



More than a Checklist Coherence is Possible!

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Session Overview:

Too often, continuous improvement is viewed as a checklist of what schools “do” to meet compliance. Section 009 of Nebraska’s Rule 10 Regulations and Procedures for the Accreditation of Schools regulates the minimum requirements for continuous improvement; however, a sustainable Continuous Improvement Process (CIP) is multi-faceted and models should reflect that.

Join this interactive breakout session to learn about the journey toward coherence, which includes newly revised materials for Nebraska Continuous Improvement and the incorporation of key NeMTSS Essential Elements as they relate to dynamic continuous improvement.

Our commitment to you

Evidence-Based Methodologies for K12 settings as well as the integration of equity within a CI approach.

Guidance and Resources that draw upon relevant state level approaches, use of a comprehensive needs assessment and professional peer reviews.

Success Factors shown to influence student outcomes within and beyond the school walls including ***leadership, culture, and mindset***.

Securing the best experiences for NE students.



OFFICE OF ACCOUNTABILITY,
ACCREDITATION, AND PROGRAM APPROVAL



Inclusive Core Beliefs and Norms Prioritized



A sense of genuine belonging

Shared belief that each student:

- Is capable of learning
- Deserves equitable opportunities and access

Teams that strive to:

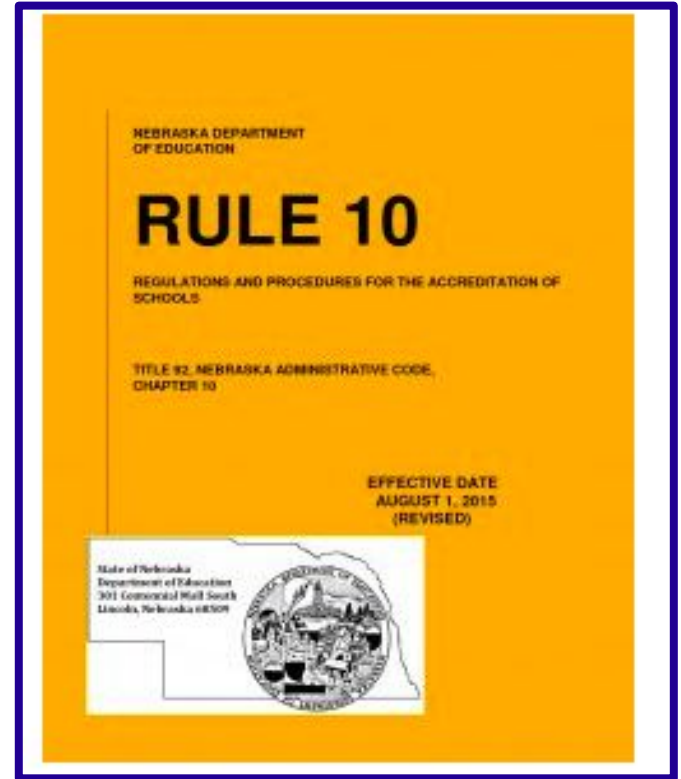
- Explicitly clarify core beliefs
- Set norms for interaction that reflects core beliefs
- Normalize calling the team back to those norms in moments of challenge
- **Ground decisions in the core beliefs for continuous improvement**
- Explicitly look for and take actions to eliminate the negative impact of institutional biases and patterns of student marginalization



INCREASE

**Increase knowledge of Section 009 -
Continuous Improvement
(NAC 92 Chapter 10)**

**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 - 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 Support

Explore

NeMTSS for Continuous Improvement

Core Beliefs, Historical Perspectives, Cohesiveness
MTSS for Continuous Improvement and Implementation
Science
A Continuous Improvement Plan
Teaming and Problem Solving
Communication Planning

Complete Self-Assessment or CNA 2.0

Organize

Alignment and Integration

Taking Stock of Data for a Balanced Assessment Plan
Taking Stock of Evidence-Based Curriculum: Examining
High Quality Instructional Materials
Taking Stock of Evidence-Based Instruction
Plan Analysis, Alignment, and Integration
Teaming for Problem-Solving
District Level Action Planning: Community-Based and
Whole Child Approach

Examine

Tier 2 Targeted and Tier 3 Intensified Practices

Evidence-Based Tiers Two (Targeted) and Three
(Intensified) Practices
Data-Based Problem-Solving for Tier Two and Three
Practices
Decision-Making: Decision Rules, Screening, layered
supports, PM
Student Level Action Planning: Whole Child Approach

