



NEBRASKA'S STATE SYSTEMIC IMPROVEMENT PLAN

Phase III Year 5

March 15, 2021

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Section A: Data Analysis

State-identified Measurable Result (SiMR)

What is the State-identified Measurable Result (SiMR)?

Nebraska's State-Identified Measurable Result is to increase the reading proficiency for students with disabilities at the 3rd grade level as measured by the statewide reading assessment.

Change of SiMR

Has the SiMR changed since the last SSIP submission?

No.

Progress toward the SiMR

Progress toward the SiMR

FFY	2017-2018	2018-19	2019-20	2020-21
Target	65.86%	67.86%	29.54%	30.79%
Progress	New Baseline 26.39%	Not Met 28.29%	No Data	

During the 2017-18 school year, changes with the statewide reading assessment concluded and Nebraska was able to obtain a baseline for reading proficiency for 3rd grade students. With the assessment scores obtained during the 2018-19 school year, Nebraska established the beginning of a trend line in which to set new targets with stakeholders for the 2019-20 and 2020-21 school years.

Slippage

Did slippage occur?

No response provided.

Slippage Rationale

If applicable, describe the reasons for slippage.

Due to COVID, Nebraska was provided a waiver for the statewide assessment for the 2019-20 school year. As a result, the Nebraska Student-Centered Assessment System (NSCAS) was not administered and the results showing the extent to which Nebraska met the target for FFY 2019 (2019-20 school year) were not available.

Nebraska was able to obtain data showing progress toward the SiMR using interim measures including Measures of Academic Progress (MAP) growth data for reading and pre-literacy scores for 3- and 4-year-old students using Teaching Strategies (TS) Gold (see page 4).

Additional Data Collected

Optional: Has the State collected additional data (i.e., benchmark, CQI, survey) that demonstrates progress toward the SiMR?

Yes.

Describe Additional Data Collected

If “Yes”, describe any additional data collected by the State to assess progress toward the SiMR.

Nebraska tested 20,696 third grade students using the MAP assessment. 17,017 students without disabilities and 3,679 students with disabilities were tested. According to an analysis of the MAP reading scores, districts had an average RIT score in the fall administration for students without disabilities of 192.61 and 179.26 for students with disabilities. The average RIT score for students without disabilities was 199.61 and 186.67 for students with disabilities. A comparison of fall to winter scores students with disabilities demonstrated slightly more growth at 7.14 points whereas students without disabilities showed 7.13 points of growth. Although only 4 districts were able to administer the spring MAP assessment, the average RIT score for students without disabilities was 204.18 and 186.67 for students with disabilities.

Average RIT Scores on Reading MAP Assessment

3rd Grade Students	Fall 2019	Winter 2019	Spring 2020
Without disabilities	192.61	199.74	204.18
With disabilities	179.26	186.40	186.67

When looking specifically at students with disabilities and performance on the MAP reading assessment, scores varied by disability with students with Speech/Language Impairments out-scoring students with other disabilities in all three administrations of the MAP assessment. Students with Intellectual Disabilities and Specific Learning Disabilities had the lowest RIT scores for all test administrations.

Average RIT on MAP by Disability Category

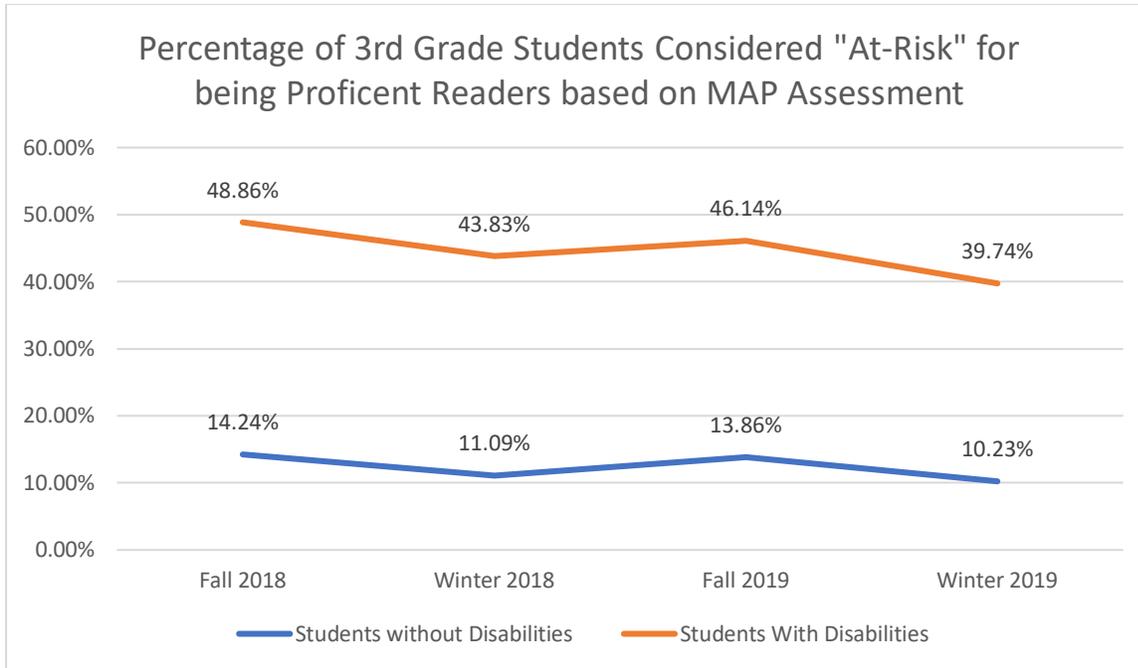
Disability	Fall RIT	Winter RIT	Spring RIT
Intellectual Disability	158.99	161.74	No Scores
Specific Learning Disability	171.24	179.04	174.35
Other Health Impaired	178.46	184.95	185.52
Autism	179.87	184.99	182.74
Emotional Disability	180.63	187.65	186.99
Speech/Language Impairment	187.91	198.49	201.01

