



# NEBRASKA'S STATE SYSTEMIC IMPROVEMENT PLAN

Phase III Year 8

January 2024

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## Section A: Data Analysis

### State-identified Measurable Result (SiMR)

#### **What is the State-identified Measurable Result (SiMR)?**

Nebraska's State-Identified Measurable Result is to increase the reading proficiency for students with disabilities at the 4<sup>th</sup> grade level as measured by the Nebraska Student-Centered Assessment System (NSCAS) statewide reading assessment.

### Change of SiMR

#### **Has the SiMR changed since the last SSIP submission?**

No.

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

No description required due to the SiMR remaining the same.

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

Not applicable as no changes were made.

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

Not applicable as no changes were made.

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

Not applicable as no changes were made.

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

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

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

No.

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

Not applicable as no changes were made.

Please provide a link to the current theory of action.

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

### Progress toward the SiMR

**Does the State use two targets for measurement?**

No

**What is the target direction?**

Greater than: Our target is to show an increase or data that is higher than before.

### Historical data

Baseline Year	Baseline Data
2020	25.63%

### Targets

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

### FFY 2022 SPP/APR Data

Number of Students with Disabilities at the 4 <sup>th</sup> grade level who are proficient in reading (both general assessment and alternate assessment)	Total number of students with disabilities tested on the statewide reading assessment (both general assessment and alternate assessment)	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
1,145	4,358	23.35%	27.13%	26.27%	Not Met	No

### Slippage

**Did slippage occur?**

No.

### Slippage Rationale

**If applicable, describe the reasons for slippage.**

No reason for slippage needed.

**Provide the data source for the FFY 2021 data.**

Data comes from the same source as Indicator 3 (the number of 4<sup>th</sup> grade students with IEPs who had valid and proficient assessment scores based either on grade level academic achievement standards [NSCAS] or alternate academic achievement standards).

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

Data are collected based on the requirements of Indicator 3. The SiMR (or percent of 4<sup>th</sup> grade students with IEPs proficient in reading) equals the sum of 4<sup>th</sup> grade students with IEP with valid and proficient reading scores either by grade level academic achievement standards (NSCAS) or alternate achievement standards (alternate assessment) divided by the total number of students at the 4<sup>th</sup> grade with IEPs.

## Additional Data Collected

**Optional: Has the State collected additional data (i.e., benchmark, CQI, survey) that demonstrates progress toward the SiMR?**

Yes.

## Describe Additional Data Collected

**If “Yes”, describe any additional data collected by the State to assess progress toward the SiMR.**

Based on feedback from stakeholders, the State of Nebraska broke down the NCSAS data by disability category to help give meaning to the data and allow districts to see what groups of students needed to be targeted in their improvement work. The data in the table shows the proficiency of students at the 4th grade level by disability category and includes both students who took the general education assessment as well as the alternate assessment. The scores are arranged from the lowest to highest levels of proficiency. Students with specific learning disabilities are the lowest performing group of students with 13.30% being proficient, followed by students with OHI (24.68% proficient), our students with ED (27.92% proficient), students with Autism (31.73% proficient), students with ID (37.50% proficient), and students with SLI (46.20% proficient).

**NCSAS by Disability Category**

<b>Disability Category</b>	<b>Percent Proficient</b>
Specific Learning Disability (SLD)	13.30%
Other Health Impaired (OHI)	24.68%
Emotional Disturbance (ED)	27.92%
Autism	31.73%
Intellectual Disability (ID)	37.50%
Speech/Language Impairment (SLI)	46.20%
No Disability	61.68%

Nebraska also disaggregated data by race/ethnicity. Although in the past there hasn't been much variance in scores based on race/ethnicity, with the increased emphasis on equity, the Office of Special Education felt it was important to review the data to see if there have been any changes. Based on that disaggregation, we see there are differences that exist between racial/ethnic groups, but those differences are not as significant as those between disability categories. (Please see chart below).

**NCSAS by Race/Ethnicity**

<b>Race/Ethnicity</b>	<b>Percent Proficient</b>
Black/African American	10.66%
Hispanic/Latino	14.91%
Native American/Alaskan Native	16.9%
Two or More Races	25.85%
White	32.01%
Asian	32.94%
Native Hawaiian/Pacific Islander	37.5%

Nebraska tested 18,582 fourth-grade students using the Measure of Academic Progress (MAP) assessment. 15,010 fourth grade students without disabilities and 3,572 students with disabilities were tested. The chart below captures MAP assessment data in the form of RIT (Rasch Unit) scores. RIT is an equal interval scale unit, developed for an easier interpretation of growth. A comparison of fall to spring scores shows students with disabilities demonstrated slightly more growth of 7.94 points whereas students without disabilities showed 7.23 points of growth.

#### Average RIT Scores on Reading MAP Assessment

<b>4<sup>th</sup> Grade Students</b>	<b>Fall 2022</b>	<b>Winter 2022</b>	<b>Spring 2023</b>	<b>Fall to Spring Difference</b>
<b>Without Disabilities</b>	<b>202.13</b>	<b>206.79</b>	<b>209.36</b>	<b>+7.23</b>
<b>With Disabilities</b>	<b>199.05</b>	<b>203.98</b>	<b>206.99</b>	<b>+7.94</b>

When looking specifically at students with disabilities and performance on the MAP reading assessment, scores varied by disability for students identified with either Emotional Disability or Speech/Language Impairments out-scoring students with other disabilities in all three administrations of the MAP assessment. Students with Intellectual Disabilities and Specific Learning Disabilities had the lowest RIT scores for all test administrations. Average RIT scores for the fall of 2022, winter of 2022 and spring of 2023 are as follows for each category.

