

Nebraska's Revised Logic Model

<u>Inputs</u>	<u>Improvement Strategies</u>	<u>Short-Term Outcomes</u>	<u>Medium-Term Outcomes</u>	<u>Long-Term Outcomes</u>
<p>NDE Special Education (Leadership, Education Specialists, Data Team and SSIP Coordinator)</p> <p>State Educational Agency</p> <p>Learning Collaborative</p>	<p>Strategy 1: Provide support for (District) Targeted Improvement Plans (TIPs) including data analysis, and selection of EBPs (evidence-based practices) and implementation of EBPs.</p>	<p>1a. NDE staff will demonstrate the knowledge and skill necessary to provide support to LEAs</p> <p>1b. District teams will align TIPs with district data.</p>	<p>1c. Districts will select EBPs with high likelihood of improving outcomes for students with disabilities.</p>	<p>1d. Districts will implement EBPs with high levels of fidelity.</p>
<p>MTSS (Multi-Tiered System of Support) State Facilitators and Leadership Team</p> <p>Technical Assistance Providers (IDC [IDEA Data Center], Westat, NETA-B, NCSI)</p> <p>Stakeholders: LEAs, Special Education Advisory Council, Nebraska Association of Special Education Supervisors</p>	<p>Strategy 2: Develop and implement a comprehensive MTSS framework to provide behavioral and academic supports for all students.</p>	<p>2a. To build upon existing infrastructure, districts will continue to receive training and support through the MTSS State Facilitators</p> <p>2b. In collaboration with stakeholder input, a comprehensive MTSS framework will be developed.</p>	<p>2c. A training, coaching and TA (Technical Assistance) resource center will be developed to support the MTSS framework.</p>	<p>2d. LEAs will implement the MTSS framework with fidelity.</p>
	<p>Strategy 3: Align resources and programs within the state infrastructure to support implementation of SSIP activities.</p>	<p>3a. NDE special education staff will collaborate with other NDE team to align the SSIP with ESSA and AQuESTT.</p>	<p>3b. Gaps in infrastructure will be identified and addressed using stakeholder workgroups, strategic planning work and coordination with the ESUs.</p> <p>3c. Establish a Grant/Financial support process designed to aid Districts.</p>	<p>3d. Training and information will be provided and dissemination in a consistent and cohesive manner.</p>
<p>Student Outcomes</p> <p>SIMR: Increase reading proficiency for students with disabilities at the 4th grade level as measured by the statewide reading assessment.</p> <p>Growth Goal (K-3): Decrease the number of students determined at-risk for reading failure based on screening assessments. Maintain or increase the necessary rate of growth for students on IEPs to achieve grade-level reading skills.</p>				

Evaluation Question	Target/Performance Indicator	Responsibility	Data Collection Method/Frequency	Data Collection Tools (Instrument/ Protocol)
To what degree is training and technical assistance around key components of systems training for MTSS?	A. All key components of MTSS systems are included in training content. B. Increase in participants understanding, knowledge, and skills with implementation of MTSS (Quality, Relevance, Usefulness)	A. MTSS Facilitators B. MTSS Facilitators	A. Document fidelity of delivery of training sessions via survey (ongoing) B. Participants rate quality, relevance, and usefulness of training sessions via survey (ongoing)	A. End of training survey B. End of training survey
To what degree are districts implementing data-based decision-making process at the student and systems level to guide core instruction and intervention decisions?	A. Increase in districts that submit examples of both outcome and implementation data in their data analysis in the TIP B. Increase in districts that rate their MTSS implementation as implemented at least half the time	A. Westat and Office of Special Education B. Westat and Office of Special Education	A. TIP (annually) B. Districts report level of implementation of MTSS within the Targeted Improvement Plan (TIP) (annually)	A. TIP Rubric B. TIP Rubric
To what degree are districts implementing evidence-based strategies with fidelity?	A. Increase in districts that rate their evidence-based strategy implementation as implemented at least half the time B. Document the fidelity of implementation supports provided	A. Westat and Office of Special Education B. MTSS Facilitators	A. TIP (annually) B. Participants rate quality, relevance, and usefulness of training sessions via survey (ongoing)	A. TIP Rubric B. End of session survey

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<p>To what degree has the State aligned its systems and process to streamline work for districts in order to improve outcomes for students with disabilities?</p>	<p>A. Crosswalk/invent ory/focus groups/interviews to collect information about current practice (work product from cross department group)</p> <p>B. NDE develops common language/goals/ fra mework (OSE revises their training content to reflect agreed upon language)</p> <p>C. Office of Special Education has a least one breakout session at targeted conferences where common language/graphic is shared</p> <p>D. Tracking how the field begins to use common language (use symposia/ conference session description content as a way to track)</p>	<p>A. Office of Special Education; Teaching, Learning, and Assessment; Accreditation; Coordinated Student Support; and Coordinated School and District Support</p> <p>B. Office of Special Education; Teaching, Learning, and Assessment; Accreditation; Coordinated Student Support; and Coordinated School and District Support</p> <p>C. Office of Special Education</p> <p>D. Office of Special Education and NETA-B</p>	<p>A. Completed crosswalk targeting to messaging and information provided about High Quality Instructional Materials; Social Emotional and Social Emotional Behavioral Learning; Continuous School Improvement; Multi-Tiered System of Support (Summer 2022)</p> <p>B. Document of common language/goals/ framework of priorities listed in A. (ongoing)</p> <p>C. Meeting agenda or descriptions of where common language/ graphic shared (ongoing)</p> <p>D. Meeting agenda or descriptions of where common language/ graphic shared (ongoing)</p>	<p>A. Review and analysis of crosswalk</p> <p>B. Review and analysis of common definitions developed</p> <p>C. Review of conference agendas and descriptions</p> <p>D. Tally of meetings new graphics and descriptions are displayed and used.</p>

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<p>To what degree is the State making progress toward the SiMR?</p>	<p>A. Track reading proficiency of 4th-grade students with disabilities on the statewide assessment.</p> <p>B. Analyze NSCAS Growth assessments to measure progress toward proficiency</p> <p>C. Analyze TS Gold data to determine level of preliteracy skills with 3- and 4-year olds</p>	<p>A. Data Management and Application Development (DMAD) and Office of Special Education (OSE)</p> <p>B. DMAD and OSE</p> <p>C. OSE</p>	<p>A. Nebraska Student-Centered Assessment System (NSCAS) (annually)</p> <p>B. Nebraska Student-Centered Assessment System (NSCAS) Growth (quarterly)</p> <p>C. TS Gold Assessment (exit data) (annually)</p>	<p>A. Nebraska Student-Centered Assessment System (NSCAS) (annually)</p> <p>B. Nebraska Student-Centered Assessment System (NSCAS) Growth (quarterly)</p> <p>C. TS Gold Assessment (exit data) (annually)</p>