



2024 RESOURCES FOR DETERMINATIONS

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Introduction

NDE is required to make an annual determination on the performance of each school district under and consistent with Part B of the IDEA. 20 U.S.C. § 1416(a), (e). NDE makes this district annual determination using both outcome and compliance data. NDE is also required to assess each school district for risk under the Uniform Grant Guidance, determining the school district's risk of noncompliance with federal statutes and regulations and whether the school district may not achieve intended outcomes with federal special education dollars. 2 C.F.R. § 200.332. NDE fulfills this requirement through a process called NECounts. Beginning with the 2023 NECounts and district annual determination NDE combined the data analysis, technical assistance, and monitoring of NECounts and district annual determinations into one process.

Purpose of the Resource Document

When districts are identified as "Needs Assistance" for two consecutive years, or "Needs Intervention" for three consecutive years, the Nebraska Department of Education Office of Special Education is required to inform districts of the technical assistance available to them to address the areas of high risk. This resource provides the technical assistance available for each data category included in the annual determinations.

General Questions to Consider

As you are reviewing the data included in the NE Counts/Determinations, here are some questions to consider for each data category.

- Does the data reported here match your district data?
- Did you submit complete data on time?
- What are your data validation procedures before submitting data to NDE?

Questions that are specific to a data category are included with the resources provided.

Chronic Absenteeism

Data Type: Chronic Absenteeism for Students with IEPs

Data Description: Students with IEPs who were absent, meaning not physically on school grounds and not participating in instruction or instruction-related activities at an approved off-grounds location, for at least half the school day. NDE calculates a percentage by dividing the number of chronically absent students with IEPs by the number of students with an IEP in the district.

Questions to Consider for Chronic Absenteeism

- Does the data reported here match your district data?
- Did you submit complete data on time?
- What are your data validation procedures before submitting data to NDE?
- When you review students marked absent and students who are not does it appear that the definition of absence listed here is being applied correctly?

Resources to Improve Chronic Absenteeism

- [Why Chronic Absenteeism Matters: What the Research Says](#) (U.S. Department of Education)
- [Chronic Absenteeism](#) (Nebraska Department of Education)
- [Nebraska School, Family, and Community Engagement Framework](#) (Nebraska Department of Education)

NDE, OSE Contact for Chronic Absenteeism

[Micki Charf](#)

Correction of Noncompliance

Data Type: Correction of Noncompliance

Data Description: Whether a district corrected identified noncompliance with compliance indicators (Indicators 4B, 9, 10, 11, 12, and 13) pursuant to requirements from OSEP QA 23-01, July 24, 2023

Resources to Improve Correction of Noncompliance

If your district had identified noncompliance with any compliance indicator, review your district's corrective action plan, gather evidence of correction, complete corrective action by established due dates, and demonstrate 100% compliance in the subsequent data collection. Connect with the relevant NDE, OSE contact, if desired.

NDE, OSE Contacts for Correction of Noncompliance

- Correction of Noncompliance for Indicators 4B, 9, and 10: [Mary Lenser](#)
- Correction of Noncompliance for Indicator 11: [Christopher Chambers](#) and [Tara Korshoj](#)
- Correction of Noncompliance for Indicator 12: [Ginny Howard](#)
- Correction of Noncompliance for Indicator 13: [Jordyn Brummund](#), [Abbey Cron](#), [Theresa Hayes](#), and [Christopher Chambers](#)

Fiscal Desk Review: Special Education Findings

Data Type: Fiscal Desk Review: Special Education Findings

Data Description: NDE's fiscal review for all subrecipients that meet certain criteria. Fiscal Desk Review reports distinguish special education findings.

Resources to Improve Special Education Fiscal Desk Review Findings

NDE's Office of Budget and Grants Management will send the district an email providing the results of its Fiscal Desk Review. If there is a finding, the report will require a corrective action plan or may provide other guidance about how a district may correct this issue going forward. The email will also include resources and guidance on where to find the requirements on which the finding is based.

NDE, OSE Contact for Special Education Fiscal Desk Review Findings

[Megan Kassing](#)

Indicator 1: Graduation

Data Type: Indicator 1: Graduation

Data Description: Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma. State target for the relevant Data Year is at least 77.85% of youth with IEPs exiting special education due to graduating with a regular high school diploma.

