocating resources to support evidence-based instruction and intervention. 	<p>School leaders support MTSS implementation in order to identify and respond to the needs of all students by exhibiting <i>three or four</i> of the following:</p> <ul style="list-style-type: none"> ● Facilitating shared leadership in decision-making. ● Ensuring staff have access to relevant student data. ● Building staff capacity for data-based problem-solving. ● Creating structured time for MTSS meetings. ● Allocating resources to support evidence-based instruction and intervention. 	<p>School leaders support MTSS implementation in order to identify and respond to the needs of all students by exhibiting <i>one or two</i> of the following:</p> <ul style="list-style-type: none"> ● Facilitating shared leadership in decision-making. ● Ensuring staff have access to relevant student data. ● Building staff capacity for data-based problem-solving. ● Creating structured time for MTSS meetings. ● Allocating resources to support evidence-based instruction and intervention. 	<p>School leaders support MTSS implementation in order to identify and respond to the needs of all students, but <i>do not exhibit any</i> of the following:</p> <ul style="list-style-type: none"> ● Facilitating shared leadership in decision-making. ● Ensuring staff have access to relevant student data. ● Building staff capacity for data-based problem-solving. ● Creating structured time for MTSS meetings. ● Allocating resources to support evidence-based instruction and intervention. 	<ul style="list-style-type: none"> ● Documentation of MTSS team members, roles, and contributions to decision making ● School-level data infrastructure for sharing data ● Training on access to student data ● Evidence of communication (e.g., meeting notes, weekly newsletters) about importance of using student data ● Participation in NeMTSS System Build training ● MTSS weekly meeting schedule ● Resource allocation plan
<p>Area of Focus: Community and relationship builder</p>					
<p style="text-align: center;">Student and staff culture</p>	<p>School leaders <i>confront and take actions</i> to eliminate institutional biases and student marginalization to promote a positive student and staff culture.</p>	<p>School leaders <i>confront</i> institutional biases and student marginalization, but do not take effective actions to eliminate them.</p>	<p>School leaders <i>acknowledge</i> institutional biases and student marginalization, but do not confront them or take actions to eliminate them.</p>	<p>School leaders <i>do not acknowledge</i> institutional biases and student marginalization that affect student and staff culture.</p>	<ul style="list-style-type: none"> ● Documentation of modeling culturally responsive leadership (e.g., using inclusive, culturally-appropriate language in communication to parents, staff, and students)

					<ul style="list-style-type: none"> ● Action plan for student and staff culture ● Student and staff handbooks ● Student and staff surveys
Collaboration to build capacity and sustainability	School leaders create collaboration time for staff to <i>sustain</i> shared respect and collective responsibility in meeting student and staff personal learning goals.	School leaders create collaboration time for staff to <i>develop</i> shared respect and collective responsibility for meeting student and staff personal learning goals.	School leaders create collaboration time for staff, but it is not used to develop shared respect and collective responsibility for meeting student and staff personal learning goals.	School leaders do not create collaboration time to build staff capacity for sharing respect and taking collective responsibility.	<ul style="list-style-type: none"> ● Schedule for collaborative time ● Meeting agenda and notes ● Groups norms and protocols ● Evidence of modeling shared respect and assuming collective responsibility ● Student and staff surveys that measure shared respect and collective responsibility
Vision and mission of learning	<p>School leaders lead the education community in upholding and sharing the vision and mission for learning and ensure <i>all</i> the following align to them:</p> <ul style="list-style-type: none"> ● Culturally responsive practices. ● Professional learning opportunities and established outcomes. 	<p>School leaders lead the education community in upholding and sharing the vision, mission, and goals for learning and ensure <i>three or four</i> of the following align to them:</p> <ul style="list-style-type: none"> ● Culturally responsive practices. ● Professional learning opportunities and established outcomes. 	<p>School leaders lead the education community in upholding and sharing the vision, mission, and goals for learning and ensure <i>one or two</i> of the following align to them:</p> <ul style="list-style-type: none"> ● Culturally responsive practices. ● Professional learning opportunities and established outcomes. ● Student systems of support (e.g., MTSS). 	<p>School leaders lead the education community in upholding and sharing the vision, mission, and goals for learning, but <i>none</i> of the following align to them:</p> <ul style="list-style-type: none"> ● Culturally responsive practices. ● Professional learning opportunities and established outcomes. 	<ul style="list-style-type: none"> ● written vision, mission, and core belief statements ● meeting notes/minutes from stakeholder, Leadership Team & staff meetings ● evidence of vision, mission, and core beliefs posted in office areas and classrooms ● staff and stakeholder surveys

