



2025 RESOURCES FOR DETERMINATIONS

Table of Contents

Introduction	3
Purpose of the Resource Document	3
General Questions to Consider	3
General Resources	3
Chronic Absenteeism	5
Correction of Noncompliance	6
Fiscal Desk Review: Special Education Findings	6
Indicator 1: Graduation	7
Indicator 2: Drop Out	7
Indicator 3: Assessment	8
Indicator 4B: Suspension/Expulsion	11
Indicator 5: Education Environments.....	11
Indicator 6: Preschool Environments	12
Indicator 7: Preschool Outcomes	14
Indicator 9: Disproportionate Representation.....	15
Indicator 10: Disproportionate Representation in Specific Disability Categories	16
Indicator 11: Child Find	16
Indicator 12: Early Childhood Transition	17
Indicator 13: Secondary Transition.....	17
Maintenance of Effort	18
State Complaint Filings and Findings.....	19
Targeted Improvement Plan (TIP)	19
Timely, Accurate, and Complete Data Submission	20

Introduction

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

Purpose of the Resource Document

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

General Questions to Consider

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

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

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

General Resources

Assistive Technology and Accessible Educational Materials

Both assistive technology (AT) and accessible educational materials (AEM) provide support across indicators. AEM creates access to curricular and instructional materials by reducing barriers and allowing students to use them with built-in tools, widely deployed tools (supportive technologies), and/or assistive technologies specifically chosen to meet the needs of students with disabilities. Assistive technology is used in conjunction with effective instructional practices to provide a means for students to access and engage in learning, which tends to amplify the effects of instruction. Below are resources that may help districts on their journey to provide both AEM and high-quality assistive technology services.

AEM Resources

- [Self-evaluation for the Provision of AEM](#)
- [Making Decisions about Accessibility Needs and Formats](#)
- [Resources from the National Center on Accessible Digital Educational Materials * Instruction](#)




AT Resources

- Self-evaluation of the quality of AT services
 - [Matrices Consideration of AT Needs](#)
 - [Matrices Assessment of AT Needs](#)
 - [Matrices AT in the IEP](#)
 - [Matrices AT Implementation](#)
 - [Matrices Evaluation of Effectiveness of AT](#)
 - [Matrices AT in Transition](#)
 - [Matrices Administrative Support for AT](#)
 - [Matrices AT Professional Development](#)
- Guiding documents for providing quality AT Services
 - Guiding Document for Including Assistive Technology In the IEP: ([GDIEP-MS Word](#)) ([GDIEP-PDF](#))
 - Guiding Document for Implementation: ([GDIMP-MS Word](#)) ([GDIMP-PDF](#))
 - Guiding Document for Evaluation of Effectiveness: ([GDEE-MS Word](#)) ([GDEE-PDF](#))
 - Guiding Document for Transition: ([GDTRAN-MS Word](#)) ([GDTRAN-PDF](#))
 - Guiding Document for Professional Development: ([GDPD-MS Word](#)) ([GDPD-PDF](#))
 - Guiding Document for Consideration: ([GDCON-MS Word](#)) ([GDCON-PDF](#))
 - Guiding Document for Administrative Support: ([GDADMIN-Word](#)) ([GDADMIN-PDF](#))
 - Guiding Document for Assessment: ([GDASSESS-Word](#)) ([GDASSESS-PDF](#))
 - Reference List for Citations: ([RLC-MS Word](#)) ([RLC-PDF](#))

Information about the Assistive Technology Partnership

The **Assistive Technology Partnership Education Program** provides statewide support to IFSP and IEP teams working with children and students with disabilities, from birth through age 21, in Nebraska schools. Its services are designed to build systemic capacity for high-quality assistive technology (AT) integration. The program offers training through webinars, workshops, and academy sessions on topics such as considering AT, conducting evaluations, acquiring and implementing tools, and assessing effectiveness. It provides coaching to help teams determine AT needs, create implementation plans, document AT in IFSPs/IEPs, support transition planning, and evaluate student use of AT. In addition, the ATP Education Program maintains a robust set of resources to guide teams in learning about AT tools and processes. A key service is the short-term equipment loan program (EDUCATION.AT4ALL.COM), which allows IFSP and IEP team members across the state to borrow AT devices at no cost to trial with students, ensuring they receive the tools needed to access a free appropriate public education. Through these services, the ATP Education Program helps districts ensure students with disabilities have the AT supports required for success.