Nebraska also uses the MAP RIT scores to determine the percentage of students considered at-risk for not becoming proficient readers. Based on the 2019-20 MAP fall administration, 13.86% of 3rd grade students without disabilities were considered at-risk and 10.23 were considered at-risk after the winter MAP administration. In contrast, 46.14% of 3rd grade students with disabilities were considered at risk after the fall administration and 39.74% were considered at-risk after the winter MAP assessment.

Percent of 3rd Grade Students Considered “At-Risk” Based on MAP

3rd Grade Students	Fall 2019	Winter 2019
Without disabilities	13.86%	10.23%
With disabilities	46.14%	39.74%

Given the comparison between the percentage of students considered “at-risk” for not becoming proficient readers, fewer students were considered “at-risk” during the 2019-20 MAP assessment than during the 2018-19 administration, showing progress.



Nebraska also analyzes the pre-literacy and language data from the TS Gold assessment for 3- and 4-year-old students. Based on the 2020 fall benchmark, 34% of 3-year-olds without disabilities and 38% of 4-year-olds were considered below expectations. 51% of 3-year-olds with disabilities and 55% of 4-year-olds were considered below expectations. 66% of non-disabled 3-year-olds and 62% of 4-year-olds were considered to meet or exceed expectations whereas 49% of 3-year-olds with disabilities and 45% of 4-year-olds with disabilities met or exceeded expectations.

Percent of 3 and 4-year Old’s Performance on Pre-Literacy and Language Skills on TS Gold Fall Benchmark

	Performance	3-Year-Olds	4-Year-Olds
Students Without Disabilities	Below Expectations	40%	42%
	Meets or Exceeds Expectations	60%	58%
Students With Disabilities	Below Expectation	51%	57%
	Meets or Exceeds Expectations	49%	43%

Quality Concerns

Did the State identify any data quality concerns, unrelated to COVID-19, that affected progress toward the SiMR during the reporting period?

No

Description of Data Quality Issues

If “Yes”, describe any data quality issues specific to the SiMR data and include the actions taken to address data quality concerns.

N/A

COVID-19 Data Quality Concerns

Did the State identify any data quality concerns directly related to the COVID-19 pandemic during the reporting period?

Yes

COVID-19 Narrative

If data for this reporting period were impacted specifically by COVID-19, the State must include in the narrative for the indicator: (1) the impact on data completeness, validity and reliability for the indicator; (2) an explanation of how COVID-19 specifically impacted the State's ability to collect data for the indicator; and (3) any steps the State took to mitigate the impact of COVID-19 on the data collection.

Due to COVID, Nebraska was issued a waiver and did not administer the NSCAS. As a result, Nebraska did not obtain data to determine whether 3rd grade students with disabilities increased their level of reading proficiency on the statewide reading assessment as described in the SiMR.

Also, many districts were unable to administer the MAP assessment in the Spring.

Finally, due to district focus being on ensuring staff and students were safe, multiple districts turned in their Targeted Improvement Plans (TIPs) late and did not provide all the updates usually required. Although Nebraska has seen a gradual increase in districts reporting progress toward their targets as identified in the TIP, some districts were not able to report progress due to lack of data either because districts use NSCAS or were unable to administer the spring MAP assessment due to schools moving to remote instruction due to the pandemic. District who did not meet their target for the TIP provided lack of data as a rationale or offered alternate rationales. To mitigate these issues, the State looked at growth for the 2019-20 school year using a fall to winter comparison rather than using the typical fall to spring comparison to gauge growth. Even though typical data were not available, the state was able to measure growth using a fall to winter comparison because the data collected in the fall and winter was a complete, valid, and reliable data set.

