

Excellence is not a destination; it is a
continuous journey that never ends.

-Brian Tracy



Nebraska Continuous Improvement

“The Coherence is Real”



NeMTSS
FRAMEWORK



Welcoming Inclusion Activity

Which fictional “team” do you most relate to?



1



2



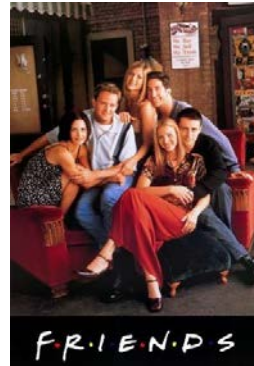
3



4



5



6



7



8

Learning Norms



- Take care of your needs; stand and stretch as needed
- Engage in collaborative efforts as fully as possible
- Reflect, ask questions and/or contribute to the discussion whenever possible



Learning Objectives

DEFINE the work of the Coherence Project

DEMONSTRATE an understanding of

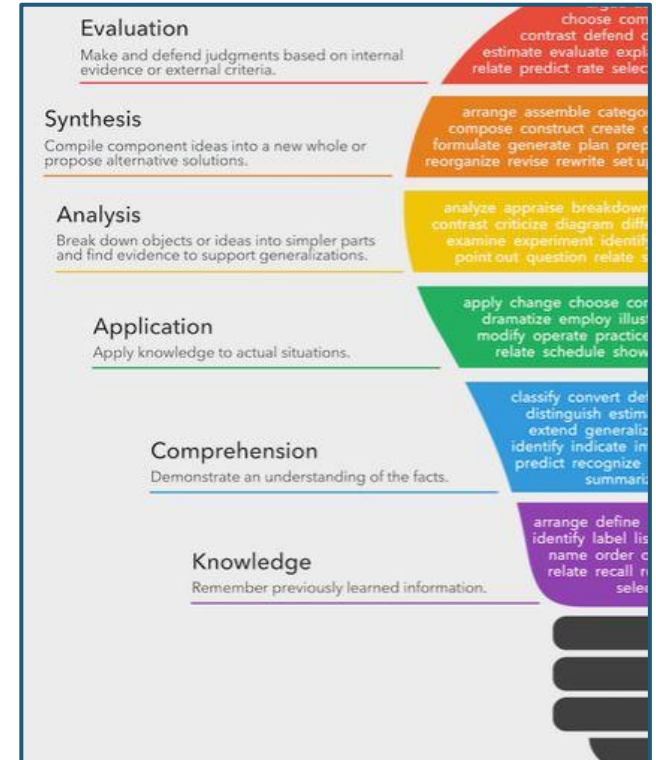
Continuous Improvement processes.

APPLY the NeMTSS Problem Solving Model

EXAMINE Action Planning goals and objectives

SYNTHESIS of the Action Plan as it relates to an
External Visit

EVALUATE areas of strengths and growth in your
school system's Continuous Improvement processes



NeMTSS
FRAMEWORK



Our Commitment to You:
Embrace continuous
improvement as an
ongoing, routine process.



100



The Coherence Project

Shared Vision and Language

Building coherence for these work streams require us to:

- Create a model for school support elements.
- Create and use a shared glossary.
- Work with all internal NDE teams to use this language and incorporate it into all trainings.
- NDE and ESU collaborations to more strategically support continuous improvement efforts.



NeMTSS
FRAMEWORK





Incoherence vs. Coherence



- It increases friction, causing stalled action and confusion.
- Leaders advocate for action they do not believe is best for students due to fear of compliance.
- It has greatest negative impact on historically marginalized/underestimated student groups.

- It increases common language usage.
- Messages from various stakeholders in different offices become streamlined.
- Connections become easily identifiable.



Connected Work Through Coherence

Revise

NDE Perceptual Survey

re-structured (4 Constructs) and new items embedded.

External / On-Site Visit

Responsibilities Handbook updated procedures for structure and consistency.

CNA 2.0 Required for CSI and Priority Schools.

NeMTSS Self-Assessment also available.

Expose

Combined Action Plan

incorporates NeMTSS and Section 009 requirements Training modules.

Joint NDE / NeMTSS CIP Work Days

hosted annually by ESU's

Hanover Research Materials

- Review of CI literature
- Data Literacy Workbook
- Focus Group Interviews

Next project: Team Lead/Host School interviews and reactions.

Implement

CSI Support Days Specifically designed to increase awareness of identification process and planning for resource allocation.

2023 NeMTSS Framework

Expanded document that encompasses updated NDE resources, applying a multi-tiered system of support through the lens of Continuous Improvement.

"We are here!" Coherence Project implementation plans for 2023-24

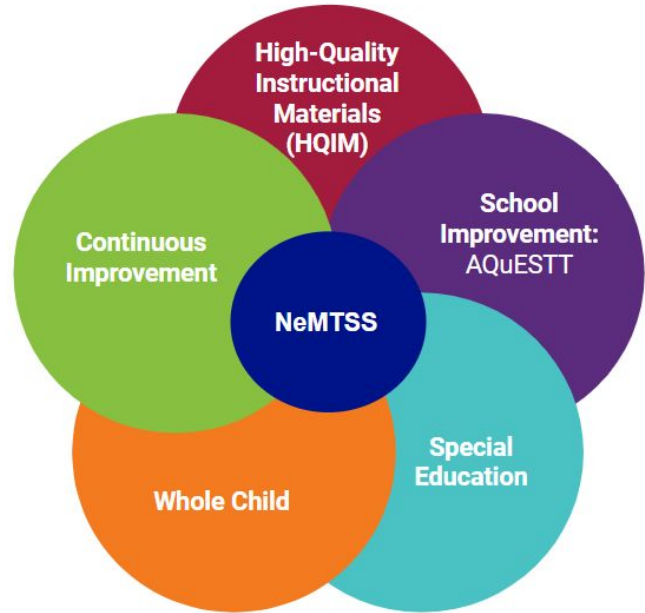


NeMTSS
FRAMEWORK



NeMTSS as a Continuous Improvement Framework

NeMTSS is specifically intended to help strengthen **clarity and connection** so there is a strategic focus on the **well-being of each student** and prioritizes access to a safe, engaging, supportive, and challenging learning environment.



NeMTSS
FRAMEWORK



Positive Reflection Time



What celebrations do you have that demonstrate coherence within your district, school, or classroom?



NeMTSS
FRAMEWORK



NeMTSS for Continuous Improvement

NeMTSS is not...

only the work
of Special
Education.

pulling
kids for
extra
help.

only focusing
on academic
needs.

simply revamping
the SAT Process.

the same thing
as Response to
Intervention
(RtI).

something
you “do to”
students.



Need for a Paradigm Shift

Despite historical efforts, **very little has changed** for general or special education.

Comfort Zone

Success

A **necessity** for each learner is continuous improvement through a **multi-tiered system of support**.



NeMTSS
FRAMEWORK





NeMTSS
FRAMEWORK



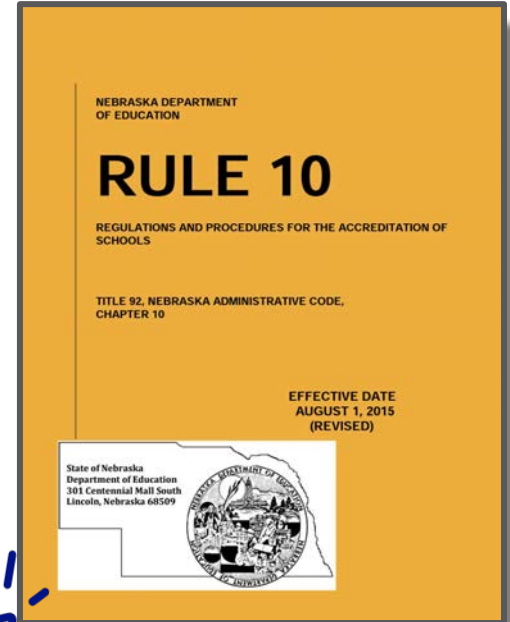
Nebraska's Multi-tiered System of Support (NeMTSS) is a framework designed, through the lens of ***Continuous Improvement***, to guide school districts, schools, and all educators so that each and ***every student*** has ***access*** to learning experiences that ***enhance their educational outcomes***.

Rule 10, Section 009

*Accreditation emphasizes quality of programming and a focus on Continuous Improvement. All public school districts must be approved and accredited.
(Neb. Rev. Stat. 79-703)*

009.01 Quality Indicator: A *systematic ongoing process* guides *planning, implementation*, and *evaluation* and renewal of continuous school improvement activities to meet local and statewide *goals* and *priorities*. The school improvement process focuses on *improving student learning*. The process includes a *periodic review* by visiting educators who provide consultation to the local school/community in continued accomplishment of plans and goals.

Nebraska Schools are Accredited based upon their compliance with Rule 10 Regulations. Continuous Improvement is a required component of Rule 10.



Rule 10: Section 009 Continuous Improvement

009.01A1	Review and update of the mission and vision statements.
009.01A2	Collection and analysis of data about student performance, demographics, learning climate, and former high school students
009.01A3	Selection of goals. At least one goal is directed toward improving student academic achievement.
009.01A4	Development and implementation of an improvement plan which includes procedures, strategies, actions to achieve goals , and an aligned professional development plan.
009.01A5	Evaluation of progress toward improvement goals.

A **Continuous Improvement Process** supports, formalizes, coordinates, and focuses on a **school-wide approach** to carry out conditions that improve student learning outcomes... it allows a district to **use data**, select **priority areas**, develop **goals**, and implement **actions** to achieve those goals.

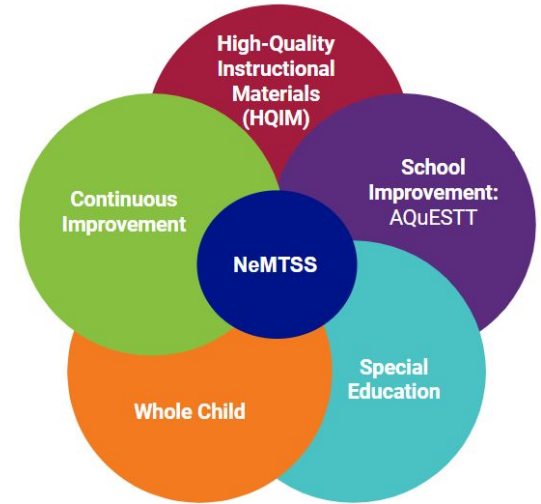


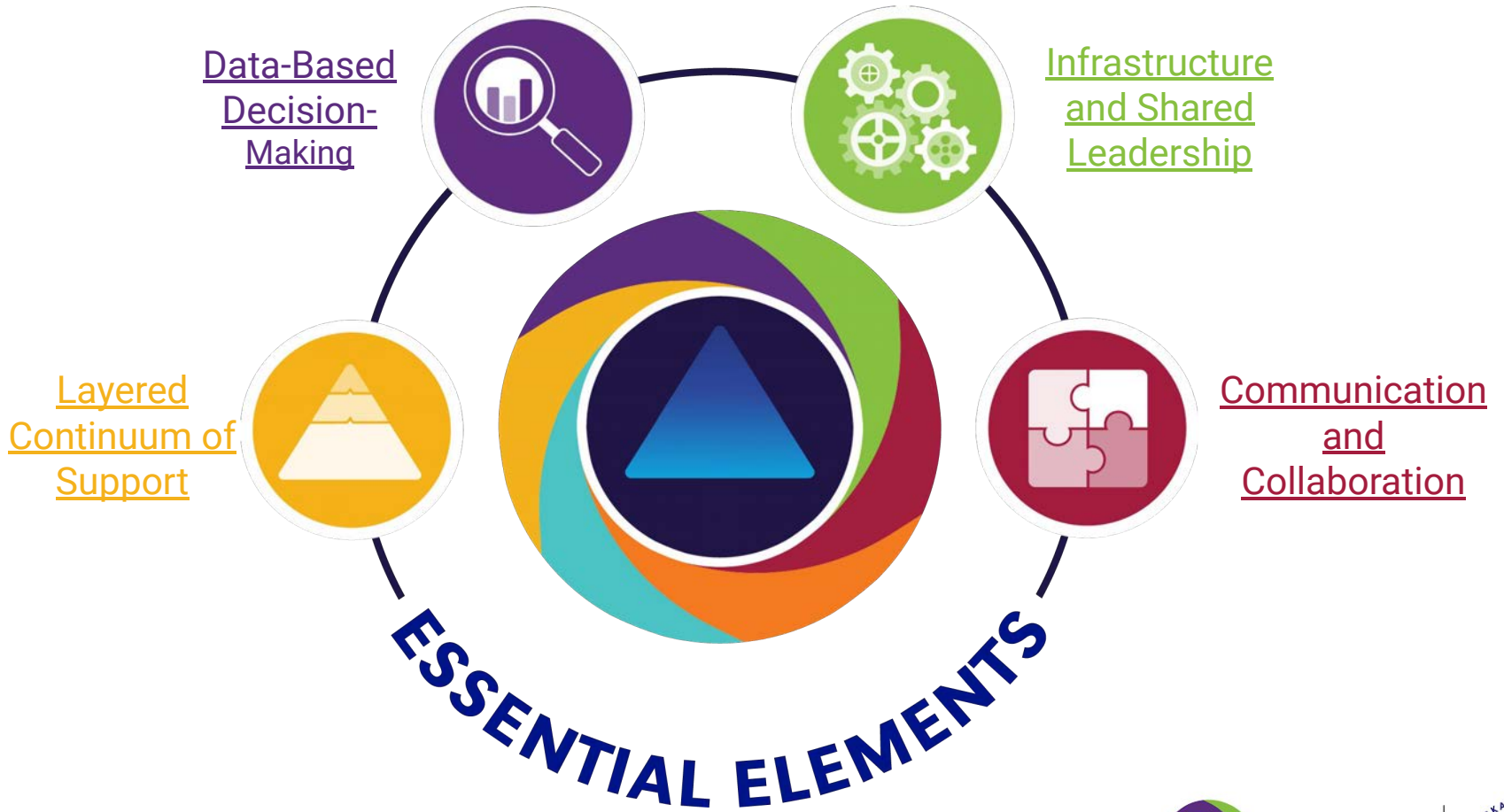
NeMTSS
FRAMEWORK



NeMTSS promotes and fosters:

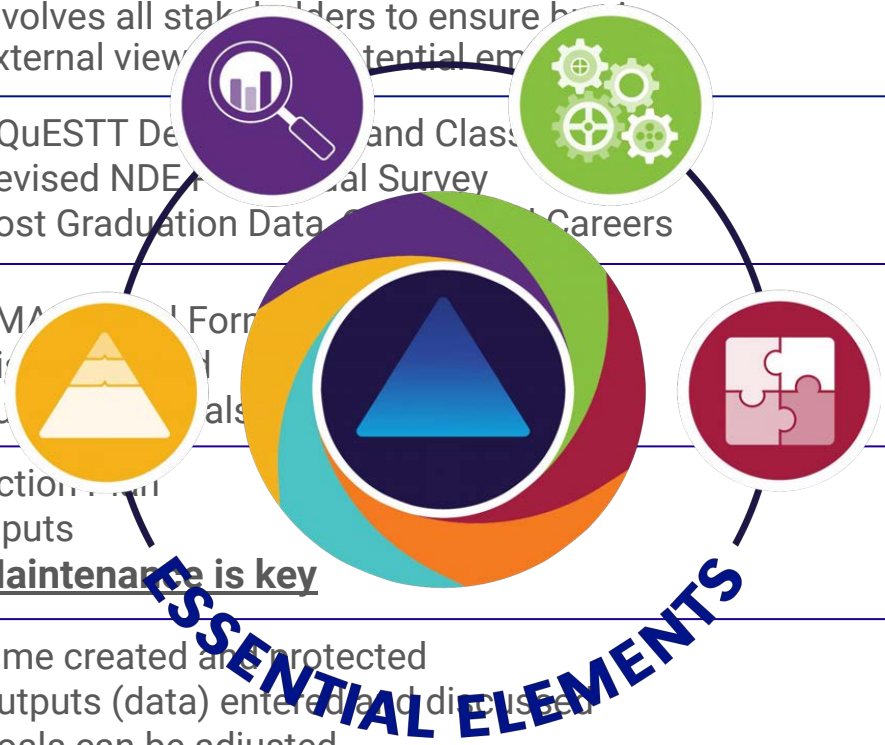
- **Whole child** academic, social, emotional, behavioral, physical, and environmental support
- **Early intervention** for students who need additional support
- An **integrated system** involving all educators
- A **data-based problem-solving** process
- Support for **every** learner
- A positive **culture** and **climate**
- **High-quality instructional materials** backed by research



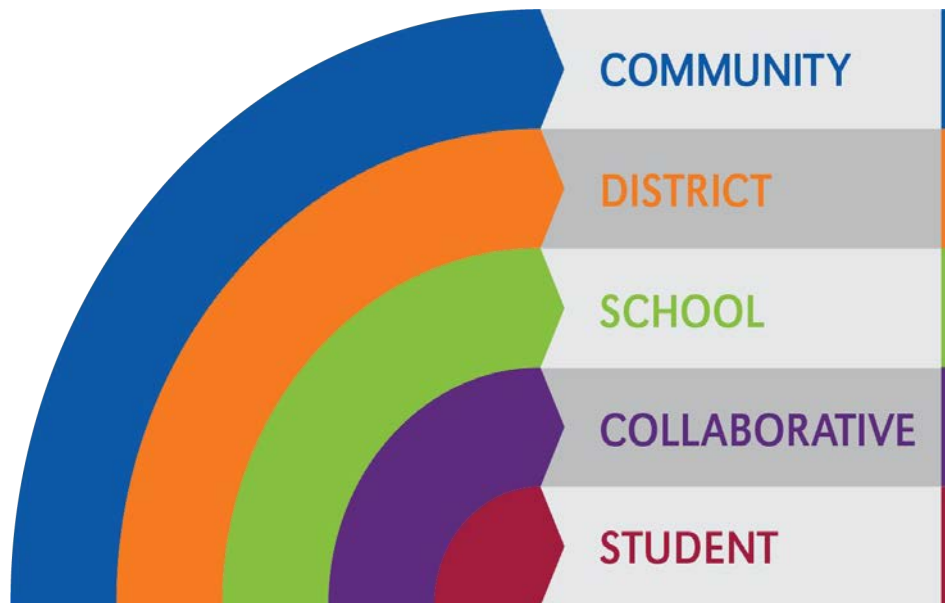


Evidence & Essential Elements

<p>009.01A1</p>	<ul style="list-style-type: none"> • “North Star” for the school system. • Involves all stakeholders to ensure buy-in • External view of potential employment
<p>009.01A2</p>	<ul style="list-style-type: none"> • AQuESTT Data and Classifications • Revised NDE Annual Survey • Post Graduation Data and Careers
<p>009.01A3</p>	<ul style="list-style-type: none"> • SMA Form • Digital • Success
<p>009.01A4</p>	<ul style="list-style-type: none"> • Action • Inputs • <u>Maintenance is key</u>
<p>009.01A5</p>	<ul style="list-style-type: none"> • Time created and protected • Outputs (data) entered and discussed • Goals can be adjusted



Why Continuous Improvement?



The Continuous Improvement Process supports, formalizes, coordinates, and focuses on a school-wide approach to carry out conditions that improve student learning outcomes.

Which one best describes you?

Spinning Plates

Audience Member

Speed Boat

Mixed Methods Researcher



NeMTSS
FRAMEWORK





INFOGRAPHIC CONTINUOUS IMPROVEMENT

Nebraska Department of Education



The Nebraska Department of Education (NDE) is in the process of updating and refining its Continuous Improvement Process and Procedures in accordance with Section 009 of NAC 92 Chapter 10 (2015). This infographic provides an overview of Continuous Improvement (CI) along with important background context on how CI can be used to achieve higher levels of accountability within schools.

Continuous Improvement is a fundamental part of accreditation regulations in Nebraska and woven into each tenet of the AQuESTT model. NDE will work to ensure a greater and intentional focus on the key components of CI shown to be most important and relevant for K12 schools.

ALIGNMENT WITH AQuESTT

AQuESTT provides school and district leaders with a framework for creating systems of support and building effective practices to ensure student success. Its tenets are closely aligned with key components and success factors for CI. At its core, AQuESTT supports and values CI through its expectations for schools, leaders, and educators. The following AQuESTT investment areas have a particular connection to CI:

- **Leadership** – CI empowers leaders in their commitment to educational equity and accountability
- **Student Achievement and Growth** – CI informs a balanced assessment system and enables data literacy to improve learning and growth
- **Positive Partnerships, Relationships, and Success** – CI allows for inclusive and relevant engagement with community members to enhance experiences and opportunities
- **Educational Opportunities and Access** – CI enhances effective, comprehensive, and continuous learning opportunities for students



NeMTSS
FRAMEWORK



Infrastructure and Shared Leadership

- Core beliefs and norms
- Team structures and routines
- Data-based decision-making process
- Professional learning
- Continuous Improvement and Action Planning



Section 009 Continuous Improvement

009.01A1 Review and update of the **mission and vision** statements.

009.01A2 **Collection and analysis of data** about student performance, demographics, learning climate, and former high school students.

009.01A3 Selection of goals. At least **one goal is directed toward improving student academic achievement**.

009.01A4 Development and implementation of an improvement plan which includes **procedures, strategies, actions to achieve goals**, and an aligned **professional development** plan.

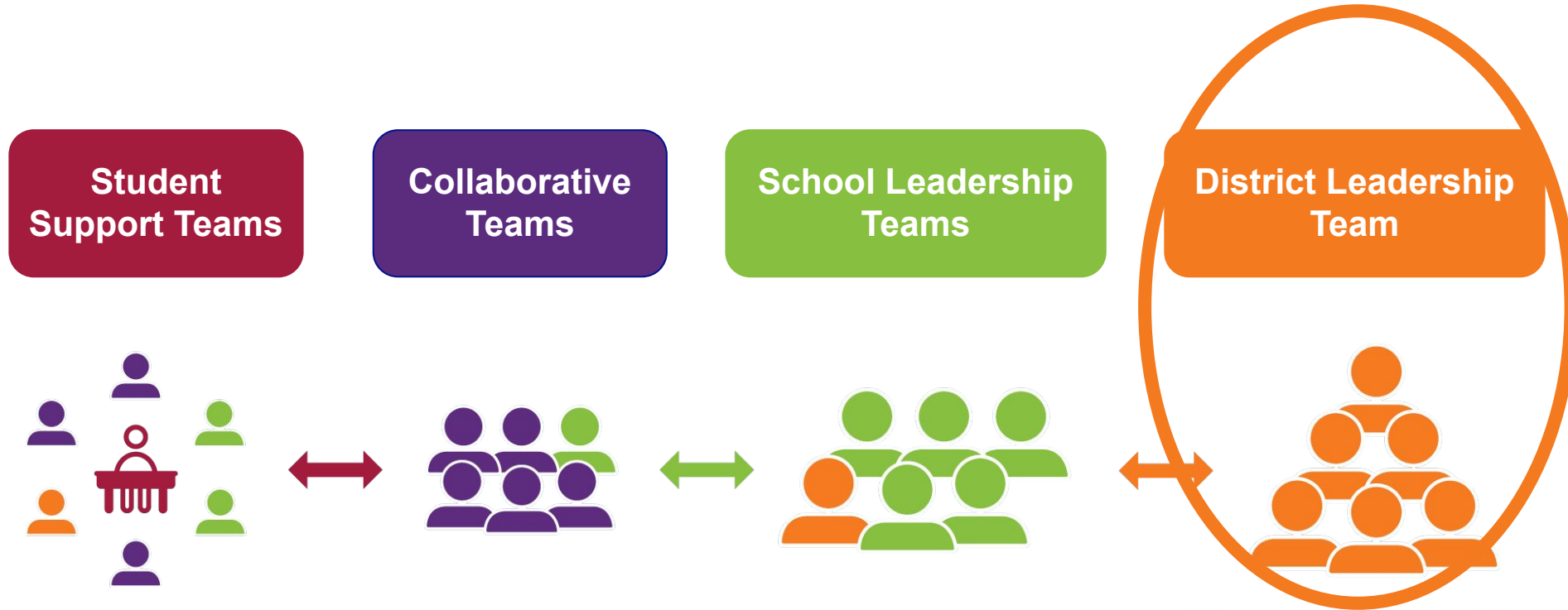
009.01A5 **Evaluation of progress** toward improvement goals.



NeMTSS
FRAMEWORK



NeMTSS Teaming Structure



NeMTSS
FRAMEWORK



NEBRASKA DEPARTMENT
OF EDUCATION



Efficacy: the ability to produce a desired or intended result

Educator Efficacy: educators' confidence in their ability to promote students' learning

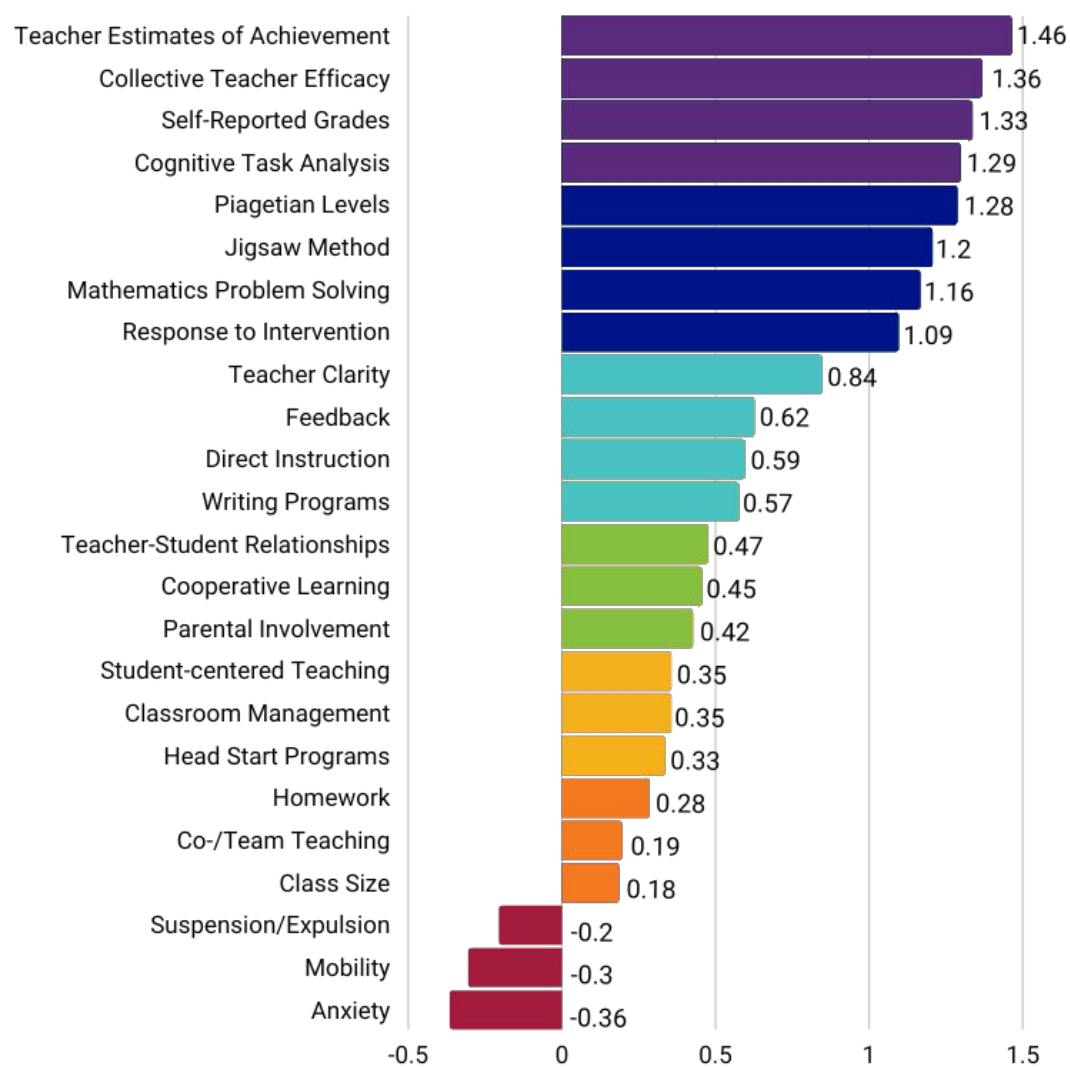
Collective Educator Efficacy:

The collective belief of educators in their ability to positively affect students

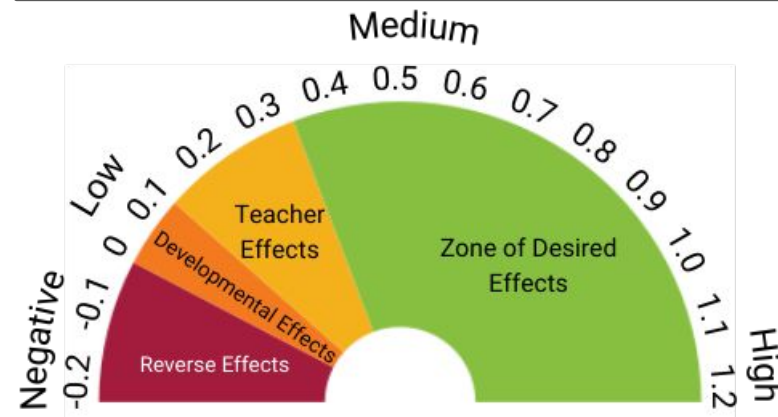


NeMTSS
FRAMEWORK





John Hattie's Latest
[Visible Learning Research](#)
 based on
1,850 meta-analyses
 of over
108,000 studies
 involving over
300 million students
 for more than
25 years



The hinge point: average effect size 0.4

INCLUSION



We all do better when we have a genuine sense of belonging.