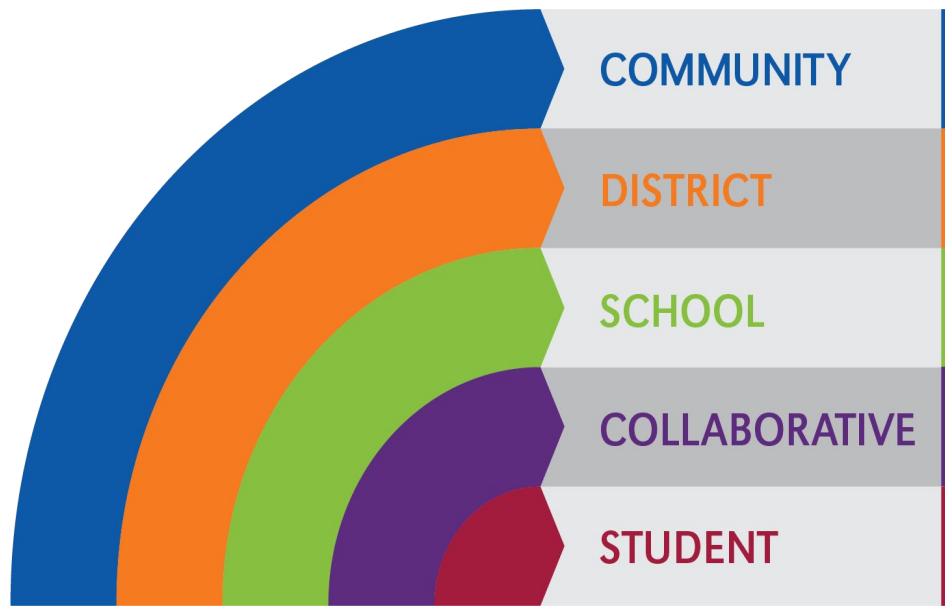
Examine

Tier 1 Core Practices

Equitable and Inclusive Learning Environments
Evidence-Based Tier One Core Practices
Data-Based Problem-Solving for Tier One Core
Practices: Assessment, Instruction, and Curriculum
Refining Tier One Core Practices
School Level Action Planning: Whole Child Approach

Continuously
Improve
Action Plan
Increase
knowledge and
application

Systems Level Thinking



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

- *Spinning Plates*
- *Audience Member*
 - *Speed Boat*
- *Mixed Methods Researcher*

**Professional Practices Commission
(Rule 27)**

**Special Education
(Rule 51 / IDEA)**

**Federal Programs
(Title Funds)**

**Teaching & Learning
(Core Content -Statute)
Agency Role and Local
Adoption**

**Educator
Certification
(Rules 21 & 24)**

**Budget & Finance
(State / TEOSA)**

STUDENTS

**Approval &
Accreditation
(Rules 10, 14, 18, & 84)**

**Assessment &
Accountability
(AQuESTT Designations)**

**Continuous
Improvement**

“OUR” Collective Responsibility



Systems Level Thinking & Essential Elements

009.01A1

Mission & Vision

- “North Star” for the school system.
- Involves all stakeholders to ensure buy in.
- External viewers and potential employees.

Shared Leadership

009.01A2

Data Analysis

- AQuESTT Designations and Classifications
- Revised NDE Perceptual Survey
- Post Graduation Data, College and Careers

Layered Continuum of Support

Evidence Based Practices

009.01A3

Goals

- Specific, Measurable, Attainable, Realistic, Time-Oriented
- Disaggregated
- Supporting goals that involve all staff

Data Based
Decision-Making

009.01A4

Plan

- Action Plan
- Inputs
- **Maintenance is key**

Capacity & Infrastructure

009.01A5

Monitor & Evaluate

- Time created and protected
- Outputs (data) entered and discussed
- Goals can be adjusted

Communication & Collaboration



True or False

True or False	Sec 009 Continuous Improvement is only important in years 4 & 5
True or False	One or two people drive Continuous Improvement.
True or False	NeMTSS is separate from Continuous Improvement
True or False	Action planning and evidence for decision making is always the same.
True or False	The new Nebraska Continuous Improvement materials are coherent with NeMTSS Essential Elements and practices.



FOCUS

The importance of Continuous Improvement

Continuous Improvement

Systems Level Supports and Re-Branding

Revised

CNA 2.0 adjusted and expanded. Available in two formats Fall 2021.

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

External / On-Site Visit Responsibilities Handbook updated procedures for structure and consistency.

Ready

- **CNA 2.0** Required for CSI and Priority Schools. NeMTSS Self-Assessment also available.
- **External Visit Handbook for Host School and Team Leaders**
 - Crafted with current best practices.
 - Utilized Hanover Research
 - Templates for communication
- **Hanover Research Materials**
 - Review of CI literature
 - Infographic
 - Data Literacy Workbook

Roadmap

- **Combined Action Plan** incorporates NeMTSS and Section 009 requirements Training modules.
- **NDE Perceptual Survey** platform and data visualization (Sept. launch)
- **CIP Support Days** hosted by ESU's (Sept / Oct / Nov / Jan)
- **Accreditation Website**



NeMTSS
FRAMEWORK

In Nebraska, 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.