Typically, the State collects conference evaluation data at the MTSS conference held annually. Due to the conference being held virtually rather than on-site, conference evaluations were not collected in the same way, but NDE examined online attendance and resource access for materials posted as part of the symposia. Data from the conferences and from the work done by NEMTSS as a whole can be seen beginning on page 10.

Section B: Phase III Implementation, Analysis and Evaluation

Theory of Action

Is the State's theory of action new or revised since the previous submission?

No.

Nebraska's Theory of Action

	Strands for Action for NDE.....	If.....	Then.....		
			District	Teacher	Student
Increasing use of EBP	#1— Require each Nebraska district to develop a Targeted Improvement Plan aligned with data-identified needs, and deeply implement student-centered, evidence-based practices	NDE continues collaboration with districts, Office of Special Education staff review and monitor the TIPs to support work with all districts, and MAP audits a % of TIPs to ensure that <u>evidence-based</u> strategies are identified and implemented with fidelity....	Resources and supports can be leveraged to support districts in deeply implementing evidence-based strategies as identified in their improvement plans with fidelity	Will use evidence-based strategies with deep implementation	Will demonstrate increased reading proficiency as measured by the state assessment (NSCAS)
Develop a framework for MTSS implementation	#2 - Develop an MTSS framework that merges the current Multi-Tiered System of Support (MTSS) and the Positive Behavior Intervention System (PBIS) to support districts that have selected improving reading proficiency of students with disabilities at the 3 rd grade level and have volunteered to participate with the statewide trainers.	NDE provides leadership and continues to support improved outcomes through multiple initiatives...	Districts identifying improved reading performance will have access to supports provided through Nebraska's coherent improvement strategies	Will use evidence-based strategies with deep implementation	Will demonstrate increased reading proficiency as measured by the state assessment (NSCAS)
Alignment of State Infrastructure	#3 - Align the state infrastructure to ensure districts receive necessary supports to deeply implement evidence-based reading strategies to support all learners	Special Education activities are aligned with Nebraska's state goals and the continuous improvement process (AQuESTT)...	Expectations for improvement will be consistent across all state programs and will ultimately provide a common message to all school districts in support of deep implementation of EBPs	Will use evidence-based strategies with deep implementation	Will demonstrate increased reading proficiency as measured by the state assessment (NSCAS)

Description of Changes

If "Yes", please provide a description of the changes and updates to the theory of action.

No changes to the theory of action were made.

New Infrastructure Improvement Strategies

Did the State implement any new (previously or newly identified) infrastructure improvement strategies during the reporting period?

Yes

Description of New Strategies

If “Yes”, describe each new (previously or newly identified) infrastructure improvement strategy and the short-term or intermediate outcomes achieved.

To provide additional assistance to districts in developing and updating their Targeted Improvement Plan (TIP), the Office of Special Education provided screen casts and an updated guidance document. The screen casts can be found at education.ne.gov/sped/ilcd/ and the updated guidance document can be found at https://cdn.education.ne.gov/wp-content/uploads/2020/10/Navigating_the_Targeted_Improvement_Plan.2020-09-30.pdf.

The Office also revised the Identification Guidelines for Specific Learning Disabilities (SLD) to assist districts in understanding of how the MTSS process and the data decision rules from the systems training can be used to refine how students are identified with SLD. The document can be found at https://cdn.education.ne.gov/wp-content/uploads/2020/08/Eligibility-Guidelines-SLD.sped_.pdf.

Nebraska also developed a website providing districts information related to COVID-19 and the Department’s guidance regarding continuity of learning during the pandemic. The website can be found at <https://www.launchne.com/>.

The Nebraska MTSS Implementation team continued to implement systems training in a virtual format and continued to provide additional trainings specifically targeting support in teaching English Language Arts. The MTSS team also provided statewide LETRs training to establish base knowledge in the fundamentals of reading instruction.

Continued Evidence-Based Practices

Provide a summary of each infrastructure improvement strategy that the State continued to implement in the reporting period, including the short-term or intermediate outcomes achieved.

Nebraska's main strategy in MTSS. MTSS has two main components: 1) increasing use of evidence-based practices and 2) aligning resources and programs within the system.

The MTSS Implementation Team focused on universal training by providing updated web content. During 2020 the MTSS website had 1,787,206 visits with 17,276 unique visitors.

