

**PRT Performance Report – Part C**  
2015 - 2016

PRT #100

NDE Reviewer: JOHN DOE

Indicator	State Target	PRT Perf.
1: Timely Services	1.0000	1.0000
2: Home and Community Based Settings	0.9700	1.0000
3A1: Early Childhood Outcomes	0.4000	0.4740
3A2: Early Childhood Outcomes	0.4450	0.2630
3B1: Early Childhood Outcomes	0.4050	0.4210
3B2: Early Childhood Outcomes	0.3400	0.2630
3C1: Early Childhood Outcomes	0.5650	0.7890
3C2: Early Childhood Outcomes	0.7200	0.2630
4A: Family Outcomes	0.8400	0.8300
4B: Family Outcomes	0.8150	0.7800
4C: Family Outcomes	0.9140	0.8900
5: Child Find Ages Birth to 1	0.0060	0.0066
6: Child Find Ages Birth to 3	0.0186	0.0142
7: Timely Evaluations	1.0000	1.0000
8: Early Childhood Transition	1.0000	1.0000

**PRT Determination Calculation Summary – Part C**  
**2017**  
**(Determination based on data from July 1, 2015-June 30, 16 School)**

PRT #100

NDE Reviewer: JOHN DOE

Percentage (%)	Determination
<b>95.35%</b>	<b>Meets Requirements</b>

Indicator	State Target	PRT Perf.
2: Home and Community Based Settings	0.9700	1.0000
3A1: Early Childhood Outcomes	0.4000	0.4740
3A2: Early Childhood Outcomes	0.4450	0.2630
3B1: Early Childhood Outcomes	0.4050	0.4210
3B2: Early Childhood Outcomes	0.3400	0.2630
3C1: Early Childhood Outcomes	0.5650	0.7890
3C2: Early Childhood Outcomes	0.7200	0.2630
4A: Family Outcomes	0.8400	0.8300
4B: Family Outcomes	0.8150	0.7800
4C: Family Outcomes	0.9140	0.8900
5: Child Find Ages Birth to 1	0.0060	0.0066
6: Child Find Ages Birth to 3	0.0186	0.0142
* Average of Monitoring Indicators (1, 7, 8)	1.0000	1.0000
Timely Reporting	1.0000	1.0000
<b>Sum of State Targets/Sum of PRT Performance</b>	<b>8.3836</b>	<b>7.9938</b>
<b>Percent Score = PRT Performance ÷ State Target</b>	<b>95.35%</b>	

\* The average score of compliance indicators 1, 7, and 8 is included in the PRT Determination Calculation.

The PRT Determination Calculation measurement is the Sum of the PRT Performance divided by the Sum of the State Targets.

Sum of PRT Performance
Sum of State Target

The levels of determination include:

- Meets Requirements (100% to 80.00%)
- Needs Assistance (79.99% to 60%)
- Needs Intervention (59.99% to 40%)
- Needs Substantial Intervention (39.99% and below)

## District Performance Report - Part B

2015 - 2016

HUSKERS RULE SCHOOL DISTRICT

NDE Reviewer: JOHN DOE

Performance Indicators	State Target	State Perf.	District Perf.
1: Graduation Rate	0.9000		0.8235
2: Drop-Out Rate*	0.9805		0.9979
3BR: Participation Reading Elementary	0.9500		0.9976
3BR: Participation Reading Middle	0.9500		0.9976
3BR: Participation Reading High	0.9500		0.9976
3BM: Participation Math Elementary	0.9500		0.9953
3BM: Participation Math Middle	0.9500		0.9953
3BM: Participation Math High	0.9500		0.9953
3CR: Proficiency Reading Elementary	1.0000		0.6649
3CR: Proficiency Reading Middle	1.0000		0.5372
3CR: Proficiency Reading High	1.0000		0.1622
3CM: Proficiency Math Elementary	1.0000		0.5916
3CM: Proficiency Math Middle	1.0000		0.4149
3CM: Proficiency Math High	1.0000		0.1351
4A: Suspension/Expulsion Discrepancy	1.0000		1.0000
5A: LRE – School Age Regular Classroom 80%+	0.7310		0.7976
5B: LRE – School Age Regular Classroom <40%	0.0652		0.0513
5C: LRE – School Age Separate Facility	0.0250		0.0000
6A: LRE – Preschool Regular EC Program	0.7200		0.9333
6B: LRE – Preschool Separate Class	0.0570		0.0000
7A1: EC Assess - Positive Social Emotional - Substantial Increase	0.7450		0.8067
7A2: EC Assess. - Positive Social Emotional Age Expectations	0.6907		0.8067
7B1: EC Assess. - Know/Skills - Substantial Increase	0.7500		0.8067
7B2: EC Assess. - Know/Skills - Age Expectations	0.6975		0.8067
7C1: EC Asses. - Behavior - Substantial Increase	0.7550		0.8067
7C2: EC Assess. - Behavior - Age Expectations	0.7500		0.8067
8: Parent Involvement	0.8980		0.9568
14A: Post-Secondary Outcomes Target A	0.3600		0.3600
14B: Post-Secondary Outcomes Target B	0.6580		0.1960
14C: Post-Secondary Outcomes Target C	0.8320		0.5560
Compliance Indicators	State Target	State Perf.	District Perf.
4B: Suspension/Expulsion Discrepancy by Race/Ethnicity	1.0000		1.0000
9: Disproportionate Identification by R/E	1.0000		1.0000
10: Disproportionate ID by R/E by Disability	1.0000		1.0000
11: Timely Evaluation	1.0000		1.0000
12: Part C to B Transition	1.0000		1.0000
13: Secondary Transition Planning	1.0000		1.0000