	<ul style="list-style-type: none"> ● Student systems of support (e.g., MTSS). ● Data-based decision-making processes. ● Local school improvement goals. 	<ul style="list-style-type: none"> ● Student systems of support (e.g., MTSS). ● Data-based decision-making processes. ● Local school improvement goals. 	<ul style="list-style-type: none"> ● Data-based decision-making processes. ● Local school improvement goals. 	<ul style="list-style-type: none"> ● Student systems of support (e.g., MTSS). ● Data-based decision-making processes. ● Local school improvement goals. 	
Area of Focus: Improvement and resource management leader					
Distributive leadership	<p>School leaders implement distributive leadership practices through <i>all</i> of the following:</p> <ul style="list-style-type: none"> ● Developing leadership capacity among staff. ● Collecting perceptual data to give staff voice in decision-making. ● Engaging staff in decision-making processes. ● Tasking staff teams with planning and implementing school initiatives and processes. ● Organizing leadership teams to facilitate critical school responsibilities (e.g., school 	<p>School leaders implement distributive leadership practices through <i>three or four</i> of the following:</p> <ul style="list-style-type: none"> ● Developing leadership capacity among staff. ● Collecting perceptual data to give staff voice in decision-making. ● Engaging staff in decision-making processes. ● Tasking staff teams with planning and implementing school initiatives and processes. ● Organizing leadership teams to facilitate critical school responsibilities (e.g., school 	<p>School leaders implement distributive leadership practices through <i>one or two</i> of the following:</p> <ul style="list-style-type: none"> ● Developing leadership capacity among staff. ● Collecting perceptual data to give staff voice in decision-making. ● Engaging staff in decision-making processes. ● Tasking staff teams with planning and implementing school initiatives and processes. ● Organizing leadership teams to facilitate critical school responsibilities (e.g., school 	<p>School leaders do not implement <i>any</i> of the following distributive leadership practices:</p> <ul style="list-style-type: none"> ● Developing leadership capacity among staff. ● Collecting perceptual data to give staff voice in decision-making. ● Engaging staff in decision-making processes. ● Tasking staff teams with planning and implementing school initiatives and processes. ● Organizing leadership teams to facilitate critical school responsibilities (e.g., school budget, resource 	<ul style="list-style-type: none"> ● Calendar of professional learning events focused on budgeting, resource allocation, specific school initiatives, etc. ● Leaders professional learning plans ● Staff survey ● Documentation of staff contributions to decision making ● Roster of participants in decision-making process ● Staff team member list, their roles, and team plans for implementing school initiatives

	budget, resource allocation, schedule).	budget, resource allocation, schedule).	budget, resource allocation, schedule).	allocation, schedule).	
Systems leadership	<p>School leaders use a systems approach that concentrates on how interconnected school components need to work together in order for the whole of the school to improve and function successfully by doing <i>all</i> of the following:</p> <ul style="list-style-type: none"> ● Facilitating systemic and ongoing coordination of curriculum design and implementation across content areas, grade levels (i.e., horizontal and vertical interconnections), instruction and assessment practices, and policy issues. ● Facilitating collaborative learning among teachers so that they see 	<p>School leaders use a systems approach that concentrates on how interconnected school components need to work together in order for the whole of the school to improve and function successfully by doing <i>three to four</i> of the following:</p> <ul style="list-style-type: none"> ● Facilitating systemic and ongoing coordination of curriculum design and implementation across content areas, grade levels (i.e., horizontal and vertical interconnections), instruction and assessment practices, and policy issues. ● Facilitating collaborative learning among teachers so that they see themselves as active members of an integrated 	<p>School leaders use a systems approach that concentrates on how interconnected school components need to work together in order for the whole of the school to improve and function successfully by doing <i>one or two</i> of the following:</p> <ul style="list-style-type: none"> ● Facilitating systemic and ongoing coordination of curriculum design and implementation across content areas, grade levels (i.e., horizontal and vertical interconnections), instruction and assessment practices, and policy issues. ● Facilitating collaborative learning among teachers so that they see themselves as 	<p>School leaders use a systems approach that concentrates on how interconnected school components need to work together in order for the whole of the school to improve and function successfully by doing <i>none</i> of the following:</p> <ul style="list-style-type: none"> ● Facilitating systemic and ongoing coordination of curriculum design and implementation across content areas, grade levels (i.e., horizontal and vertical interconnections), instruction and assessment practices, and policy issues. ● Facilitating collaborative learning among teachers so that they see 	<ul style="list-style-type: none"> ● Schedule of Curriculum Adoption along with Process and Criteria for Selecting Curriculum (should be in place for each discipline) ● Adoption process includes a focus on alignment to state standards (content and ELP) ● Scope and sequence resources are provided for all disciplines with academic standards ● Curriculum Map (should contain connections to state academic standards) ● Evidence and standards based ● Documentation of staff contributions to decision making ● Roster of participants in decision-making process ● Staff team member list, their roles, and team plans for implementing school initiatives

