Presenters

Trudy K Clark, *Assistant Director of Statewide Assessment, Office of Teaching, Learning, and Assessment*

Vicky Munoz, *Assistant Administrator & Director of Accountability, Office of Accountability, Accreditation, & Program Approval*

Amy Rhone, *Administrator & State Director, Office of Special Education*
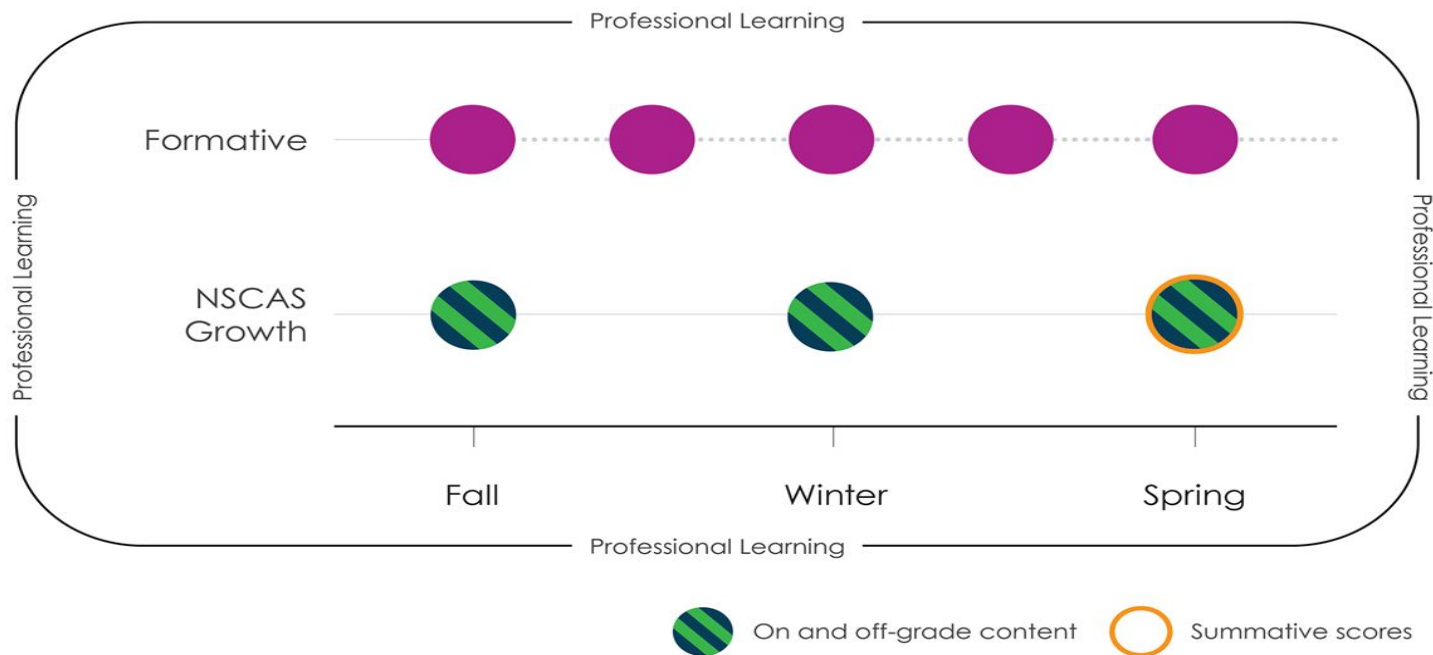
Lane Carr, *Administrator, Office of Policy and Strategic Initiatives*

NeMTSS FRAMEWORK

Objectives

- Provide an overview of NSCAS Growth
- Explain the NDE Accountability System
- Update participants on recent data concerning students with disabilities
- Provide evidence-based, problem-solving strategies

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NSCAS Growth

NSCAS Growth content

- Item bank is made up of items from MAP Growth and NSCAS General Summative
- All items are reviewed by NE educators for alignment and appropriateness
- Content is aligned to NE standards, NE summative blueprint, and NE Range Achievement Level Descriptors

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Challenge and support every student with Range Achievement Level Descriptors (ALDs)

Measure student learning as it progresses from beginning to advanced understanding within each grade-level standard

Enable finer on-grade adaptivity, while still adapting off-grade for students performing above or below grade level

Help educators meet students where they are while supporting productive struggle to propel students forward

	Developing	On track	College & Career Ready
MA 4.2.1.a Algebra	Determines an equation that represents the situation when given a simple math process or context . . .	Determines a one-step algebraic expression with a variable for an unknown to represent a . . .	Solves two-step whole number equations that include the use of a letter to represent the unknown . . .