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





Your ideas

Please share your thoughts on how NeMTSS and Continuous Improvement connect with:

- Educator Effectiveness “S.E.E.D”
- Whole Child Approach
- Family, School, Community Partnerships

Nebraska Framework	NeMTSS Essential Elements	AQuESTT	Nebraska Teacher and Principal Performance Standards
Planning to Improve	Shared Leadership	Leadership Educator Effectiveness	Vision for Learning Continuous Improvement
Planning to Improve	Communication, Collaboration & Partnerships	Transitions Positive Partnerships, Relationships, & Success Postsecondary, Career, & Civic Readiness	Professional Ethics & Advocacy Continuous Improvement Professionalism
Creating the Profile	Evidence-Based Practices	Student Achievement & Growth Educational Opportunities and Access	Culture for Learning Continuous Improvement Instructional Strategies Assessment
Setting the Goals	Building Infrastructure for Implementation	Teacher Effectiveness Educational Opportunities and Access	Staff Support & Development Continuous Improvement Learning Environment Planning & Preparation
Implementing The Plan	Layered Continuum of Supports	Educational Opportunities and Access	Culture for Learning Continuous Improvement
Implementing the Plan	Data-Based Problem-Solving & Decision-Making	Student Achievement & Growth	Culture for Learning Continuous Improvement

More coherence needed!

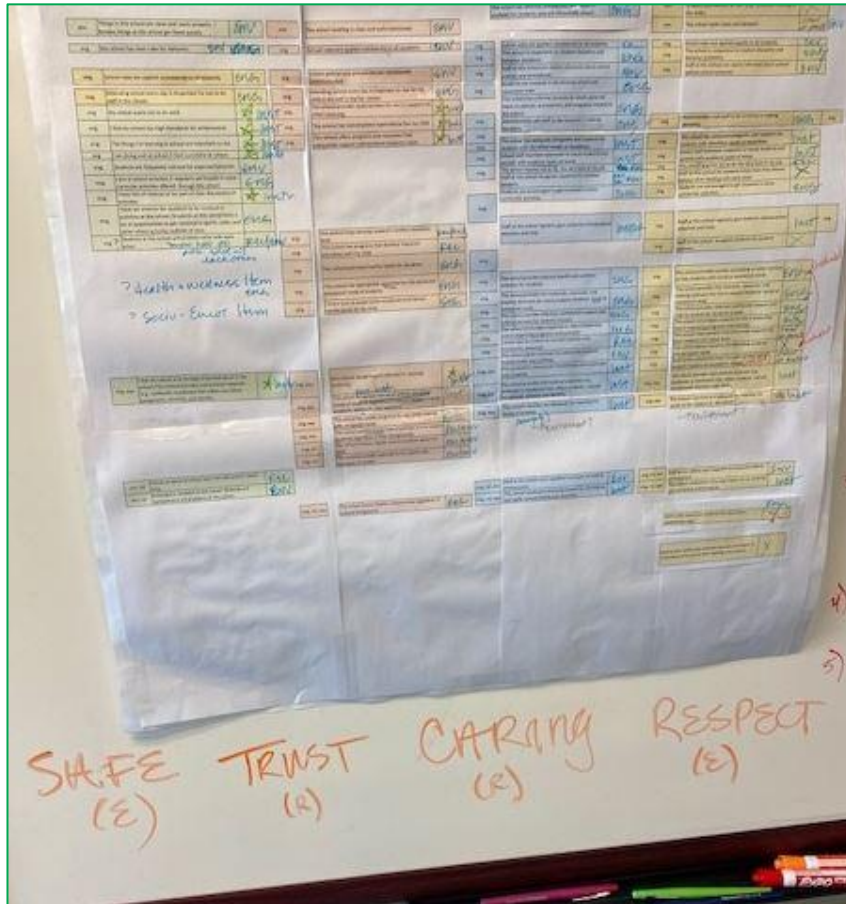


More than a Checklist

Resources that inform

Revised Perceptual Survey

July 2021	<p>Present proposed Constructs at 2021 NDE Day</p> <ul style="list-style-type: none">• Engagement• Relationships• Environment• Equity
October 2021	<p>Further examination of constructs and item semantics</p> <ul style="list-style-type: none">• Learning Engagement• Student Risk Behavior• School Safety• NeMTSS linkages
January 2022	<p>Propose updated constructs</p> <ul style="list-style-type: none">• Engagement• Relationships• Environment• Instruction
March 2022	<p>Program Team launch meeting.</p>
May 2022	<p>Pilot questions for validity and reliability</p> <ul style="list-style-type: none">• 100-120 5th / 6th graders• 100 - 120 7th / 8th graders• 220+ 9-12th graders
August 2022	<p>Item Analysis for construct performance</p> <p>Production and Testing phase of portal access and request platform</p>



Key-Word Usage:

Items that reflect elements of **safety and mutual respect of the school setting** were assigned to the **“Environment”** construct.

Items that pertained to **“trust” and “caring”** or similar descriptors were assigned to the **“Relationships”** construct.

