



NEBRASKA'S STATE SYSTEMIC IMPROVEMENT PLAN

Phase III Year 7

January 2023

Table of Contents

Section A: Data Analysis.....	3
State-identified Measurable Result (SiMR).....	3
Change of SiMR	3
Provide a description of the system analysis activities to support changing the SiMR. ...	3
Please list the data sources(s) used to support the change of the SiMR.	3
Provide a description of how the State analyzed data to reach the decision to change the SiMR.	3
Please describe the role of stakeholders in the decision to change the SiMR.....	3
Is the State using a subset of the population from the indicator (e.g., a sample, cohort model)?	3
Is the State's theory of action new or revised since the previous submission?	3
Please provide a description of the changes and updates to the theory of action.	3
Please provide a link to the current theory of action.	4
Progress toward the SiMR	4
Slippage	4
Slippage Rationale.....	4
Additional Data Collected	5
Describe Additional Data Collected	5
Quality Concerns.....	8
Section B: Implementation, Analysis and Evaluation	8
Evaluation Plan.....	8
Evaluation Plan Changes	8
Description of Changes	8
Continued Evidence-Based Practices.....	8
MTSS	9
Systems Training	9
ELA Training.....	10
MTSS Summit Data.....	11
Systems Alignment.....	11
New Infrastructure Improvement Strategies	12
Description of New Strategies	12
Next Steps	12

Summary of Continued Evidence-Based Practices	13
Summary of Each Evidence-Based Practice	13
Fidelity of Implementation	15
Section C: Stakeholder Engagement.....	17
Additional Implementation Activities.....	18
Prior FFY Required Actions.....	18
Response to Actions Required.....	18

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 4th grade level as measured by the statewide reading assessment.

Change of SiMR

Has the SiMR changed since the last SSIP submission?

No.

Provide a description of the system analysis activities to support changing the SiMR.

No description required due to the SiMR remaining the same.

Please list the data sources(s) used to support the change of the SiMR.

Not applicable as no changes were made.

Provide a description of how the State analyzed data to reach the decision to change the SiMR.

Not applicable as no changes were made.

Please describe the role of stakeholders in the decision to change the SiMR.

Not applicable as no changes were made.

Is the State using a subset of the population from the indicator (e.g., a sample, cohort model)?

No. Nebraska is not using a subset of the population from the indicator, however, based on feedback from the Stakeholders, Nebraska breaks down the data submitted for the SiMR by disability category to assist districts in understanding the data and to target efforts for improvement to the students most in need based on the data.

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

No.

Please provide a description of the changes and updates to the theory of action.

Not applicable as no changes were made.

Please provide a link to the current theory of action.

<https://cdn.education.ne.gov/wp-content/uploads/2021/12/Theory-of-Action-v2-ACCESS-CHECKED-sped.pdf>

Progress toward the SiMR

Does the State use two targets for measurement?

No

Historical data

Baseline Year	Baseline Data
2020	25.63%

Targets

FFY	2021	2022	2023	2024	2025
Target	26.13%	27.13%	28.13%	29.13%	30.13%

FFY 2021 SPP/APR Data

Number of Students with Disabilities at the 4 th grade level who are proficient in reading (both general assessment and alternate assessment)	Total number of students with disabilities tested on the statewide reading assessment (both general assessment and alternate assessment)	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
991	4,245	25.63%	26.13%	23.34%	Not Met	Yes

Slippage

Did slippage occur?

Yes.

Slippage Rationale

If applicable, describe the reasons for slippage.

Proficiency scores in reading for both students with IEPs and students without IEPs have decreased. Scores reflect the continued impact of learning loss that occurred during the pandemic. Cut scores to determine proficiency were set prior to the pandemic reflecting pre-pandemic expectations and will be altered as a result of new standards put in place for the 2022-23 school year and post-pandemic proficiency.

Provide the data source for the FFY 2021 data.

Data comes from the same source as Indicator 3 (NSCAS proficiency scores for 4th grade students who received a valid score and for whom a proficiency level was assigned for both students with IEPs against grade level academic achievement standards and proficiency rate for children with IEPs against alternate academic achievement standards.

Please describe how the data are collected and analyzed for the SiMR.

Data is collected based on the requirements of Indicator 3. For the analysis for the SiMR, the state adds together the number of students with IEPs who received a valid score and a proficiency level was assigned against grade level academic

achievement standards to the number of students with IEPs who received a valid score and proficiency level was assigned against alternate academic achievement standards divided by the total number of students at the 4th grade with IEPs.

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.