Contact Information

-  Website: atp.nebraska.gov/education
-  Email: atp.education@nebraska.gov
-  Phone: 877-713-4002

Educational Service Units

Districts should actively collaborate with existing supports and partnerships like Educational Service Units (ESUs) to align efforts and maximize positive impact on the districts' continuous improvement work. Links to each ESU and the services they offer can be found [here](#).

Chronic Absenteeism

Data Type: Chronic Absenteeism for Students with IEPs

Data Description: Students with IEPs (ages 6-21) who were absent, meaning not physically on school grounds and not participating in instruction or instruction-related activities at an approved off-grounds location, for at least half the school day. Chronically absent applies to any student with an IEP who was absent for 10% or more of the school days. NDE calculates a percentage by dividing the number of chronically absent students with IEPs by the number of students with an IEP in the district.

Questions to Consider for Chronic Absenteeism

- Does the data reported here match the district data?
- Was the data submitted complete and on time?
- What are the data validation procedures before submitting data to NDE?
- When the data for students marked absent and students who are not reviewed, does it appear that the definition of absence listed here is being applied correctly?
- Has the district looked at the AQuESTT metric and compared the district's rate to students with disabilities rate?

Resources to Improve Chronic Absenteeism

- [Why Chronic Absenteeism Matters: What the Research Says](#) (U.S. Department of Education)
- [Chronic Absenteeism](#) (Nebraska Department of Education)
- [Nebraska School, Family, and Community Engagement Framework](#) (Nebraska Department of Education)
- [Attendance Works](#) (Advancing Student Success by Reducing Chronic Absence)
 - [3 Tiers of Intervention](#)
 - [Student Absenteeism Worksheet](#) (Root Cause Analysis Tool)
- [A Tiered Approach to Addressing Chronic Absenteeism](#) (NeMTSS + NDE Recording)
- [School Avoidance Alliance](#)
- [Prosocial Behavior](#) (NeMTSS Coffee Connect)
- [Behavior Expectations](#) (NeMTSS Coffee Connect)
- [Layering SEBL Supports](#) (NeMTSS Coffee Connect)
- [Student Voice](#) (NeMTSS Coffee Connect)
- [Framework Workshops](#) and [NeMTSS SEBL Implementation Support](#)

Support Contacts for Chronic Absenteeism

NDE, OSE

- [Micki Charf](#)

NeMTSS

- SPDG Coordinator ([Scott Eckman](#))
- [Integrated Support Specialists](#)
 - [Mackenzie Riedel](#)
 - Amber Scott
 - Mandy McClure
 - [Sara Gentry](#)

Correction of Noncompliance

Data Type: Correction of Noncompliance

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

Resources to Improve Correction of Noncompliance

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

Supports Contacts for Correction of Noncompliance

NDE, OSE

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

Fiscal Desk Review: Special Education Findings

Data Type: Fiscal Desk Review: Special Education Findings

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

Resources to Improve Special Education Fiscal Desk Review Findings

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

Supports Contacts for Special Education Fiscal Desk Review Findings

NDE, OSE

- [Megan Kassing](#)