Items that reflected **classroom elements of teaching and learning**, along with resources that assist with learning were assigned to **“Instruction”**.

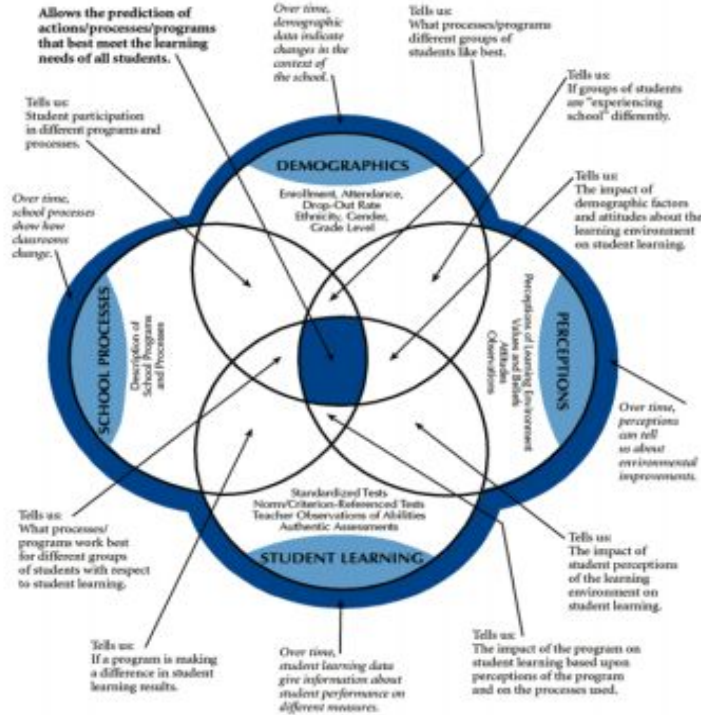
“Engagement” items included those that reflected parental involvement, school parent communication, and student participation.

CIP Template - Action Planning

Specific location for Perceptual Survey data and analysis

Student Engagement		
Levels	Areas of Strength	Areas of Growth
Elementary	•	•
Middle Level	•	•
Secondary	•	•
Factual Perceptual Data Points:	•	

MULTIPLE MEASURES OF DATA



Note: Adapted from *Data Analysis for Comprehensive Schoolwide Improvement* (p. 35), by Victoria L. Bernhard, 1998, Larchmont, NY: Eye on Education. Copyright © 1998 Eye on Education, Inc. Reprinted with permission.

The Continuous Pursuit of Improvement

Perceptual Data

Quantitative Data
(State Standards, Screening, Standardized Achievement)




Comprehensive Needs Assessment
(CNA 2.0)
(self-reflection)

Socio-Affective Data

- Attendance
- Discipline

Better Information = Better Decisions

Nebraska Comprehensive Needs Assessment (CNA) 2.0

Domains	Tenets
 Success, Access, and Support	Education Opportunities and Access Transitions Positive Partnerships, Relationships, and Success
 Teaching, Learning, and Serving	Educator Effectiveness Student Achievement and Growth Postsecondary, Career, and Civic Ready
 Leadership	Instructional Leadership Community and Relationship Builder Improvement and Resource Management Leader

Two options for access

- 1) Hourglass Platform
- 2) Google.doc

Required for Priority & CSI Schools

Recommended for TSI & ATSI

Practical use = establish baseline early

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			
	4	3	2	1
Area of Focus: Instructional leadership				
Instructional leadership development and support	School leaders identify instructional leaders, provide ongoing training, give opportunities for practice, and provide feedback on the quality of their instructional leadership to support improvement.	School leaders identify instructional leaders, provide ongoing training, and give opportunities for practice, but do not provide feedback on the quality of their instructional leadership to support improvement.	School leaders identify instructional leaders and provide ongoing training but do not give opportunities for practice or provide feedback on the quality of their instructional leadership to support improvement.	School leaders identify instructional leaders, but do not provide ongoing training, give opportunities for practice, or provide feedback on the quality of their instructional leadership to support improvement.
Professional learning for instructional leadership	School leaders collaboratively implement a systematic and data-informed process to determine, plan, and adjust professional learning opportunities for instructional leadership.	School leaders collaboratively implement a systematic process to determine, plan, and adjust professional learning opportunities for instructional leadership, but the process is not data informed.	School leaders implement a process to determine, plan, and adjust professional learning for instructional leadership, but the process is neither systematic nor data informed.	School leaders do not implement a process to determine, plan, and adjust professional learning opportunities for instructional leadership.