Based on feedback from stakeholders, the State broke down the NCSAS data by disability category to help give meaning to the data and allow districts to see what groups of students needed to be targeted in their improvement work. The data in the table shows the proficiency of students at the 4th grade level by disability category and includes both students who took the general education assessment as well as the alternate assessment. The scores are arranged from the lowest to highest levels of proficiency. Students with specific learning disabilities are the lowest performing group of students with 11.49% being proficient, while our students with speech and language impairments are the highest performing with 42.43% being proficient. There is a huge gap in performance from our students with SLD to our students with OHI (18.39% proficient), followed by another gap between our students with ID (24.55% proficient) ED (24.79% proficient), and Autism (26.50% proficient), another gap for SLI (42.43% proficient).

NCSAS by Disability Category

Disability Category	Percent Proficient
Specific Learning Disability (SLD)	11.49%
Other Health Impaired (OHI)	18.39%
Intellectual Disability (ID)	24.55%
Emotional Disturbance (ED)	24.79%
Autism	26.50%
Speech/Language Impairment (SLI)	42.43%
No Disability	59.26%

Nebraska also disaggregated data by race/ethnicity. Although in the past there hasn't been much variance in scores based on race/ethnicity, with the increased emphasis on equity, the Office of Special Education felt it was important to see if over the progression of time, circumstances have changed. Based on that disaggregation, we see there are differences that exist between racial/ethnic groups but those differences are not as significant as those between disability categories. Students who are white were 29.45% proficient; students who are Asian were 21.42% proficient; students who are 2 or more races were 19.84% proficient; students who are Hispanic/Latino were 12.67% proficient; students are Black/African American are 11.07% proficient; students who are Native American/Alaskan Native are 8.53% proficient; and students who are Native Hawaiian/Pacific Islander are 0% proficient.

NSCAS by Race/Ethnicity

Race/Ethnicity	Percent Proficient
Native Hawaiian/Pacific Islander	0%
Native American/Alaskan Native	8.53%
Black/African American	11.07%
Hispanic/Latino	12.67%
Two or More Races	19.84%
Asian	21.42%
White	29.45%

Nebraska tested 13,281 fourth-grade students using the MAP assessment. 10,782 students without disabilities and 2,499 students with disabilities were tested. According to an analysis of the MAP reading scores, districts had an average RIT (Rasch Unit) score in the fall 2021 administration for students without disabilities was 177.63 and 167.66 for students with disabilities. During the winter 2021 administration, the average RIT score for students without disabilities was 180.81 and for students with disabilities was 171.16. During the spring 2022 administration, the average RIT score for students without disabilities was 181.63 and for students with disabilities was 172.83. A comparison of fall to spring scores shows students with disabilities demonstrated slightly more growth of 5.17 points whereas students without disabilities showed 4 points of growth.

Average RIT Scores on Reading MAP Assessment

4 th Grade Students	Fall 2021	Winter 2021	Spring 2022
Without Disabilities	177.63	180.81	181.63
With Disabilities	167.66	171.16	172.83

When looking specifically at students with disabilities and performance on the MAP reading assessment, scores varied by disability with students with Emotional Disability and Speech/Language Impairments out-scoring students with other disabilities in all three administrations of the MAP assessment. Students with Intellectual Disabilities and Autism had the lowest RIT scores for all test administrations. In comparison, the performance by disability category on the MAP is different from what we saw in performance with the NSCAS. Average RIT scores for the fall of 2021, winter of 2021 and spring of 2022 are as follows for each category.

- Emotional Disability was 175.43; 177.70; 178.29 respectively
- Speech/Language Impairment was 171.68; 175.70; 177.69 respectively
- Other Health Impaired was 171.11; 1743.95; 175.52 respectively
- Specific Learning Disability was 169.30; 173.71; 175.26 respectively
- Autism was 165.68; 168.12; 169.24 respectively
- Intellectual Disability was 156.24; 157.57; and 158.30 respectively

Average RIT on MAP by Disability Category

Disability	Fall 2021	Winter 2021	Spring 2022
Intellectual Disability	156.24	157.57	158.30
Autism	165.68	168.12	169.24
Specific Learning Disability	169.30	173.71	175.26

Disability	Fall 2021	Winter 2021	Spring 2022
Other Health Impaired	171.11	173.95	175.52
Speech/Language Impairment	171.68	175.70	177.69
Emotional Disability	175.43	177.70	178.29
No Disability	177.63	180.80	181.62