A Shared belief that each student:

- is capable of learning
- deserves equitable opportunities and access

The adults will:

- explicitly clarify core beliefs
- set norms for interaction that reflects core beliefs
- normalize calling the team back to those norms in moments of challenge
- ground decisions in the core beliefs for continuous improvement
- explicitly look for and take actions to eliminate the negative impact of institutional biases and patterns of student marginalization

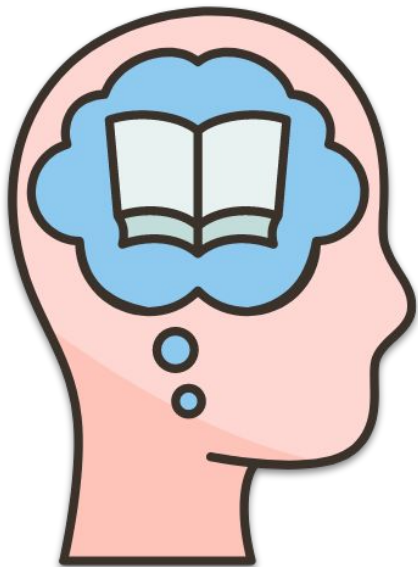


Supporting Educator Effectiveness

Nebraska Teacher
and Principal
Performance
Standards



Professional Learning



About NeMTSS

- The why, how, and what of NeMTSS
- NeMTSS Essential Elements
- Balanced Assessment
- Continuous Improvement Cycle

NeMTSS Implementation Support

- Engage teams in data-based decision-making
- Administer and interpret assessment results
- Understand evidence-based practices
- Design and implement tiered supports



NeMTSS
FRAMEWORK



Section 009 Continuous Improvement

009.01A1 Review and update of the **mission and vision** statements.

009.01A2 **Collection and analysis of data** about student performance, demographics, learning climate, and former high school students.

009.01A3 Selection of goals. At least **one goal is directed toward improving student academic achievement.**

009.01A4 Development and implementation of an improvement plan which includes **procedures, strategies, actions to achieve goals**, and an aligned **professional development** plan.


009.01A5 **Evaluation of progress** toward improvement goals.



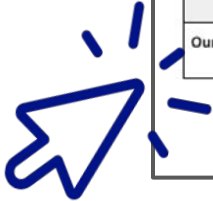
NeMTSS
FRAMEWORK



CIP: District Information

District Information	
Mission	
Vision	
Core Beliefs	
Problem-Solving Model	 <p><i>*Insert district model if one is created*</i></p>
MTSS Defined	A Multi-tiered System of Support (MTSS) is defined as an educational framework for continuous improvement, problem-solving and decision-making. It offers a meaningful and effective way to organize instruction and intervention to help improve outcomes for all students in the state. There is a specific focus on the following six essential elements: Shared Leadership; Building Capacity for Implementation and Infrastructure for Implementation; Data-Based Problem-Solving and Decision-Making; Evidence-Based Practices, Communication, Collaboration, and Partnerships; Layered Continuum of Support.
Our MTSS Elevator Speech	

[Click Here for the Table of Contents](#)



Add
Mission
Vision
Beliefs

NeMTSS CIP Template
(Click on Picture for a
Force Copy)

CIP: District Leadership Team

District Team Participation

Name	Position	Role	Responsibilities (Before, During, After Meetings)
			•
			•
			•
			•
			•
			•
			•
			•
			•
			•
			•
			•
			•
			•
			•
			•
			•
			•

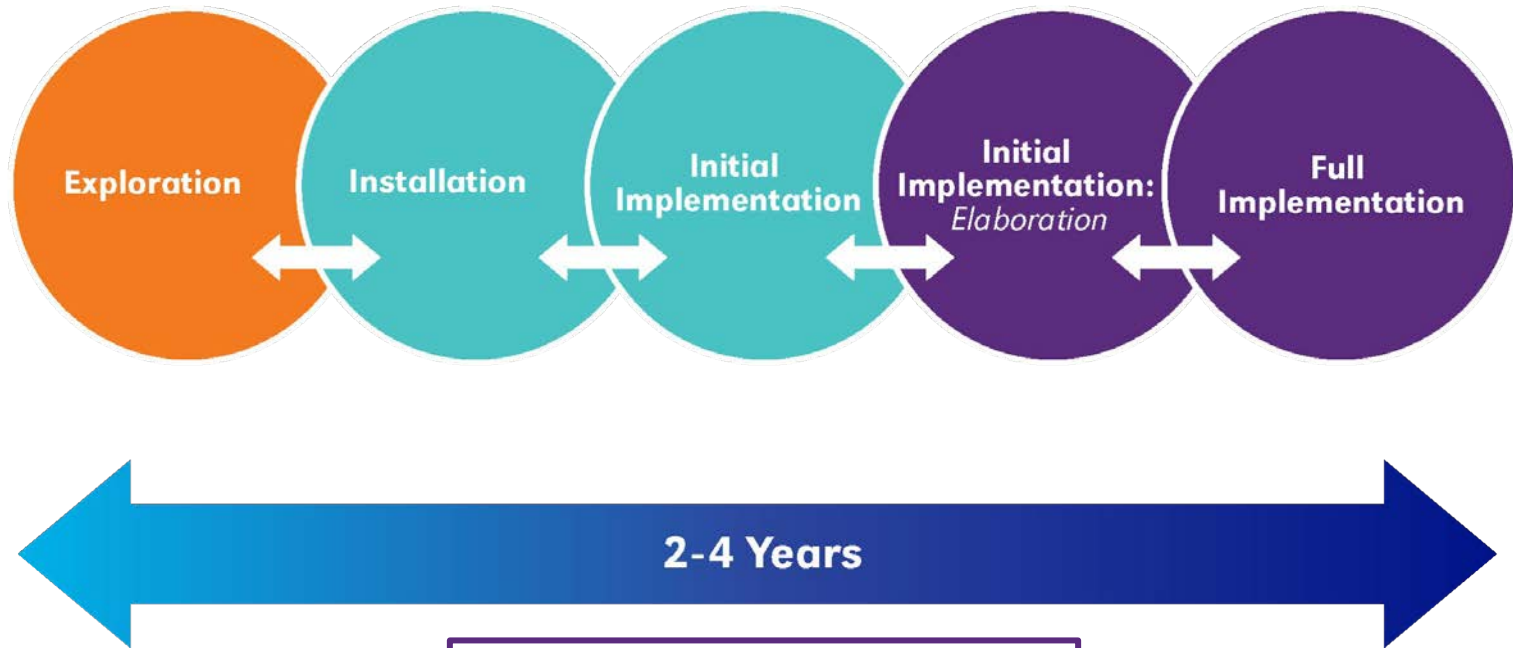
Add
Names
Positions
Roles
Responsibilities

Guided Team Time and Beyond

Do you have a CIP Template?	What about your Vision and Mission?	If you have the CIP Section Completed:
<p>Add or Edit: Mission Vision Beliefs District Leadership Team</p>	<p>When was the last revision of our vision and mission?</p> <p>If it has been more than five years, how do we revisit the vision and mission?</p> <p>Resource</p>	<p>How are we living the vision and mission?</p> <p>What evidence do we have to demonstrate how we are living our vision and mission?</p>



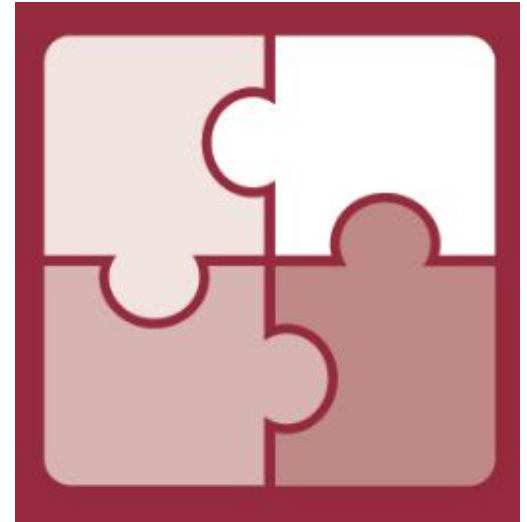
Stages of Implementation



Continuous Improvement is a journey and growth takes time.

Communication and Collaboration

- Student engagement
- Family and caregiver involvement in teams
- Community partnerships
- Communication



Section 009 Continuous Improvement

009.01A1 Review and update of the **mission and vision** statements.

009.01A2 **Collection and analysis of data** about student performance, demographics, learning climate, and former high school students.

009.01A3 **Selection of goals.** At least **one goal is directed toward improving student academic achievement.**

009.01A4 **Development and implementation of an improvement plan** which includes **procedures, strategies, actions to achieve goals**, and an aligned professional development plan.

009.01A5 **Evaluation of progress** toward improvement goals.

Communication and Collaboration

- Clear and concise, avoiding jargon wherever possible
- Focuses on student success and **empowering** students' voices
- Two-way—with ample opportunities for stakeholder input to gather **feedback**
- Promotes **involvement and engagement** with families and communities
- Enhances learning experiences and are **culturally inclusive** and **relevant** for each student



Communication does not always contribute to collaboration, but collaboration cannot happen without communication. A team cannot pursue a goal together without exchanging knowledge and ideas.

One Way Communication

- Social Media: Facebook, Twitter, Instagram***
- School Mail or Newsletters
- Mass Text, Prerecorded Voice Messages, No-Reply Emails
- YouTube
- Remind App
- Apps: Class Dojo, Seesaw

Two Way Communication

- Face-to-Face/One-on-One Meetings
- Surveys and Questionnaires
- Focus Groups
- Family/Community Public Q & A (Town Hall)
- Individual Phone Calls



Stand

OR

Sit



Examples of Collaboration

Examples of Communication

1. The school board invites community members to serve on the Strategic Planning Committee.
2. The school works with a local bank to allow students to be bank tellers and deposit money.
3. The district posts about an upcoming meeting for the community and families on social media.
4. The district leadership team has guardians as active members to assist in leading initiatives for continuous improvement.



NeMTSS
FRAMEWORK



Are parents/stakeholders Involved or Engaged?

Involve means “to enfold or envelope”

Engage means “to come together and interlock”.

Simply put, involvement means ***doing to*** while engagement indicates ***doing with***

According to research, in instances where parent engagement is the emphasis, student achievement is greater. “Family engagement can produce even better results—for students, for families, for schools, and for their communities”.



NeMTSS
FRAMEWORK





Stand

OR

Sit



Examples of Engagement

1. The district leadership team schedules monthly opportunities for staff and students to volunteer and give back to the community.
2. The district leadership team looks through perceptual data from families and creates focus groups to establish goals and actions to improve climate and culture.
3. The school board gives students a letter of recognition for specific accomplishments.
4. There is a student advisory committee that meets regularly, of which some members are active participants of the district leadership team that establishes goals and actions for improvement.

Examples of Involvement



NeMTSS
FRAMEWORK



Section 009 Continuous Improvement

009.01A1 Review and update of the **mission and vision** statements.

009.01A2 **Collection and analysis of data** about student performance, demographics, learning climate, and former high school students.

009.01A3 **Selection of goals.** At least **one goal is directed toward improving student academic achievement.**

009.01A4 **Development and implementation of an improvement plan** which includes **procedures, strategies, actions to achieve goals**, and an aligned professional development plan.

009.01A5 **Evaluation of progress** toward improvement goals.

CIP: District Team Communication Plan

District Team Communication Plan

Stakeholder Groups	Type of Information	Frequency	Format	By Whom
School Board				
Community				
Caregivers				
Instructional Staff				
Support Staff				
Students				

Add
Type of Information
Frequency
Format
By Whom



NeMTSS
FRAMEWORK



Guided Team Time and Beyond

Do you have a CIP Template?	What are strengths about your current communication plan?	Are there any current gaps in communication?
<p>Add or Edit: District Team Communication Plan</p>	<p>Is your collaboration and communication strong, authentic, and regular? What evidence do you have?</p> <p>Will stakeholder groups be able to answer:</p> <ul style="list-style-type: none">• What is continuous improvement?• What are our continuous improvement goals?• How does our student learning and adult data look?	<p>Is there a missing stakeholder group?</p> <p>What are things you have not communicated well that you should have?</p>



Layered Continuum of Support

- Meets the unique needs of students through whole child supports
- Provides three tiers of support that ensures fluidity
- Uses evidence-based practices and high-quality instructional materials
- Requires adults to use data to monitor student progress and provide specific support



Section 009 Continuous Improvement

009.01A1 Review and update of the **mission and vision** statements.

009.01A2 **Collection and analysis of data** about student performance, demographics, learning climate, and former high school students.

009.01A3 **Selection of goals.** At least **one goal is directed toward improving student academic achievement.**

009.01A4 **Development and implementation of an improvement plan** which includes **procedures, strategies, actions to achieve goals**, and an aligned professional development plan.

009.01A5 **Evaluation of progress** toward improvement goals.



“MTSS is something to help *organize the adults* and their implementation of *best practices* within classrooms and schools.”