Asking the hard questions - Leadership, Culture, Mindset

Types of Data	Questions to Consider for Fidelity
Implementation	<p>How do we know if what we are implementing is working?</p> <p>How do we identify what needs to be improved?</p> <p>How can we reflect appropriately on our system?</p>
Perceptual	<p>How do all stakeholders feel about the culture and climate of our educational system?</p> <p>Are students engaged in their learning and responding to instructional practices?</p>
Student	<p>How do we know every student is learning socially, emotionally, behaviorally, and academically?</p> <p>How do we assist specific students if they are not having their individual learning needs met?</p>



More than a Checklist


A living, breathing Action Plan

Combined CIP Template

District Information

009.01A -

- “North Star” for the school system.
- Involves all stakeholders to ensure buy in.
- External viewers and potential employees.

Mission	
Vision	
Core Beliefs	
Problem-Solving Model	 <p><i>*Insert district model if one is created*</i></p>



CIP Template / Action Planning

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

009.01A2

- AQuESTT Designations and Classifications
- Revised NDE Perceptual Survey
- Post Graduation Data, College and Careers

Helpful Tip! Maintaining the CIP Template will easily transfer into an Opening Presentation for the 5-year External Visit.



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.

Or, if you are in a multi-building district, add the specific school from the second pull down menu.

⚠ 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%

- 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.

Continuous Improvement is the story behind the numbers.

CIP Template - Action Planning : “Maintenance is key!”

- One location for viewing summative result trends.
- Same location for grade level benchmark, criterion, and interim assessments.
- Within year data is just as important as summative data.

Student Outcome: Nebraska Education Profile ([NEP](#))

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



CIP Template / Action Planning

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

009.01A3

- Specific, Measurable, Attainable, Realistic, Time-Oriented
- Disaggregated
- Supporting goals that involve all staff

CIP Template - Action Planning

- Incorporates structured space for important dialogue and shared ownership of decisions.
- Allows for goal setting based upon data points that are visible and accessible.

District Priority One (Academic)

Identify

Data Facts:

-

Strength Areas

-

Growth Areas

-

Analyze

Based on data, why do we think we are seeing these results?

-

How might we improve these results?

-

Priority Outcome:

Elementary Action Planning and Goals

Elementary Priority One (Academic)

		<div> <div>Student Support Teams</div> <div>Collaborative Teams</div> <div>School Leadership Teams</div> <div>District Leadership Team</div> </div>			
Data Facts:					
		Strength Areas		Growth Areas	
Analyze					
Based on data, why do we think we are seeing these results?			How might we improve these results?		
Which District Priority Outcome is this Related to:					
Priority Goal:					

Student
Support Teams

Collaborative
Teams

School Leadership
Teams

District Leadership
Team

Process SMART Goal Example:

Time-bound

Specific

By **December 2021**, educators will **develop and implement with 85% fidelity a science instructional framework** as evidenced by classroom observations and a **5% increase** between pre- and post- teacher benchmark scores.

Relevant

Measurable & Attainable



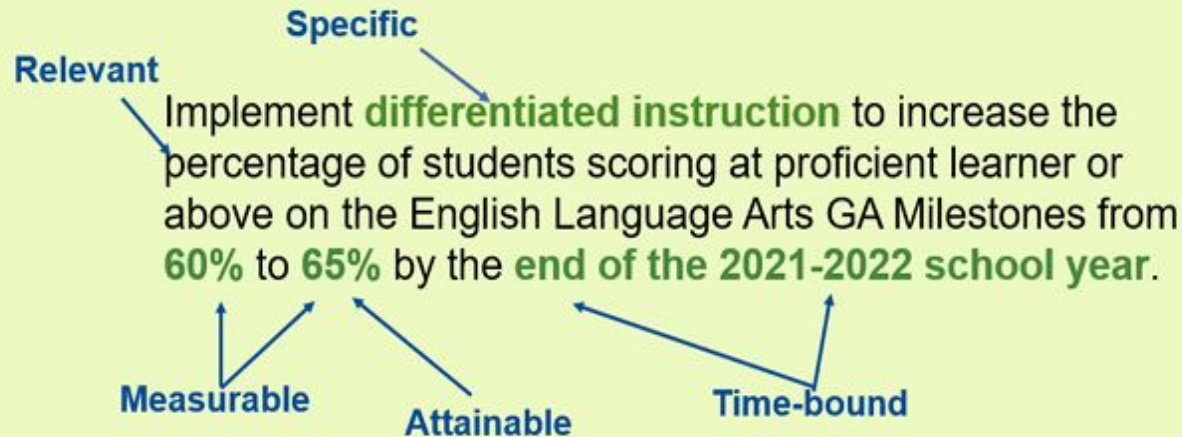
Student
Support Teams

Collaborative
Teams

School Leadership
Teams

District Leadership
Team

Performance SMART Goal Example:





CIP Template / Action Planning

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

009.01A4

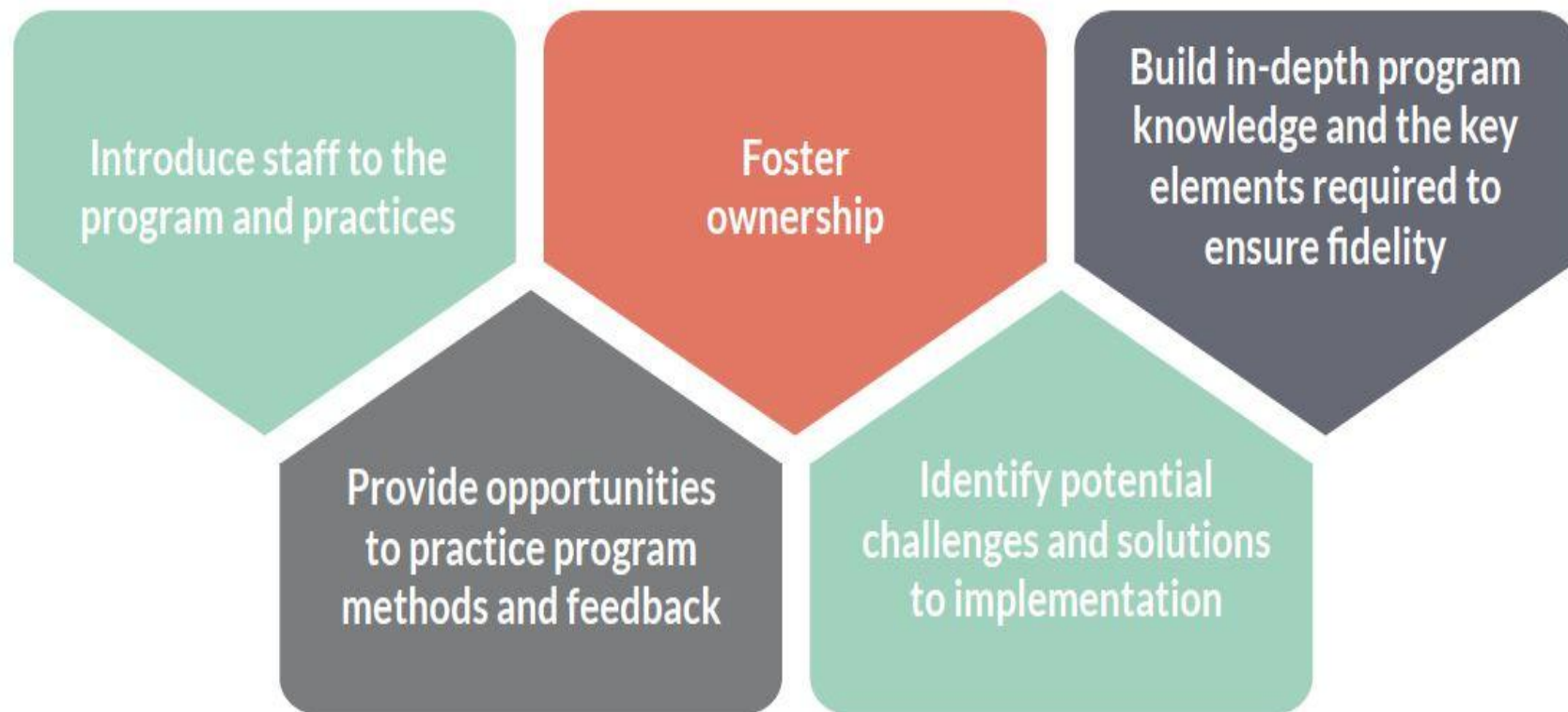
- Action Plan implementation
- “Inputs”
- Maintenance is key

Tenet: Student Achievement and Growth

Long-Term Outcome: School staff use assessments and data to measure and improve student achievement and to inform instruction.

Dimension	Rate Each Dimension			
	4	3	2	1
Area of Focus: Balanced assessment systems				
<u>Balanced assessment system</u>	Instructional staff use <i>three</i> types of assessments— <u>formative</u> , <u>interim</u> , and <u>summative</u> —in a <u>balanced</u> way by distinguishing which type of assessment is most appropriate for informing different instructional decisions.	Instructional staff use <i>three</i> types of assessments— <u>formative</u> , <u>interim</u> , and <u>summative</u> —but do not use them in a <u>balanced</u> way by distinguishing which type of assessment is most appropriate for informing different instructional decisions.	Instructional staff use <i>two</i> types of assessments— <u>formative</u> , <u>interim</u> , or <u>summative</u> —but do not use them in a <u>balanced</u> way by distinguishing which type of assessment is most appropriate for informing different instructional decisions.	Instructional staff use <i>one</i> type of assessment— <u>formative</u> , <u>interim</u> , or <u>summative</u> —to inform instructional decisions.
Professional learning for assessment literacy	Instructional staff receive <i>ongoing</i> professional learning, resources, and support for improving assessment literacy and using <u>formative</u> , <u>interim</u> , and <u>summative assessments</u> in a <u>balanced</u> way.	Instructional staff receive <i>ongoing</i> professional learning, resources, and support for improving assessment literacy and using <u>formative</u> , <u>interim</u> , and <u>summative assessments</u> , but there is <i>no focus on how to use them in a balanced way</i> .	Instructional staff receive <i>limited</i> professional learning, resources, and support for improving assessment literacy and using <u>formative</u> , <u>interim</u> , and <u>summative assessments</u> , and there is <i>no focus on how to use them in a balanced way</i> .	Instructional staff <i>do not</i> receive professional learning, resources, or support for improving assessment literacy or use.