Nebraska also uses the MAP RIT scores to determine the percentage of students considered at-risk for not becoming proficient readers. Nebraska begins looking at “at-risk” numbers beginning with kindergarten to determine the extent to which students are getting the supports needed to become proficient readers by 4th grade. Based on the 2022 spring administration of the MAP assessment, 15,139 kindergarten students took the assessment with 12,697 students without disabilities and 2,442 students with disabilities; 16,085 first grade students took the assessment with 13,278 students without disabilities and 2,798 students with disabilities; 20,923 second grade students took the assessment with 16,996 students without disabilities and 3,927 students with disabilities; 6,116 third grade students took the assessment with 4,945 students without disabilities and 1,171 students with disabilities. In looking at percent of students considered at risk, kindergarten had 16.67% students without disabilities and 30.10% of students with disabilities; 1st grade had, 19.43% students without disabilities and 44.67% students with disabilities; 2nd grade had 19.36% students without disabilities and 47.47% students with disabilities; and 3rd grade had 14.98% students without disabilities and 45.60% students with disabilities.

**Percent of Students found “At-Risk” of Not Achieving Reading Proficiency
Based on Spring 2022 MAP Reading Assessment Data**

	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade
Students without Disabilities	16.67%	19.43%	19.36%	14.98%
Students with Disabilities	30.10%	44.67%	47.47%	45.60%

Nebraska also analyzes the pre-literacy and language data from the Teaching Strategies (TS) Gold assessment for 3- and 4-year-old students. During the Fall 2022 fall benchmark assessment on TS Gold, 7,035 3-year-olds were tested (3,854 were without disabilities and 3,181 were with disabilities) and 9,951 4-year-olds were tested (6,890 were without disabilities and 2,571 were with disabilities). Based on the 2022 fall benchmark, 6.07% of 3-year-olds without disabilities and 6.37% of 4-year-olds without disabilities were considered below expectations. 42.15% of 3-year-olds with disabilities and 29.13% of 4-year-olds with disabilities were considered below expectations. 93.93% of 3-year-olds without disabilities and 93.63% of 4-year-olds without disabilities were considered to meet or exceed expectations whereas 57.85% of 3-year-olds with disabilities and 70.87% 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**

Student Group	Performance	3-Year-Olds	4-Year-Olds
Students With Disabilities	Below Expectations	42.15%	29.13%
	Meets or Exceeds Expectations	57.85%	70.87%
Students Without Disabilities	Below Expectations	6.07%	6.37%
	Meets or Exceeds Expectations	93.93%	93.63%

Quality Concerns

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

Yes

Describe any data quality issues, unrelated to COVID-19, specific to the SiMR and include actions taken to address data quality concerns.

Northwest Evaluation Association (NWEA), the institution responsible for the reporting of the MAP data to the state, began a pilot of the NSCAS Growth Assessment which is intended to replace the MAP Assessment beginning in the 2023-24 school year. As a result, the number of students administered the MAP reading assessment, especially for the 3rd grade was considerably lower than past years. Nebraska uses MAP data to show progress toward the SiMR and to determine the number of students with disabilities who are considered “at-risk” for not becoming proficient readers.

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

No.

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.

Not applicable.

Section B: Implementation, Analysis and Evaluation

Evaluation Plan

Please provide a link to the State’s current evaluation plan.

<https://cdn.education.ne.gov/wp-content/uploads/2022/01/Revised-Logic-Model-.pdf>

Evaluation Plan Changes

No, the evaluation plan has not changed.

Description of Changes

If “Yes”, please provide a description of the changes and updates to the evaluation plan.

Not applicable as evaluation plan has not changed.

If “Yes,” provide a rationale or justification for the changes to the SSIP evaluation plan.

Not applicable as the SSIP evaluation plan has not changed.

Continued Evidence-Based Practices

Provide a summary of each infrastructure improvement strategy implemented in the reporting period.

Nebraska's main infrastructure strategy is MTSS focusing on aligning resources and programs within the State educational system.

For the main strategy of implementing MTSS statewide, the State Implemented Language Essentials for Teacher of Reading and Spelling (LETRS), held an MTSS conference, and provide MTSS systems level training and training specific to English Language Arts.

To further align resources and programs within the system, Nebraska engaged in the assistance of Instructional Partners to identify specific areas that require further alignment of programs and initiatives at the State level.