Indicator 1: Graduation

Data Type: Indicator 1: Graduation

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

Resources to Improve Indicator 1

- [Graduation Considerations for Students with Disabilities: A Decision-Making Framework for IEP Teams](#) (Nebraska Department of Education)
- [Preventing School Dropout Brief Resource Guide](#) (U.S. Department of Education's Title IV, Part A Technical Assistance Center)
- [OSEP Graduation Rate and Drop Out Rate Calculator](#) (IDEA Data Center and National Technical Assistance Center on Transition's (NTACT) Graduation Rate (Indicator 1) and Dropout Rate (Indicator 2) Calculator)
- [NeMTSS Framework Workshops: Examine- Tier 1; Examine Tiers 2 & 3](#)
- [UDL and SEBL](#) (NeMTSS Coffee Connect)

Supports Contacts for Indicator 1

NDE, OSE

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

NeMTSS

- State Coordinator ([Casey Hurner](#))
- Regional Support Leads
 - [Heidi Farmer](#)
 - [Jill Guenther](#)
 - [Brooke Gebers](#)
 - [Kris Kampovitz](#)
 - [Tessa Fraass](#)

Indicator 2: Drop Out

Data Type: Indicator 2: Drop Out

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

Resources to Improve Indicator 2:

- [Graduation Considerations for Students with Disabilities: A Decision-Making Framework for IEP Teams](#) (Nebraska Department of Education)

- [Preventing School Dropout Brief Resource Guide](#) (U.S. Department of Education's Title IV, Part A Technical Assistance Center)
- [OSEP Graduation Rate and Drop Out Rate Calculator](#) (IDEA Data Center and National Technical Assistance Center on Transition's (NTACT) Graduation Rate (Indicator 1) and Dropout Rate (Indicator 2) Calculator)
- [Why Chronic Absenteeism Matters: What the Research Says](#) (U.S. Department of Education)
- [Chronic Absenteeism](#) (Nebraska Department of Education)
- [School Safety](#) (NeMTSS Coffee Connect)
- [Self-Awareness and Self-Management](#) (NeMTSS Coffee Connect)
- [Decision Making](#) (NeMTSS Coffee Connect)
- [Relationship Skills](#) (NeMTSS Coffee Connect)

Supports Contacts for Indicator 2

NDE, OSE

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

NeMTSS

- SPDG Coordinator ([Scott Eckman](#))
- [Regional Teams](#)

Indicator 3: Assessment

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

Data Description:

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

State targets for the relevant Data Year are:

- Indicator 3A: Participation for Children with IEPs
 - At least 95.00% of children with IEPs in the district participated in the state math assessment and state reading assessment.
- Indicator 3B: Proficiency rate for children with IEPs against grade level academic achievement standards
 - Reading
 - At least 24.02% of fourth graders with IEPs were proficient on the state reading assessment.
 - At least 16.52% of eighth graders with IEPs were proficient on the state reading assessment.
 - At least 10.63% of third-year high school students with IEPs were proficient on the state reading assessment.

- Math
 - At least 20.33% of fourth graders with IEPs were proficient on the state math assessment.
 - At least 13.35% of eighth graders with IEPs were proficient on the state math assessment.
 - At least 9.53% of third-year high school students with IEPs were proficient on the state math assessment.
- Indicator 3C: Proficiency rate for children with IEPs against alternate academic achievement standards
 - Reading
 - At least 44.94% of fourth graders with IEPs were proficient on the state reading alternate assessment.
 - At least 33.09% of eighth graders with IEPs were proficient on the state reading alternate assessment.
 - At least 43.16% of third-year high school students with IEPs were proficient on the state reading alternate assessment.
 - Math
 - At least 43.02% of fourth graders with IEPs were proficient on the state math alternate assessment.
 - At least 43.55% of eighth graders with IEPs were proficient on the state math alternate assessment.
 - At least 35.52% of third-year high school students with IEPs were proficient on the state math alternate assessment.
- Indicator 3D: Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards
 - Reading - The gap in proficiency rate between all students scoring at or above proficient and students with IEPs scoring at or above proficient on the state reading assessment is no more than:
 - 29.68% for fourth graders,
 - 34.07% for eighth graders, and
 - 37.32% for third-year high school students.
 - Math - The gap in proficiency rate between all students scoring at or above proficient and students with IEPs scoring at or above proficient on the state math assessment is no more than:
 - 25.33% for fourth graders,
 - 31.93% for eighth graders, and
 - 36.13% for third-year high school students.