- Emotional Disability was 189.44; 194.72; 197.17 respectively.
- Speech/Language Impairment was 197.76; 202.48; 205.73 respectively.
- Other Health Impaired was 184.33; 189.10; 194.00 respectively.
- Specific Learning Disability was 179.33; 186.26; 192.29 respectively.
- Autism was 185.07; 190.56; 194.34 respectively.
- Intellectual Disability was 164.21; 167.45; and 175.69 respectively.

#### Average RIT on MAP by Disability Category

<b>Disability</b>	<b>Fall 2022</b>	<b>Winter 2022</b>	<b>Spring 2023</b>	<b>Difference Fall to Spring</b>
<b>Intellectual Disability</b>	164.21	167.45	175.69	+11.48
<b>Specific Learning Disability</b>	179.33	186.23	192.29	+12.96
<b>Other Health Impaired</b>	183.69	189.10	194.00	+10.31
<b>Autism</b>	185.07	190.56	194.34	+9.27
<b>Emotional Disability</b>	189.44	194.72	197.17	+7.73
<b>Speech/Language Impairment</b>	197.76	202.48	205.73	+7.97
<b>No Disability</b>	202.13	206.79	209.36	+7.23

Nebraska also uses the MAP RIT scores to determine the percentage of students considered at-risk for not becoming proficient readers. Nebraska begins looking at “at-risk” numbers beginning with kindergarten to determine the extent to which students are getting the supports needed to become proficient readers by 4th grade. Based on the 2023 spring administration of the MAP assessment, 12,258 kindergarten students took the assessment with 10,164 students without disabilities and 2,094 students with disabilities; 14,281 first grade students took the assessment with 11,555 students without

disabilities and 2,786 students with disabilities; 16,845 second grade students took the assessment with 13,448 students without disabilities and 3,397 students with disabilities; 21,797 third grade students took the assessment with 17,600 students without disabilities and 4,197 students with disabilities. In looking at percent of students considered at risk, kindergarten had 14.75% students without disabilities and 31.14% of students with disabilities; 1st grade had, 18.26% students without disabilities and 42.30% students with disabilities; 2nd grade had 19.36% students without disabilities and 45.81% students with disabilities; and 3rd grade had 14.44% students without disabilities and 43.79% students with disabilities.

**Percent of Students found “At-Risk” of Not Achieving Reading Proficiency  
Based on Spring 2023 MAP Reading Assessment Data**

	<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>
<b>Students without Disabilities</b>	14.75%	18.81%	18.26%	14.44%
<b>Students with Disabilities</b>	31.14%	42.30%	45.81%	43.79%

Nebraska also analyzes the pre-literacy and language data from the Teaching Strategies (TS) Gold assessment for preschool and prekindergarten students. During the Fall 2022 benchmark assessment on TS Gold, 6,206 preschool students were tested (3,754 were without disabilities and 2,452 were with disabilities) and 9,153 pre-kindergarten students were tested (6,693 were without disabilities and 2,460 were with disabilities). Based on the 2022 fall benchmark, 73.23% of preschool students without disabilities and 67.22% of prekindergarten students without disabilities were considered to meet or exceed expectations whereas 41.92% of preschool students with disabilities and 39.88% of pre-kindergarten students with disabilities met or exceeded expectations. During the Spring 2023 benchmark assessment on TS Gold, 7,053 preschool students were tested (3,786 were without disabilities and 3,267 were with disabilities) and 9,808 pre-kindergarten students with tested (7,002 without disabilities and 2,805 with disabilities). Based on the 2023 spring benchmark 94.03% of preschool students without disabilities and 94.03% pre-kindergarten students without disabilities whereas 52.27% of preschool students with disabilities and 69.85% of pre-kindergarten students with disabilities met or exceeded expectations.

**TS Gold Pre-literacy and Language Domains  
Percent of Students Meeting or Exceeding Expectations**

	<b>Fall 2022</b>	<b>Spring 2023</b>	<b>Fall to Spring Difference</b>
<b>Preschool Students without Disabilities</b>	73.23%	94.03%	+20.8
<b>Preschool Students with Disabilities</b>	41.92%	52.27%	+10.35
<b>Pre-Kindergarten Students without Disabilities</b>	67.22%	94.03%	+26.81
<b>Pre-Kindergarten Students with Disabilities</b>	39.88%	69.85%	+29.97

**Quality Concerns**

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

Yes



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

Northwest Evaluation Association (NWEA), the institution responsible for the reporting of the MAP data to the state, began a pilot of the NSCAS Growth Assessment intended to replace the MAP Assessment. The NSCAS Growth Assessment includes a through-year model for recognizing growth at set intervals and is more closely aligned with Nebraska State Standards for Math and Reading.

The decreased use of MAP was evidenced in Targeted Improvement Plan (TIP) reports submitted by school districts. Nebraska will continue to analyze data from both assessments to show progress toward the SiMR and to determine the number of students with disabilities who are considered “at-risk” for not becoming proficient readers.

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

No.

**If data for this reporting period were impacted specifically by COVID-19, the State must include in the narrative for the indicator: (1) the impact on data completeness, validity and reliability for the indicator; (2) an explanation of how COVID-19 specifically impacted the State’s ability to collect data for the indicator; and (3) any steps the State took to mitigate the impact of COVID-19 on the data collection.**

Not applicable.