	<p>themselves as active members of an integrated whole, working together to improve teaching and learning.</p> <ul style="list-style-type: none"> • Enabling collaborative work toward establishing and accomplishing common goals. • Seeking to understand what data mean with regard to the complex system in which the data exist and the many causes or factors that could influence the data. • Setting expectations that systems-level improvement efforts take time, and expectations of results should be tempered accordingly. 	<p>whole, working together to improve teaching and learning.</p> <ul style="list-style-type: none"> • Enabling collaborative work toward establishing and accomplishing common goals. • Seeking to understand what data mean with regard to the complex system in which the data exist and the many causes or factors that could influence the data. • Setting expectations that systems-level improvement efforts take time, and expectations of results should be tempered accordingly. 	<p>active members of an integrated whole, working together to improve teaching and learning.</p> <ul style="list-style-type: none"> • Enabling collaborative work toward establishing and accomplishing common goals. • Seeking to understand what data mean with regard to the complex system in which the data exist and the many causes or factors that could influence the data. • Setting expectations that systems-level improvement efforts take time, and expectations of results should be tempered accordingly. 	<p>themselves as active members of an integrated whole, working together to improve teaching and learning.</p> <ul style="list-style-type: none"> • Enabling collaborative work toward establishing and accomplishing common goals. • Seeking to understand what data mean with regard to the complex system in which the data exist and the many causes or factors that could influence the data. • Setting expectations that systems-level improvement efforts take time, and expectations of results should be tempered accordingly. 	
<p>Connecting school improvement</p>	<p>School leaders implement initiatives that align with district</p>	<p>School leaders develop initiatives that align with district and school board strategic planning, but</p>	<p>School leaders are in the process of identifying initiatives that align with district and school</p>	<p>School leaders are aware of district and school board strategic planning, but take no</p>	<ul style="list-style-type: none"> • Meeting notes/minutes from leadership team meetings

<p>to district strategic planning and policymaking</p>	<p>and school board strategic planning.</p>	<p>have not yet implemented them.</p>	<p>board strategic planning.</p>	<p>steps toward aligning initiatives to them.</p>	<ul style="list-style-type: none"> ● Meeting notes/minutes from stakeholder meetings
<p>Staff recruitment, retention, and development</p>	<p>School leaders use data to identify staffing needs and allocate resources to systematically recruit, retain, and develop staff.</p>	<p>School leaders use data to identify staffing needs and allocate resources to recruit, retain, and develop staff, but the process is not systematic.</p>	<p>School leaders allocate resources to recruit, retain, and develop staff, but allocations are not based on data that identify staffing needs.</p>	<p>School leaders allocate resources to staff recruitment and development, but not staff retention, and allocations are not based on data that identify staffing needs.</p>	<ul style="list-style-type: none"> ● Longitudinal data of teacher/staff vacancies ● Staff satisfaction survey ● Data reports and summaries of professional learning needs ● Recruitment plans ● Hiring protocols and procedures ● Hiring records ● written retention plan