## District Determination Summary – Part B

2017

(Determination based on data from 2015-16 School Year)

HUSKERS RULE SCHOOL DISTRICT

NDE Reviewer: JOHN DOE

Percentage (%)	Determination
<b>83.26%</b>	<b>Meets Requirements</b>

Performance Indicators		State Target	State Perf.	District Perf.
1:	Graduation Rate	0.9000		0.8235
2:	Drop-Out Rate*	0.9805		0.9979
3BR:	Participation Reading Average (E, M, H)	0.9500		0.9976
3BM:	Participation Math Average (E, M, H)	0.9500		0.9953
3CR:	Proficiency Reading Elementary	1.0000		0.6649
3CR:	Proficiency Reading Middle	1.0000		0.5372
3CR:	Proficiency Reading High	1.0000		0.1622
3CM:	Proficiency Math Elementary	1.0000		0.5916
3CM:	Proficiency Math Middle	1.0000		0.4149
3CM:	Proficiency Math High	1.0000		0.1351
4A:	Suspension/Expulsion Discrepancy	1.0000		1.0000
5A:	LRE – School Age Regular Classroom 80%+	0.7310		0.7976
6A:	LRE – Preschool Regular EC Program	0.7200		0.9333
7:	Early Childhood Assessment Average (7A, B, C)	0.7314		0.8067
8:	Parent Involvement	0.8980		0.9568
14C:	Post-Secondary Outcomes Target C	0.8320		0.5560
<b>Total of Performance Indicators</b>		<b>14.0345</b>		<b>11.3706</b>
Compliance Indicators		State Target	State Perf.	District Perf.
4B:	Suspension/Expulsion Discrepancy by Race/Ethnicity	1.0000		1.0000
9 & 10:	Disproportionate Identification, R/E	1.0000		1.0000
11:	Timely Evaluation	1.0000		1.0000
13:	Secondary Transition Planning	1.0000		1.0000
	Timely Reporting / Audit Findings	1.0000		1.0000
<b>Total of Compliance Indicators</b>		<b>5.0000</b>		<b>5.0000</b>
<b>Sum of Performance and Compliance Indicators</b>		<b>19.0345</b>		<b>16.3706</b>
<b>Percent Score = District Performance ÷ State Target</b>		<b>83.2688%</b>		

$$\text{Percent Score} = \frac{\text{District Performance}}{\text{State Target}}$$

The levels of determination include:

- Meets Requirements (100% to 80.00%)
- Needs Assistance (79.99% to 60.00%)
- Needs Intervention (59.99% to 40.00%)
- Needs Substantial Intervention (39.99% and below)