## Section B: Implementation, Analysis and Evaluation

### Evaluation Plan

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

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

### Evaluation Plan Changes

No, the evaluation plan has not changed.

### Description of Changes

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

Not applicable as evaluation plan has not changed.

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

Not applicable as the SSIP evaluation plan has not changed.

## Continued Evidence-Based Practices

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

Nebraska’s main infrastructure strategy centers around Multi-Tiered Systems of Support (MTSS). The Office of Special Education has partnered with other agency entities to

align MTSS practices with Continuous Improvement. This framework for improvement is referred to as NeMTSS and it focuses on systems level approaches to teaching, learning, and student outcomes.

For the main strategy of implementing MTSS statewide, the State implemented the following:

- NeMTSS framework and systems level training and training specific to English Language Arts.
- Language Essentials for Teacher of Reading and Spelling (LETRS);
- WORDS training; and
- NeMTSS Summit

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

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

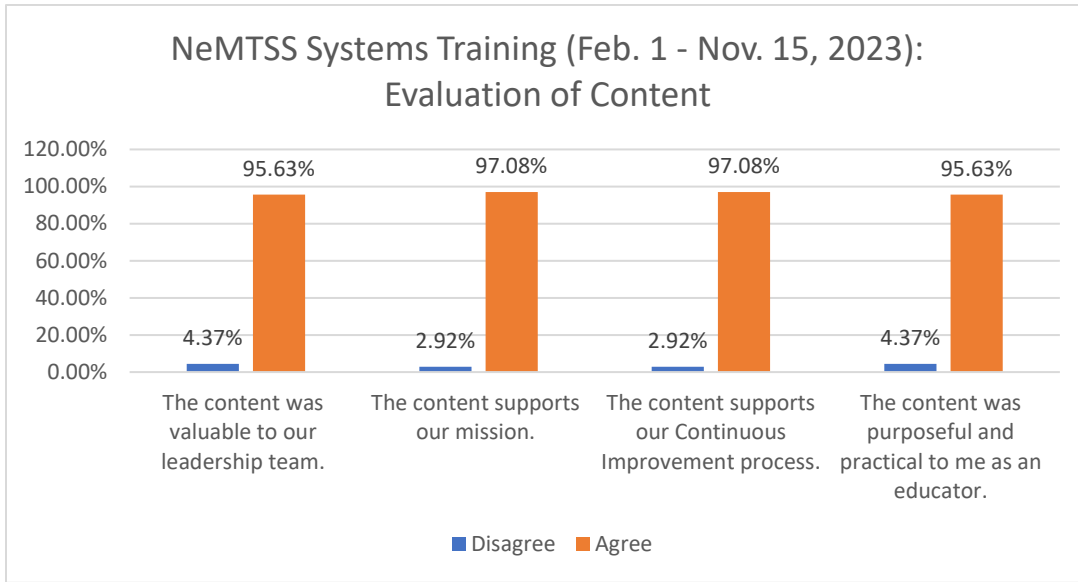
## NeMTSS

### Framework and Systems Training

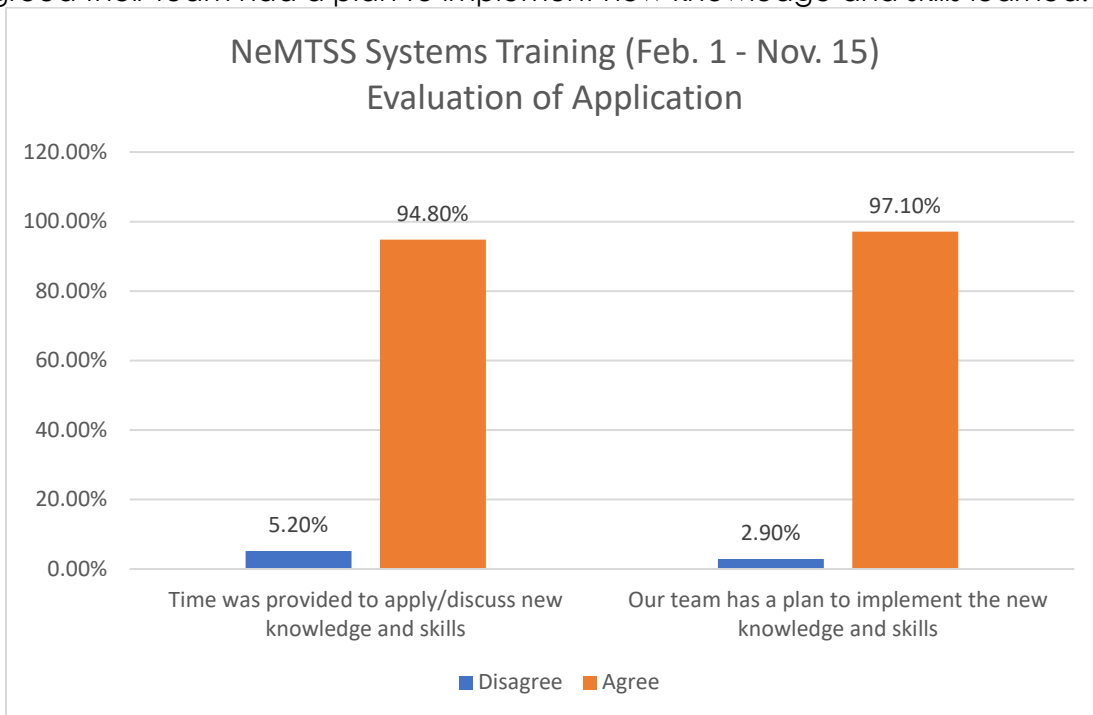
Between February 1st, 2023, and November 15th, 2023, the NeMTSS Regional Facilitators provided training and support to districts dependent on their needs. Overall, 19 school districts and three ESUs received foundational NeMTSS Framework training (formerly known as System Days training), which entails a series of six workshops. One ESU received the first workshop (Explore: The NeMTSS Journey), two districts received the second workshop (Organize: Alignment and Integration), six districts and two ESUs received the third workshop (Examine: Tier 1 Core Practices), one district received the fourth workshop (Examine: Tier 2/Tier 3 Practices), and nine districts received the fifth workshop (Continuously Improve: Action Plan).