–Dr. George Sugai

**We tier
supports**



**NOT
students**



NeMTSS
FRAMEWORK



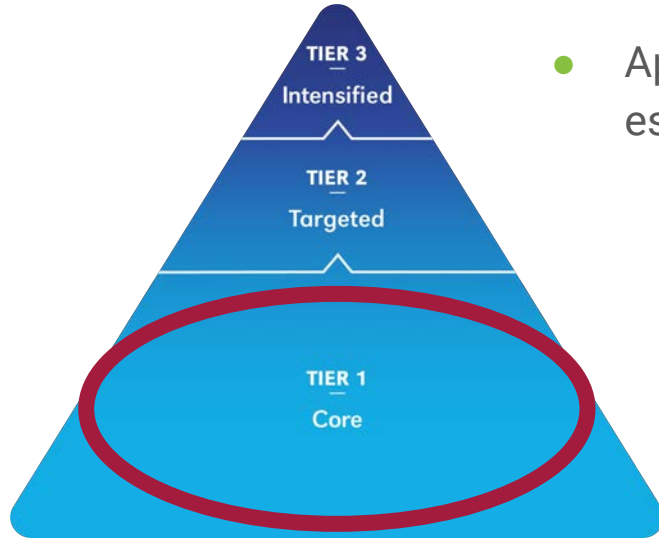
Tier 1 Core Supports

Access for **ALL** Students

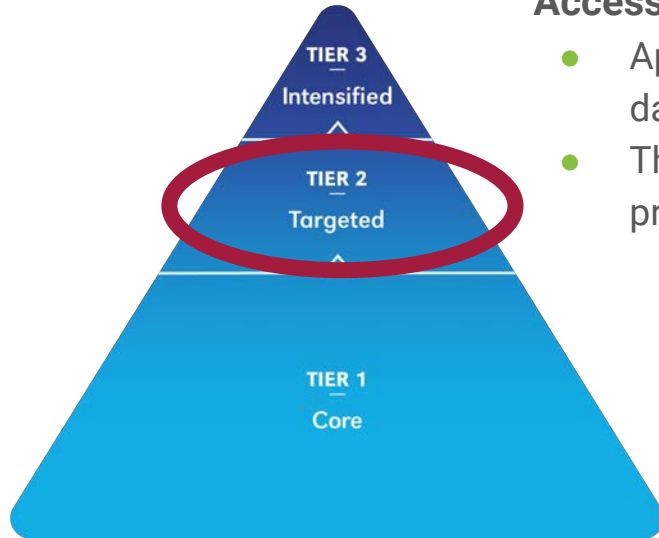
- Approximately 75-80% of students reaching benchmark criteria established by universal screening tools

Supports include:

- A focus on staff and student well-being
- Whole child supports including positive, inclusive, and safe climate
- UDL, differentiated instruction, and scaffolding
- Access to grade-level standards and instruction
- Evidence-based practices and HQIM
- Data-based decision-making for adjustments



Tier 2 Targeted Supports



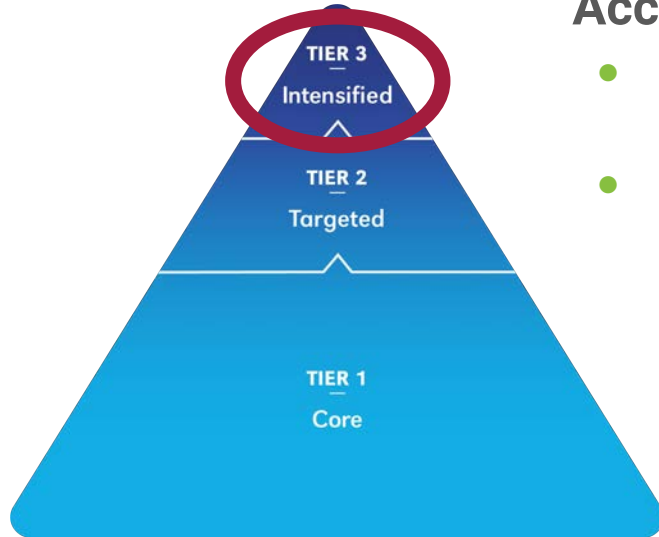
Access for **SOME** Students

- Approximately 10-25% receiving skill-focused targeted support based on data **IN ADDITION** to Tier 1 Core instruction
- The support is determined and needs to be evidence-based using problem-solving and decision rules

Supports include:

- Evidence-based practices
- Respond to specific skills
- Provide whole child supports
- Intensify Tier 1 Core supports
- Use data-based decision-making
- Required progress monitoring and fidelity data

Tier 3 Intensified Supports



Access for **FEW** Students

- Less than 10% receiving skill-focused intensified support based on data **IN ADDITION** to Tier 1 Core instruction
- The support is determined and needs to be evidence-based using problem-solving and decision rules

Supports include:

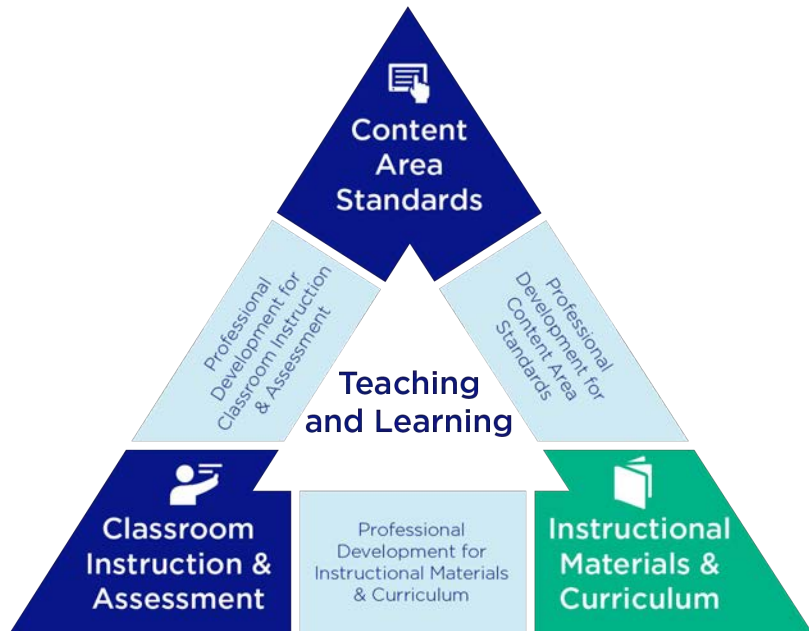
- Evidence-based individualized instruction
- Response to specific skills
- Utilize data-based decision-making process
- Address skill gaps or promote acceleration

Nebraska's Big Five

- Content Area Standards
- Curriculum
- Instructional Materials
- Assessment
- Classroom Instruction

Evidence-Based

“Multiple demonstrations of effectiveness for the intended population from high-quality experimental studies as applies to specific groups of students”



NeMTSS
FRAMEWORK



Instructional Materials & Curriculum

- **Instructional materials:** tools and resources as part of the curriculum
- **Curriculum:** used to ensure students master standards; scope & sequence



Instructional Methods



- Coincide with district **instructional model/framework**
- Use locally **approved** curriculum and materials
- Implement **fidelity** measures
- Ensure **universal design**
- Implement **evidence-based and high-leverage**



CIP: EB and HQIM and Curriculum

**Evidence-Based (EB) and High-Quality Instructional Materials and Curriculum:
Social, Emotional, Behavioral, and Academic**

PK-Elementary ELA				Secondary ELA			
Tier 1 Core (All)	Evidence	Tiers 2/3 Targeted/Intensified (Some/Few)	Evidence	Tier 1 Core All	Evidence	Tiers 2/3 Targeted/Intensified (Some/Few)	Evidence
	?		?		?		?
	?		?		?		?
	?		?		?		?
	?		?		?		?
	?		?		?		?
PK-Elementary Math				Secondary Math			
Tier 1 Core (All)	Evidence	Tiers 2/3 Targeted/Intensified (Some/Few)	Evidence	Tier 1 Core All	Evidence	Tiers 2/3 Targeted/Intensified (Some/Few)	Evidence
	?		?		?		?
	?		?		?		?
	?		?		?		?
	?		?		?		?
	?		?		?		?

CIP: Instructional Methods

Evidence-Based Instructional Methods: Social, Emotional, Behavioral, and Academic

These should align with the instructional model adopted by the district and include at least one of the strategies from the Targeted Improvement Plan: flexible grouping; strategies to promote student engagement; explicit instruction; positive and constructive feedback to guide student's learning and behavior. Highlight the TIP strategy chosen.

PK-Elementary	Fidelity Measure	Secondary	Fidelity Measure
Example: Cooperative Learning	Link Here	Example: Cooperative Learning	Link Here
Example: Direct Instruction		Example: Direct Instruction	
Example: Co-Teaching		Example: Co-Teaching	
Example: Inquiry-Based		Example: Inquiry-Based	
Example: Flexible Grouping		Example: Flexible Grouping	
Example: I Do, We Do, You Do		Example: I Do, We Do, You Do	
Example: Scaffolding		Example: Scaffolding	
Example: Differentiation		Example: Differentiation	

[Click Here for the Table of Contents](#)

Section 009 Continuous Improvement

009.01A1 Review and update of the **mission and vision** statements.

009.01A2 **Collection and analysis of data** about student performance, demographics, learning climate, and former high school students.

009.01A3 Selection of goals. At least **one goal is directed toward improving student academic achievement.**

009.01A4 Development and implementation of an improvement plan which includes **procedures, strategies, actions to achieve goals**, and an aligned professional development plan.

009.01A5 **Evaluation of progress** toward improvement goals.



NeMTSS
FRAMEWORK



Guided Team Time and Beyond

Do you have a CIP Template?	Review of EBPs	Evaluate Systems EBPs
<p>Add or Edit: EB and HQIM and Curriculum Instructional Methods</p>	<p>Is there a process in place to review EB and HQIM? Instructional methods?</p> <ul style="list-style-type: none">• If so, is it linked to your CIP Template? Does it need reviewed?• If not, what would this process be?	<p>What systems do you have in place to provide support for any new materials or instructional methods?</p> <ul style="list-style-type: none">• Are they serving you well?• What is missing?• Are there gaps?• What is your evidence?



Data-Based Decision-Making

- Balanced assessment system to generate the **data**
- Data-based decision-making to reinforce **student support** and support **continuous improvement of the system**



Section 009 Continuous Improvement

009.01A1 Review and update of the **mission and vision** statements.

009.01A2 **Collection and analysis of data** about **student performance**, demographics, learning climate, and former high school students.

009.01A3 Selection of goals. At least **one goal is directed toward improving student academic achievement.**

009.01A4 Development and implementation of **an improvement plan which includes procedures, strategies, actions to achieve goals**, and an aligned professional development plan.

009.01A5 **Evaluation of progress** toward improvement goals.

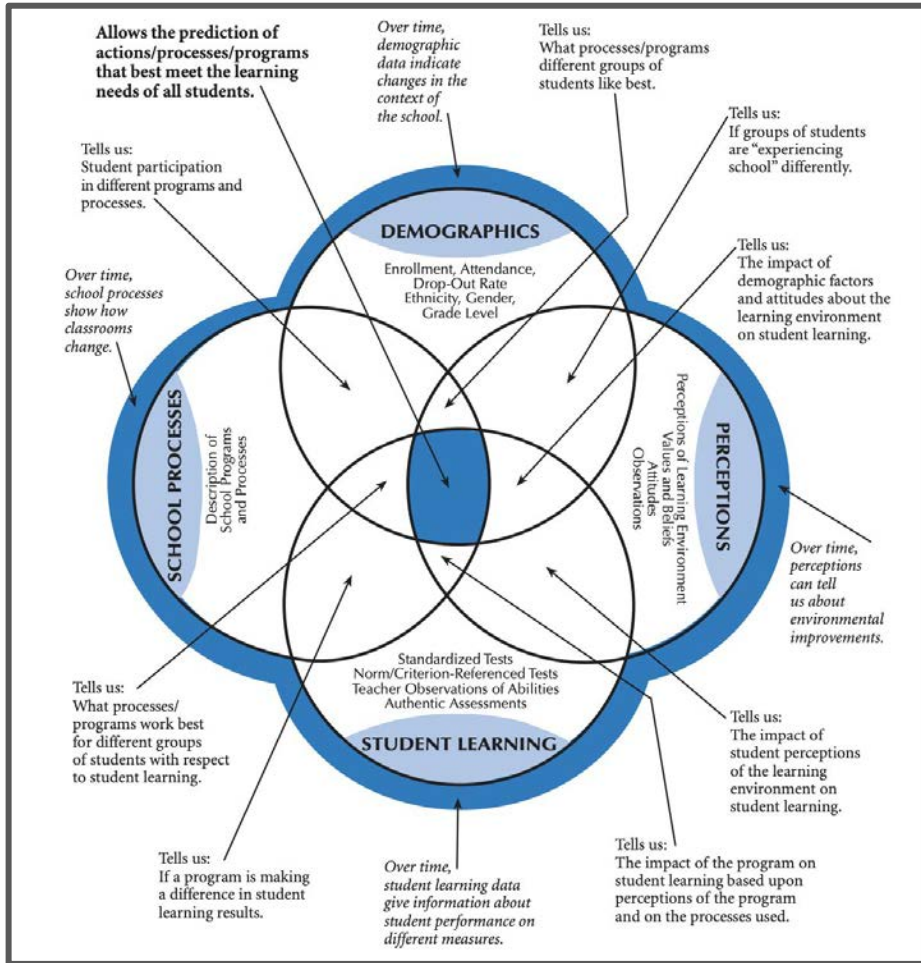
Data with a Balanced Assessment System

Comprehensive approach to forming a complete and accurate picture of student learning (AQuESTT).

- Responsibility of the District Team
- Collect necessary data to support student success
 - Seek to limit time students spend testing
- Supports data-based decision-making
- Meets state and federal compliance requirements

“You can’t improve what you
don’t measure”

–Peter Drucker



Multiple Measures of Data:

- Demographics
- Perceptions
- School Processes
- Student Learning

Data with a Balanced Assessment System

Student

Learning and Well-Being
Demographic
Perceptual

Adult

Perceptual
Process



NeMTSS
FRAMEWORK



Student Data

Student Learning & Well-Being

Formative
Interim
Summative
Universal Screening
Diagnostic
Progress Monitoring
Grades
Attendance
Health
Office Referral, ISS, OSS



Student Perceptual

Culture & Climate Surveys
Engagement Surveys

Student Demographics



NeMTSS
FRAMEWORK



Who is included in each AQuESTT Metric?

Accountability Data Points

ESSA (Federal) Indicator:	Academic Achievement	Academic Progress	English Language Proficiency and Progress	Graduation Rate	School Quality or Student Success
AQuESTT (State) Metric:	Status	Growth, Non-Proficiency	Progress Towards English Language Proficiency	4- and 7-Year Cohort Graduation Rate	Chronic Absenteeism



Only students in tested grades (3rd - 8th, 3rd year cohort, ELA & math, general and ALT assessment)
NEP Portal



English Learners who have taken the ELPA21 for at least **2 years**
NEP Portal



High school students in 4 year cohort/7 year cohort
NEP Portal



All students in the specified building (Ex: ES with embedded PK are included)
NEP Portal

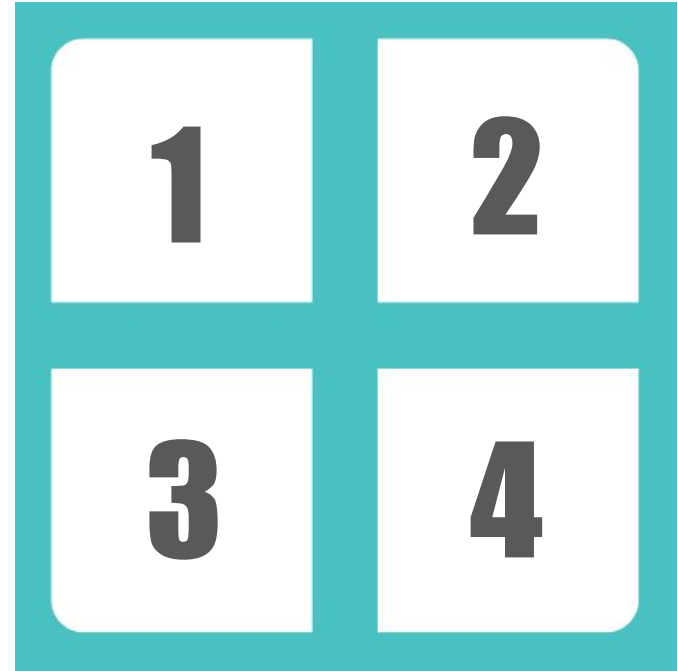


NeMTSS
FRAMEWORK



Team Time and Four Corner Share Out

- How are you currently monitoring these metrics?
- How are you currently using these metrics for continuous improvement?