Questions to Consider for Indicator 3

Indicator 3A: Participation in Reading/Math Assessment

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

Indicator 3B: Proficiency in Regular Reading/Math Assessment

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

Indicator 3C: Proficiency in Alternate Reading/Math Assessment

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

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

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

Resources to Improve Indicator 3

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

Supports Contacts for Indicator 3

NDE, OSE

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

NeMTSS

- Literacy State Lead ([Mary Jo McElhose](#))
- State Coordinator ([Casey Hurner](#))
- [Regional Support Leads](#)

Indicator 4B: Suspension/Expulsion

Data Type: Indicator 4B: Suspension/Expulsion

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

Resources to Improve Indicator 4B

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

- [Equity in Special Education resources](#) (Nebraska Department of Education)
- [Supporting Behavior](#) (Nebraska Department of Education)
- [Positive, Proactive Approaches to Supporting Children with Disabilities: A Guide for Stakeholders](#) (U.S. Department of Education)
- [Teaming for Successful Root Cause Analysis \(DCASD\)](#)
- [Supporting Students with Disabilities and Avoiding Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973](#) (U.S. Department of Education)
- Mental Health Literacy (NeMTSS Coffee Connect)
- Using Circles as a Tier 1 Support (NeMTSS Coffee Connect)
- NeMTSS Foundational Restorative Practices Training

Supports Contacts for Indicator 4B

NDE, OSE

- [Jim Ageton](#)
- [Jordyn Brummund](#)

NeMTSS

- SPDG Coordinator ([Scott Eckman](#))
- [Integrated Support Specialists](#) ([Mackenzie Riedel](#), Amber Scott, Mandy McClure, [Sara Gentry](#))

Indicator 5: Education Environments

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

Data Description:

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

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and

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

State targets for the relevant Data Year are:

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

Resources to Improve Indicator 5

- [Least Restrictive Environment \(LRE\) Guidance Document](#) (Nebraska Department of Education)
- [Federal and State Placement and LRE Requirements and Policies and Procedures Guidance](#) (Nebraska Department of Education)
- [A Guide to Inclusive Education](#) (SPED Strategies)
- [Equity For All Learners: Inclusion At Every Level Guidance Document](#) (Nebraska Department of Education)
- [Universal Design for Learning](#) (IRIS)
- [The UDL Guidelines](#) (CAST)
- [NeMTSS Framework Workshop: Examine-Tier 1](#)
- [UDL and SEBL](#) (NeMTSS Coffee Connect)
- [Journey to Inclusion](#) (NDE, OSE)
 - [Evidence-Based Practices in Special Education](#)

Supports Contacts for Indicator 5

NDE, OSE

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

NeMTSS

- State Coordinator ([Casey Hurner](#))
- [Regional Support Leads](#)

Indicator 6: Preschool Environments

Data Type: Indicator 6: Preschool Environments

Data Description:

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

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

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

State targets for the relevant Data Year include:

- Children enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program have:
 - At least 66.95% of three-year-olds with IEPs,
 - At least 83.15% of four-year-olds with IEPs, and
 - At least 78.93% of five-year-olds with IEPs.
- Children enrolled in a preschool program attending a separate special education class, separate school or residential facility:
 - No more than 3.76% of three-year-olds with IEPs,
 - No more than 2.40% of four-year-olds with IEPs, and
 - No more than 2.38% of five-year-olds with IEPs.
- Children receiving special education and related services in the home:
 - No more than 18.66% of three-year-olds with IEPs,
 - No more than 6.86% of four-year-olds with IEPs, and
 - No more than 6.23% five-year-olds with IEPs.