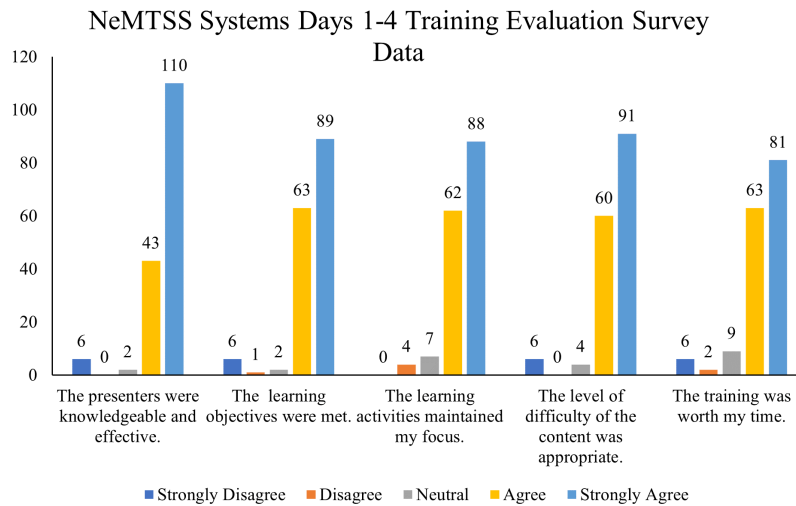
Describe the short-term or intermediate outcomes achieved for each infrastructure improvement strategy during the reporting period including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Please relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up.

MTSS

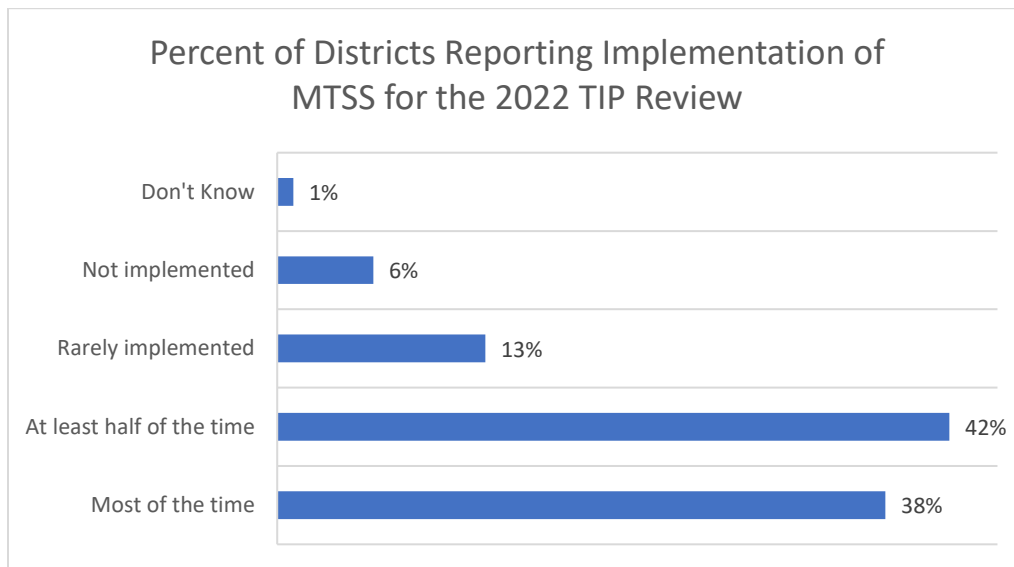
Systems Training

Between January 1, 2022 and October 21, 2022, the MTSS State Facilitators provided training and support to districts dependent on their needs. Eight districts received NeMTSS System training which entails 4 days of training total. Two of the 8 districts received the full 4-day training, and 6 received 3 of the 4 days of training.

After each training, participants filled out a survey to gather information related to the quality, relevance, and usefulness of the training. Over the course of the four days of training, surveys were conducted after each and the aggregated results are shown in the table below. A total of 161 responses were captured showing that a majority of the participants strongly agreed or agreed with the following: presenters' knowledge and effectiveness (110 and 43 responses respectively); learning objectives were met (89 and 63 responses); training maintained the participants' focus (88 and 62 responses respectively); the difficulty of the content was appropriate (91 and 60 responses respectively) ; and the training was worth participants' time (81 and 63 responses respectively).



As part of the Targeted Improvement Plan, Districts were asked to report the level of implementation of MTSS based on a Likert scale. Based on that information, the May 2022 submission shows that 38% of Districts reported they implement the MTSS “most of the time”; 42% of Districts reported they implement evidence-based practice “at least half of the time”; 13% reported they “rarely implemented”; 6% reported the MTSS was “not implemented”; and 1% indicated they “don’t know”.



ELA Training

ELA training contained 2 primary components: LETRS Training and WORDS training.