Glossary

Term	Definition
Balanced assessment system	A balanced assessment system is a comprehensive approach to forming a complete and accurate picture of student learning. A balanced assessment system refers to a multiple, mutually supportive assessment system—summative (state level), interim (benchmark level), and formative (classroom level)—implemented in a balanced way to inform state policy, programs, and classroom instruction.
Career and technical education (CTE)	Organized educational activities that offer a sequence of courses that provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.
Character education	Character education is a learning process that enables students and adults in a school community to understand, care about, and act on core ethical values such as respect, justice, civic virtue and citizenship, and responsibility for self and others. ¹ <u>Nebraska Revised Statute 79-725</u> lists minimum requirements for character education.
Content area standards	Content area standards describe what students are expected to know and be able to do. Content area standards outline the content and process skills students will learn in grades K–12. Nebraska content area standards include two components: standards and indicators.
Continuous improvement	Any school or instructional improvement process that unfolds progressively, that does not have a fixed or predetermined end point, and that is sustained over extended periods of time. The concept also encompasses the general belief that improvement is not something that starts and stops, but requires an organizational or professional commitment to an ongoing process of learning, self-reflection, adaptation, and growth. ²
Culturally responsive	According to the National Center for Culturally Responsive Educational Systems, “cultural responsiveness is the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures” (p. 39). ³
Curriculum	A curriculum is determined locally and reflects “how” teachers help students learn the content within content area standards. A curriculum outlines the intended outcomes, content, experiences, assessments, and resources for measuring student learning, and it also includes the scope and sequence of what is taught in grades K–12.
Data-based decision-making process	The data-based decision-making process should involve evaluating school needs, creating a data-informed plan for continuous improvement, and monitoring progress toward goals.

¹ Office of Safe and Drug-Free Schools. (n.d.). *Character education . . . our share responsibility* [Brochure]. U.S. Department of Education. <https://www2.ed.gov/admins/lead/character/brochure.pdf>

² Great Schools Partnership. (2013). Continuous improvement. In *The glossary of education reform*. Retrieved May 13, 2021, from <https://www.edglossary.org/continuous-improvement/>

³ National Center for Culturally Responsive Educational Systems. (2008). *Module 5: Culturally responsive literacy; Academy 1: Literacy for what?—Facilitator’s manual*. https://greatlakesequity.org/sites/default/files/200801011234_equity_tool.pdf

Education community	The various individuals, groups, businesses, and institutions that are invested in the welfare and vitality of a school and its community. ⁴
Evidence-based	A program or practice is evidence based if it (a) offers a high level of research on effectiveness, determined as a result of multiple rigorous evaluations, such as randomized controlled trials and evaluations that incorporate strong comparison group designs or a single large multisite randomized study, and (b), to the extent practicable, has specified procedures that allow for successful replication.
Family engagement	Family engagement supports the ongoing learning, development, and well-being of children, youth, families, schools, and communities. Respectfully, they partner to help meet the diverse needs of learners, giving input and influencing systems, policies, practices, and evaluation to support continuous improvement and ensure students are prepared for learning, and living.
Formative assessment	Formal and informal tools teachers use in the classroom to check their students' understanding and then adapt their teaching in the moment to what students need. ⁵
High-mobility or transient students	High-mobility or transient students are students who enroll in two or more public schools during an academic year. If a student's initial public school enrollment for the year is after the state's official membership day (last Friday in September), it is assumed that this enrollment represents the second public school enrollment occurrence for the school year. ⁶
Historically marginalized student groups	Historically marginalized student groups include English learners, students of color, economically disadvantaged students, high-mobility students, high-ability students, and students with disabilities.
Instructional materials	Instructional materials are the tools and resources that are used as part of a locally determined curriculum.
Interim assessment	Interim assessments are administered at intervals between instruction (typically fall/winter/spring) to help teachers better understand student learning needs and determine growth toward learning targets. ⁷
Learning styles	Learning styles describe how different people prefer to learn. ⁸

⁴ Great Schools Partnership. (2019). School community. In *The glossary of education reform*. Retrieved May 13, 2021, from <https://www.edglossary.org/school-community/>

⁵ Nebraska Department of Education. (2021). *Interim and formative assessment supports*. Retrieved May 13, 2021, from <https://www.education.ne.gov/assessment/interim-and-formative-assessments/>

⁶ Nebraska Department of Education. (2011). *Highly mobile students*. https://cdn.education.ne.gov/wp-content/uploads/2017/07/Highly_Mobile_Students_definition.pdf

⁷ Nebraska Department of Education. (2021). *Interim and formative assessment supports*. Retrieved May 13, 2021, from <https://www.education.ne.gov/assessment/interim-and-formative-assessments/>