June 1, 2016

## Nebraska's Levels of Determinations Regarding District Performance IDEA Part B

### Report District Determination Levels to AQuESTT

Levels of Determination	Criteria	Actions
Level A Meet Requirements	80% to 100%	<p><b>NDE will take one of the following actions:</b></p> <ul style="list-style-type: none"> <li>• Letter/Email from the Nebraska Department of Education (NDE) to the district congratulating them on meeting requirements</li> <li>• Announce on Facebook or website (number of districts that met requirements)</li> </ul>
Level B Needs Assistance	60% to 79%	<p style="text-align: center;"><u>Level B/Year 1</u></p> <p><b>NDE will take one of the following actions:</b></p> <ul style="list-style-type: none"> <li>• Review progress on CAP for any identified compliance issues based upon Regulatory Monitoring</li> <li>• Require district to revisit/revise the Targeted Improvement Plan (TIP) for area(s) in need of improvement in collaboration with the NDE Regional Consultant</li> <li>• Advise district of available resources of technical assistance (TA) which may include:                             <ul style="list-style-type: none"> <li>○ Advice from experts;</li> <li>○ Assistance in identifying and implementing professional development, instructional strategies, and methods of instruction that are based on scientifically based research;</li> <li>○ Designating and using distinguished professionals to provide instruction, technical assistance and support;</li> <li>○ Devising additional approaches to providing technical assistance, such as collaborating with institutions of higher education, educational service agencies and private providers of scientifically based technical assistance.</li> </ul> </li> </ul> <p style="text-align: center;"><u>Level B/Year 2</u></p> <p><b>NDE will take one or more of the following actions in addition to those listed above if a district continues at Level B for a second year:</b></p> <ul style="list-style-type: none"> <li>• Identify the district as high-risk and impose special conditions on the district Part B grant which may include using up to 5% of district IDEA E/P \$ in targeted areas</li> <li>• Conduct an on-site special education fiscal compliance review</li> <li>• Provide reallocated IDEA Dollars to focus on Needs Assistance areas</li> </ul>

## Report District Determination Levels to AQuESTT

Levels of Determination	Criteria	Actions
<p><b>Level C Needs Intervention</b></p>	<p>40% to 59%</p>	<p style="text-align: center;"><u>Level C/Year 1</u></p> <p><b>NDE will take one or more of the following actions:</b></p> <ul style="list-style-type: none"> <li>• Require district to submit a CAP for any identified non-compliance issues</li> <li>• Require district to revisit/revise the TIP for area(s) in need of improvement in collaboration with the NDE Regional Consultant</li> <li>• Advise district of available sources of TA and require district to work with appropriate entities. Technical assistance may include:                             <ul style="list-style-type: none"> <li>○ Advice from experts;</li> <li>○ Assistance in identifying and implementing professional development, instructional strategies and methods of instruction that are based on scientifically based research;</li> <li>○ Designating and using distinguished professionals to provide instruction, technical assistance and support;</li> <li>○ Devising additional approaches to providing technical assistance, such as collaborating with institutions of higher education, educational service agencies and private providers of scientifically based technical assistance.</li> </ul> </li> <li>• Conduct an on-site special education fiscal compliance review</li> <li>• Identify the district as high risk and impose special conditions on the district's Part B grant which may include using up to 10% of district IDEA E/P \$ in targeted areas</li> <li>• Provide reallocated IDEA Dollars to focus on Needs Assistance areas</li> </ul> <p style="text-align: center;"><u>Level C/Year 2</u></p> <p><b>NDE will take more than one of the actions listed above under Level C, plus the one listed below, if a district remains at Level C for a second year:</b></p> <ul style="list-style-type: none"> <li>• Identify the district as high risk and impose special conditions on the district's Part B grant which may include using up to 15% of district IDEA E/P \$ in targeted areas</li> </ul> <p style="text-align: center;"><u>Level C/Year 3</u></p> <p><b>NDE will take more than one of the previously listed actions, plus the following actions, if a district remains at Level C for a third year:</b></p> <ul style="list-style-type: none"> <li>• Withhold, in whole or in part, any further payments to the district under Part B of IDEA and refer district status to the Nebraska State Board of Education</li> <li>• Conduct an on-site special education fiscal compliance review/Rule 51 visit</li> </ul>

## Report District Determination Levels to AQuESTT

Levels of Determination	Criteria	Actions
<b>Level D Needs Substantial Intervention</b>	<b>39% and Below</b>	<p><b>NDE will take the following actions:</b></p> <ul style="list-style-type: none"> <li>• Withhold, in whole or in part, any further payments to the district under Part B of IDEA and refer district status to the Nebraska State Board of Education</li> </ul> <p><b>NDE will take more than one of the following actions:</b></p> <ul style="list-style-type: none"> <li>• Require district to submit a CAP for any issue as determined by NDE</li> <li>• Require district to revise the TIP for area(s) in need of improvement in collaboration with the NDE Regional Consultant</li> <li>• Advise district of available sources of TA and require district to work with appropriate entities. Technical assistance may include:               <ul style="list-style-type: none"> <li>○ Advice from experts;</li> <li>○ Assistance in identifying and implementing professional development, instructional strategies and methods of instruction that are based on scientifically based research;</li> <li>○ Designating and using distinguished professionals to provide instruction, technical assistance and support;</li> <li>○ Devising additional approaches to providing technical assistance, such as collaborating with institutions of higher education, educational service agencies and private providers of scientifically based technical assistance.</li> </ul> </li> <li>• Conduct an on-site Rule 51 visit in collaboration with the monitoring and program improvement team</li> <li>• Conduct a special education on-site fiscal audit</li> <li>• Provide reallocated IDEA Dollars to focus on Needs Assistance areas</li> </ul>

