

NAMES:
 ESU 15 Compiled Self Assessment - 2024

ESUCC Bold Step Standards Rubric.

(BEGINNING - NEED TO START DOING IT, EVIDENT - PROFICIENT, EXEMPLARY - ROCKING IT)

Nebraska Educational Service Unit Standards Implementation Single-Point Rubric			
Domain 1: Purpose and Leadership			
Standard Indicators	Beginning (Indicators Are In Early Stages of Development)	Evident (All Indicators Are Being Practiced With Varying Levels of Implementation)	Exemplary (All Indicators Have Been Fully Implemented and Are Functioning at a High Level)
A1 The ESU commits to a vision, purpose, and a core set of beliefs about providing programs and services that meets the expectations of the ESU and its member districts.		Evident-We are currently implementing systems and procedures to enhance our efficiency.	
A2 The ESU engages in a continuous improvement process that improves professional practice, effectiveness, and results.		Evident-We are currently developing a more efficient approach to data collection that will enhance instructional practices and optimize the utilization of our team members.	
A3 ESU leadership establishes a strategic plan, as well as processes, procedures and conditions to support agency effectiveness.		<i>Evident-This is an ongoing initiative focused on reviewing our systems and procedures to enhance their efficiency and organization.</i>	
A4 The ESU establishes conditions to support the development of individual and collective knowledge, skills and professionalism.			Exemplary-the staff is welcome to attend workshops and trainings in their field of study.
A5 The ESU provides professional growth opportunities for internal and district staff in	Beginning-Next year, staff will		

leadership positions.	have the opportunity to participate in the ICG coaching model presented by Jim Model. Additionally, regular in-person meetings have been scheduled to facilitate collaboration among the entire staff, as well as dedicated team time.		
A6 The ESU uses a comprehensive process for staff evaluation.		EvidentAnnual evaluations are conducted by supervisors.	
A7 The ESU demonstrates actions that ensure the achievement of the ESUCC's purpose.			Proficient-Staff members attend regular meetings and actively participate in small group activities.
A8 The ESU Board, through board policies, understands and practices its defined roles and responsibilities to maintain an effective agency.		Evident-The board is actively engaged in committee work and routinely communicates with staff to seek insights and feedback. Additionally, they participate in training sessions organized by the Educational Services Unit.	
A9 ESU programming and services fulfill the requirements of Rule 84.			Evident
Example Evidence: Strategic plan Documentation that demonstrates achievement of agency Meeting agendas Continuous improvement process is in place Stakeholder involvement Adjustments made to plan as needed			

Development and communication of a clear vision, purpose, and core set of beliefs
Program and service planning, implementation, and evaluation processes
Structures and processes that promote collaboration and innovation
Implemented board policies, agendas, and practices

COMMENTS TO MOVE FORWARD:

ESU 15 is committed to continuous improvement, ensuring that our vision, purpose, and core beliefs drive our programs and services to meet the needs of our member districts. While we have a strong foundation, we recognize opportunities to refine our systems and enhance efficiency. By establishing clear structures and streamlining procedures, we can improve the effectiveness of our operations and the support we provide.

To enhance professional practice, we are implementing a more proficient data collection process to drive instruction and better utilize our personnel. Our leadership team is committed to updating and organizing our strategic plan, ensuring that our agency remains responsive and proactive in meeting evolving needs. Additionally, we will continue to support professional growth by offering relevant training opportunities, such as the ICG coaching model by Jim Knight, and fostering collaboration through in-person staff meetings and team-focused work sessions.

Staff evaluation remains a priority, with annual reviews conducted by supervisors. Moving forward, we will explore ways to strengthen our evaluation process to ensure meaningful feedback and professional development. Our commitment to agency effectiveness is reinforced by staff participation in regular meetings, small-group work, and leadership development opportunities.

The ESU Board remains actively engaged, providing oversight through committee work, policy implementation, and direct communication with staff. Their ongoing participation in training ensures they are well-equipped to uphold their responsibilities.

Finally, our programming and services align with the requirements of Rule 84. Through strategic planning, stakeholder involvement, and a structured continuous improvement process, we will continue to refine and enhance our impact. By fostering a culture of collaboration and innovation, we will strengthen our ability to serve our districts effectively and ensure long-term success.

This forward momentum will allow ESU 15 to build on its successes, address areas for growth, and sustain a high level of service and support for educators, students, and communities.