⁸ Dunn, R. (1996). *How to implement and supervise a learning style program*. ASCD. <http://www.ascd.org/publications/books/196010/chapters/All-About-Learning-Styles.aspx>

Reliable	Reliable assessments measure the same goal with consistency. Assessments that are not reliable will likely obtain erratic results. ⁹
Risk factors	Risk factors may include behavior incidents; course performance; and health, family, and other issues that can affect students attending school.
School climate	School climate refers to a school's effects on students, including teaching practices; diversity; and the relationships among administrators, teachers, parents, and students. ¹⁰
School culture	School culture refers to the way teachers and other staff members work together and the set of beliefs, values, and assumptions they share. A positive school climate and school culture promote students' ability to learn. ¹¹
School-based activities and programs	Homework assistance and tutoring, academic enrichment activities, hands-on enrichment activities (e.g., arts and music), mentoring, community service outside the regular classroom time (i.e., before school, after school, weekends, and during the summer), work-based learning, and career and technical student organizations.
School improvement	Dramatic and comprehensive intervention in low-performing schools. ¹² School improvement involves turnaround leadership, culture shift, instructional transformation, and talent development. ¹³
Social and emotional learning	Social and emotional learning (SEL) is the process students go through to learn the skills, attitudes, and values needed to understand and manage the social and emotional elements of life. ¹⁴
Special population groups in career and technical education	Special population groups include individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; individuals experiencing homelessness; youth who are in, or have aged out of, the foster care system; and youth with parents who are members of the armed forces and are on active duty. ¹⁵
Stakeholders	Staff, students, parents, and other members of the education community .

⁹ Carbaugh, E. (2014, March 13). Designing reliable and valid Common Core-aligned math assessments. *Using Assessments Thoughtfully*, 9(12). <http://www.ascd.org/ascd-express/vol9/912-carbaugh.aspx>

¹⁰ ASCD. (n.d.) *Topics: School culture and climate*. <http://www.ascd.org/research-a-topic/school-culture-and-climate-resources.aspx>

¹¹ ASCD. (n.d.) *Topics: School culture and climate*. <http://www.ascd.org/research-a-topic/school-culture-and-climate-resources.aspx>

¹² Calkins, A., Guenther, W., Belfiore, G., & Lash, D. (2007). *The turnaround challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst-performing schools*. Mass Insight Education & Research Institute. https://www.massinsight.org/wp-content/uploads/2015/11/TheTurnaroundChallenge_MainReport.pdf.

¹³ McCauley, C. (2018). A systems approach to rapid school improvement. *State Education Standard*, 18(2), 46–47. <https://eric.ed.gov/?id=EJ1180037>

¹⁴ Elias, M. J., Zins, J. E., Weissberg, R. P., Frey, K. S., Greenberg, M. T., Haynes, N. M., Schwab-Stone, M. E., & Shriver, T. P. (1997). *Promoting social and emotional learning: Guidelines for educators*. ASCD. <http://www.ascd.org/publications/books/197157e4/chapters/The-Need-for-Social-and-Emotional-Learning.aspx>

¹⁵ Nebraska Department of Education. (2020). *Nontraditional & special populations*. Retrieved May 13, 2021, from <https://www.education.ne.gov/nce/nontraditional-special-populations/>

<i>Student learning programs and opportunities</i>	Student learning programs and opportunities are school-administered academic and extracurricular activities. Examples may include a school's courses, curricula, extended learning opportunities, service learning programs, tutoring programs, and academic extracurricular activities.
<i>Summative assessment</i>	Culminating assessments measuring student performance against state content area standards. ¹⁶
<i>Systematically</i>	Systematically refers to a well-established process or plan with clearly defined and repeatable steps that are efficient and effective in generating optimum results.
<i>Valid</i>	Valid assessments describe the degree to which an assessment measures the intended learning targets. For teacher-developed formative assessments, aligning every assessment question to one or more learning goals can ensure the assessments measure what is intended for students to know and be able to do. ¹⁷

¹⁶ Nebraska Department of Education. (2021). *NSCAS general summative assessment*. Retrieved May 13, 2021, from <https://www.education.ne.gov/assessment/nscas-general-summative-assessment/>

¹⁷ Carbaugh, E. (2014, March 13). Designing reliable and valid Common Core-aligned math assessments. *Using Assessments Thoughtfully*, 9(12). <http://www.ascd.org/ascd-express/vol9/912-carbaugh.aspx>