Questions to Consider for Indicator 6

1. How are the LRE continuum options available to preschoolers receiving special education services (ages 3-5) in your district discussed and documented at the IEP meeting?
2. How are staff trained in coding/reporting for Preschool Environments?

Resources to Improve Indicator 6

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

Supports Contacts for Indicator 6

NDE, OSE

- [Ginny Howard](#)
- [Kristine Ray](#)

NeMTSS

- NeMTSS Early Childhood Lead ([Amy Colwell](#))
- [Regional Support Leads](#)

Indicator 7: Preschool Outcomes

Data Type: Indicator 7: Preschool Outcomes

Data Description:

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

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

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

State targets for the relevant Data Year are:

- A1. Of those children who entered or exited the preschool program below age expectations in positive social-emotional skills (including social relationships), at least 57.45% substantially increased their rate of growth by the time they turned six or exited the preschool program;
- A2. At least 60.25% of preschool children functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned six or exited the preschool program;
- B1. Of those children who entered or exited the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/ communication and early literacy), at least 62.45% substantially increased their rate of growth by the time they turned six or exited the preschool program;
- B2. At least 55.65% of preschool children functioning within age expectations in acquisition and use of knowledge and skills (including early language/ communication and early literacy) by the time they turned six or exited the preschool program;
- C1. Of those children who entered or exited the preschool program below age expectations in use of appropriate behaviors to meet their needs, at least 58.35% substantially increased their rate of growth by the time they turned six or exited the preschool program; and
- C2. At least 64.35% of preschool children functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned six or exited the preschool program.

Questions to Consider for Indicator 7

- Have all staff had training on the preschool curriculum?
- Do all children receiving special education services have access to the preschool curriculum?
- How have all early childhood staff been trained on GOLD?
- How is GOLD training included in the annual preschool PD plan?

- How is GOLD data utilized as part of IEP documentation and used to inform instruction?
- Was documentation collected and entered into SmartTeach (GOLD platform) on a regular basis?
- Was the entry data and the exit data supported by the documentation in SmartTeach?
- What are the district's expectations for data collection for the winter checkpoint (if not required by NDE)?

Resources to Improve Indicator 7

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

Supports Contacts for Indicator 7

NDE, OSE

- [Ginny Howard](#)
- [Kristine Ray](#)

NeMTSS

- NeMTSS Early Childhood Lead ([Amy Colwell](#))
- [Regional Support Leads](#)

Indicator 9: Disproportionate Representation

Data Type: Indicator 9: Disproportionate Representation

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

Resources to Improve Indicator 9

- [Equity in Special Education resources](#)
- [Teaming for Successful Root Cause Analysis \(DCASD\)](#)

Supports Contacts for Indicator 9

NDE, OSE

- [Mary Lenser](#)

NeMTSS

- State Coordinator ([Casey Hurner](#))
- [Regional Support Leads](#)

Indicator 10: Disproportionate Representation in Specific Disability Categories

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

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

Resources to Improve Indicator 10

- [Equity in Special Education resources](#)
- [Teaming for Successful Root Cause Analysis \(DCASD\)](#)

Supports Contacts for Indicator 10

NDE, OSE

- [Mary Lenser](#)

NeMTSS

- State Coordinator ([Casey Hurner](#))
- [Regional Support Leads](#)

Indicator 11: Child Find

Data Type: Indicator 11: Child Find

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

Questions to Consider for Indicator 11

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

Resources to Improve Indicator 11

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

Supports Contacts for Indicator 11

NDE, OSE

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

NeMTSS

- State Coordinator ([Casey Hurner](#))
- [Regional Support Leads](#)

Indicator 12: Early Childhood Transition

Data Type: Indicator 12: Early Childhood Transition

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

Questions to Consider for Indicator 12

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

Resources to Improve Indicator 12

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

Supports Contacts for Indicator 12

NDE, OSE

- [Ginny Howard](#)
- [Kristine Ray](#)