June 1, 2016

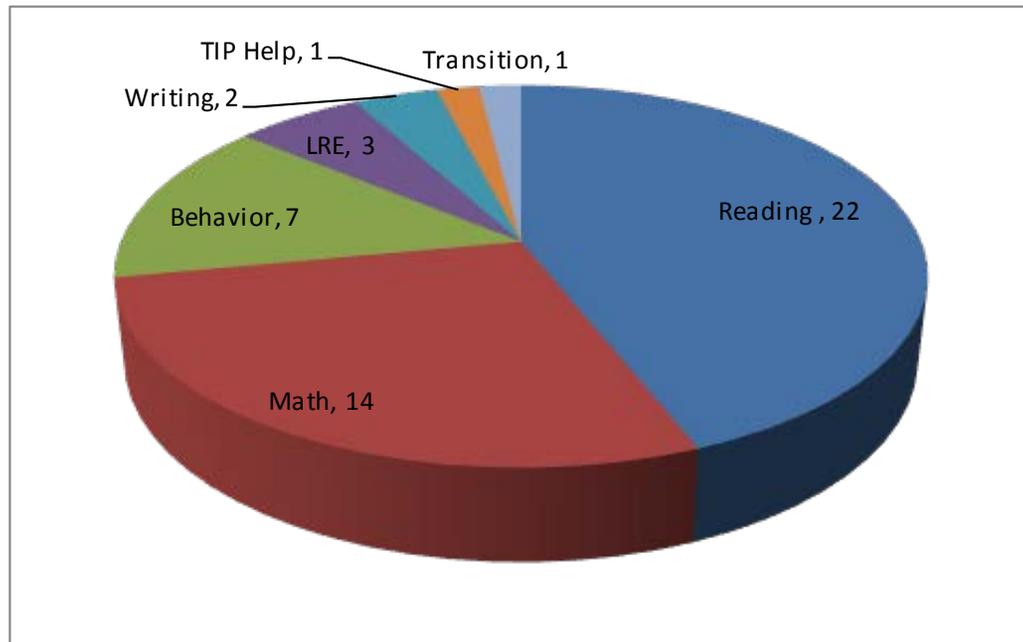
## Nebraska's Levels of Determinations Regarding Planning Region Teams' (PRT) Performance IDEA Part C

Levels of Determination	Actions
<p style="text-align: center;"><b>Level A</b> Meet Requirements 80%-100%</p>	<p><b>Part C Co-Lead Agencies will take one of the following actions:</b></p> <ul style="list-style-type: none"> <li>• Letter/Email to the PRT congratulating them on meeting requirements</li> <li>• Announce number of PRTs on Facebook/website</li> </ul>
<p style="text-align: center;"><b>Level B</b> Needs Assistance 60%-79%</p>	<p style="text-align: center;"><u>Level B/Year 1</u></p> <p><b>Part C Co-Lead Agencies will take one or more of the following actions:</b></p> <ul style="list-style-type: none"> <li>• Review progress on Corrective Action Plan (CAP) for any identified compliance issues based upon Monitoring</li> <li>• Require the PRT to revise the Targeted Improvement Plan (TIP) to improve results</li> <li>• Advise the PRT of available technical assistance (TA) resources which may include: <ul style="list-style-type: none"> <li>○ Advice from experts;</li> <li>○ Assistance in identifying and implementing professional development, early intervention service provision strategies, and methods of early intervention service provision that are based on scientifically based research;</li> <li>○ Designating and using administrators, services coordinators, service providers, and other personnel to provide advice, technical assistance, and support;</li> <li>○ Devising additional approaches to providing technical assistance, such as collaborating with institutions of higher education, educational service agencies, national centers of technical assistance, and private providers of scientifically based technical assistance.</li> </ul> </li> </ul> <p style="text-align: center;"><u>Level B/Year 2</u></p> <p><b>Part C Co-Lead Agencies will take one or more of the above listed actions, plus any of the following actions, if PRT remains at Level B for second consecutive year:</b></p> <ul style="list-style-type: none"> <li>• Identify the PRT as high-risk and the Nebraska Department of Education (NDE) may impose special conditions on the PRT System Support grant which may include requiring the funds to be utilized in targeted areas</li> <li>• Conduct an on-site fiscal compliance review</li> </ul>