Functions of Program Implementation PD Sessions



CIP Template - Action Planning

One spot shop for all things PD

District Professional Learning Opportunities Needed to Implement the Action Plan

Priority Area	Intended Participants	Topics	Responsible Person(s): Organize & Communicate	Resources Needed	Dates to Engage	Implementation Dates
Summer						
August-September						

Example CIP Goals: Academic

Example Goal: Improve student performance in Reading Proficiency, through a multi-tiered system of support, grades K-6, from 66% meeting expectations to 85% meeting expectations as measured by MAP, by fall of 2022.

Action Steps Related to NeMTSS Essential Elements

Examples:

- Complete alignment study of ELA instructional materials to Ne State Standards; develop plan to address gaps
- Provide real-time data for teachers to use in bi-weekly, grade level problem solving meetings
- Use documented selection process to choose an evidence-based intervention for students identified as having characteristics of dyslexia or one word decoding issues
- Evaluate access to CORE instruction for students with disabilities
- Provide specific training to teachers on CORE delivery with emphasis on student engagement
- Assure fidelity of ELA Instruction at the core and intervention levels, beginning with appropriate time allotted in daily schedules
- Establish decision-making rules for the addition and intensification of intervention for individual students
- Provide timely updates to parents regarding student progress and meaningful home-school collaboration
- Increase the percentage of time students with disabilities spend in a general education setting accessing core instruction

Example CIP Goals

Example Goal: Improve student behavior school-wide, through a multi- tiered system of support, grades K-12, from 60% to 80% total implementation as measured through fidelity instruments, e.g., Self -Assessment Survey, Tiered Fidelity Inventory, SWIS or other behavioral data systems, by spring of 2020.

Action Steps Related to NeMTSS Essential Elements

Examples:

- Provide real-time data for teachers to use in monthly at grade level problem solving meetings
- Use documented selection process to choose an evidence-based multi-tiered preventative intervention process (i.e. PBIS) for schoolwide behavior improvement.
- Provide specific training to building level teams and staff on core features of a behavior improvement process, with emphasis on teaching and reinforcing expectations, following a consistent plan for responding to behavior and active supervision.
- Assure fidelity of behavior implementation process by providing time for staff development (at a minimum monthly).
- Establish referral and data-based decision-making rules for advancement of student to tier 2 or 3 problem solving team as needed.
- Provide information about school-wide positive behavioral improvement process to parents and community regarding student progress and meaningful home-school collaboration