Resources to Improve Indicator 1

- [Graduation Considerations for Students with Disabilities: A Decision-Making Framework for IEP Teams](#) (Nebraska Department of Education)
- [Preventing School Dropout Brief Resource Guide](#) (U.S. Department of Education's Title IV, Part A Technical Assistance Center)
- [On-Time Graduation Resource Guide](#) (Hanover Research)
- [OSEP Graduation Rate and Drop Out Rate Calculator](#) (IDEA Data Center and National Technical Assistance Center on Transition's (NTACT) Graduation Rate (Indicator 1) and Dropout Rate (Indicator 2) Calculator)

NDE, OSE Contacts for Indicator 1

- [Jordyn Brummund](#)
- [Darsha Pelland](#)
- [Abbey Cron](#)

Indicator 2: Drop Out

Data Type: Indicator 2: Drop Out

Data Description: Percent of youth with IEPs who exited special education due to dropping out. State target for the relevant Data Year is no more than 12.81% of youth with IEPs exiting special education due to dropping out.

Resources to Improve Indicator 2:

- [Graduation Considerations for Students with Disabilities: A Decision-Making Framework for IEP Teams](#) (Nebraska Department of Education)
- [Preventing School Dropout Brief Resource Guide](#) (U.S. Department of Education's Title IV, Part A Technical Assistance Center)
- [On-Time Graduation Resource Guide](#) (Hanover Research)
- [OSEP Graduation Rate and Drop Out Rate Calculator](#) (IDEA Data Center and National Technical Assistance Center on Transition's (NTACT) Graduation Rate (Indicator 1) and Dropout Rate (Indicator 2) Calculator)
- [Why Chronic Absenteeism Matters: What the Research Says](#) (U.S. Department of Education)
- [Chronic Absenteeism](#) (Nebraska Department of Education)

NDE, OSE Contacts for Indicator 2

- [Jordyn Brummund](#)
- [Darsha Pelland](#)
- [Abbey Cron](#)

Indicator 3: Assessment

Data Type: Indicator 3: Participation rate, Proficiency rate against grade level and alternate academic achievement standards, and Gap in proficiency rates against grade level

Data Description:

NDE calculates one composite score for math and one composite score for reading. Some districts do not have any fourth or eighth graders or third-year high school students take the alternate assessment. To account for this NDE calculates the composite score for math and the composite score for reading as a percentage of each data element where the State target is met as compared to the data elements available for that district to meet State targets.

State targets for the relevant Data Year are:

- Indicator 3A: Participation for Children with IEPs
 - At least 95.00% of children with IEPs in the district participated in the state math assessment and state reading assessment.
- Indicator 3B: Proficiency rate for children with IEPs against grade level academic achievement standards
 - Reading
 - At least 24.02% of fourth graders with IEPs were proficient on the state reading assessment.
 - At least 16.52% of eighth graders with IEPs were proficient on the state reading assessment.
 - At least 10.63% of third-year high school students with IEPs were proficient on the state reading assessment.
 - Math
 - At least 20.33% of fourth graders with IEPs were proficient on the state math assessment.
 - At least 13.35% of eighth graders with IEPs were proficient on the state math assessment.
 - At least 9.53% of third-year high school students with IEPs were proficient on the state math assessment.
- Indicator 3C: Proficiency rate for children with IEPs against alternate academic achievement standards
 - Reading
 - At least 44.94% of fourth graders with IEPs were proficient on the state reading alternate assessment.
 - At least 33.09% of eighth graders with IEPs were proficient on the state reading alternate assessment.
 - At least 43.16% of third-year high school students with IEPs were proficient on the state reading alternate assessment.
 - Math
 - At least 43.02% of fourth graders with IEPs were proficient on the state math alternate assessment.
 - At least 43.55% of eighth graders with IEPs were proficient on the state math alternate assessment.
 - At least 35.52% of third-year high school students with IEPs were proficient on the state math alternate assessment.
- Indicator 3D: Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards
 - Reading - The gap in proficiency rate between all students scoring at or above proficient and students with IEPs scoring at or above proficient on the state reading assessment is no more than:

- 29.68% for fourth graders,
 - 34.07% for eighth graders, and
 - 37.32% for third-year high school students.
- Math - The gap in proficiency rate between all students scoring at or above proficient and students with IEPs scoring at or above proficient on the state math assessment is no more than:
 - 25.33% for fourth graders,
 - 31.93% for eighth graders, and
 - 36.13% for third-year high school students.