2020 NeMTSS Website Traffic

Month	Unique Visitors	Number of Visits	Pages	Hits
Jan 2020	1,277	2,861	37,026	124,458
Feb 2020	1,421	2,825	96,649	188,565
Mar 2020	1,125	1,821	154,941	215,038
Apr 2020	949	1,597	24,751	88,586
May 2020	1,391	2,185	26,716	105,754
Jun 2020	1,310	2,021	30,343	139,470
Jul 2020	1,599	2,763	30,032	122,729
Aug 2020	2,160	4,481	41,575	245,320
Sep 2020	1,803	3,471	34,488	178,421
Oct 2020	2,009	3,466	47,021	192,983
Nov 2020	1,640	2,646	30,367	123,464
Dec 2020	592	824	32,841	62,418
Total	17,276	30,961 (1.79 visits/ visitor)	586,750 (18.95 pages/ visit)	1,787,206 (57.72 hits/visit)

In 2019, there were 3,796 hits and 2,863 downloads of the former Program Comparison Chart (In the Excel format). In 2020, that grew to 16,301 hits and 14,193 downloads. In September of 2020, the Program Comparison Chart was converted to website format (Program Comparison Tool) and downloadable Excel sheet version of program evaluations was removed. Since the time this new website was published, there have been 805 hits.

The most downloaded files from the NeMTSS website are listed below.

2020 Top 10 NeMTSS Website Downloads

File	Hits	Partial Downloads
NeMTSS Program Comparison Chart (Removed after website was published)	7,696	10
NeMTSS Program Comparison Chart (Removed after website was published)	5,499	41
High Leverage Practices In Special Education	3,301	917
PBIS at Home Document	2,292	3,417
Shared Leadership MTSS Roles Document	1,889	121
NeMTSS Framework Document	1,797	132
NeMTSS Framework Document	1,054	65
NeMTSS Framework Document	898	28
Program Comparison Chart Research Information (Removed after website was published)	775	0
PBIS CICO Getting Started Workbook	738	1,240

The top 10 most visited NeMTSS Webpages for 2020 are listed below:

1. Comparison Chart (broken link) (The former program comparison chart)
2. Comparison Chart (index)
3. [Essential Elements](#)
4. [Program Comparison Tool](#)
5. [Pyramid Model](#)
6. [About MTSS](#)
7. [Why MTSS](#)
8. [Getting Started](#)
9. [Essential Elements](#)
10. [Resources Library](#)

Data from both the livestream presentations and recorded presentations for the NeMTSS Summit Webinar Series are listed below.

NeMTSS Summit Webinar Series Data

Presentation Title	Livestream		Recorded Presentation		
	Duration (Minutes)	Participants	Views	Finishes	Downloads
Addressing SEL Through Data-Driven MTSS to Support the Whole Child	99	90	145	24	1
Creating and Sustaining Equitable Systems of Support for All Students	114	81	92	12	4
Trauma Informed Care and Restorative Practices	98	72	70	9	11
Climate: Supporting Adult SEL	92	60	52	11	1
Family and School Partnerships	97	59	43	14	1
Adult SEL	96	56	39	3	1
Mental Health: Policy Issues	102	32	38	5	1
Climate: Supporting all Staff	95	54	37	5	1
Strengthening the System: Problem Solving	93	43	31	4	1
Climate: Collaboration to Support Students (Middle, High School)	85	27	27	1	1
System Alignment/MTSS Support	92	42	26	1	1
Climate: Collaboration to Support Students	90	33	23	3	1
Core/Tier One: Social, Emotional and Behavioral (Level EC, Elementary)	88	38	22	1	1
Core/Tier One: Social, Emotional and Behavioral (Middle, Secondary)	77	26	20	4	14
Creating the Infrastructure for Intensified Supports	79	45	19	5	1
Total	1,397	758	684	100	48

Nebraska also held a virtual Reading Symposium. The Reading Symposium had 834 participants with 3053 unique views on the website where the Symposium was posted. Data regarding the sessions and number of views of the Reading Symposium are found below.

MTSS Reading Symposium Data

Presentation Title	Unique Views
Supporting Struggling Readers Through Diagnostic Teaching Part One – Part Three	741
Evaluation of Reading Disorders	333
The Struggle is Real: Evidence Based Interventions for Struggling	330
Understanding Assessing and Teacher Students with Dyslexia	294
What Are Evidence Based Practices	201
Supporting Reading Considering Technology and AEM within an MTSS Framework	187
Reading Fast or Reading Well: Putting Fluency in Perspective	151
Teaching Special Education Online	139
Using Map Data to Drive Instruction and Intervention	144
Developing Phonological Awareness Skills in Preschool and Kindergarten	127
Using Data to Inform Practice	90
A Conceptual Framework for the Science of Reading	99
Foundational Skills for Middle School	79
The Critical Role of Advanced Phonemic Awareness and Orthographic Mapping for Adolescents	66
Teaching Kids to Read Big Words	62
Accessible Education Materials and Assistive Technology	10

The MTSS Implementation Team provided training and supports to districts depended on their needs. Of the 244 districts which reported training and supports data, 61 school districts, 25%, have received four days of MTSS training while 5.95% of districts received four days of MTSS training and PBIS Training. Seventy of the 244 districts (28.69%) received PBIS training. Thirty-six districts (14.75%) received B & R Core supports. A total of thirty-one districts received Intervention Supports (12.70%) and 9.43% (23 districts) received individual student problem-solving supports. Seventeen districts (6.74%) received sustainability supports while 6.97% (17districts) participated in the Sustainability Middle School Reading Partnership.