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NSCAS Growth- Estimated RIT

- Data from winter and spring allowed for the calculation of a more precise RIT
- Based on recommendation from the Assessment & Accountability Advisory Committee-updated Estimated RIT from NSCAS Growth Spring 2022
  - Updated on 7/27/2022
- Will continue to use the updated calculations for Estimated RIT in 2022-2023

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NSCAS Growth ELA and Math

NSCAS Growth provides norm-referenced data and performance data

- RIT scores nationally normed
- NSCAS Scale scores aligned with performance levels
  - The test development process ensures validity of the intended test score interpretations provided through the reporting achievement level descriptors (ALDs) and scale scores.
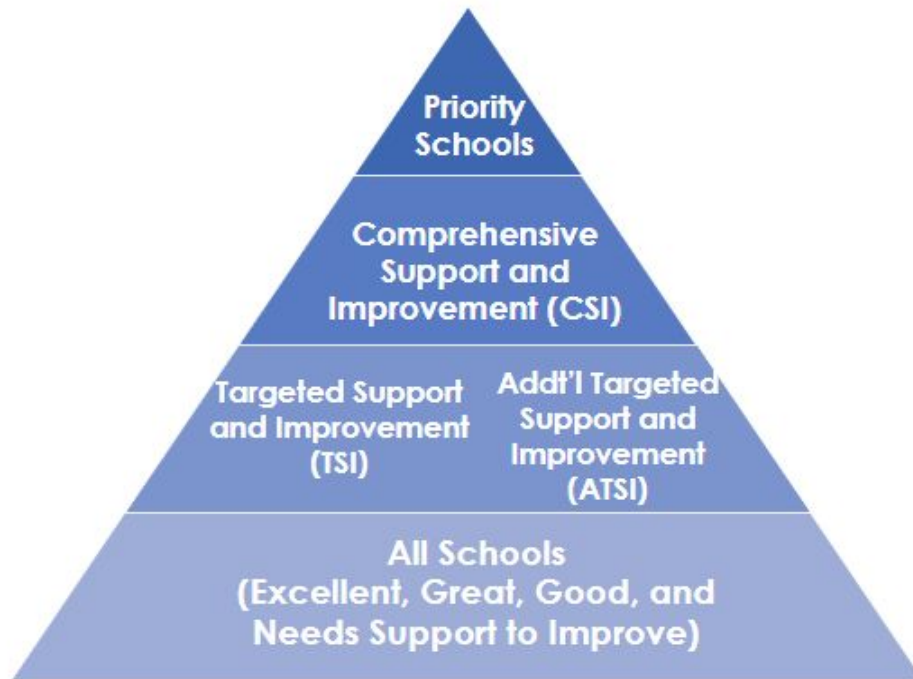
Balanced assessment - using right assessment for use and purpose - multiple measures are key

Accountability Structures

Why do we need accountability?

- State and federal mandates

- Set standards for all schools

- Ensure responsible use of taxpayer investment & focus funds for improvement

- Expose and close achievement gaps among student groups

- Create a framework for school improvement

NeMTSS FRAMEWORK

Classifications and Designations

| Excellent |
| Great |
| Good |
| Needs Support to Improve |

Priority Schools

Comprehensive Support and Improvement (CSI)

Targeted Support and Improvement (TSI)

Addt'l Targeted Support and Improvement (ATSI)

All Schools (Excellent, Great, Good, and Needs Support to Improve)

Classifications and designations are independent of one another.

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Accountability Indicators

An indicator is a "...measure of gain in **student achievement** or **element perceived to influence** those gains. Provide parents and communities with **richer picture** of school performance."

~CCSSO, 2017

Indicators

Status – Percent proficient on ELA and math (NSCAS for 3-8, ACT for 3rd Year Cohort)

Progress – Growth and Non-Proficiency Reduction

Graduation Rate – Four- and seven-year graduation rate

Progress Toward English Language Proficiency – English learners' progress toward proficiency

Chronic Absenteeism – Reduction in school chronic absence rates

NeMTSS FRAMEWORK

Classifications and Designations

Comprehensive Support & Improvement (CSI)

- Lowest 5% of Title I schools
- High schools with grad rates below 67%
- Consistently low-performing student group