Questions to Consider for Indicator 3

Indicator 3A: Participation in Reading/Math Assessment

- Does the data reported here match your district data?
- Are children coded correctly as students with disabilities?

Indicator 3B: Proficiency in Regular Reading/Math Assessment

- Does the data reported here match your district data?
- Are children coded correctly as students with disabilities?
- Are children coded correctly as participating in the regular assessment?

Indicator 3C: Proficiency in Alternate Reading/Math Assessment

- Does the data reported here match your district data?
- Are children coded correctly as students with disabilities?
- Are children coded correctly as participating in the alternate assessment?

Indicator 3D: Gap in Proficiency in Regular Reading/Math Assessment

- Does the data reported here match your district data?
- Are children coded correctly as students with disabilities?

Resources to Improve Indicator 3

- Review districts policies and procedures on identification of students and how district staff are determining what are appropriate interventions and needed support for student success. Review how district staff are monitoring that interventions are being implemented with fidelity and are being successful for each individual student.
- Review [IEP Team Guidelines for the Selection and Use of Accommodations for Students with Disabilities](#) on how to select, administer, and evaluate accommodations and accessibility supports to students.
- Ensure students are getting the appropriate accommodations and accessibility supports needed to help them be successful in instruction and assessments.
- Review alternate assessment criteria, definition, characteristics, and other information to make sure the appropriate students are being identified for participation. Review the [NSCAS Accessibility Manual](#) for allowable accommodations and accessibility supports. [School Age Statewide Assessment Tests for Students with Disabilities – Nebraska Department of Education](#)
- Ensure educators are aware of the [Nebraska College and Career Academic Standards](#) and, for those students with the most significant cognitive disabilities, the [Nebraska College and Career Ready Academic Standards Extended Indicators](#) Are district educators able to create lessons to support these standards so students can be proficient? How is the district monitoring this?

NDE, OSE Contacts for Indicator 3

- [Sharon Heater](#)
- [Mary Lenser](#)

Indicator 4B: Suspension/Expulsion

Data Type: Indicator 4B: Suspension/Expulsion

Data Description: District with a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs and policies, procedures or practices that contribute to the significant discrepancy, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Resources to Improve Indicator 4B

Review your Significant Discrepancy finding(s) and Corrective Action Plan with the NDE, OSE Equity Team.

- [Equity in Special Education resources](#) (Nebraska Department of Education)
- [Success Gaps Toolkit](#) (IDEA Data Center)
- [Supporting Behavior](#) (Nebraska Department of Education)
- [Positive, Proactive Approaches to Supporting Children with Disabilities: A Guide for Stakeholders](#) (U.S. Department of Education)
- [Supporting Students with Disabilities and Avoiding Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973](#) (U.S. Department of Education)

NDE, OSE Contacts for Indicator 4B

- [Mary Lenser](#)
- [Ginny Howard](#) for suspension and expulsion of children with IEPs attending preschool.

Indicator 5: Education Environments

Data Type: Indicator 5: Education Environments (children 5 (Kindergarten) – 21)

Data Description:

Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

NDE calculates a composite score based on whether the district met State targets for Indicator 5A, 5B, and 5C (three components).

State targets for the relevant Data Year are:

- A. At least 81.32% of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 are served inside the regular class 80% or more of the day;
- B. No more than 5.44% of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 are served inside the regular class less than 40% of the day; and

- C. No more than 2.25% of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 are served in separate schools, residential facilities, or homebound/hospital placements.

Resources to Improve Indicator 5

- [Least Restrictive Environment \(LRE\) Guidance Document](#) (Nebraska Department of Education)
- [Federal and State Placement and LRE Requirements and Policies and Procedures Guidance](#) (Nebraska Department of Education)
- [A Guide to Inclusive Education](#) (SPED Strategies)
- [Equity For All Learners: Inclusion At Every Level Guidance Document](#) (Nebraska Department of Education)

NDE, OSE Contacts for Indicator 5

- [Tara Korshoj](#)
- [Darsha Pelland](#)

Indicator 6: Preschool Environments

Data Type: Indicator 6: Preschool Environments

Data Description:

Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a:

- A. Regular early childhood programs and receiving the majority of special education and related services in the regular early childhood program;
- B. Separate special education class, separate school, or residential facility; and
- C. Receiving special education and related services in the home.

NDE calculates a composite score based on whether the district met State targets for Indicator 6A, 6B, and 6C for children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program (nine components).