Adult Data

Adult Process Data

Data Monitoring: Tier 1 Core
Fidelity
Needs Assessment
Gap Analysis



Adult Perceptual

Culture & Climate
Learning and Well-Being
Core Beliefs



NeMTSS
FRAMEWORK



Support & Development

Individuals



Organizations

Recognizing the support & develop needs of the humans within the system

Knowing the humans within the system

Creating and implementing action plans for the humans within the system (CIP)

Maximizing the impact of the humans within the system

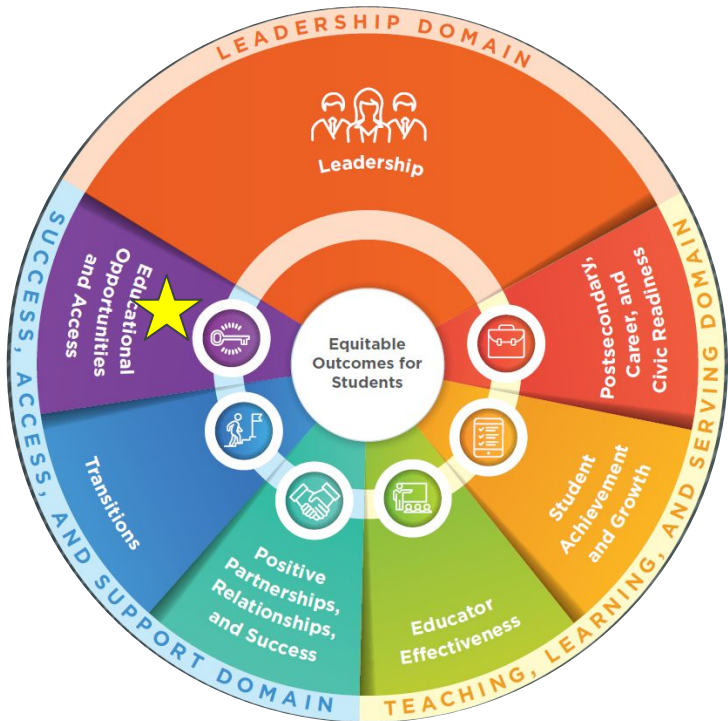


NeMTSS
FRAMEWORK



Perceptual Survey & AQuESTT Coherence



Educational Opportunities and Access



Parent	This school offers programs and resources that adequately support individualized student's need.
Student	This school's facilities are suited for my learning needs. Students at this school have a lot of opportunities to get involved in sports, clubs, and other school activities outside of class.
Staff	This school's facilities are adequate for meeting the needs of students. This school has adequate programs and support for students with identified needs or disabilities.
Non-Instructional Staff	This school's facilities are adequate for meeting the needs of students. This school has adequate programs and supports for students with identified needs or disabilities.

Perceptual Survey & AQuESTT Coherence

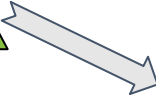
Educator Effectiveness

LEADERSHIP DOMAIN	
	Strong leaders, committed to achieving educational equity, are critical to the processes of approval, accreditation, accountability, and continuous improvement. Leaders, from school boards to superintendents, principals to teacher leaders, set a vision for achieving educational equity, offering students meaningful access to the educational resources they need at the right moment, at the right level, and with the right intensity to not only reach high expectations for learning, but also to discover and explore their passions and make meaningful connections within the context of their postsecondary interests, careers, and civic lives. Leaders must possess the knowledge, skills, and mindset to systematize equity.
SUCCESS, ACCESS, AND SUPPORT DOMAIN	
	Educational Opportunities and Access Each student has access to effective, comprehensive, and continuous learning opportunities that prepare them for ongoing school success, postsecondary education, and career goals.
	Transitions Quality educational opportunities focus on effective supports and high quality collaborations for each student transitioning within, into, and between grade levels, programs, schools, districts, postsecondary education, and careers.
	Positive Partnerships, Relationships, and Success Schools and districts implement best practices in student, family, and community engagement to enhance experiences and opportunities that are culturally inclusive and relevant for each student. Student success and engagement relies on positive partnerships and relationships to fundamentally improve the outcomes for each student, school, district, and community.
TEACHING, LEARNING, AND SERVING DOMAIN	
	Educator Effectiveness Each student is engaged by effective educators throughout their learning experiences, such that schools and districts develop effective teachers and school leaders who establish a culture of success.
	Student Achievement and Growth A balanced assessment system that includes results from multiple sources is used to measure student growth and achievement towards Nebraska's content area standards. A balanced assessment system is a necessary component of the instructional process to improve learning and growth for each student.
	Postsecondary, Career, and Civic Readiness Each student, upon high school graduation, is prepared for success in postsecondary education, career, and life pursuits.

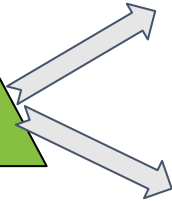
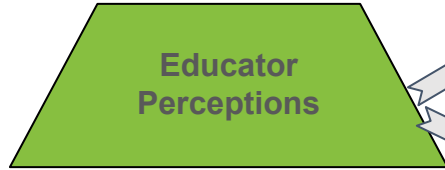


Parent	I feel comfortable talking to someone at this school about my child's behavior. This school communicates how important it is to respect students regardless of their backgrounds.
Student	My teachers care about me. I have lots of chances to be part of class discussions or activities.
Staff	This school provides instructional materials (e.g., textbooks or handouts) that reflect students' cultural background, ethnicity, and identity. This school recognizes individual talents and gifted needs of students regardless of cultural backgrounds or academic abilities in class selection.
Non-Instructional Staff	Staff at this school regularly give students individualized attention and help. This school provides instructional materials (e.g., textbooks or handouts) that reflect students' cultural background, ethnicity and identity.

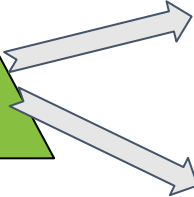
The [NDE Perceptual Survey](#) and CNA 2.0 can provide meaningful information to answer these critical questions.



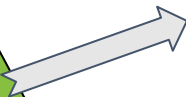
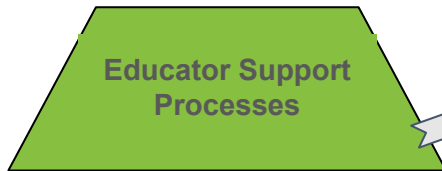
How do different groups of educators experience the school environment and/or culture differently?



What is the impact of educator perception of school culture on professional growth and development?



Are the programs in this system making an impact on teacher growth and development?



Think, Team Share, Group Share



- When was the last time the district provided stakeholders with the opportunity to complete a perceptual survey?
- Are there other means within the district to elicit perceptions from multiple stakeholders?
- How is your perceptual data used for continuous improvement?

CNA 2.0 Options

- **Comprehensive Needs Assessment aligned to AQuESTT tenets - ways to engage:**
 - Complete entire CNA
 - Complete a screener
 - Manually select tenets
- **[CNA Word Version](#)** (force copy)
- CNA Web-based version (*Hourglass Platform Dashboard*) email: shirley.vargas@nebraska.gov

The screenshot shows the Nebraska Department of Education's Comprehensive Needs Assessment (CNA) interface. At the top, the Nebraska Department of Education logo is on the left, and the text 'COMPREHENSIVE NEEDS ASSESSMENT' is on the right. Below this, the school name 'McAndrew Elementary' is displayed with a 'CSI' tag. The interface is divided into several sections: 'Assessment Name', 'Status', 'School Year', 'Status Date', 'Period', 'Last Modified By', and 'Report Date'. The 'SUMMARIZED RESULTS' section is a table with columns for domain names and average scores. The 'DETAILED RESULTS' section is another table with columns for domain names, sub-domains, and average scores.

COMPREHENSIVE NEEDS ASSESSMENT			
McAndrew Elementary CSI			
Assessment Name:	McAndrew Elementary assessment		
Status:	Completed	School Year:	2020-2021
Status Date:	Jun 9, 2021	Period:	May 1-Jun 30, 2021
Last Modified By:	Sarah McAndrew	Report Date:	Jun 9, 2021
SUMMARIZED RESULTS			
		AVERAGE SCORE	
Domain 1: Success, Access, and Support		2.50	
Education Opportunities and Access		2.67	
Transitions		2.33	
Positive Partnerships, Relationships, and Success		2.45	
Domain 2: Teaching, Learning, and Serving		3.44	
Educator Effectiveness		3.44	
Student Achievement and Growth		3.75	
Postsecondary, Career, and Civic Ready		3.12	
Domain 3: Leadership		3.06	
Instructional Leadership		3.45	
Community Relationship Builder		3.03	
Improvement and Resource Management Leader		2.69	
DETAILED RESULTS			
		AVERAGE SCORE	
Domain 1: Success, Access, and Support		2.50	
Education Opportunities and Access		2.67	
Comprehensive learning opportunities		3.00	
Continuous improvement		4	
Equitable access to school resources		4	
Evidence-based interventions		3	
Program evaluation		1	

CNA 2.0: Planning & Pacing Ideas

- Summer retreat time
- Assign staff to specific Domains & Tenets
- Complete in a “chunking” format at monthly staff meetings
- Time and space at the ESU during Professional Development sessions
- Cyclical communication through a teaming structure using a problem-solving model.

Domain: Teaching, Learning, and Serving		2.68
● Educator Effectiveness		2.64
Teacher effectiveness		1.80
<i>Planning and preparation</i>		2
<i>The learning environment</i>		2
<i>Instructional strategies</i>		2
<i>Assessment practices</i>		1
<i>Professionalism</i>		2
Principal effectiveness		3.33
<i>Vision for Learning</i>		4
<i>Continuous improvement</i>		4

DEGREE OF PERFORMANCE

NA No Data Available Yet Needs Intervention (1.00 - 1.60) Needs Help (1.61 - 2.20) Doing OK (2.21 - 2.80) Doing Well (2.81 - 3.40) Doing Great (3.41 - 4.00)



Domain: Success, Access, and Support

Tenet: Education Opportunities and Access

Long-Term Outcome: **All students have access to comprehensive instructional opportunities to be prepared for postsecondary education and careers.**

Dimension	Rate Each Dimension				Sources of Evidence
	4	3	2	1	
Tier I <u>social and emotional learning (SEL)</u> support	School leaders and staff <i>consistently</i> implement <u>evidence-based</u> and <i>developmentally appropriate</i> programs and practices that focus on concrete, observable <u>SEL</u> skills such as cognitive regulation, emotional regulation, and social skills and awareness.	School leaders and staff <i>consistently</i> implement <u>evidence-based</u> programs and practices that focus on concrete, observable <u>SEL</u> skills, but not all programs and practices are <i>developmentally appropriate</i> .	School leaders and staff <i>inconsistently</i> implement <u>evidence-based</u> programs and practices supporting students' <u>SEL</u> needs. <i>No</i> programs and practices are based on evidence of effectiveness. The support is not <i>developmentally appropriate</i> .	School leaders and staff <i>inconsistently</i> implement any <u>SEL</u> programs or practices with students. The programs are neither <u>evidence-based</u> nor <i>developmentally appropriate</i> .	<ul style="list-style-type: none"> Comprehensive support services, including health and social services, are available to students and their families in a timely manner. Partnerships with community SEL curriculum or other guidance support
Social and emotional health of staff	School leaders and staff <i>fully establish</i> a positive and supportive culture and climate for staff by <i>consistently</i> cultivating and integrating practices that strengthen the social and emotional health of all staff.	School leaders and staff <i>partially establish</i> a positive and supportive culture and climate for staff by <i>inconsistently</i> cultivating and integrating practices that strengthen the social and emotional health of all staff.	School leaders and staff <i>are developing</i> a positive and supportive culture and climate for staff by <i>beginning</i> to cultivate and integrate practices that strengthen the social and emotional health of all staff.	The school has not established a positive and supportive culture and climate for staff.	<ul style="list-style-type: none"> Staff culture and climate survey results Meeting notes/minutes from staff PD meetings Culture and climate plans Staff social emotional support curriculum

Domain: Success, Access, and Support

Tenet: Education Opportunities and Access

Long-Term Outcome: **All students have access to comprehensive instructional opportunities to be prepared for postsecondary education and careers.**

Dimension	Rate Each Dimension				Sources of Evidence
	4	3	2	1	
Program evaluation	School leaders evaluate the effectiveness of <i>all</i> student learning programs and opportunities and use <i>all</i> results to inform the continuous improvement process and goal setting.	School leaders evaluate the effectiveness of <i>most</i> student learning programs and opportunities and use <i>most</i> results to inform the continuous improvement process and goal setting.	School leaders evaluate the effectiveness of <i>some</i> student learning programs and opportunities , but <i>do not</i> use results to inform the continuous improvement process or goal setting.	School leaders <i>do not</i> evaluate student learning programs or opportunities .	<ul style="list-style-type: none"> An annual evaluation of all extracurricular activities is conducted to provide data to parents on impact of programs. Data digs using multiple sources of data (perceptual, demographic, student achievement, process)
Data-informed decision-making	School leaders and staff at all levels <i>consistently</i> use a data-informed process for decision-making and problem-solving that results in <i>personalized</i> solutions for improving student outcomes.	School leaders and staff at all levels <i>consistently</i> use a data-informed process for decision-making and problem-solving that results in <i>general</i> solutions for improving student outcomes.	School leaders and staff <i>inconsistently</i> use a data-informed process for decision-making and problem-solving that results in <i>general</i> solutions for improving student outcomes.	School leaders and staff <i>do not</i> use a data-informed process for decision-making and problem-solving that results in solutions for improving student outcomes.	<ul style="list-style-type: none"> Data collection mechanism (e.g., observation notes, feedback forms, survey) to assess professional learning needs Documentation of data-informed decision making protocols Data reports and summaries of student learning needs Documentation of data team members, roles, and contributions to decision making