In Region 1, four districts, received four days of MTSS training and PBIS Training. Twenty-six of the 38 (68.42%) districts who reported training and support data received one or more days of MTSS training. None of the districts whose data were reported received additional supports beyond MTSS training or PBIS Training, which was received by 14 districts (36.84%).

In Region 2, two districts, received four days of MTSS Training and PBIS training. Fourteen of the 35 schools whose training and supports data were reported received at least one day of MTSS training (60%). Fourteen districts (40%) received PBIS training. One district received Individual Student Problem-Solving Support (2.86%) and a different district received Intervention support. Two districts received Sustainability support (5.71%) and four districts (11.43%) participated in the Sustainability Middle School Reading Partnership.

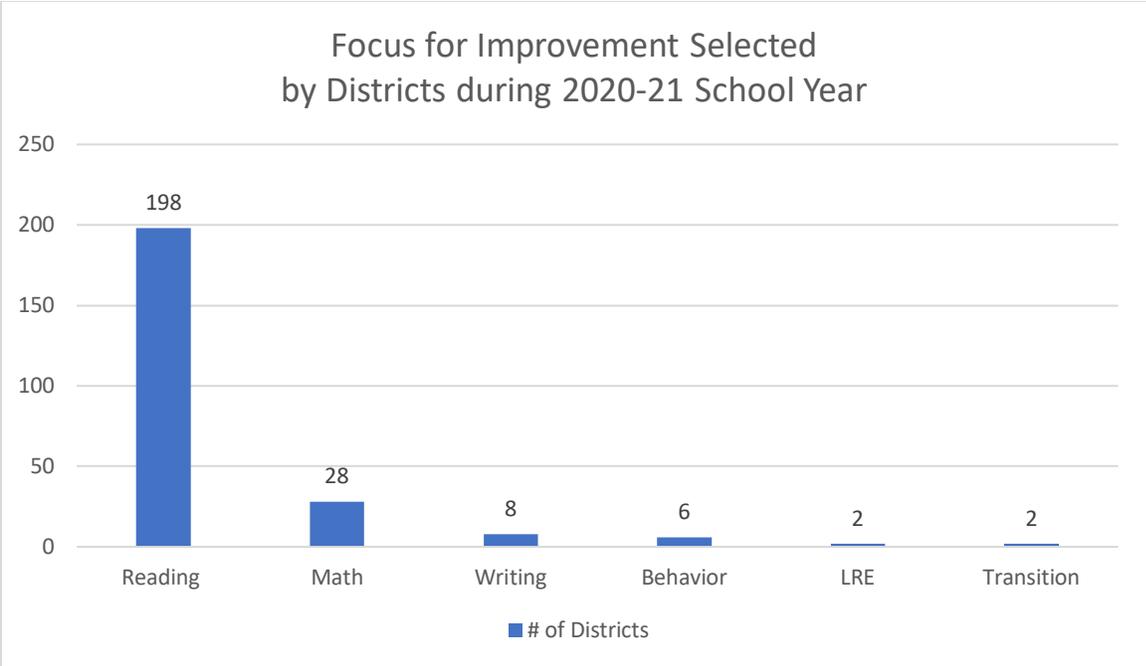
In Region 3, 21 of the 60 districts (35%) whose training and supports data were reported received at least one day of MTSS training. Seventeen districts received PBIS training (28.44%) and five districts

received three or more days of MTSS training and PBIS training (8.33%). Two districts received the most supports including a combination of the following: B & R Core, Intervention, Individual Student Problem-Solving, and participation in the Sustainability Middle School Reading Partnership. In total 25 (41.67%) districts received B & R Core, 19 (31.67%) received Intervention supports, 12 (20%) received Individual Student-Problem Solving support, five (8.33%) received sustainability supports, and eight (13.33%) participated in the Sustainability Middle School Reading Partnership.