LETRS Training:

To better support reading, MTSS provided training in the Language Essentials for Teachers of Reading and Spelling (LETRS). In the area of professional development and technical assistance, the state trained 115 individuals in the essentials of reading and

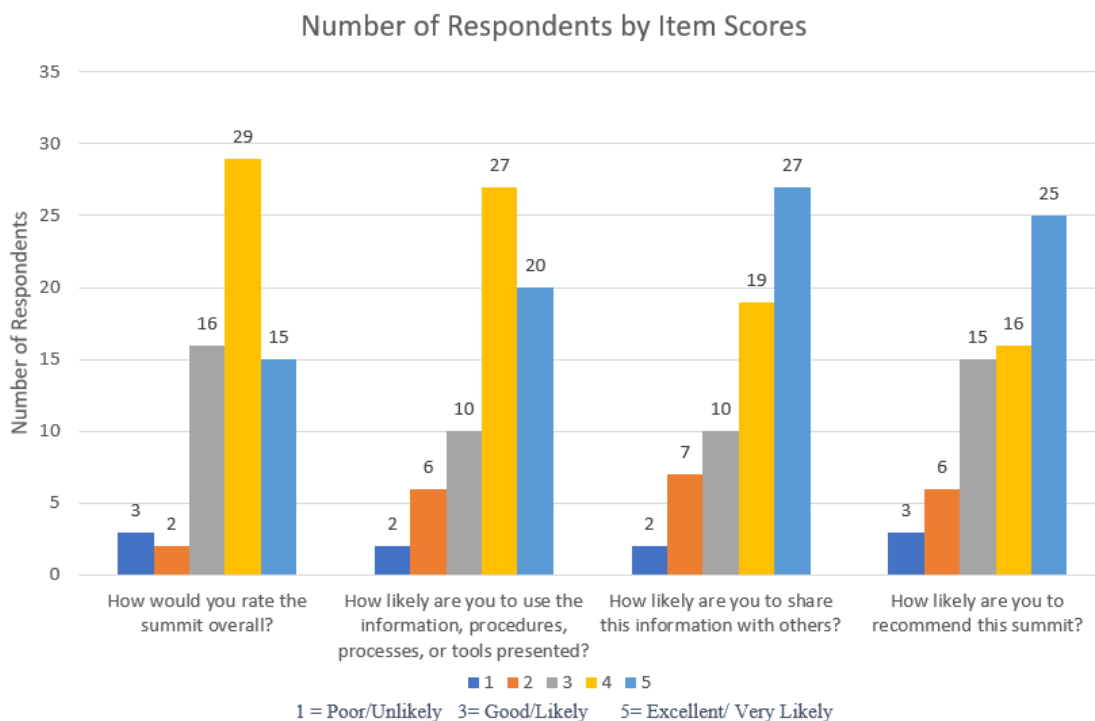
spelling. Participants included teachers, administrators, instructional coaches. LETRS training is essential for achievement toward the SiMR.

WORDS Training

WORDS is professional development based on the Science of Reading that provides an observation/coaching component as well as an opportunity for teachers to tutor other teachers. The 2022-23 school year was the first year of this professional development opportunity for districts with 9 school participating. Data regarding the quality, relevance, and usefulness will be evaluated at the end of the 22-23 school year.

MTSS Summit Data

The annual MTSS Summit was attended by 691 individuals (490 in person and 201 virtual) who ranged in role from teachers to administrators. The annual MTSS Summit relates to professional development and/or technical assistance to support achievement toward the SiMR, sustainability of systems improvement efforts, and scale-up. There were 105 respondents to the evaluation of the Summit. Overall, the evaluation of the Summit data shows that it was rated very well (95% rated excellent or very good), people who attended were likely to use the information presented (95% rated likely or very likely) and would share the information learned with others (95% rated likely or very likely).



Systems Alignment

Since the inception of the SSIP, the Nebraska Department of Education with the assistance of Instructional Partners has been working to align the work of the Office of Special Education and other offices within the Department including the following: MTSS; High-Quality Instructional Materials (HQIM); Continuous Improvement; Social-

Emotional and Social-Emotional/Behavioral Learning; Whole Child Wellbeing. Through the focus of these initiatives, districts have expressed a need for further clarification of each of the initiatives including how each support and ties to the others. As a result of the investigation into the alignment of these initiatives, the NDE has established the following activities:

- Strengthen coherence of MTSS and Continuous Improvement
- Strengthen intersection of MTSS and academics with attention to non-summative assessment guidance in the context of high-quality instructional materials
- Development of a common visual about how MTSS, Continuous Improvement, Whole Child Supports and High-Quality Instructional Materials work together
- Streamline and strengthen school supports and monitoring processes

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.