Tenet: Positive Partnerships, Relationships, and Success

Long-Term Outcome: **Student, family, and community engagement enhances educational experiences and opportunities.**

Dimension	Rate Each Dimension				Sources of Evidence
	4	3	2	1	
Monitoring family and community engagement effectiveness	School leaders and staff <u>systematically</u> monitor the effectiveness* (e.g., full community representation, shared vision, authentic collaboration, and two-way communication) of family and community engagement for the purpose of improving these efforts.	School leaders and staff monitor the effectiveness* (e.g., full community representation, shared vision, authentic collaboration, and two-way communication) of family and community engagement efforts for the purpose of improving these efforts, but monitoring is not systematic.	School leaders and staff informally collect family and community feedback on engagement efforts, but do not use this feedback for the purpose of improving these efforts.	School leaders and staff have no process in place for collecting feedback or monitoring the effectiveness of family and community engagement.	<ul style="list-style-type: none"> Meeting notes/minutes from Leadership Team meetings Samples of family and community communication Family and community perceptual surveys and evidence of how leaders and staff use information Implementation of a parent advisory committee to provide recommendations regarding effectiveness of family engagement initiatives
Valuing community resources	School leaders and staff <i>value</i> community resources and <i>take action to fully understand and employ</i> the community's cultural, social, linguistic, and intellectual resources to promote <u>school improvement</u> and student learning during school, after school, and in summer programs.	School leaders and staff <i>value</i> community resources and <i>take some action to more fully understand and employ</i> the community's cultural, social, linguistic, and intellectual resources to promote <u>school improvement</u> and student learning during school, after school, and in summer programs.	School leaders and staff <i>value</i> community resources but <i>take minimal action to understand or employ</i> the community's cultural, social, linguistic, and intellectual resources to promote <u>school improvement</u> and student learning during school, after school, and in summer programs.	School leaders and staff are <i>not aware of</i> , and therefore <i>do not value or employ</i> , the community's cultural, social, linguistic, or intellectual resources to promote student learning during school, after school, or in summer programs.	<ul style="list-style-type: none"> LEA engages with community organizations to address identified needs of students and their families Evidence that the school's afterschool and summer program are implemented through partnerships with community organizations LEA identifies resources that provide

Domain: Teaching, Learning, and Serving

Tenet: Educator Effectiveness

Long-Term Outcome: **Students are supported by qualified/credentialed, effective teachers and leaders throughout their learning experiences.**

Dimension	Rate Each Dimension				Sources of Evidence
	4	3	2	1	
The learning environment	To create a safe, efficient, and effective learning environment for all students, teachers monitor and adjust their communication about routines and procedures by involving students to engage parents and the educational community in a sustained collaborative communication process.	Teachers monitor and adjust their communication about routines and procedures by involving students, but do not engage parents and the educational community in a collaborative communication process.	Teachers communicate their routines and procedures, but do not involve students or engage parents and the educational community in a collaborative communication process.	Teachers do not monitor or adjust their communication process about routines and procedures.	<p>Evidence that the following data-informed practices are used use of staff, student, and community engagement data to inform decision making</p> <ul style="list-style-type: none"> teacher adjustment of classroom policies and procedures based on student data teacher evaluation, support, and development plans
Instructional strategies	Teachers use student data to monitor how well their instructional strategies meet each student's unique needs, and adjust instruction accordingly.	Teachers use student data to adjust instruction to meet each student's unique needs, but do not monitor instructional strategies based on student data.	Teachers use student data to adjust instruction, but adjustments are not tailored to each students' unique needs, nor do teachers monitor instructional strategies based on student data.	Teachers do not use student data to monitor their instructional strategies or adjust instruction.	<p>Evidence that the following data-informed practices are used to create ownership and shared responsibility in learning:</p> <ul style="list-style-type: none"> individual student learning plans differentiated learning opportunities identified within instructional planning high quality instructional materials to guide culturally responsive teaching

Domain: Leadership

Long-Term Outcome: **School systems are led by strong leaders who possess the knowledge, skills, and mindsets to achieve educational equity.**

Dimension	Rate Each Dimension				Sources of Evidence
	4	3	2	1	
Student and staff culture	School leaders <i>confront and take actions</i> to eliminate institutional biases and student marginalization to promote a positive student and staff culture.	School leaders <i>confront</i> institutional biases and student marginalization, but do not take effective actions to eliminate them.	School leaders <i>acknowledge</i> institutional biases and student marginalization, but do not confront them or take actions to eliminate them.	School leaders <i>do not acknowledge</i> institutional biases and student marginalization that affect student and staff culture.	<ul style="list-style-type: none"> • Documentation of modeling culturally responsive leadership (e.g., using inclusive, culturally-appropriate language in communication to parents, staff, and students) • Action plan for student and staff culture • Student and staff handbooks • Student and staff surveys
Collaboration to build capacity and sustainability	School leaders create collaboration time for staff to <i>sustain</i> shared respect and collective responsibility in meeting student and staff personal learning goals.	School leaders create collaboration time for staff to <i>develop</i> shared respect and collective responsibility for meeting student and staff personal learning goals.	School leaders create collaboration time for staff, but it is not used to develop shared respect and collective responsibility for meeting student and staff personal learning goals.	School leaders do not create collaboration time to build staff capacity for sharing respect and taking collective responsibility.	<ul style="list-style-type: none"> • Schedule for collaborative time • Meeting agenda and notes • Groups norms and protocols • Evidence of modeling shared respect and assuming collective responsibility • Student and staff surveys that measure shared respect and collective responsibility

Guided Team Time and Beyond

Our district has taken the CNA 2.0

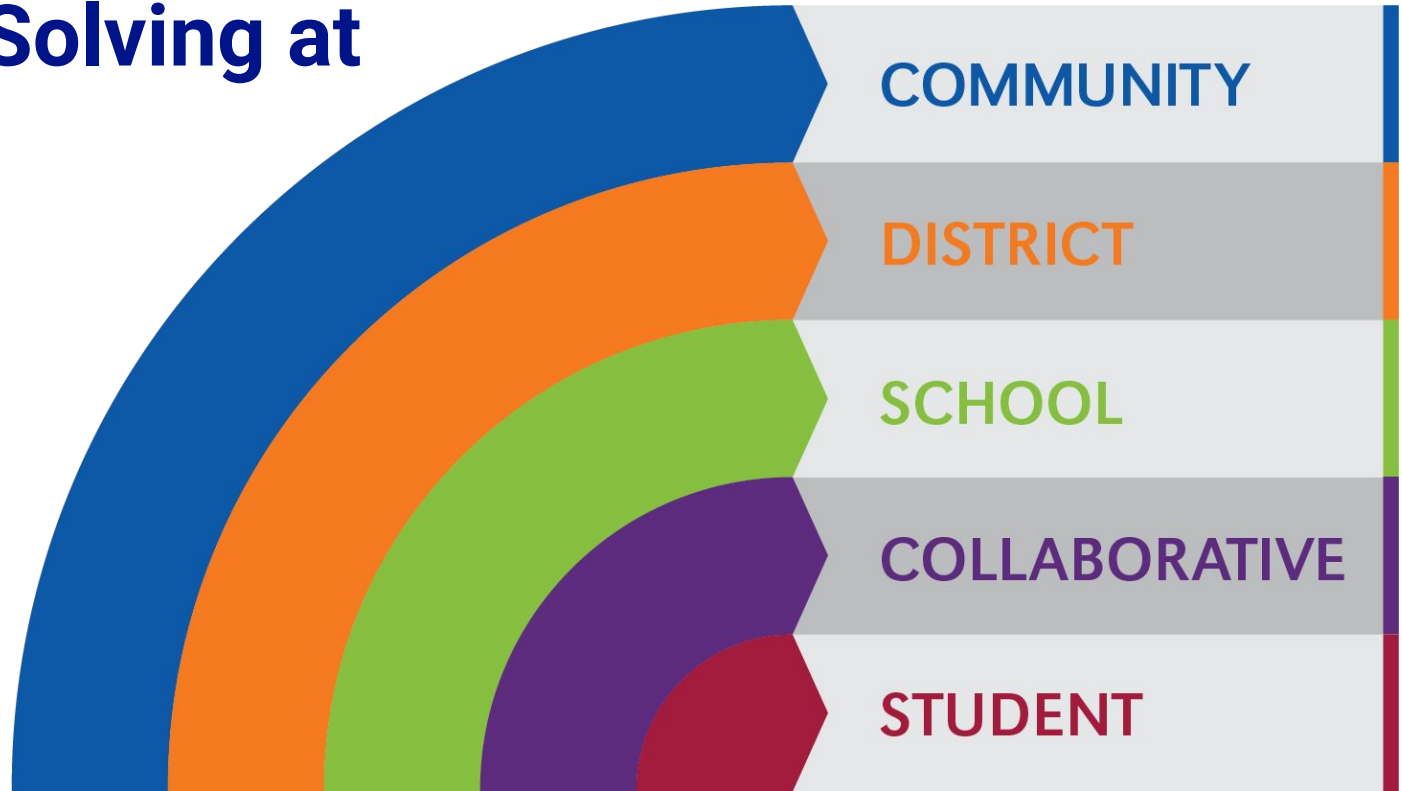
- Locate the CNA data/Where are the CNA results?
- How are we using the results/how do we plan to use the results?
- What are our next steps?
- Who is responsible for action on next steps?
- How frequently do we plan to take the CNA?

Our district has not taken the CNA 2.0

- First, select one of the five CNA dimensions from the slides above.
- Next, without talking, mentally score the EBI dimension.
- Then as a school team, converse and build consensus on the dimension score.




Problem-Solving at All Levels



Problem Solving Models



CIP: District Information and Norms

District Information	
Mission	
Vision	
Core Beliefs	
Problem-Solving Model	 <p><i>*Insert district model if one is created*</i></p>
MTSS Defined	A Multi-tiered System of Support (MTSS) is defined as an educational framework for continuous improvement, problem-solving and decision-making. It offers a meaningful and effective way to organize instruction and intervention to help improve outcomes for all students in the state. There is a specific focus on the following six essential elements: Shared Leadership; Building Capacity for Implementation and Infrastructure for Implementation; Data-Based Problem-Solving and Decision-Making; Evidence-Based Practices, Communication, Collaboration, and Partnerships; Layered Continuum of Support.
Our MTSS Elevator Speech	

[Click Here for the Table of Contents](#)

Add
Problem Solving
Model

CIP: Balanced Assessment

Balanced Assessment System				
Student Learning and Well-being Data				
ELA				
Assessment	Type	Grade Levels	Frequency	Purpose
EXAMPLE: ACT	Summative	11th for all students	Annually in March	College prep-reading and English grammar, writing
EXAMPLE: NSCAS Growth	Interim, Universal Screener	3-8 for all students	Fall, Winter, Spring	Assess student learning needs to adjust practices to meet needs of each student
EXAMPLE: Phonics Survey	Diagnostic	Elem for individual students	As Needed	Identify specific phonetic needs to inform interventions
Math				
Assessment	Type	Grade Levels	Frequency	Purpose
SEBL				
Assessment	Type	Grade Levels	Frequency	Purpose
EXAMPLE: SAEBRS	Interim, Universal Screener	K-12	Fall, Winter, Spring	Identify areas of social-emotional strength and growth

Add
Assessments in
each area (ELA,
Math, SEBL,
Other)



NeMTSS
FRAMEWORK



CIP: Demographic Trends

Demographic Trends								
Demographic Categories	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
PK Student Enrollment (if applicable)								
(K-12) Student Enrollment								
Special Education								
High Ability Learners								
Free and Reduced								
English Learners								
White								
Black or African American								
Hispanic or Latino								
Asian								
Two or More Races								
Native Hawaiian/Other Pacific Islander								
American Indian/Alaska Native								
Attendance Rate								
Chronic Absenteeism								
Highly Mobile								
Graduation Rate								
Dropout Rate								
Factual Data Points: •								

Add
Demographics



NeMTSS
FRAMEWORK



CIP: NEP Outcome Data

Student Outcome: Nebraska Education Profile (NEP)

Indicator:	English Language Arts							
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
% of students that are proficient on the NSCAS assessment.								
District		-						
Male		-						
Female		-						
American Indian or Alaska Native		-						
Asian		-						
Black or African American		-						
Hispanic or Latino		-						
Native Hawaiian or other Pacific Islander		-						
White		-						
Two or More Races		-						
Special Education		-						
Special Education- Alt Assessment		-						
Free and Reduced		-						
Migrant		-						
English Learner		-						
Highly Mobile		-						
Homeless		-						

Factual Data Points:

•

Add
 ELA, Math,
 Science, ACT

CIP: Screening Data

Screening Data

K-10 ELA and Math Data Chart ([Click Here for a Copy](#) - Remove lines that are not needed)

ELA Data Source: Fall										
Grade with Indicator	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027
K Indicator										
1 Indicator										
2 Indicator										
3 Indicator										
4 Indicator										
5 Indicator										
6 Indicator										
7 Indicator										
8 Indicator										
9 Indicator										
10 Indicator										

SEL Screening Assessment (Or Link Visuals used by the district): SCHOOL YEAR

Grade Levels	Low Risk (%)			Moderate Risk (%)			High Risk (%)		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
District (All)									
Pre K (All)									
Elementary (All)									
Middle Level (All)									

Add
Academic and
SEBL



NeMTSS
FRAMEWORK



CIP: Student Health

Student Health (Add and remove measures as needed)

Measure	Elementary	Middle Level	Secondary
Attendance			
Tardies			
Health Office Visits			
ODR- Majors			
Classroom- Minors			
ISS			
OSS			
Counselor Visits			

Add
Information as
needed



NeMTSS
FRAMEWORK



CIP: Perceptual Data

Perceptual Data
Sample NDE Resources
[PDF – Elem \(3-6\) Student Survey](#)
[PDF – MS/HS \(7-12\) Student Survey](#)
[PDF – Parent Survey](#)
[PDF – Staff \(Teacher\) Survey](#)
[PDF – Non-Instruction Staff Survey](#)

Culture and Climate		
Stakeholder Group	Areas of Strength	Areas of Growth
Students	•	•
Caregivers	•	•
Certified Staff	•	•
Classified Staff	•	•

Link to Full Reports: [Click Here](#)

Student Engagement		
Levels	Areas of Strength	Areas of Growth
Elementary	•	•
Middle Level	•	•
Secondary	•	•

Factual Perceptual Data Points: •

Add
Culture, Climate,
Engagement
Strengths and
Areas of Growth



NeMTSS
FRAMEWORK



CIP: Process Data

Implementation Data: Self-Assessment/Needs Assessment

CNA 2.0 (Copy and paste a snapshot of your CNA 2.0 results and remove the example screenshot below and or link results. For more information and to access the web-based platform, please contact: shirley.vargas@nebraska.gov)

SUMMARIZED RESULTS

AVERAGE SCORE

Domain 1: Success, Access, and Support	2.50
Education Opportunities and Access	2.67
Transitions	2.33
Positive Partnerships, Relationships, and Success	2.45
Domain 2: Teaching, Learning, and Serving	3.44
Educator Effectiveness	3.44
Student Achievement and Growth	3.75
Postsecondary, Career, and Civic Ready	3.12
Domain 3: Leadership	3.06
Instructional Leadership	3.45
Community Relationship Builder	3.03
Improvement and Resource Management Leader	2.69

NeMTSS Self-Assessment (For more information and access, please contact your Regional Support Lead: [NeMTSS Website](#))

Average by Component	Date	Date	Date	Date	Date	Date	Date	Date	Date
Shared Leadership									
Communication, Collaboration, and Partnerships									
Evidence-Based Practices									
Capacity & Infrastructure for Implementation									
Layered Continuum of Support									
Data-Based Problem Solving and Decision Making									

Add
Any process data
your district has



NeMTSS
FRAMEWORK



Section 009 Continuous Improvement

009.01A1 Review and update of the **mission and vision** statements.