After each training, participants filled out a survey to gather information related to the content, application, and facilitation of the training. Surveys were conducted after each workshop and the aggregated results are shown in the tables below.

A total of 137 responses were captured showing that generally, participants rated the content, application, and the trainings favorably. Approximately 95-97 % agreed that the content was valuable, supported their team's mission, supported their Continuous Improvement plan, and was purposeful and practical. Approximately 3-4% disagreed that the content was valuable, supported their team's mission, supported their Continuous Improvement plan, and was purposeful and practical.

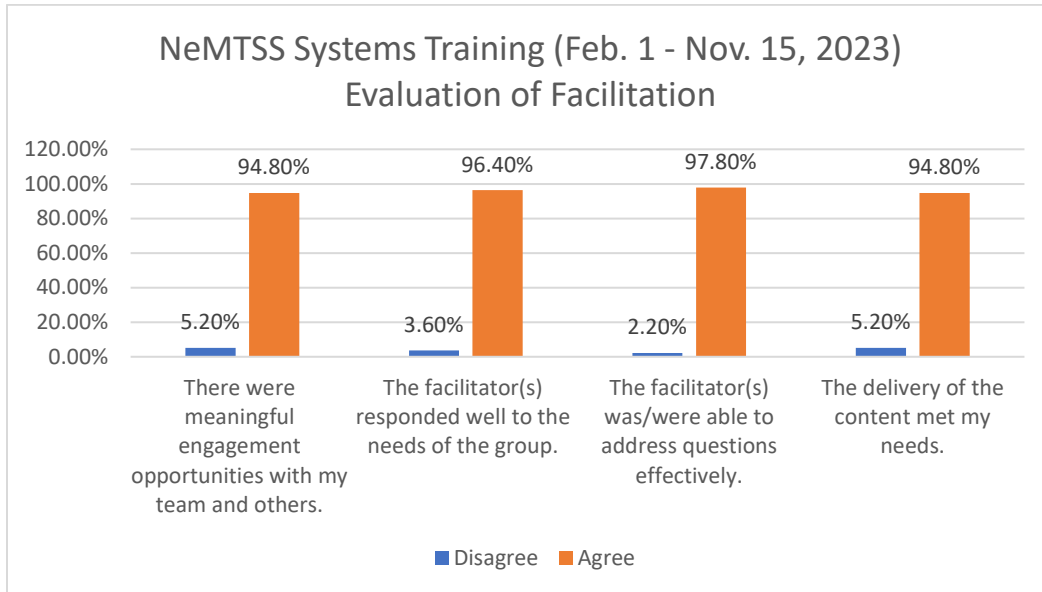


In the area of application, approximately 95% agreed that time was provided in the training to apply/discuss new knowledge and skills and 97% agreed that their team had a plan to implement new knowledge and skills learned. Approximately 5% disagreed that time was provided in the training to apply/discuss new knowledge and skills and 3% disagreed their team had a plan to implement new knowledge and skills learned.

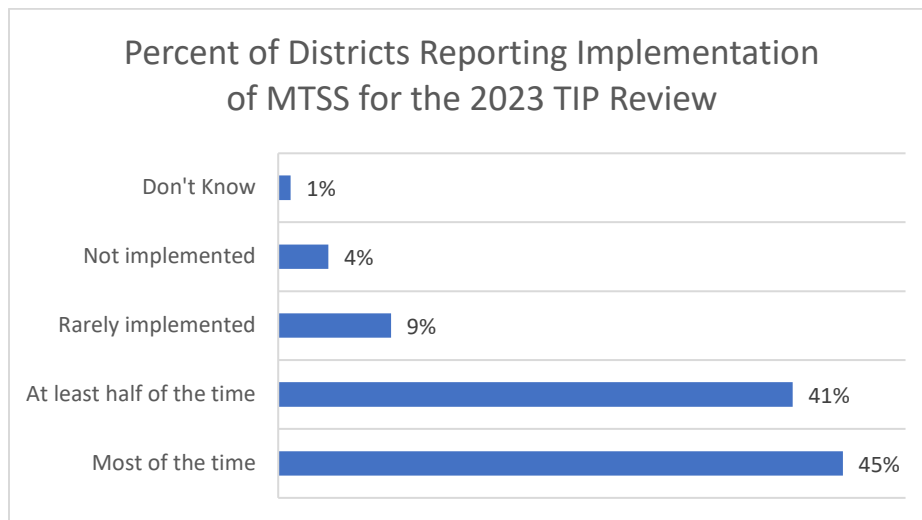


With respect to the facilitation of the training, between 95-98% of respondents agreed that there were meaningful engagement opportunities, the facilitator(s) responded well to the needs of the group and were able to address questions effectively and agreed

that the delivery of the content met their needs. Approximately 2-5% of the respondents disagreed that there were meaningful engagement opportunities, the facilitator(s) responded well to the needs of the group and were able to address questions effectively and agreed that the delivery of the content met their needs.