With Nebraska’s emphasis on implementing evidenced-based practices within a multi-tiered system of support, the Department of Education kicked off the “Journey to Inclusion” to support educators in serving students with disabilities in the general education classroom. With the “Journey to Inclusion” work, the Office of Special Education in conjunction with Sped Strategies, an organization who works with education leaders across the nation, to provide professional development activities including guidance documents, workshops and implementing pilot sites. The function of the pilot sites is to support districts as they look at shifts that can be made to school structure and classroom practices to create opportunities for students with disabilities to learn alongside their peers without disabilities. Resources related to the Journey to inclusion can be found at <https://www.education.ne.gov/sped/journey-to-inclusion/>.

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.

With Nebraska’s main infrastructure strategy being MTSS, the priorities moving forward will be to continue focusing on aligning resources and programs within the State educational system.

For the main strategy of implementing MTSS statewide, the State will continue to implement Language Essentials for Teacher of Reading and Spelling (LETRS) and WORDS, hold an MTSS conference, and provide MTSS systems level training and training specific to English Language Arts. These all will continue, building sustainability and implementation supports based on areas of needs determined through evaluation of data collected.

To continue to support districts who have selected reading as a focus for improvement on their Targeted Improvement Plans (TIPs) adding supports for measuring fidelity of implementation, the MTSS State Facilitators also will continue to implement training specific to reading. Our ELA specific training will have a high focus on the selection of high-quality instructional materials with detail in aligning the Interventions at Tiers II and III to the materials. The Journey to inclusion work along with the MTSS Summit will ensure connectivity to ELA system support in schools.

With the Department's focus on renewal and acceleration for all students, specifically students with disabilities as a historically marginalized subgroup, it continues to be apparent that the focus within schools and thus within the SEA needs to continue on system alignment. Across American Rescue Plan consultation meetings, there was a consistent push to create more coherence, efficiency, and mutual reinforcement across the major processes and to create a clearer sense of connection of how these processes interact and to plan into these processes tiers of support based on need. This work seeks to align, define, and streamline NeMTSS, high-quality instructional materials (HQIM), and continuous improvement processes and tools with attention to social emotional learning and whole-child wellbeing.

At the end of this process:

- We want to have a shared vision of success - shared within the entire State Educational Agency and statewide, including our Educational Service Units
- We want our stakeholders to hear us speaking with one voice
- We want to have functional and trusting spaces to identify and productively work through tension and conflict and ensure the work is cohesive
- We want to make it clearer what actions school and system leaders need to take to support students and to make it easier for them to take those actions

Creating this alignment will ensure that schools have the resources they need to support student well-being, ultimately supporting academic growth.

Summary of Continued Evidence-Based Practices

List the selected evidence-based practices implemented in the reporting period.

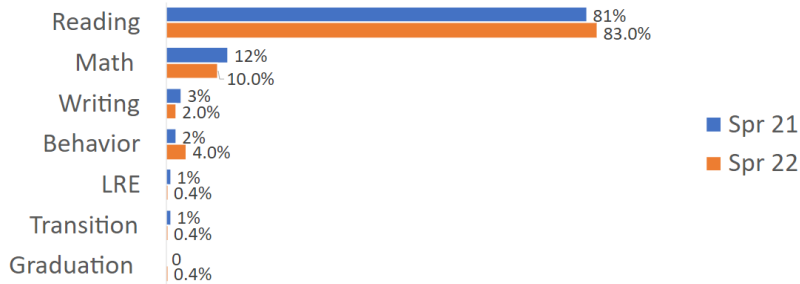
Nebraska continued to require districts to submit and report on the evidence-based practices used to improve the outcomes of students with disabilities through the development of a Targeted Improvement Plan.