Domain 2: Programs and Services

Standard Indicators	Beginning (Indicators Are In Early Stages of Development)	Evident (All Indicators Are Being Practiced With Varying Levels of Implementation)	Exemplary (All Indicators Have Been Fully Implemented and Are Functioning at a High Level)
B1 ESUs use a data-driven process to systematically identify the needs of districts to develop an agency service plan.	Beginning-It is important to establish a standardized exit survey to be implemented across all training sessions in order to collect feedback efficiently.		
B2 The ESU ensures its services are developed and delivered, have clear and measurable outcomes, and are aligned with evidence-based practices.			Exemplary- Training programs are developed and executed with clearly defined, measurable outcomes to ensure alignment with evidence-based practices. As we progress, it is imperative to prioritize the creation of an exit survey that can be applied consistently across all departments.
B3 The ESU has established a process to assess implementation of targeted programs and services.	Beginning-The ESU has established a process to assess the implementation of targeted programs and		

	services by surveying and visiting with the school districts. This includes collecting and analyzing data, engaging stakeholders, and making data-driven adjustments to ensure effectiveness. Regular meetings, program evaluations, and feedback from member districts help refine services to better meet educational needs. Additionally, documentation such as strategic plans, meeting agendas, and service impact reports provide evidence of progress and guide decision-making for ongoing program enhancement.		
B4 Learning opportunities are provided to ESU staff in order to develop and enhance the skills necessary for delivering the agency service plan.		Proficient-Monthly staff meetings have been scheduled for this year, facilitating open lines of communication and promoting collaboration among departments to share ideas and address district concerns. Feedback gathered from surveys and open discussion has informed the development of future training sessions for staff.	

B5 The ESU fosters an innovative and collaborative culture to optimize program and service delivery.		Proficient-Monthly staff meetings have facilitated consistent collaboration aimed at enhancing our programs and fostering a stronger culture among our staff and schools.	
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Example Evidence:
 Data-driven practices and processes that guide collection and utilization of data to identify needs and monitor progress
 District service plans that include targeted programs/services
 District Needs Assessments

COMMENTS TO MOVE FORWARD:

As we continue to refine our programs and services, Educational Service Unit 15 is committed to using a data-driven approach to systematically identify district needs and develop an effective agency service plan. A key next step in this process is the implementation of a standardized exit survey across all training sessions. This will provide consistent and valuable feedback, allowing us to assess the effectiveness of professional development and make informed improvements.

To enhance our ability to assess targeted programs and services, we will continue engaging in direct conversations with districts, collecting data through surveys, and analyzing feedback to drive meaningful adjustments. Strengthening our documentation process, including strategic plans and service impact reports, will further support data-driven decision-making.

Professional learning opportunities for ESU staff remain a priority. Our scheduled monthly staff meetings have already fostered collaboration and communication, ensuring that staff have the skills needed to deliver high-quality services. Moving forward, we will refine these learning opportunities based on survey results and staff input, ensuring they align with the evolving needs of our districts.

Additionally, we will continue fostering an innovative and collaborative culture within the ESU. By leveraging regular staff meetings to encourage cross-departmental discussions, we can enhance service delivery and develop creative solutions to challenges faced by our schools. Strengthening our data-driven practices, improving feedback collection, and maintaining open communication will allow us to optimize our programs and provide even greater support to the educators and students we serve.

Through these efforts, ESU 15 will continue to evolve as a responsive, data-informed, and collaborative organization, ensuring our programs and services meet the highest standards of effectiveness and impact.

Domain 3: Stakeholder Relationships and Communication

Standard Indicators	Beginning (Indicators Are In Early Stages of Development)	Evident (All Indicators Are Being Practiced With Varying Levels of Implementation)	Exemplary (All Indicators Have Been Fully Implemented and Are Functioning at a High Level)
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C1 ESU staff provide internal and external stakeholders with opportunities to collaborate and inform the development of the agency's purpose, programs, and services.		<i>Proficient-surveys are distributed to school administration, certified staff, non-certified staff, and employees of the Educational Service Unit (ESU). The collected data is systematically organized and reviewed by the steering committee to inform future training and service initiatives.</i>	
C2 ESU staff communicate efficiently and effectively with internal and external stakeholders.		<i>Proficient-We have recently launched a new website and are exploring opportunities for further enhancement. Our advertising efforts are currently focused on local radio stations and newspapers, and we are in the process of expanding our presence on various social media platforms.</i>	
C3 The ESU provides an induction process to their service agency for new district leadership		<i>Proficient-Quarterly meetings are conducted to provide support for district leadership. The ESU administration and directors make regular outreach to assist our new leaders with any concerns they may have.</i>	
C4 The ESU is an active partner in activities and initiatives of the ESUCC, and formally engages with and collaborates with the Nebraska Department of Education.			Proficient-The ESU actively partners with the ESUCC by participating in statewide initiatives, contributing to collaborative projects, and attending regular meetings. Additionally, the ESU formally engages with the Nebraska Department of Education through joint planning efforts, alignment of services with state priorities, and participation in NDE-sponsored trainings and initiatives. This collaboration

			ensures that our work remains aligned with statewide goals and supports continuous improvement across the region. We invite the NDE personal to help support trainings that are held at ESU to support our staff and school districts.
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Example Evidence:

ESU PDO and Affiliate participation
Rule 84 collaboration with NDE
Collaborative internal and external stakeholder groups
Strategic planning process with stakeholder involvement
District service plans
Orientation/induction processes for new teachers
Annual reports, website, social/local media

COMMENTS TO MOVE FORWARD:

ESU 15 is committed to meaningful collaboration and effective communication with both internal and external stakeholders. Through the distribution of surveys to school administrators, certified and non-certified staff, and ESU employees, we gather valuable input that is reviewed by our steering committee to shape future training and services.

Our communication efforts have recently expanded with the launch of a new website, enhanced advertising through local media outlets, and a growing presence on social media. These platforms help us share information efficiently and keep stakeholders informed and engaged.

We provide consistent support to new district leaders through quarterly meetings and regular outreach by our administration and directors. This induction process ensures leaders feel supported and connected to ESU resources from the start.

Our active partnership with the ESUCC and the NDE further strengthens our service impact. We engage in statewide initiatives, participate in NDE-sponsored trainings, and regularly invite NDE personnel and the NeMTSS region 5 team

to support professional learning events hosted at our ESU. These efforts ensure alignment with Rule 84, support district needs, and promote continuous growth across our region.

Domain 4: Resource Capacity			
Standard Indicators	Beginning (Indicators Are In Early Stages of Development)	Evident (All Indicators Are Being Practiced With Varying Levels of Implementation)	Exemplary (All Indicators Have Been Fully Implemented and Are Functioning at a High Level)
D1 The ESU utilizes strategic planning to align human, material, and fiscal resources to meet the short and long term goals of the agency.		Proficient-The steering committee convenes regularly to review survey results and discuss ongoing concerns and events within the ESU and our districts, assessing how our services align with both short-term and long-term goals of the ESU.	
D2 The ESU allocates human, material, and fiscal resources to optimize agency efficiency and effectiveness.		Proficient-ESU 15 thoughtfully allocates its human, material, and fiscal resources to ensure services are delivered efficiently and effectively. Staffing and budgets are regularly reviewed and adjusted to meet the evolving needs of our schools, allowing for responsive support and strategic use of resources.	
D3 The ESU recruits, employs and retains highly qualified staff.		Proficient-ESU 15 is committed to hiring and retaining highly qualified professionals who bring expertise and dedication to their roles. Through competitive compensation, a supportive work environment, and opportunities for growth, we work to maintain a strong, talented team.	
D4 The ESU provides induction, mentoring, and professional learning opportunities for staff to grow and improve.	Beginning-All new staff members participate in some induction process designed to help them integrate into the agency.		

Example Evidence:

Service plans
Identification of needs and priorities
Strategic planning and resource priorities
Documented evaluation process, policies, and practices
Staff support resources
Tracking of professional learning
Professional learning that aligns to goals

COMMENTS TO MOVE FORWARD:

ESU 15 is committed to aligning its resources with both immediate and long-term goals through ongoing strategic planning. Our steering committee meets regularly to analyze survey results, review district needs, and ensure our services are responsive and future-focused. Moving forward, we will continue refining our strategic planning process to strengthen the alignment of human, material, and fiscal resources with identified priorities.

To maintain agency efficiency, we will regularly assess staffing patterns, material usage, and financial allocations to support the highest-impact services. As district needs evolve, we remain flexible in our approach to ensure resources are deployed where they are most effective.

We will also continue to prioritize the recruitment and retention of highly qualified staff by promoting a positive work culture, offering competitive compensation, and expanding opportunities for leadership and growth.

While a basic induction process is in place for new staff, we recognize the need to formalize and expand this program. Moving forward, we will develop a consistent induction and mentoring system, paired with professional learning aligned to individual roles and agency goals. This will ensure all staff are supported from day one and continue to grow in their professional practice.

Through intentional planning and investment in our people and systems, ESU 15 will strengthen its impact and continue to provide high-quality services to the schools and communities we serve.