As part of the Targeted Improvement Plan, Districts were asked to report the level of implementation of MTSS based on a Likert scale. Based on that information, the May 2023 submission shows that 45% of Districts reported they implement the MTSS “most of the time”; 41% of Districts reported they implement evidence-based practice “at least half of the time”; 9% reported they “rarely implemented”; 4% reported the MTSS was “not implemented”; and 1% indicated they “don’t know”.

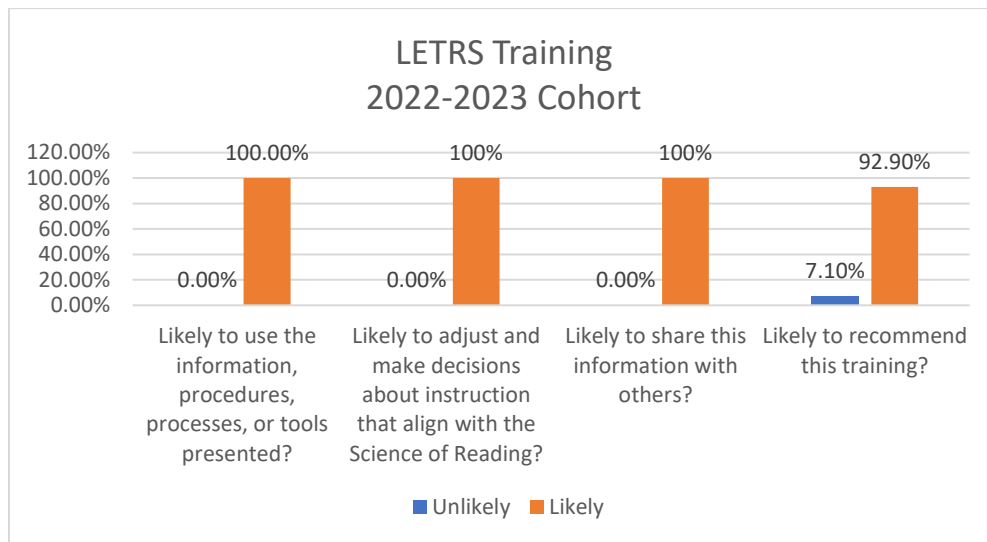


#### ELA Training

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

### LETRS Training:

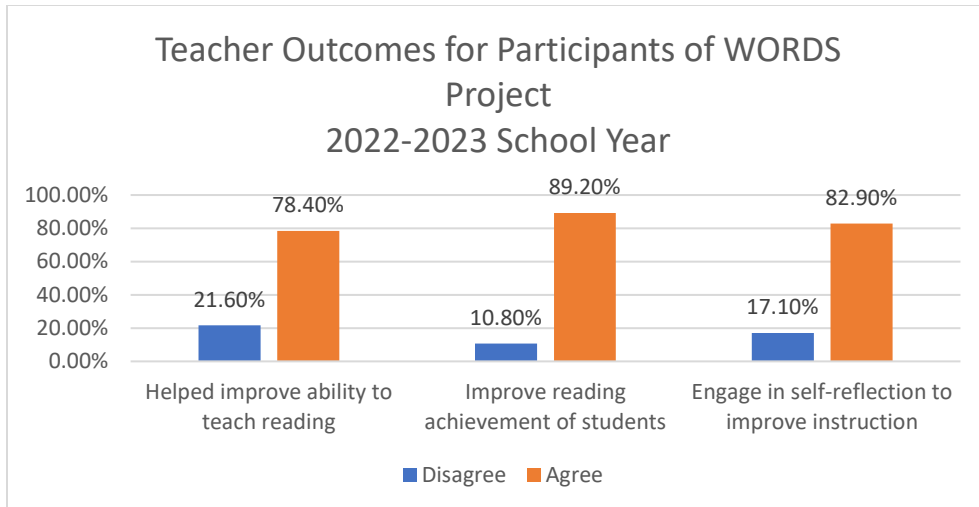
To better support reading, NeMTSS provided training in the Language Essentials for Teachers of Reading and Spelling (LETRS). In the area of professional development and technical assistance, the state trained 117 individuals in the essentials of reading and spelling. Participants included teachers, administrators, and instructional coaches. Of these 117 individuals, 33% participated in the Early Childhood cohort, 35% participated in the first year Volumes 1-4 cohort, and 32% participated in the second year Volumes 5-8 cohort. Evaluation data from 14 participants of the 2022-2023 training cohort shows that generally, participants rated the training favorably. Approximately 93% of survey respondents rated the overall training as “good” or “excellent. Approximately 92-100% of survey respondents were likely or very likely to adjust their reading instruction to align with the science of reading and use, share, and recommend training information presented. Evaluation data from the 2023-2024 cohort will occur at the end of the academic year.