Summary of Each Evidence-Based Practice

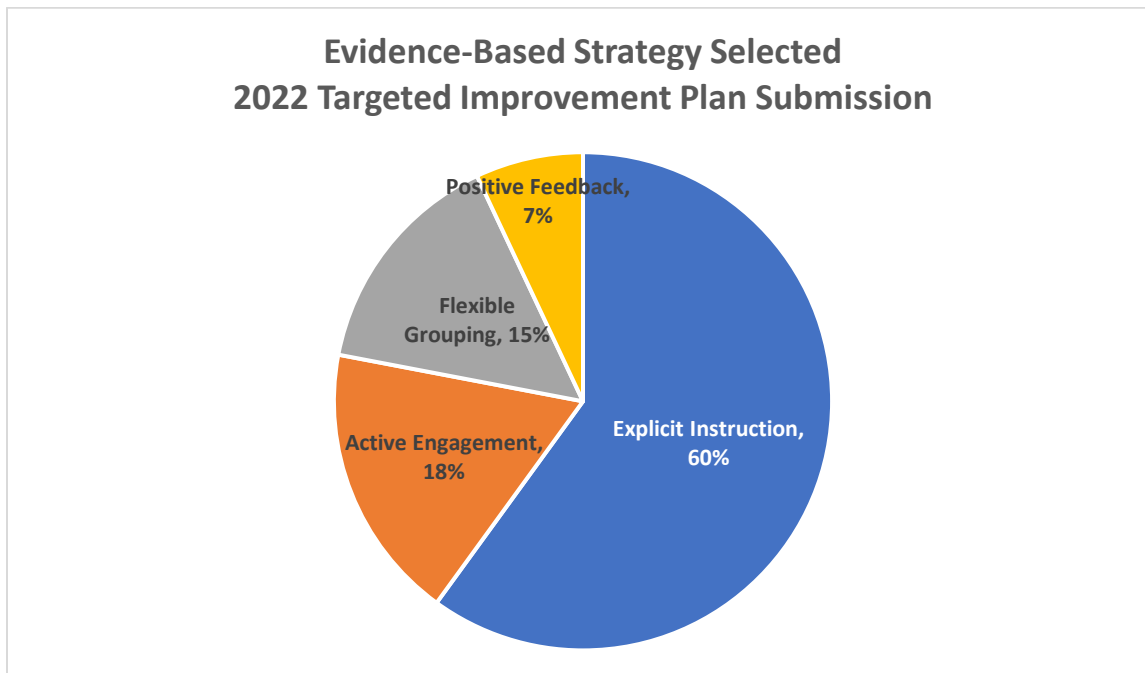
Provide a summary of how each evidence-based practice and activities or strategies that support its use, is intended to impact the SiMR by change program/district policies, procedures, and/or practices, teacher/provider practices (e.g., behaviors), parent/caregiver outcomes, and/or child outcomes.

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, 83% of the 244 districts focused on reading as their area of improvement which is an increase from the year before.

Focus for Improvement Spring 2022



The evidence-based practices selected by districts include explicit instruction (60%), strategies to promote active student engagement (18%), implementing flexible grouping (15%), and providing positive and constructive feedback to guide students' learning and behavior (7%) among other strategies.



239 districts provided a numerical target to demonstrate improvement toward their goal. 80% of those districts provided performance data and 49% of the districts indicated they met or exceeded their target.

Provide a summary of how each evidence-based practice and activities or strategies that support its uses intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g., behaviors), parent/caregiver outcomes, and/or child outcomes.

The targeted improvement plan focuses on the core components of continuous improvement and is designed to help districts focus on analyzing data to make decisions to improve the outcomes of students with disabilities. It also requires districts

to select a specific evidence-based practice to implement to achieve those results and develop fidelity measures to ensure practices are implemented with fidelity. Districts are provided feedback on the targeted improvement plans submitted to further guide the continuous improvement process. When Nebraska developed Phase I of the SSIP, it was identified that students with disabilities were not achieving at the level anticipated due to the lack of evidence-based practices in use. The targeted improvement plan has required districts to focus on evidence-based practices and has moved to measuring the fidelity of the practices to improve results.

Fidelity of Implementation

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

Districts self-reported the level of fidelity of implementation of the evidence-based practice (EBP) in use as well as fidelity of implementation of MTSS. Information specific to the fidelity of implementation of MTSS can be found in the *Continued Evidence-Based Practices* section above.

As part of the Targeted Improvement Plan, Districts were asked to report the level of implementation of the evidence-based practice selected based on a Likert scale. Based on that information, 52% of Districts reported they implement the evidence-based practice “most of the time”; 39% of Districts reported they implement evidence-based practice “at least half of the time”; 6% reported they “rarely implemented”; 2% reported the evidence-based practice was “not implemented”; 1% indicated they “don’t know”.



Describe any additional data (e.g., progress monitoring) that was collected that supports the decision to continue the ongoing use of each evidence-based practice.

No additional data was collected.

Provide a summary of the next steps for each evidence-based practices and the anticipated outcomes to be attained during the next reporting period.

Based on a review of the TIPs submitted in 2022, the State will provide additional professional development to assist districts in understanding the differences between outcome and implementation measures, measuring fidelity, and applying data-based decision making within a continuous improvement model. With an increase in additional professional development the state anticipates seeing a higher percentage of districts indicating they are implementing with fidelity supported by data and obtaining the targets set to ultimately impact student achievement.