009.01A2 **Collection and analysis of data** about student performance, demographics, learning climate, and former high school students.

009.01A3 Selection of goals. At least **one goal is directed toward improving student academic achievement.**

009.01A4 Development and implementation of an improvement plan which includes **procedures, strategies, actions to achieve goals**, and an aligned professional development plan.

009.01A5 **Evaluation of progress** toward improvement goals.



NeMTSS
FRAMEWORK





DISTRICT AND SCHOOL DATA

Search

District

School

GO

Nebraska Education Profile

Scroll to the bottom of page and use the district selector to pull up an entire district's data, then drill down to individual buildings.

⚠ The 2019-2020 classification and designation of schools and districts are based on 2018-19 school year data

EXCELLENT

GREAT

GOOD

NEEDS IMPROVEMENT

District Snapshot

AQuESTT Classification

About Our District

Compare

Demographics



Student Membership ⓘ

310

Peers ⓘ

300

State

329,290



Teachers ⓘ

30

Peers ⓘ

27

State

23,856

Program Participation



English Learners ⓘ

*

Peers ⓘ

14%

State

7%



Free/Reduced Lunch ⓘ

40%

Peers ⓘ

47%

State

46%



Gifted ⓘ

16%

Peers ⓘ

14%

State

13%



Special Education ⓘ

12%

Peers ⓘ

16%

State

16%

Metrics



Attendance Rate ⓘ

95%

Peers ⓘ

95%

State

94%



Dropout Rate ⓘ

*

Peers ⓘ

*

State

1%

- Once your district or specific building is searched, the NEP will load a “snapshot”.
- Consider thinking about the data from a different vantage point such as a potential teacher hire or new family.
- The overall percentages only paint a partial picture. Each data point is composed of specific and unique traits that includes drilling down to grade levels, subgroups, and classroom strategies.

Guided Team Time and Beyond

Do you have a CIP Template?	Reflecting on Useable Data	Enhancing the Use of Data
<p>Add or Edit:</p> <p>Data sets</p> <ul style="list-style-type: none">• <i>Adult:</i> Process, Perceptual, etc.• <i>Student:</i> Learning, Well-Being, Perceptual, and Demographic• ENSURE NEP Data for ELA, Math, and Science is complete (see two slides below for instructions)<ul style="list-style-type: none">○ NOTE: Every team will use this data in the next activity.	<p>What are your student data sources that drive continuous improvement?</p> <p>What are your adult data sources that drive continuous improvement?</p> <p>Have you identified factual data points in various data sets?</p> <p>Which teams/staff members have access to which data?</p>	<p>How do you build capacity in AQuESTT domains and tenets based on accountability data?</p> <p>How do you base professional learning for staff on data?</p> <p>Which teams are utilizing which types of data? And how are they utilizing the data?</p>

**Action
Planning for
Continuous
Improvement**

What does this mean?

Through **cycles of data and communication**, we can build capacity to engage leadership teams in **action planning** leading to high-quality continuous improvement across the state, one district at a time.



District Data

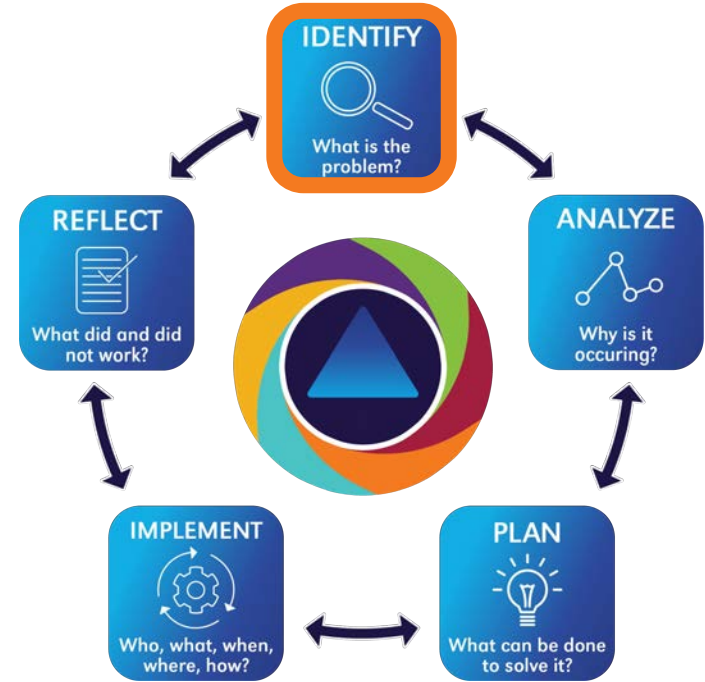
Student Outcome: Nebraska Education Profile (NEP)

English Language Arts								
Indicator:	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
% of students that are proficient on the NSCAS assessment.								
District	-							
Male	-							
Female	-							
American Indian or Alaska Native	-							
Asian	-							
Black or African American	-							
Hispanic or Latino	-							
Native Hawaiian or other Pacific Islander	-							
White	-							
Two or More Races	-							
Special Education	-							
Special Education- Alt Assessment	-							
Free and Reduced	-							
Migrant	-							
English Learner	-							
Highly Mobile	-							
Homeless	-							

Factual Data Points: •

Considering the data for ELA, Math, and Science:

- Identify factual data points

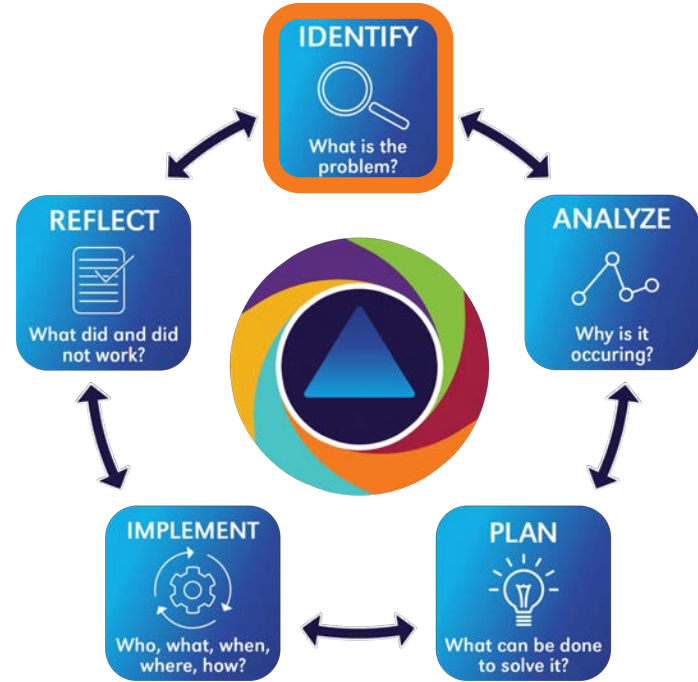


NeMTSS
FRAMEWORK

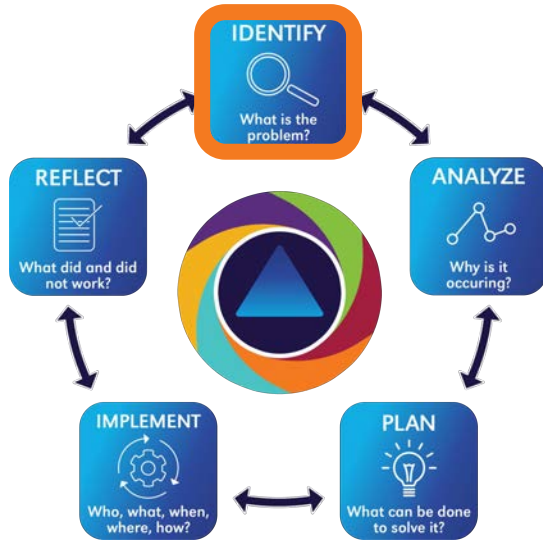


District Data

Based on your data: as a team, determine if your focus for the day will be ELA, Math, or Science.



Identify: What is the problem?



What do we see in terms of:

- Data strengths and growth opportunities?
- Historical academic performance and progress (e.g., growth, non-proficiency) of all students, as well as for specific student demographic groups?
- Process data (e.g., needs assessment, NeMTSS Self-Assessment, fidelity, etc.)?
- Graduation rate?
- Chronic absenteeism?
- Student and adult perceptual data?

District Action Plan: Identify

Identify	
Factual Data Points: •	
Strength Areas: •	Growth Areas: •
Precise Problem Statement:	

Considering the data:

- Copy factual data points
- Identify strengths
- Identify growth areas



Precise Problem Statement

Turn reflections into a precise problem statement

- A way to describe the problem you are trying to solve in simple terms
- Typically focused on student learning and informed by multiple data sources



Example: Identify

Students with disabilities are underperforming in ELA compared to their peers.



District Action Plan: Identify

Identify	
Factual Data Points: •	
Strength Areas: •	Growth Areas: •
Precise Problem Statement:	

Considering academic data points, strengths, and growth areas:

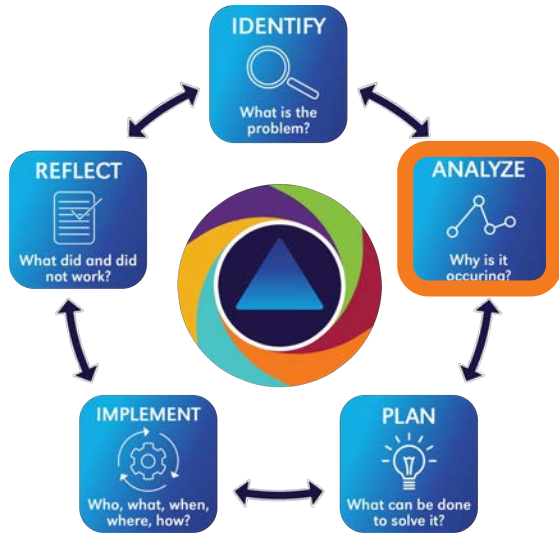
- Identify a precise problem statement



NeMTSS
FRAMEWORK



Analyze: Why is it occurring?



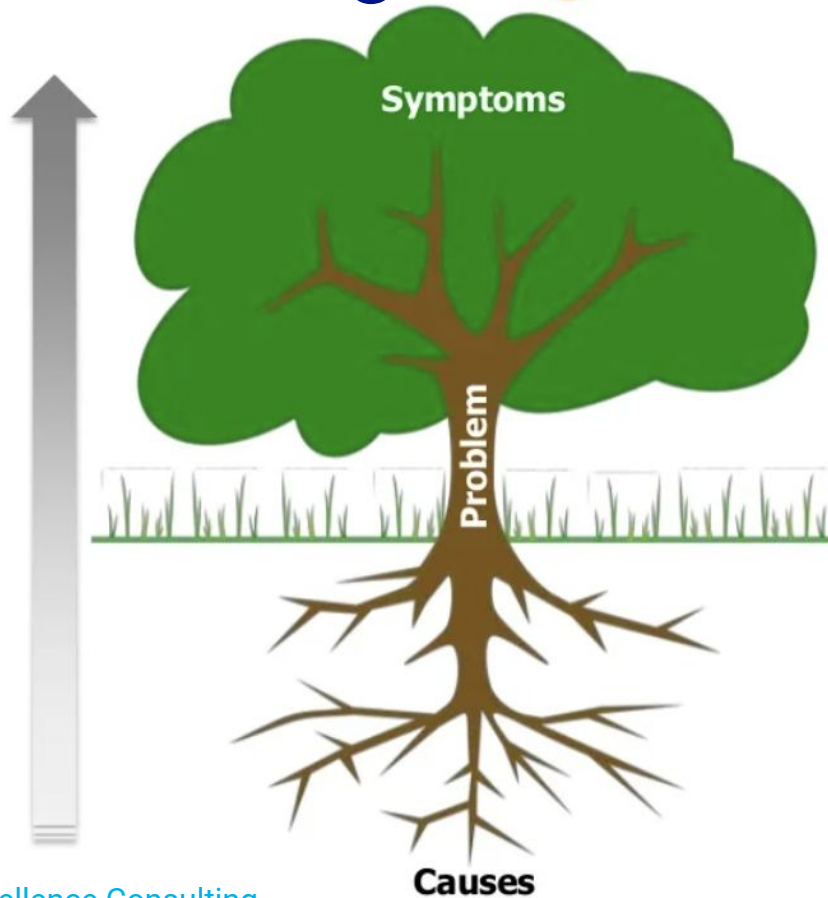
What does the data suggest about:

- Symptoms (e.g., achy, tired)?
- Problem (e.g., fever)?
- Root causes (e.g., infection)?
- Why we are seeing these results?
- Missing data?
- Student attendance patterns?
- Quantity and types of opportunities given for students to succeed?
- Climate and culture of the district?
- Connections between data sets?

“When solving problems, dig at the roots instead of just hacking at the leaves.”

–Anthony J. D’Angelo

Understanding Root Causes



Symptoms

- Result or outcome of the problem
- What you see as a problem
(Obvious)
Achy, weak, tired

The Problem

- Gap from goal or standard
Fever

Causes

- "The Roots" – system below the surface, bringing about the problem
(Not Obvious)
Infection

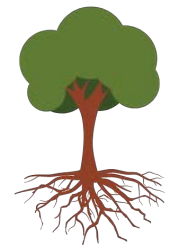
Root Cause Analysis

Conduct a **root cause analysis** of your problem statement to identify your **problem of practice**.