NeMTSS

- NeMTSS Early Childhood Lead ([Amy Colwell](#))
- [Regional Support Leads](#)

Indicator 13: Secondary Transition

Data Type: Indicator 13: Secondary Transition

Data Description: Youth with IEPs aged 14 and above with:

An IEP that includes:

- Appropriate measurable postsecondary goals that are annually updated and based upon age-appropriate transition assessments;
- Transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; and
- Annual IEP goals related to the student's transition services needs.

Evidence that:

- The student was invited to the IEP Team meeting where transition services are to be discussed and
- If appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

Resources to Improve Indicator 13

- [Nebraska Transition](#) (Nebraska Department of Education)
- [Transition Planning](#) (Nebraska Department of Education)
- [Indicator 13 Presenter Guide](#) (National Technical Assistance Center on Transition; will need to get a free account to access)
- [Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings](#) (IRIS Center)
- [PTI \(Parent Training and Information\) Nebraska](#)
- [Postsecondary Transition Planning \(UNL\)](#)

Supports Contacts for Indicator 13

NDE, OSE

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

NeMTSS

- Literacy State Lead ([Mary Jo McElhose](#))
- State Coordinator ([Casey Hurner](#))
- [Regional Support Leads](#)

Regional Transition Facilitators

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

Maintenance of Effort

Data Type: Maintenance of Effort

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

Resources to Improve for MOE

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

Supports Contacts for MOE

NDE, OSE

- [Megan Kassing](#)

State Complaint Filings and Findings

Data Type: State Complaint Filings and Findings

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

Resources to Improve State Complaint Filings and Findings

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

Supports Contacts for Complaint Filings and Findings

NDE, OSE

- [Kelly Wojcik](#)
- [Theresa Hayes](#)

Targeted Improvement Plan (TIP)

Data Type: Targeted Improvement Plan (TIP)

Data Description:

Did the TIP the district submitted May 1, 2024, include:

- The district uploaded or provided a working link to a current Improvement Plan (includes items for 2023-2024 school year)
- Outcome data reported after 5/1/2023 were summarized (e.g. district summarized MAP, NSCAS, etc.)
- Outcome data reported after 5/1/2023 were uploaded
- Implementation/Fidelity data reported after 5/1/2023 were summarized
- Implementation/fidelity data reported after 5/1/2023 were uploaded
- The district provided a goal that is measurable
- The district's explanation for their rating of their progress in implementing their evidence-based practice included support for their rating (e.g., data as evidence, describe use of data by team)
- The district's explanation for their rating of their progress in implementing MTSS included support for their rating (e.g., data as evidence, describe use of data by team)
- The description included discussion about the use of data by the district

In addition, districts that did not submit an updated TIP by May 1, 2024 or included personally identifiable information (PII)

Resources to Improve for TIP

- [ILCD Website](#)
- [NDE Portal](#)
- [Implementation Resources](#)
- [TIP Guidance Document](#) [Implementation Resources](#)
- [2024 TIP Review Example](#)
- [TIP Checklist](#)

24-25 TIP Webinars

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

Supports Contacts for TIP

NDE, OSE

- [Jim Ageton](#)
- [Micki Charf](#)
- [Darsha Pelland](#)

NeMTSS

- State Coordinator ([Casey Hurner](#))
- [Regional Support Leads](#)

Timely, Accurate, and Complete Data Submission

Data Type: Timely, Accurate, and Complete Data Submission

Data Description:

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

Resources to Improve Timely, Accurate, and Complete Data Submission

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

Supports Contacts for Timely, Accurate, Complete Data Submission

NDE, OSE

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

NeMTSS

- Literacy State Lead ([Mary Jo McElhose](#))
- State Coordinator ([Casey Hurner](#))
- [Regional Support Leads](#)