Nebraska's Big Five

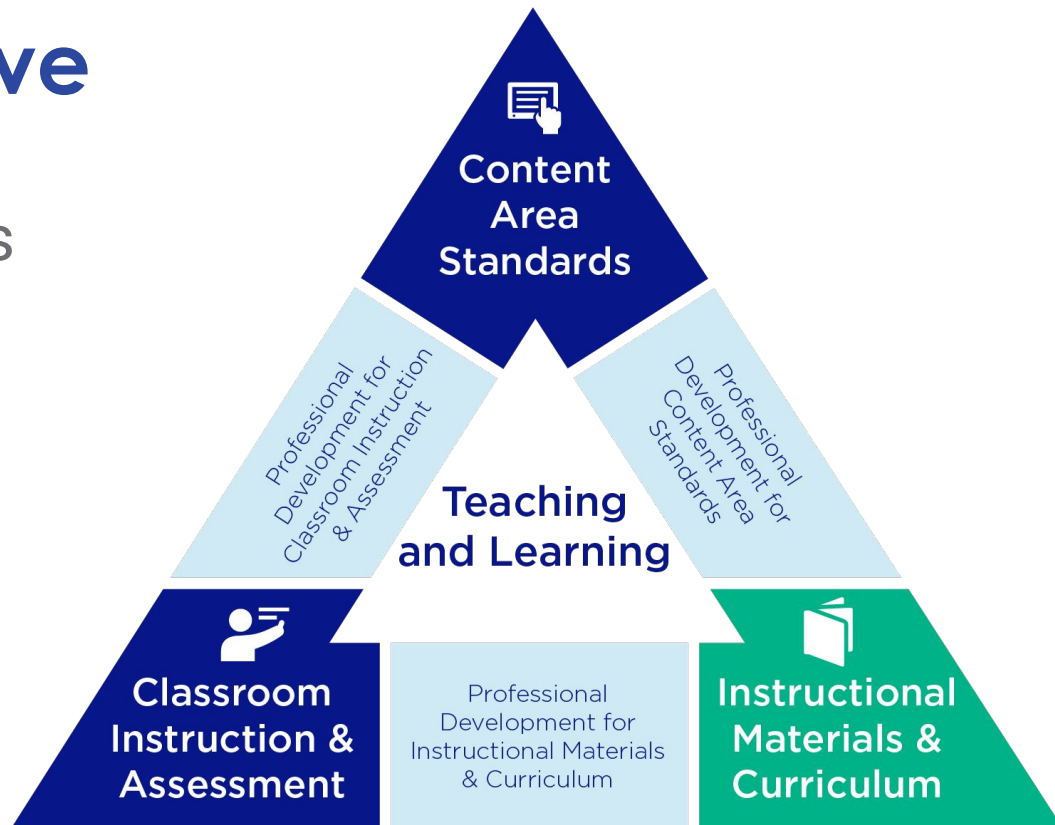
Content Area Standards

Curriculum

Instructional Materials

Assessment

Classroom Instruction



CIP Template - Action Planning

- Nebraska Materials Matter
- EdReports
- NDE Curriculum Specialists & ESU Content Specific Staff Developers

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

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)
	Yes ▾		Yes ▾		Yes ▾	
	? ▾		? ▾		? ▾	
	No ▾		No ▾		No ▾	
	? ▾		? ▾		? ▾	



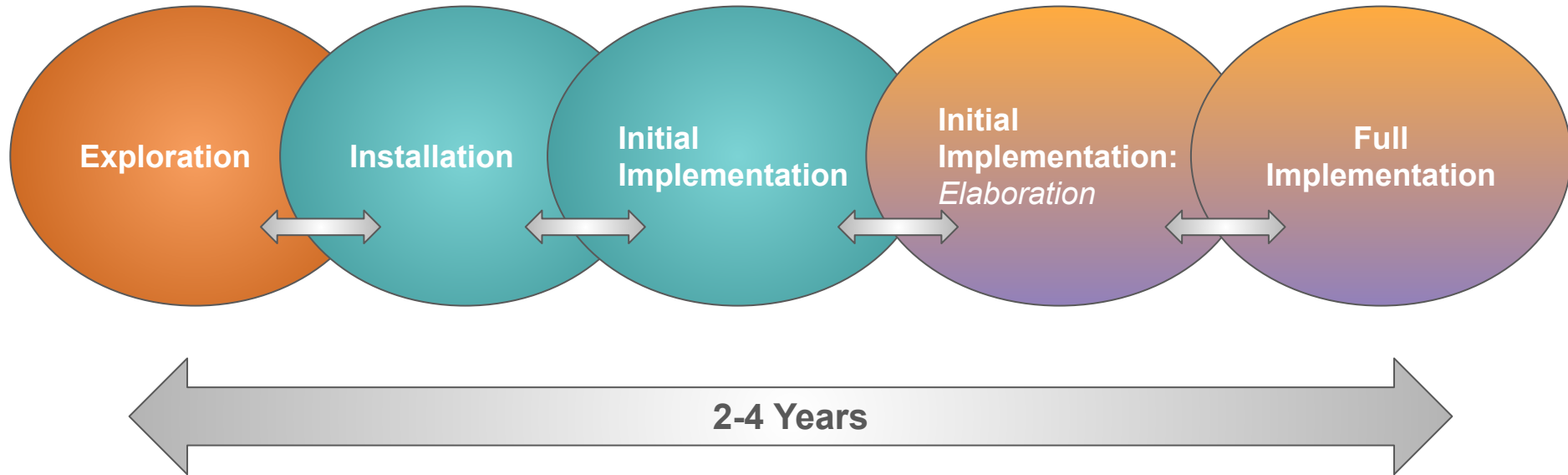
CIP Template / Action Planning

009.01 A5 Evaluation of progress toward improvement goals.

009.01 A5

- Time created and protected
- “Outputs” (data) entered and discussed
- Goals can be adjusted

When: Stages of Implementation



Continuous Improvement is a journey and growth takes time.

Adapted from Fixen & Blase (2012)
National Implementation Research Network (NIRN)

Continuous Improvement Process



Unfolds progressively

No predetermined end point

Sustained over extended periods of time

Organizational or professional commitment to an ongoing process of learning, self-reflection, adaptation, and growth



DATA LITERACY WORKBOOK

For On-Site Visit Volunteers

Prepared for Nebraska Department of Education

February 2022

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

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



OFFICE OF ACCOUNTABILITY,
ACCREDITATION, AND PROGRAM APPROVAL



2022 NeMTSS SUMMIT

CREATING COHERENCE

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@NDE_ACCRED



2022 NeMTSS SUMMIT

CREATING COHERENCE

October 13-14, 2022



WE WANT YOUR FEEDBACK!

Scan the QR code to complete a brief evaluation after each session throughout the summit.