State targets for the relevant Data Year include:

- Children enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program have:
 - At least 65.95% of three-year-olds with IEPs,
 - At least 82.15% of four-year-olds with IEPs, and
 - At least 78.73% of five-year-olds with IEPs.
- Children enrolled in a preschool program attending a separate special education class, separate school or residential facility:
 - No more than 4.26% of three-year-olds with IEPs,
 - No more than 2.60% of four-year-olds with IEPs, and
 - No more than 2.78% of five-year-olds with IEPs.
- Children receiving special education and related services in the home:
 - No more than 19.66% of three-year-olds with IEPs,
 - No more than 7.06% of four-year-olds with IEPs, and
 - No more than 6.63% five-year-olds with IEPs.

Resources to Improve Indicator 6

- [Preschool \(Ages 3–5\) Environments Crosswalk 619 \(District Level\)](#) (Nebraska Department of Education)
- [Indicator B6 Coding Examples \(Preschool Inclusion\) Ages 3–5: Companion Document to B6 Crosswalk](#) (Nebraska Department of Education)
- [Kindergarten Age Eligible \(5-year-old\) Preschool IEPs and LRE](#) (Nebraska Department of Education)
- [Preschool LRE](#) (Nebraska Department of Education)
- Preschool LRE Toolkit Training Recording on [NDE Early Childhood Special Education Services Webpage](#)

NDE, OSE Contact for Indicator 6

Ginny Howard

Indicator 7: Preschool Outcomes

Data Type: Indicator 7: Preschool Outcomes

Data Description:

Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

NDE calculates a composite score based on whether the district met State targets for Indicator 7A1, 7A2, 7B1, 7B2, 7C1, and 7C2 (six components). Some districts do not have any preschool children that enter the program below age expectations in a given outcome. To account for this NDE calculates the composite score as a percentage of each data element met as compared to the data elements available for that district to meet.

State targets for the relevant Data Year are:

- A1. Of those children who entered or exited the preschool program below age expectations in positive social-emotional skills (including social relationships), at least 56.95% substantially increased their rate of growth by the time they turned six or exited the preschool program;
- A2. At least 59.75% of preschool children functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned six or exited the preschool program;
- B1. Of those children who entered or exited the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/ communication and early literacy), at least 61.95% substantially increased their rate of growth by the time they turned six or exited the preschool program;
- B2. At least 55.15% of preschool children functioning within age expectations in acquisition and use of knowledge and skills (including early language/ communication and early literacy) by the time they turned six or exited the preschool program;

- C1. Of those children who entered or exited the preschool program below age expectations in use of appropriate behaviors to meet their needs, at least 57.85% substantially increased their rate of growth by the time they turned six or exited the preschool program; and
- C2. At least 63.85% of preschool children functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned six or exited the preschool program.

Resources to Improve Indicator 7

- o [Results Matter Nebraska](#) (Nebraska Department of Education)
- o [GOLD Professional Development Trainings](#) (Nebraska Department of Education)
- o [GOLD Professional Development Flyer](#) (Nebraska Department of Education)
- o [Administrator GOLD® Online Assessment Monthly Job Targets](#) (Nebraska Department of Education)

NDE, OSE Contact for Indicator 7

[Ginny Howard](#)

Indicator 9: Disproportionate Representation

Data Type: Indicator 9: Disproportionate Representation

Data Description: District with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Resources to Improve Indicator 9

- [Equity in Special Education resources](#)
- [Success Gaps Toolkit](#) (IDEA Data Center)

NDE, OSE Contact for Indicator 9

[Mary Lenser](#)

Indicator 10: Disproportionate Representation in Specific Disability Categories

Data Type: Indicator 10: Disproportionate Representation in Specific Disability Categories

Data Description: District with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Resources to Improve Indicator 10

- [Equity in Special Education resources](#)
- [Success Gaps Toolkit](#) (IDEA Data Center)

NDE, OSE Contact for Indicator 10

[Mary Lenser](#)

Indicator 11: Child Find

Data Type: Indicator 11: Child Find

Data Description: Children evaluated more than 45 school days or 60 calendar days of receiving parental consent for initial evaluation.

Questions to Consider for Indicator 11

- Does the data reported here match your district data?
- What are the reasons for some of these delays?
- What are your data validation procedures before submitting data to NDE?