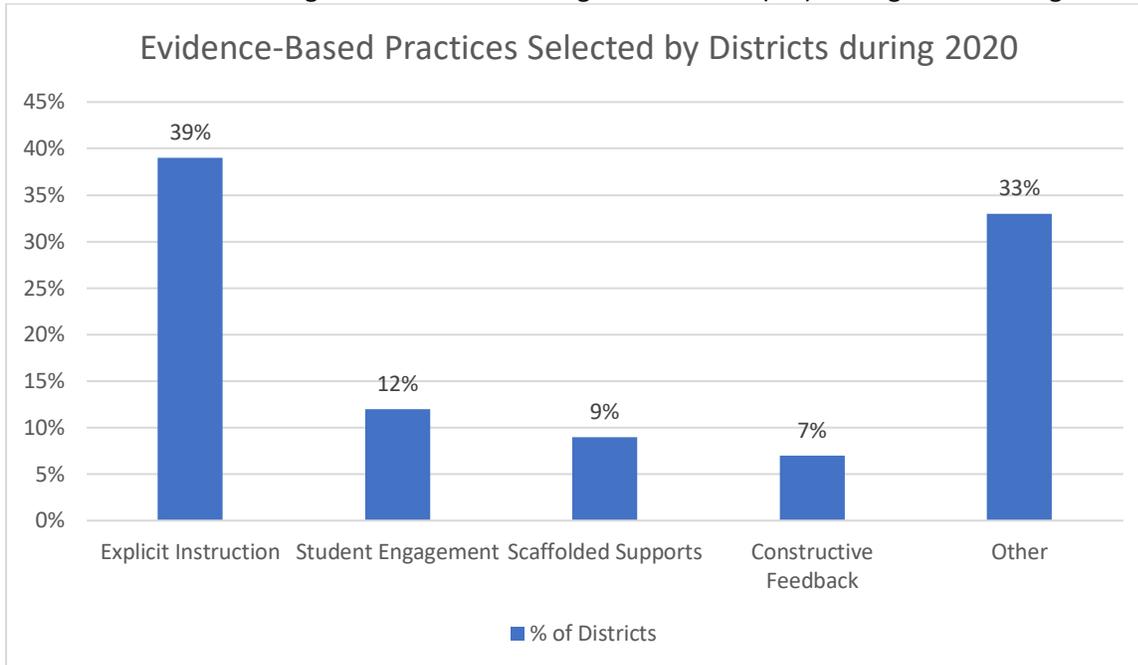
In Region 4, two of 65 districts (3.08%) received four days of MTSS training and PBIS training. Five districts received three or more supports including a combination of the following: B & Core, Intervention, Individual Student-Problem Solving, Sustainability, and participation in the Sustainability Middle School Reading Partnership. Twenty-five districts (38.46%) received at least one day of MTSS training and ten districts (15.38%) received PBIS training. Nine (13.85%) districts received B & R Core supports, 11 (16.92%) received Intervention supports, 9 (13.85%) received Individual Student Problem-Solving supports, 8 (12.31%) received Sustainability Supports, and six (9.23%) participated in the Sustainability Middle School Reading Partnership.

In Region 5, four of 46 districts (8.70%) received four days of MTSS training and PBIS Training. Thirty-three districts (71.74%) received at least one day of MTSS training and 15 districts (32.61%) received PBIS Training. Two districts (4.35%) received B & R Core supports, one (2.17%) received Individual Problem-Solving supports, and two (4.35%) participated in the Sustainability Middle School Reading Partnership. No districts in Region 5 received Intervention supports. Two districts (4.35%) received Sustainability supports and participated in the reading partnership.

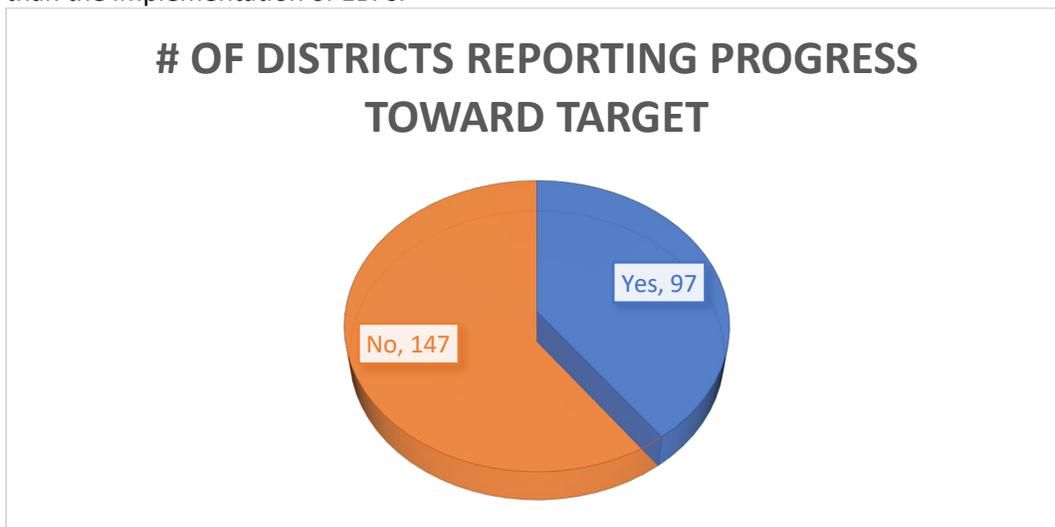
Nebraska continued to require districts to create a Targeted Improvement Plan (TIP) to report the evidence-based strategy implemented to improve student outcomes. Based on a review of the TIP, 81% of the 244 districts focused on reading as an area of improvement which is an increase from the year before.