Does the State intend to continue implementing the SSIP without modifications?

No.

If no, describe any changes to the activities, strategies, or timelines described in the previous submission and include a rationale or justification for the changes.

- The Department of Education will be setting new cut scores for the ELA NSCAS assessment to reflect changes in performance post-pandemic and the new ELA standards that took effect. Changes in cut scores and the adoption of new standards will require stakeholder feedback to reset targets.
- Upcoming change from using the Measures of Academic Progress (MAP) which is currently used to Nebraska Student Centered Assessment System (NSCAS) for growth which will align more closely with the statewide assessment system so teachers have increased knowledge of how students are performing in order to achieve reading standards is currently under discussion with the State Board and is on hold until further notice which will likely cause gaps in data for the 2024 SSIP interim measures.
- Focus of Multitiered Systems of Support (MTSS) on Social, Emotional, and Behavioral Learning (SEBL) and impact on reading proficiency due to data showing an increase in mental health issues among students and staff because of the pandemic.
- Timeline for establishing interim targets using NSCAS growth due to the upcoming change in interim measures from the MAP assessment to the NSCAS growth assessment will be established as soon as decisions are made with the State Board of Education.
- Alignment activities to clarify for districts the interconnectedness between MTSS, High Quality Instructional Materials, SEBL, Continuous School Improvement, and the whole child based on data gathered indicating the confusion districts have about those initiatives.

Section C: Stakeholder Engagement

Description of Stakeholder Input

The Office of Special Education and stakeholders continue to have an ongoing collaborative relationship while implementing and evaluating the SSIP. Stakeholders have included the following:

- Results Based Accountability (RBA) Stakeholders
- Special Education Advisory Council (SEAC)
- MTSS Stakeholder's Group

Each of the groups consisted of the following:

- Parents
- Special Education Directors
- Special Education staff
- General Education Administrators (including principals and superintendents)
- Staff from Institutions of Higher Education
- Community agencies
- Nonpublic school staff
- Nebraska State Education Association members
- Nebraska Association of Special Education Supervisors members
- Members from various Offices within the Nebraska Department of Education including:
 - Office of Accountability, Accreditation, and Program Approval
 - School Improvement
 - Curriculum, Instruction, and Assessment

The State has met with stakeholders in and virtually in person and virtually, to be responsive to community needs while providing opportunities for decision-making inclusive of broad stakeholder perspectives.

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

Each of the groups met at different frequencies. Stakeholders collaborated with the State in making decisions about the data for the SiMR including analyzing and reviewing the following data:

- SiMR
- MAP
- TS Gold
- Implementation
- Infrastructure

Stakeholders also worked collaboratively with the State to determine next steps based on the data analyzed and reviewed.

Were any concerns expressed by stakeholders during the engagement activities?

Yes

Describe how the State addressed the concerns expressed by stakeholders.

Stakeholders expressed concern with the impact new standards for English/Language Arts will have on proficiency scores. Stakeholders were informed of the change in cut scores that will occur to address the new standards and will take into account the changes needed to cut scores based on post-pandemic national and state trends. Stakeholders have also been informed that new targets will need to be set and opportunities to participate will be announced to allow for feedback.

Additional Implementation Activities

List any activities not already described that the State intends to implement in the next fiscal year that are related to the SiMR.

All activities have already been described.

Provide a timeline, anticipated data collection measures, and expected outcomes for these activities that are related to the SiMR.

See Evaluation Plan at <https://cdn.education.ne.gov/wp-content/uploads/2021/12/Theory-of-Action-v2-ACCESS-CHECKED-sped.pdf>

Describe any newly identified barriers and include steps to address these barriers.

January 1, 2023 our Commissioner of Education resigned. The Nebraska Department of Education has already hired a firm to hire a new Commissioner. The Department has been asked to continue it's work as it has been. When a new Commissioner is hired, the Office of Special Education will work to provide information about the work being done. Changes may be required based on the Commissioner's goals for the Department.

Although the Department has been working on moving from the MAP assessment to the NSCAS Growth Assessment, the Department was asked to stop this work by the State Board of Education. Pausing this move from the MAP to NSCAS Growth will cause a lapse in interim data to measure progress toward the SiMR. The Office of Special Education is working with Data Management and Application Development (DMAD) to ensure we get both MAP assessment and NSCAS Growth Assessment results until decisions are made and the full transition from MAP to NSCAS Growth is completed.

Prior FFY Required Actions

Response to Actions Required

Response to actions required in FFY 2019 SPP/APR