Resources to Improve Indicator 11

- [Federal and State Child Find Policies and Procedures Guidance Document](#) (Nebraska Department of Education)
- [SOS: Should districts follow Rule 51 or IDEA when it comes to the initial evaluation timelines?](#) (Nebraska Department of Education)
- [SOS: What are the procedure steps and relevant timelines in the initial evaluation process?](#) (Nebraska Department of Education)
- [Memo Re: Clarification on guidance for 92 NAC 51 – 009.04 and IDEA 60 Day Timeline for School Age Children](#) (Nebraska Department of Education)
- [IDEA Section 300.111- Child Find](#) (Office of Special Education Programs)
- [Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act](#) (Office of Special Education and Rehabilitative Services)
- [Memo 11.07](#) (Office of Special Education Programs)

NDE, OSE Contacts for Indicator 11

- [Christopher Chambers](#)
- [Tara Korshoj](#)

Indicator 12: Early Childhood Transition

Data Type: Indicator 12: Early Childhood Transition

Data Description: Children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

Questions to Consider for Indicator 12

- Does the data reported here match your district data?
- What are the reasons for some of these delays?
- What are your data validation procedures before submitting data to NDE?

Resources to Improve Indicator 12

- [Indicator B12 Nebraska Specific Crosswalk](#)
- [Early Childhood Transitions for Children and Families Birth – Age 5](#) (Nebraska Early Development Network)
- [Transition Planning and Implementation](#) (Nebraska Early Development Network)

NDE, OSE Contact for Indicator 12

[Ginny Howard](#)

Indicator 13: Secondary Transition

Data Type: Indicator 13: Secondary Transition

Data Description: Youth with IEPs aged 14 and above with:
An IEP that includes:

- Appropriate measurable postsecondary goals that are annually updated and based upon age-appropriate transition assessments;
- Transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; and
- Annual IEP goals related to the student's transition services needs.
- Evidence that:
 - The student was invited to the IEP Team meeting where transition services are to be discussed and
 - If appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

Resources to Improve Indicator 13

Connect with your district's Regional Transition Facilitators:

- Northeast Region – Amy Slama, aslama@esu7.org
- Metro Region – Whitney Fagan, wfagan@esu3.org
- Southeast Region – Michalla Schartz, michalla.schartz@esu6.org
- Central Region – Blair Hartman, bhartman@esu10.org
- Western Region – Megan Lantis, mlantis@esu13.org and Diane Reinhardt, dreinhardt@esu13.org

[Nebraska Transition](#) (Nebraska Department of Education)

[Transition Planning](#) (Nebraska Department of Education)

[Indicator 13 Presenter Guide](#) (National Technical Assistance Center on Transition; will need to get a free account to access)

[Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings](#) (IRIS Center)

NDE, OSE Contact for Indicator 13

- [Jordyn Brummund](#)
- [Abbey Cron](#)
- [Theresa Hayes](#)
- [Christopher Chambers](#)

Maintenance of Effort

Data Type: Maintenance of Effort

Data Description: In the most recent three years of available special education spending data did the district meet maintenance of effort?

Resources to Improve for MOE

- [Maintenance of Effort \(M.O.E.\) Worksheet Instructions](#)
- MOE [Tracking Tool](#)

NDE, OSE Contact for MOE

[Megan Kassing](#)

State Complaint Filings and Findings

Data Type: State Complaint Filings and Findings

Data Description: Did the district have special education state complaints filed against it and did a complaint investigation make findings of violations of special education law for an individual child (or children) or systemic findings.

Resources to Improve State Complaint Filings and Findings

- [S.O.S. – Statements on SPED](#) (Nebraska Department of Education)
- [State Complaint Final Investigation Reports](#) (Nebraska Department of Education)
- [Stage I: Prevention resources](#) (The Center for Appropriate Dispute Resolution in Special Education (CADRE))

NDE, OSE Contact for Complaint Filings and Findings

Kelly Wojcik

Targeted Improvement Plan (TIP)

Data Type: Targeted Improvement Plan (TIP)

Data Description:

Did the TIP the district submitted May 1, 2023 include:

- Summarized and uploaded;
- Updated student outcome data;
- Implementation data;
- A measurable goal;
- An explanation for the rating of the district's selected evidence-based strategy;
- An explanation for the rating of MTSS implementation; and
- A description of changes made to the TIP based on data.