### WORDS Training

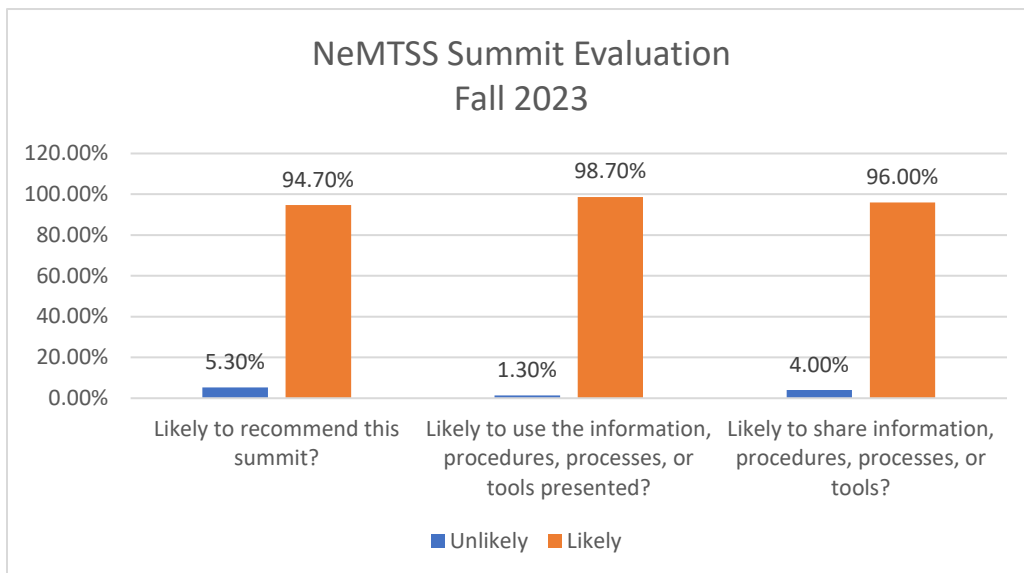
WORDS is a professional development project based on the Science of Reading that aims to accelerate post-pandemic reading development for kindergarten through third grade students. Specific components of WORDS include: 1) Teacher professional development with ongoing coaching support; 2) Assessment support; 3) Extra instruction for students; and 4) Training leaders. The 2022-23 school year was the first year of this professional development opportunity for districts, and 9 schools participated. Data examining teacher and student outcomes were collected at the end of the 2022-2023 school year.

Out of 41 teachers in the cohort, 78.4% of teachers agreed or strongly agreed that the WORDS project helped them improve their ability to teach reading. Additionally, 89.2% of teachers agreed or strongly agreed that the overall WORDS project improved their students' reading achievement. Further, 82.9% of teachers surveyed agreed or strongly agreed that the WORDS project helped them engage in self-instruction about their reading instruction. Across all components of the WORDS project, the majority of teachers (over 78%) surveyed agreed or strongly agreed that all components helped them improve their ability to teach reading, improved their students' reading achievement, and helped them engage in self-reflection about their reading instruction.



#### MTSS Summit Data

The annual MTSS Summit was attended by 827 individuals (660 in person and 167 virtual) with a range of professional roles. The two most popular roles were teachers (37%) and administrators (28%). There were 75 respondents to the evaluation of the Summit. Overall, the evaluation of the Summit data shows that it was rated very well (95% rated excellent or good; 5 % rated poor), additionally attendees were likely to recommend the Summit to others (95% rated likely; 5% rated unlikely) Further, people who attended were likely to use the information presented (99% rated likely; 1% rated unlikely) and would share the information learned with others (96% rated likely; 4% rated unlikely).



#### Systems Alignment

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

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

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

### New Infrastructure Improvement Strategies

**Did the State implement any new (previously or newly identified) infrastructure improvement strategies during the reporting period?**

Yes

### Description of New Strategies

**If “Yes”, describe each new (previously or newly identified) infrastructure improvement strategy and the short-term or intermediate outcomes achieved.**

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

### Next Steps

**Provide a summary of the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next reporting period.**

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

For the main strategy of implementing MTSS statewide, the State will continue to implement Language Essentials for Teacher of Reading and Spelling (LETRS) and WORDS, hold an MTSS conference, and provide MTSS systems level training and training specific to English Language Arts. These all will continue, building sustainability and

implementation supports based on areas of needs determined through evaluation of data collected.

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

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

At the end of this process:

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

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

#### Summary of Continued Evidence-Based Practices

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

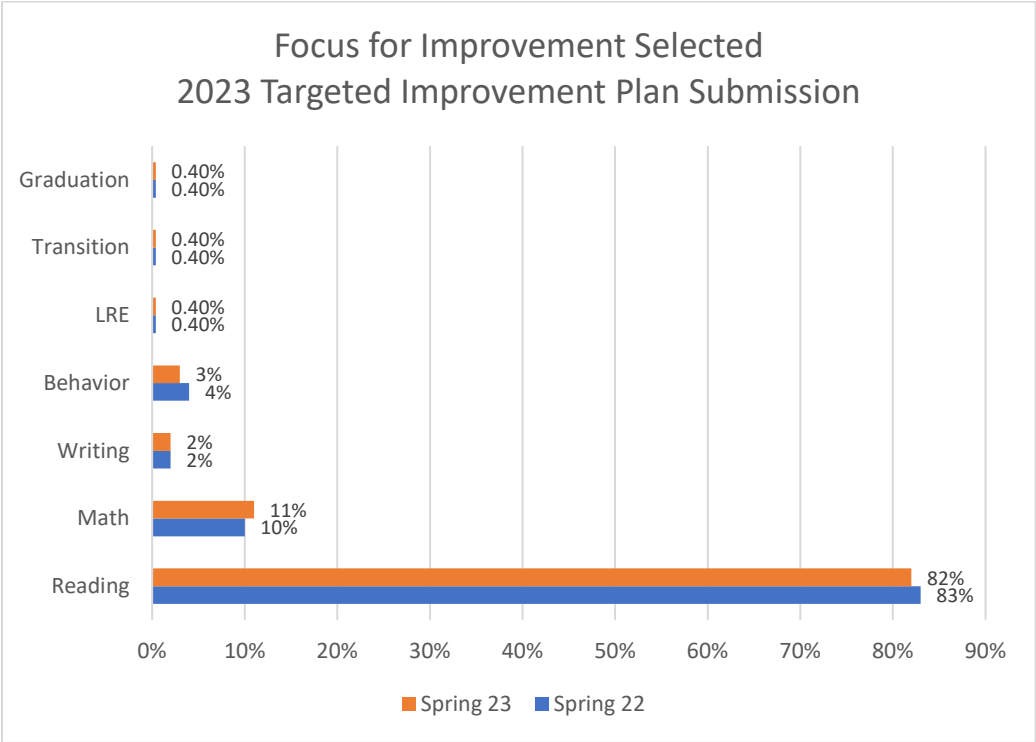
Nebraska continued to require districts to submit and report on the evidence-based practices used to improve the outcomes of students with disabilities through the development of a Targeted Improvement Plan.

#### Summary of Each Evidence-Based Practice

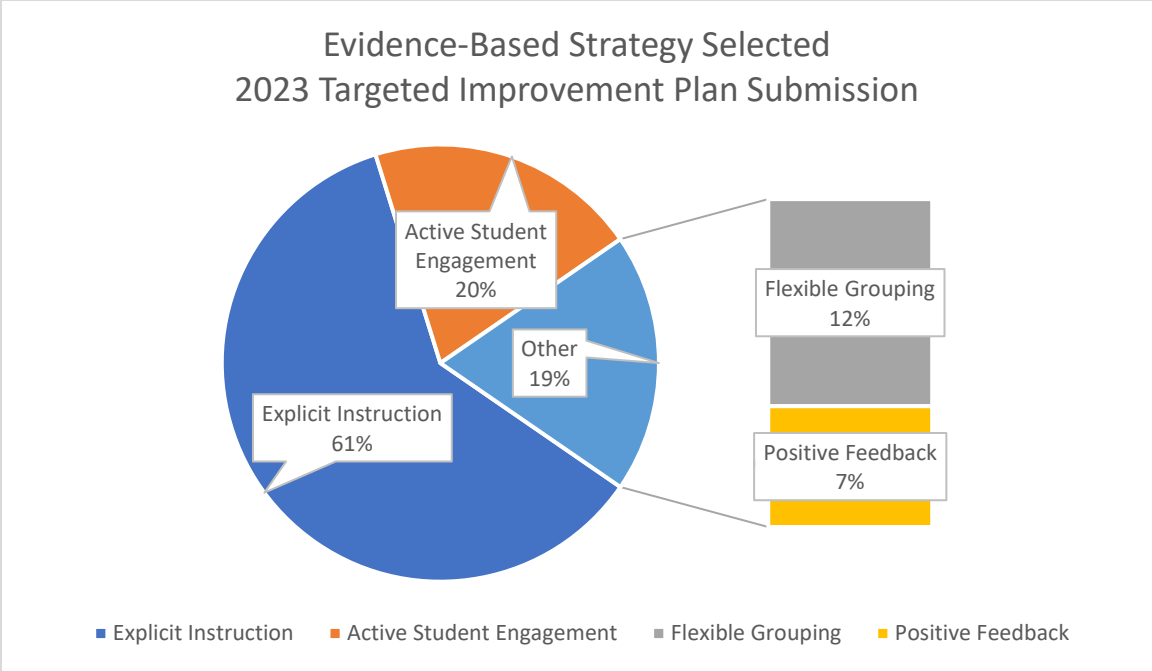
**Provide a summary of how each evidence-based practice and activities or strategies that support its use, is intended to impact the SiMR by change program/district policies, procedures, and/or practices, teacher/provider practices (e.g., behaviors), parent/caregiver outcomes, and/or child outcomes.**



Nebraska continued to require districts to create a Targeted Improvement Plan (TIP) to report the evidence-based strategy implemented to improve student outcomes. Based on a review of the TIP, 82% of the 244 districts focused on reading as their area of improvement which decreased from the year before.



The evidence-based practices selected by districts include explicit instruction (61%), strategies to promote active student engagement (20%), implementing flexible grouping (12%), and providing positive and constructive feedback to guide students' learning and behavior (7%) among other strategies.



244 districts provided a numerical target to demonstrate improvement toward their goal with 77% of the districts providing performance data and 53% of the districts indicating they met or exceeded their target.