The evidence-based practices selected by districts include explicit instruction (39%), strategies to promote active student engagement (12%), scaffolded supports (9%), and providing positive and constructive feedback to guide students' learning and behavior (7%) among other strategies.



70% of Nebraska's districts have described the fidelity measures used. Although there is a high percentage of districts who have fidelity measures in place, very few districts have reported progress toward their target. The Department of Education believes the reduction in the percentage of districts meeting their targets is due to districts focusing on the health and safety of students and staff, rather than the implementation of EBPs.



The Office of Special Education has continued to work on aligning with other offices within the department by working jointly on the LaunchNE website filled with COVID resources and reviewing the required Continuous Learning Plans to ensure the district plans addressed the learning needs of students with disabilities.

Evaluation of Outcomes

Provide a description of how the State evaluated the outcomes for each improvement strategy and how the evaluation data supports the decision to continue implementing the strategy.

Nebraska's main strategy in MTSS. MTSS has two main components: 1) increasing use of evidence-based practices and 2) aligning resources and programs within the system.

The Targeted Improvement Plans (TIPs) required are evaluated by Westat based on a rubric. The rubric tracks how districts report their improvement work and summarizes their progress towards goals. Each district receives a district summary to ensure clear communication between districts and NDE.

The rubric also allows NDE to summarize the goal areas, evidence-based practices, and progress districts across the state are reporting. Data show that an increased number of districts are using evidence-based practices in comparison to previous years. More districts can articulate the criteria for implementation of their selected evidence-based practice allowing for districts to measure the fidelity of implementation. Fidelity measures then inform what additional supports to staff are needed to ensure increased outcomes for students with disabilities.

Next Steps

Provide a summary of the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next reporting period.

Nebraska's main strategy in MTSS. MTSS has two main components: 1) increasing use of evidence-based practices and 2) aligning resources and programs within the system.

The NDE, Office of Special Education is committed to the build out of an Interconnected System Framework, known as NeMTSS. With NeMTSS, the State anticipates that through a statewide professional learning community charged with building capacity and providing professional learning opportunities monthly, expanding infrastructure, connecting to key personnel and communicators, and including diversity of expertise encompassing the whole child districts will have the support needed to ensure each student can become a proficient reader. This system will create an aligned framework and outcomes while focused on providing a reputable source for resources grounded in evidence and research. The NeMTSS continued integration of PBIS, Pyramid, and RtI provides statewide system level training as well as regional supports in each expertise area to identify infrastructure gaps and barriers with stakeholder groups, including families and community leaders.

To achieve the outcome of continuing to increase the use of evidence-based practices as reported in the Targeted Improvement Plans (TIPs), Nebraska will provide a list of evidence-based practices (EBPs) for districts to choose from rather than allowing a free-form response. Based on a review of the TIPs submitted in 2020, the State will provide additional professional development to assist districts in measuring fidelity, building an effective action plan to track progress, evaluating improvement efforts and applying data-based decision making within a continuous improvement model.

The State will also continue to scale up the regional model in which the supports around MTSS and PBIS are provided. In 2019-20, the NeMTSS Regional Model expanded to include 2 pilot regions that supported Early Childhood MTSS implementation. Regional Pyramid Implementation Support Specialists were hired in Region 1 and 2 with supports focused on Social-Emotional Learning and Early Literacy support for Pre-K through 2nd grade implementation. In 2020-21, an additional regional support will be added to the team and in 2021-22 the fourth and fifth regions will be added. The focus of this support is continued literacy scale up through the implementation of developmentally appropriate SEL support theorized to provide literacy development of schools to offer the evidence-based practice of Pyramid Model implementation.

The NDE will also continue to enhance interconnectivity between the State Personnel Development Grant and the State Systemic Improvement Plan through the scale up of Positive Behavior Interventions and Support training and Coaching. While incorporating the regional approach to the PBIS support in schools, coaches are working to provide fidelity check training and implementation support to over 190 schools. The regional model has assisted in aligning roles and responsibilities with focus on tier 2 and 3 evidence-based practices to enhance system build outs in schools.

New Evidence-Based Practices

Did the State implement any new (previously or newly identified) evidence-based practices?

Yes

Description of New Evidence-Based Practices

If “Yes”, describe the selection process for the new (previously or newly identified) evidence-based practices.

The MTSS Implementation Team is developing English Language Arts (ELA) build outs to support districts who are focused on reading as an area of improvement. The ELA build outs were designed to be implemented both in-person and virtually to allow for providing supports during the current pandemic and after.

Summary of Continued Evidence-Based Practices

Provide a summary of the continued evidence-based practices and how the evidence-based practices are intended to impact the SiMR.