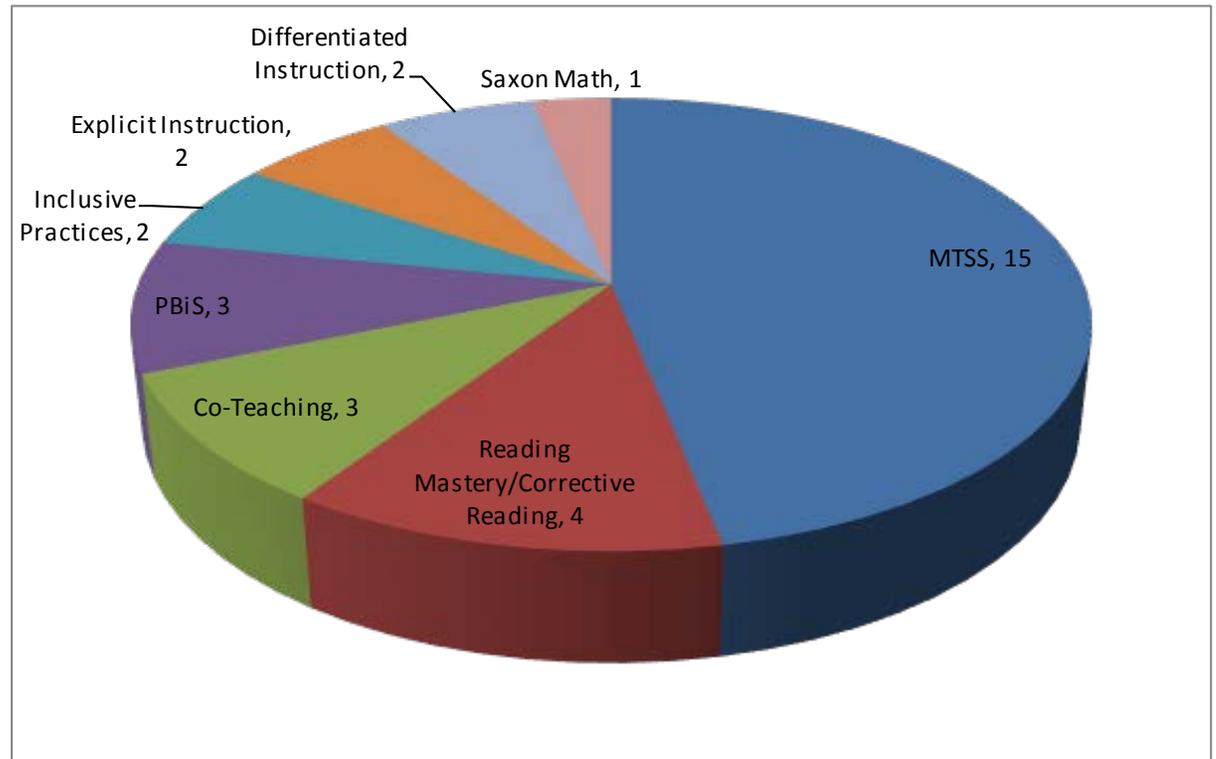
Levels of Determination	Actions
<p style="text-align: center;">Level C Needs Intervention 40%-59%</p>	<p style="text-align: center;"><u>Level C/Year 1</u></p> <p><b>Part C Co-Lead Agencies will take one or more of the following actions:</b></p> <ul style="list-style-type: none"> <li>• Require the PRT to submit a CAP for any identified non-compliance issues</li> <li>• Require the PRT to revise the TIP for area(s) in need of improvement</li> <li>• Advise the PRT of available TA resources which may include:               <ul style="list-style-type: none"> <li>○ Advice from experts;</li> <li>○ Assistance in identifying and implementing professional development, early intervention service provision strategies, and methods of early intervention service provision that are based on scientifically based research;</li> <li>○ Designating and using administrators, services coordinators, service providers, and other personnel to provide advice, technical assistance, and support;</li> <li>○ Devising additional approaches to providing technical assistance, such as collaborating with institutions of higher education, educational service agencies, national centers of technical assistance, and private providers of scientifically based technical assistance.</li> </ul> </li> <li>• Conduct an on-site fiscal compliance review</li> </ul> <p style="text-align: center;"><u>Level C/Year 2</u></p> <p><b>Part C Co-Lead Agencies will take one or more of the above listed actions, plus the following action, if PRT remains at Level C for second consecutive year:</b></p> <ul style="list-style-type: none"> <li>• Identify the PRT as high risk and NDE may impose special conditions on the PRT System Support grant which may include requiring the funds to be utilized in targeted areas</li> </ul> <p style="text-align: center;"><u>Level C/Year 3</u></p> <p><b>Part C Co-Lead Agencies will take one or more of the previously listed actions, plus the following actions, if PRT remains at Level C for third consecutive year:</b></p> <ul style="list-style-type: none"> <li>• Withhold, in whole or in part, any further payments to the PRT under the PRT System Support Grant</li> <li>• Conduct an on-site fiscal compliance review</li> </ul>