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

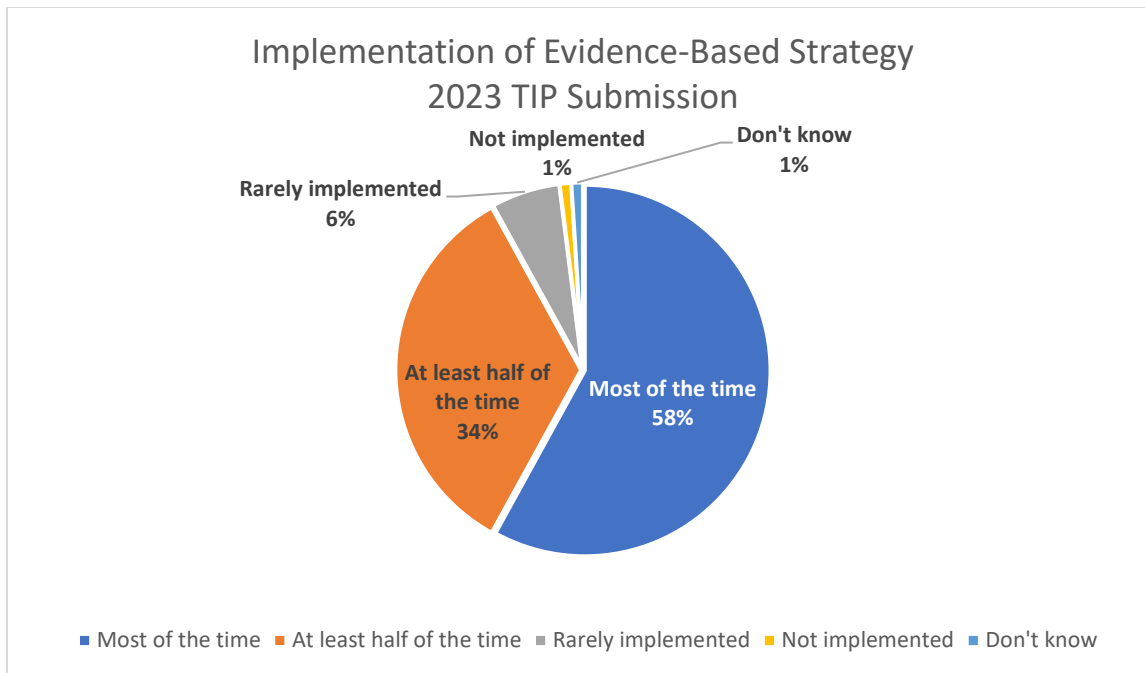
The targeted improvement plan focuses on the core components of continuous improvement and is designed to help districts focus on analyzing data to make decisions to improve the outcomes of students with disabilities. It also requires districts to select a specific evidence-based practice to implement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

### Fidelity of Implementation

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

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

As part of the Targeted Improvement Plan, Districts were asked to report the level of implementation of the evidence-based practice selected based on a Likert scale. Based on that information, 58% of Districts reported they implement the evidence-based practice “most of the time”; 34% of Districts reported they implement evidence-based practice “at least half of the time”; 6% reported they “rarely implemented”; 1% reported the evidence-based practice was “not implemented”; 1% indicated they “don’t know”.



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

Districts are invited to discuss and/or include implementation data to support their descriptions of implementation. No additional data was collected from all districts, but districts are invited to provide examples and some districts are sharing examples of implementation surveys and other tools that are beginning to help them understand their level of implementation.

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

Based on a review of the TIPs submitted in 2023, the State will provide additional professional development to assist districts in how to collect implementation data, measuring fidelity, and applying data-based decision making within a continuous improvement model. With an increase in additional professional development the state anticipates seeing a higher percentage of districts indicating they are implementing with fidelity supported by data and obtaining the targets set to ultimately impact student achievement.

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

Yes.

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

No changes to activities, strategies, or timelines planned as data is starting to improve.

***If yes, describe how evaluation data support the decision to implement without any modifications to the SSIP.***

Nebraska saw a 2.92 increase in proficiency data from the 2022 to 2023 reading assessment. Students with disabilities are also showing higher growth on the MAP assessment from fall to spring than students without disabilities with students with disabilities showing 7.94-point growth whereas students without disabilities show a 7.23-point growth. Pre-kindergarten Students with disabilities are also showing a higher rate of growth in the TS Gold pre-literacy and language assessments than students without disabilities with students with disabilities showing 29.97-point growth whereas students without disabilities show a 26.8-point growth. Nebraska is also seeing high levels of implementation of both MTSS and the selected student-centered, evidence-based practice selected.

## Section C: Stakeholder Engagement

### ***Description of Stakeholder Input***

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

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

Each of the groups consisted of the following:

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

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

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

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

- SiMR
- MAP
- TS Gold
- Implementation
- Infrastructure

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

**Were any concerns expressed by stakeholders during the engagement activities?**

No.

**Describe how the State addressed the concerns expressed by stakeholders.**

No concerns were expressed by stakeholders during engagement activities.

### Additional Implementation Activities

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

All activities have already been described.

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

See Evaluation Plan at <https://www.education.ne.gov/wp-content/uploads/2022/01/Revised-Logic-Model-.pdf>

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

On July 1, 2023, our new Commissioner of Education began employment. The new Commissioner has been focusing on enhancing the statewide assessment system. The Nebraska Department of Education will work with stakeholders to gain information about the needs of the new assessment system and impact on the SiMR.

Along with determining the needs of the new assessment system, NDE is in the process of putting out an RFP for vendors to fulfill the State's assessment requirements. With this change, starting with the 2024-25 school year, NDE will no longer be providing the MAP assessment to districts. As a result, we will be working with stakeholders to determine what interim measures will be used in the future.

### Prior FFY Required Actions

#### Response to Actions Required

**Response to actions required in FFY 2019 SPP/APR**