Nebraska continues to develop and strengthen the MTSS Framework and provide systems training to districts by developing English Language Arts specific content.

Nebraska will continue to require districts to develop and implement a Targeted Improvement Plan (TIP) which will include a drop-down menu of choices to select an evidence-based practice (EBP). Districts will also be required to report the level of fidelity of implementation of the EBP selected as well as fidelity of MTSS implementation. As districts continue to implement EBPs and monitor fidelity of implementation of the practices and the systems that support those practices, literacy for students with disabilities will be improved as described in the SiMR.

NDE will continue to collaborate inter-departmentally to ensure each district receives the supports needed to improve outcomes for students with disabilities. NDE continues to allow districts, especially those identified as TSI/ATSI/CSI, to use improvement plans in place to complete the TIP and to use the TIP to fulfill other required plans, such as the continuous improvement plans required by ESSA. Accountability is also used in the risk analysis established to determine what additional supports districts need. Materials provided by specific offices are used across all offices to further support districts such as material created to analyze data for various populations such as ethnicity, economic status, and disability category among others.

Fidelity of Implementation

Describe the data collected to evaluate and monitor the fidelity of implementation and to assess practice change.

Districts will self-report the level of fidelity of implementation of the evidence-based practice (EBP) in use as well as fidelity of implementation of MTSS. The Department of Education will continue to use the TIP rubric to review districts' progress in implementing the EBP and progress toward the targets each district establishes. NDE has already provided professional development regarding fidelity of implementation through virtual live presentations, screen casts and the TIP Guidance document. A review of TIPs show districts are identifying fidelity assessments, providing documents used with administrative walkthroughs and observation as well as data collected by building administrators or coaches. Districts also use the MTSS self-assessment or the TFI (for PBIS). Districts struggling to implement EBP and show progress toward the target will be considered high risk and have a higher likelihood of being selected for on-site monitoring.

Components Implemented

Describe the components (professional development activities, policies/procedures revisions, and/or practices, etc.) implemented during the reporting period to support the knowledge and use of selected evidence-based practices.

The MTSS Implementation team provided systems training, the MTSS statewide conference and Reading Symposium virtually, rather than in person. LETRS training was also provided to districts to further support reading instruction for students.

In order to provide more universal technical assistance, the Department of Education provided screen casts to provide guidance for districts in the development of the Targeted Improvement Plan (TIP). Resources were provided on the NDE website as well as on the secure website used to upload the Plan. Revisions were made to the guidance document to expand examples and template language for the TIP submission. The TIP Rubric was also expanded to allow more specific feedback to districts.

Section C: Stakeholder Engagement

Strategies Engaging Stakeholders

Describe the specific strategies implemented to engage stakeholders in key improvement efforts.

The Office of Special Education and stakeholders continue to have an ongoing collaborative relationship while implementing and evaluating the SSIP. Although, due to COVID, the State has been unable to meet with stakeholders in person, the State has held virtual meetings. Meetings with stakeholders have included the Results Based Accountability Meeting, in which stakeholders were informed of the State's work with Significant Disproportionality, NE Counts (the State's risk analysis for special education), On-Site Focused Monitoring, and the SSIP. Other meetings include monthly directors' webinars, Special Education Advisory Council (SEAC) and the continuing MTSS Builder's group. The MTSS Builder's group continued working on the English Language Arts build outs for MTSS and assisted in revising the SLD Guidance Document. Opportunities have also been provided for stakeholders to provide feedback on the screen casts and Guidance document revisions implemented to assist districts with the development of the TIP. Stakeholders were also provided data and collaborated with the State in setting the SiMR targets.

Concerns of Stakeholders

Were any concerns expressed by stakeholders during the engagement activities?

Yes

Concerns Addressed

If “Yes”, describe how the State addressed the concerns expressed by stakeholders.

The State provided stakeholders the changes made at the Federal level with the SSIP, particularly the change in the due date. Due to the timeline change from April to February, Stakeholders, as well as the State, felt it was important to use the 2021 submission as a test year to see if all required data could be gathered and reported for a February 1 submission. Collaboratively, the due date for the TIP was changed to allow the State time to review and provide TIP data for the SSIP. Since the November submission, the State again worked collaboratively with stakeholders to move the TIP due date one last time. In the future the TIP will be due in May allowing the TIP to coincide with the school year. Moving the due date to May will also allow the State additional time to provide support to districts. Data collected from the TIPs will be used to inform the State on the overall system on support and general supervision.

Response to OSEP

If applicable, describe the action(s) that the State implemented to address any FFY 2018 SPP/APR required OSEP response.

Nebraska did not receive written feedback for the FFY 2018 SSIP. However, during a call in the fall of 2020 OSEP recommended the SSIP include information about why Nebraska chose to wait to change the baseline data for the SIMR and set new targets which was addressed on page 1 of this document.