A root cause can be determined when:

- The cause is something you can influence and control.
- You run into a dead end asking what caused the proposed root cause.
- Everyone agrees that this is a root cause
- The cause is logical, makes sense and provides clarity to the problem.
- If the cause is dissolved, there is realistic hope that the problem can be reduced or prevented in the future.

Example: Analyze



Precise problem statement: Students with disabilities are underperforming in ELA compared to their peers.

Symptom:	There has been a steady decline in the performance of students with disabilities from 26% meeting benchmark to 13% meeting benchmark on the NSCAS ELA assessment in comparison to peers who have had a slight decrease from 52% to 48% meeting benchmark.
Why?	Not all students have access to grade-level instruction, curriculum and materials in the elementary.
Why?	60% of students with disabilities are not in groups with their peers during 100% of reading instruction.
Why?	ELA instruction districtwide is only based on perceived ability level.
Why?	70% of teachers responded on the NeMTSS Core Belief Survey that they do not believe students with specific learning disabilities (SLD) can achieve grade-level benchmarks in reading.



NeMTSS
FRAMEWORK



District Action Plan: Analyze

Analyze		
Symptom:	Symptom:	Symptom:
Why?:	Why?:	Why?:
Why?:	Why?:	Why?:
Why?:	Why?:	Why?:
Why?:	Why?:	Why?:
Why?:	Why?:	Why?:

Considering the precise problem statement:

- Analyze a symptom and the whys



NeMTSS
FRAMEWORK



Plan: What can be done to solve it?



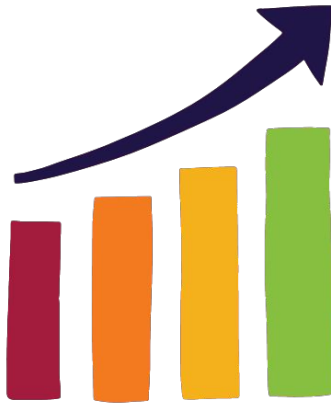
What does this mean for our work in terms of:

- What we are going to do to address the root cause(s)?
- Trends in outcomes that help illuminate where instruction can be stronger?
- How we can adjust instruction to support those learning needs in planned instruction?

Example: Plan

Priority Outcomes	Increase performance on NSCAS ELA, specifically for students with disabilities, by increasing teacher estimates of achievement and strengthening flexible grouping practices at the Tier 1 Core level.
Priority Goal	By the end of the year, 50% of students with disabilities will reach grade-level reading benchmarks as evidenced by NSCAS ELA through the use of flexible grouping. This will also result in an increase of educators who believe students with specific learning disabilities can achieve grade-level benchmarks in reading on the NeMTSS Core Belief Survey.

NOTE: *Flexible grouping is an evidence-based strategy selected because it was found during root cause analysis.*



District Action Plan: Plan

Plan

Priority Outcome:

Priority Goal:

Considering the root causes:

- Plan a priority outcome and create a priority SMART goal



NeMTSS
FRAMEWORK



Implement: Who, what, when, where, how?



What are we going to do in terms of:

- High-leverage next steps we can take toward improvement?
- Criteria for successful implementation?
- Who will be involved and how?
- How staff will be supported?
- Professional development that is needed?
- Data sources that will be used?
- When this will take place?
- Where this will take place?
- How we will go about this?

Example: Implement



Activity	Staff Responsible	Resources Needed	Timeline
View Crash Course: Flexible Grouping webinar and discussion	Instructional staff	N/A	Next in-service
View Classroom Implementation: Flexible Grouping webinar and determine a fidelity measure	District leadership team	N/A	DLT Meeting
Provide weekly email blast with specific strategies to use for flexible grouping	District leadership team	N/A	Weekly
Teachers will include at minimum one opportunity for students to work in groups each week that is not based on readiness level in their lesson plans and will use Learner Profile Cards at least once per month	Instructional staff *Administrators will review lesson plans.	N/A	Daily/Weekly/ Monthly
District leadership team facilitated professional development	District leadership team	N/A	In-Service
Flexible grouping fidelity walkthroughs	Administrators and Instructional Coaches	N/A	Weekly
Administer NeMTSS Core Belief Survey and analyze results	District leadership team	N/A	End of April

Building Capacity & Professional Learning



- One-time training may improve knowledge or attitudes, but not practice.
- **Train-the-trainer models** require substantial oversight.
- 80% success rate after 3 years of implementation with **appropriate planning** and **ongoing support**.



District Action Plan: Implement

Implement			
Actions	Staff Responsible	Resources Needed	Timeline

Considering the priority and goal:

- Write 2-3 actions that could be done, who might be responsible, resources needed, and a possible timeline



NeMTSS
FRAMEWORK



Reflect: What did and did not work?



What are we going to continue or change in terms of:

- Did we do what we said we were going to do?
- What is working? How do we know?
- What is not working? How do we know?
- What needs to be continued as is?
- What needs to be adjusted?
- What needs to be eliminated?
- What is missing?

Example: Reflect

Review of Data Examples:

- Lesson plans
- Flexible grouping fidelity data
- NeMTSS Core Belief Survey results
- NSCAS ELA data



Example: Reflect

Date	Progress Made with Evidence	Continue/Adjust/ Discontinue with Rationale
9-20-22	Administer Core Beliefs Survey Results Link	Readminister in Spring 2023
3-12-23	Collection of Flexible Grouping Fidelity Data Total Implementation = 45%	Continue collecting weekly fidelity data
3-17-23	Walk Through Data % of Teachers Using Flexible Grouping = 60%	Continue collecting Walk Through Data; add support for teachers who inconsistently use the practice
4-1-23	Walk Through Data % of Teachers Using Flexible Grouping = 68%	Continue collecting Walk Through Data; add support for teachers who inconsistently use the practice
5-12-23	Readminister Core Beliefs Survey Results Link	Continue with Flexible Grouping Practices; Professional Development - Refresher in the Fall with Opportunities for Scaffolded Adult Learning and Collaboration



District Action Plan: Reflect

Reflect		
Date	Progress Made with Evidence	Continue/Adjust/Discontinue with Rationale

Continually reflect to determine progress and whether to continue or not with a rationale.

“Do the best you can
until you know better.
Then when you know
better, do better.”

- Maya Angelou



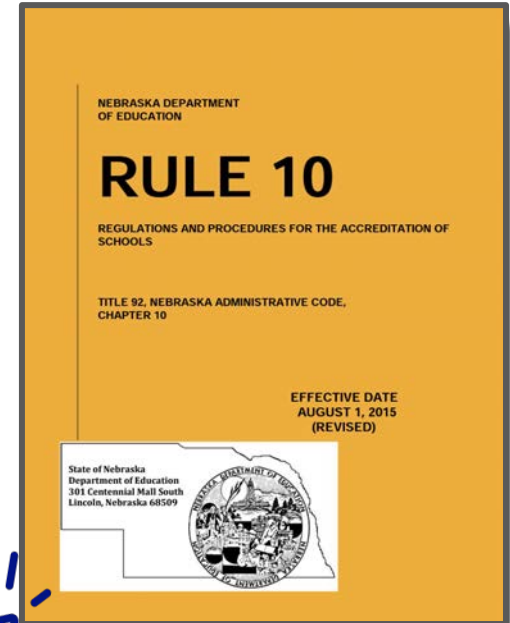
NeMTSS
FRAMEWORK



**Five-Year
Continuous
Improvement
External Visit**

009 - Continuous Improvement

009.01B The school improvement process includes a visitation by a team of external representatives to review progress and provide written recommendations. A copy of the school system's improvement plan and the written recommendations of the external representatives are provided to the Department. The external team visits are conducted at least once each five years.



NeMTSS
FRAMEWORK





DATA LITERACY WORKBOOK

For On-Site Visit Volunteers

Prepared for Nebraska Department of Education




February 2022



**ACCREDITATION, CERTIFICATION
& APPROVAL**

Nebraska Continuous Improvement Host School System & External Team Lead Responsibilities Handbook

External Team Visit Purposes

-  Assist the school in selecting or fulfilling school improvement goals and plans by adding an outside, objective view of the school improvement procedures
-  Enlist the professional advice of colleagues from outside the district
-  Increase the depth of understanding for moving forward to achieve school improvement goals



**NeMTSS
FRAMEWORK**



CONTENTS

- 1) Introduction and Purpose
Section 009 (NAC 92 Rule 10)
- 2) Nebraska Framework Model for Continuous Improvement
Coherence with NeMTSS
- 3) Host School Responsibilities
Checklist for Host School
- 4) External Team Leader Responsibilities
Checklist for External Teams
- 5) Glossary of Terms
- 6) Appendixes (Hanover Research)
Review of Literature for Continuous Improvement
Infographic
Toolkit

Host School Checklist of Responsibilities

- 1) Coordinate with NDE on date of visit and assignment of Team Lead
- 2) Organize for the visit with CIP committee
- 3) Provide accommodations and logistics for the visiting team
- 4) Demonstrate Continuous Improvement through an Action Plan
- 5) Showcase efforts during the Opening Presentation
- 6) Schedule interactions between external team and school community

Step 1: Planning for the Visit

Notes

Prior year before the On-Site Visit

Accreditation staff contacts Host Schools for scheduling dates and assigning the Team Lead

Several Months Prior:

Generate a list of potential team members for the Team Lead
[2022-23 External Visit Volunteers](#)

- Team Lead will send initial invitation
- Team Lead confirms available team members

Send a welcome letter with accommodations and logistics to the confirmed team members

[Host School Welcome to On-Site Team](#)

Build an Agenda with required components

[SAMPLE Agendas for CIP Visits](#)



External Team Lead Checklist of Responsibilities

- 1) Advise the host school in planning and preparation
- 2) Select and invite the team members for the visit
- 3) Provide an orientation to the team members before the visit
- 4) Guide the on-site team during the visit
- 5) Draft recommendation and commendation themes for exit presentation
- 6) Finalize the External Review Report and submit

Step 1: Planning with the Host School

A. Confirm

	Completed
Dates of Visit	
Host School Contact Information Team Lead Introduction Letter	
Communication Method in the event of a weather or illness cancellation	

B. Build the Team

	Completed
Generate List with Host School Building the External Team	

Notes

Guiding Prompts:

- Size of team.
- Qualifications of members.
- Previous team experience.

Measures	Current Data	Longitudinal Data
Demographics	How many students are enrolled this year?	How has enrollment changed over the past 5 years?
Perceptions	How satisfied are parents, students, and/or staff with the learning environment?	How have student perceptions of the learning environment changed over the years?
Student Learning	How did students at the school score on a test?	Are there differences in student scores on standardized tests over the past five years?
School Processes	What programs are operating in the school system this year?	What programs have developed or been changed in the past five year.



Volunteer to Learn

[Volunteer Form](#)

Volunteer to Lead

[Volunteer List](#)



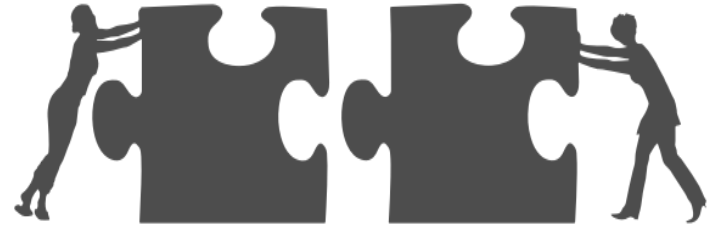
NeMTSS
FRAMEWORK



Wrapping Up

NeMTSS Professional Learning and Support

- NeMTSS Framework Workshops
- Continuous Improvement Action Planning
- Implementation Support
- Social, Emotional, and Behavioral Supports
- Positive Behavior Interventions and Supports (PBIS)
 - Early Childhood MTSS and Pyramid (birth-age 5)
 - PBIS (grades PK-12)



NeMTSS
FRAMEWORK





NeMTSS Framework Workshops

Explore

1. Components of the Nebraska Multi-tiered System of Support (NeMTSS)
2. Implementation Model and the Continuous Improvement Plan (CIP) template
3. Essential elements of NeMTSS and the exploration stage of implementation science
4. District's communication plan

Organize

1. Installation stage of implementation science
2. High Quality Instructional Materials (HQIM), evidence-based instruction, data with a balanced assessment system
3. Current plans and initiatives
4. District's communication plan

Continuously Improve
District and School
Action Planning
Repeat Annually

Examine

Tier 2 Targeted and Tier 3 Intensified Practices

1. Successful collaboration
2. Initial implementation: elaboration stage of implementation science
3. Response if students do not learn
4. Response if students already know it
5. Refining HQIM and Evidence-Based Practices
6. Small group or individual data-based decisions

Examine

Tier 1 Core Practices

1. The learning environment & successful collaboration
2. Initial implementation stage of implementation science
3. What we want all students to know, understand, and be able to do
4. Refining HQIM and Evidence-Based Practices
5. Data-based problem-solving



NeMTSS
FRAMEWORK



2023 NeMTSS SUMMIT

TRANSFORMATIONS Through Coherence

OCTOBER 12-13

Younes Conference Center – Kearney

[Click Here](#) for more information

Resources

- [Accreditation Website](#)
- [NeMTSS Website](#)
- [ESU/CIP Work Days](#)
- [Host School and Team Workbook](#)
- [NeMTSS Framework Document](#)
- [Continuous Improvement: Hanover Research](#)
- [CIP Template](#)
- [Program Comparison Tool](#)
- [Essential Elements](#)
- [Data Literacy Workbook](#)
- [Evidence-Based Strategies](#)
- [Elementary Instructional Planning Guide](#)

Optimistic Closure



NeMTSS
FRAMEWORK



Contact Us:

Office of Accountability, Accreditation, and Program Approval Accreditation

Decua Jean-Baptiste - Ed.D

Director

decua.jean-baptiste@nebraska.gov

Sandy Suiter - Ed.D

Specialist

sandra.suiter@nebraska.gov

Todd Wolverton

Specialist

todd.wolverton@nebraska.gov

Office of Special Education

Micki Charf - Ed.D

Assistant Administrator

micki.charf@nebraska.gov

Twitter: @NdeSPED2

NeMTSS Regional Support Leads

Heidi Farmer

Region 1

heidi.farmer@esu6.org

Kris Kampovitz

Region 4

kkampovitz@esu10.org

Kala Peyton

Region 2

kpeyton@esu3.org

Tessa Fraass

Region 5

tfraass@esu13.org

Brooke Gebers

Region 3

bgebers@esu1.org



NeMTSS
FRAMEWORK



**Thank you for spending
your day with us!**

Please let us know how it went.

[Click Here](#)



NeMTSS
FRAMEWORK