Levels of Determination	Actions
<p style="text-align: center;"><b>Level D Needs Substantial Intervention 39% and below</b></p>	<p><b>Part C Co-Lead Agencies will take one or more of the following actions:</b></p> <ul style="list-style-type: none"> <li>• Require PRT to submit a CAP for any issue as determined by the Co-Lead Agencies</li> <li>• Require the PRT to revise the TIP for area(s) in need of improvement</li> <li>• Advise the PRT of available TA resources which may include: <ul style="list-style-type: none"> <li>○ Advice from experts;</li> <li>○ Assistance in identifying and implementing professional development, early intervention service provision strategies, and methods of early intervention service provision that are based on scientifically based research;</li> <li>○ Designating and using administrators, service coordinators, service providers, and other personnel to provide advice, technical assistance, and support;</li> <li>○ Devising additional approaches to providing technical assistance, such as collaborating with institutions of higher education, educational service agencies, national centers of technical assistance, and private providers of scientifically based technical assistance.</li> </ul> </li> <li>• Conduct an on-site fiscal compliance review</li> <li>• Conduct an on-site Rule 52/480 NAC 3 compliance visit</li> <li>• Withhold, in whole or in part, any further payments to the PRT under the PRT System Support Grant</li> </ul>

Reading	22
Math	14
Behavior	7
LRE	3
Writing	2
TIP Help	1
Transition	1



EBS	
MTSS	15
Reading Mastery/Corrective Readin	4
Co-Teaching	3
PBiS	3
Inclusive Practices	2
Explicit Instruction	2
Differentiated Instruction	2
Saxon Math	1





# NEBRASKA

## DEPARTMENT OF EDUCATION

### PHASE II - Guidance Document

#### Phase II Component #1: Infrastructure Development

1. What are the specific steps the district has taken to further align current initiatives and improvement plans that impact children with disabilities?
2. How is the district aligning and leveraging the current improvement plans across the district (in general and special education), and how will this work specifically improve outcomes for children with disabilities?
3. How does the evaluation measure the district's infrastructure changes needed to better align current initiatives identified in the infrastructure analysis conducted in Phase I?

#### Phase II Component #2: Support for LEA Implementation of Evidence-Based Practices

1. Describe the student-centered, evidence-based practices (EBPs) that will be implemented?
2. What is the professional development (PD) support for high-fidelity adoption, implementation, and sustainability of the student-centered, evidence-based improvement strategy?
3. How will the district support the staff in implementing EBPs?
4. Given the challenges with implementing EBPs identified in Phase I, how are they being addressed within the plan?

#### Phase II Component #3: Evaluation

1. To what extent did [an activity] produce a change in student outcomes [an outcome]?
2. To what extent were milestones in implementation [# of sites, # of implementers trained to criterion, proficiency of fidelity measures, # of coaches employed] reached on schedule?

3. What are the criteria for successful implementation based on the measure(s) established (e.g., the level of proficiency on a fidelity measure)?
4. What is the district's system for collecting valid and reliable implementation data and data related to the focus of improvement?
5. How often is the data reviewed? Who is participating in the review? How are changes made to the implementation and improvement strategies as a result of the data reviews?
6. Did student results change over time (e.g. pre-post) or did results change when compared to other groups of students?
7. How does the district evaluate the effectiveness of the professional development? If the professional development is determined to be ineffective, what is the process for making adjustments?
8. What is the process that district will use to make modifications to the TIP as necessary?