Resources to Improve for TIP

[ILCD Website](#)

[NDE Portal](#)

[Implementation Resources](#)

[TIP Guidance Document Implementation Resources](#)

- [2024 TIP Review Example](#)

23-24 TIP Webinars and Regional Training

- [Fall Regional Training](#)
- [Winter TIP Webinar](#)
- [Spring Webinar](#)

NDE, OSE Contacts for TIP

- [Darsha Pelland](#)
- [Abbey Cron](#)
- [Micki Charf](#)

Timely, Accurate, and Complete Data Submission

Data Type: Timely, Accurate, and Complete Data Submission

Data Description:

- Timely: Submitted by deadline
- Accurate: Does not need correction
- Complete: Is not missing any required parts

Resources to Improve Timely, Accurate, and Complete Data Submission

- SPEDFRS: Final Financial for Transportation, birth to five, School Age
- <https://www.education.ne.gov/fos/special-education-reporting-information/>
- Indicator 11: Child Find
- [Submitting Indicator 11 Data Slide Deck](#)
- Maintenance of Effort Eligibility and Maintenance of Effort Compliance
- Resources provided under the heading [Maintenance of Effort \(M.O.E.\) Worksheet Instructions & Tracking Tool](#)
- Targeted Improvement Plan
- [Navigating the Targeted Improvement Plan \(TIP\) – ILCD Guidance](#)
- [TIP Resources](#)
- Proportionate Share
- Resources provided under the heading [SPED Proportionate Share Worksheet for Non-Public Schools](#)
- Submitting a Justification for Percentage of Students Taking the Alternate Assessment
- [1% Justification Documents](#)
- IDEA Part B Grant
- Resources provided under the heading [IDEA Application Process](#)

NDE, OSE Contact for Timely, Accurate, Complete Data Submission

- SPEDFRS: Final Financial for Transportation, birth to five, School Age – [Megan Kassing](#)
- Indicator 11: Child Find – [Christopher Chambers](#) and [Tara Korshoj](#)
- Maintenance of Effort Eligibility and Maintenance of Effort Compliance – [Megan Kassing](#)
- Targeted Improvement Plan – [Micki Charf](#) and [Darsha Pelland](#)
- Proportionate Share – [Megan Kassing](#)
- Submitting a Justification for Percentage of Students Taking the Alternate Assessment – [Sharon Heater](#) and [Mary Lenser](#)
- IDEA Part B Grant – [Megan Kassing](#)

Technical Assistance Projects

- **Accountability for a Quality Education System Today and Tomorrow (AQuESTT):** Providing schools and educators with access to important information through a single streamlined process—we're working to make this possible through AQuESTT's systems of support.
 - Email: derek.ippensen@nebraska.gov
 - Phone: 402-405-2574
 - Website: <https://aquestt.com/>
- **Assistive Technology Partnership:** The Assistive Technology Partnership Education (ATP/Ed) Program provides statewide services to IFSP and IEP team members working with children and students with disabilities birth to 21 who are receiving services within school systems. All decisions related to assistive technology services and devices are made by the IFSP/IEP team.

- Email: atp.education@nebraska.gov
- Phone: 402-471-0734
- Website: <https://atp.nebraska.gov/>
- **Nebraska Autism Spectrum Disorders Network:** The Nebraska ASD Network is committed to providing up-to-date information and training based on current research about autism spectrum disorders. Each year trainings are scheduled throughout the state on high leverage practices. Regional Coordinators and Behavior Specialists also provide onsite school district training and consultation support.
 - Regional Information: <https://sites.google.com/view/neasdnetwork/regional-info-and-training>
 - Phone: 402-472-4194
 - Website: <https://www.unl.edu/asdnetwork/home>
- **Nebraska MTSS:** Nebraska's Multi-tiered System of Support empowers schools to support and prepare all students for success by systematically delivering a range of high-quality instruction tailored to meet their needs.
 - Email: MTSS@unl.edu
 - Regional Support Teams: <https://nemtss.unl.edu/team/#r1>
 - Website: <https://nemtss.unl.edu/>
- **Nebraska Parent Training and Information (PTI):** To provide training, information, and support to families with children birth to age 26 who have disabilities or special healthcare needs; To empower parents and enable them to advocate effectively for their child's needs and have the capacity to improve the educational outcomes for their children.
 - Email: info@pti-nebraska.org
 - Phone: 402-346-0525
 - Website: <https://pti-nebraska.org/>