Excellent
Great
Good
Needs Support to Improve
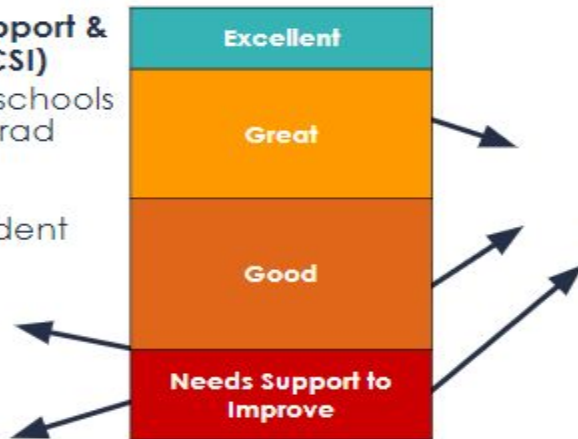
Targeted Support and Improvement (TSI) & Additional Targeted Support and Improvement (ATSI)
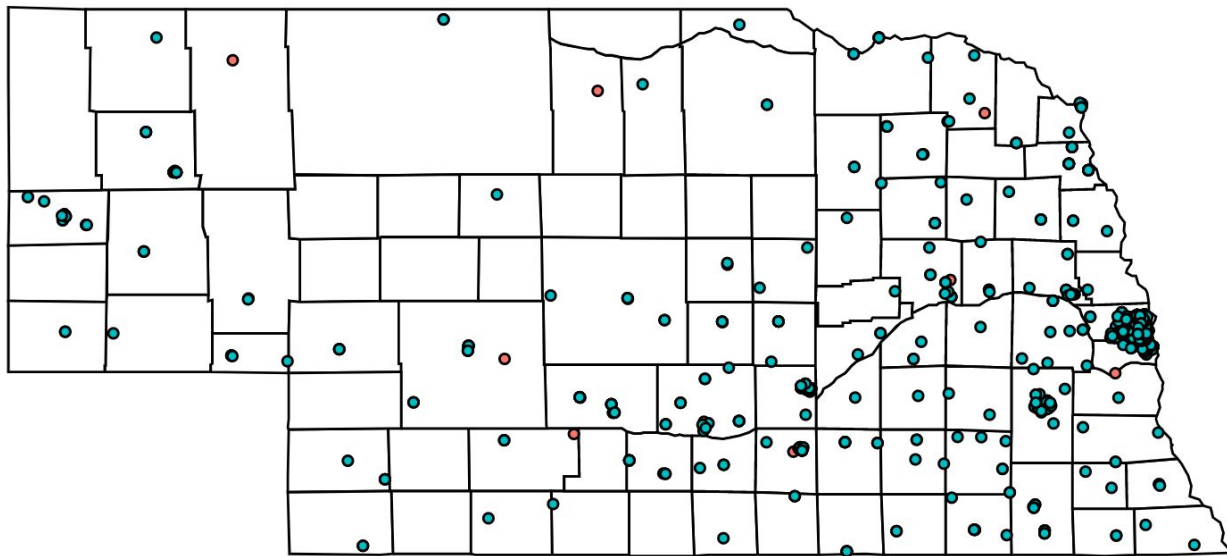
- Consistently low-performing student group

Priority Schools

Among the lowest performing schools AND demonstrate the greatest need to implement and sustain school improvement efforts

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TSI/ATSI Distribution (2019)

Map of TSI & ATSI Schools

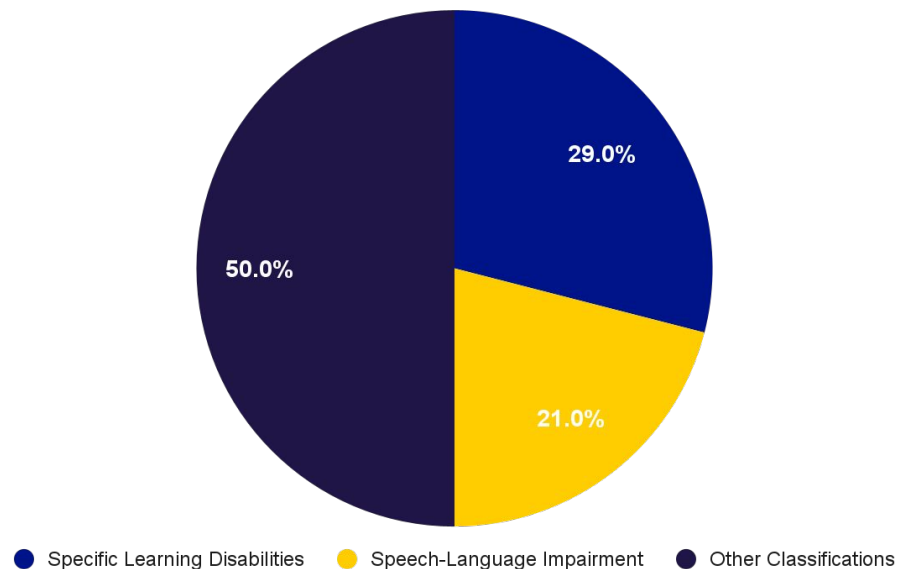| Student Group	Number of Schools
American Indian or Alaska Native	16
Asian	12
Black or African American	65
Hispanic or Latinx	85
Multiple Races	25
White	36
Economically Disadvantaged	148
Students with Disabilities	274
English Learners	100

Students with Disabilities in Nebraska

Students with Disabilities in Nebraska

Every district in Nebraska educates students with disabilities.
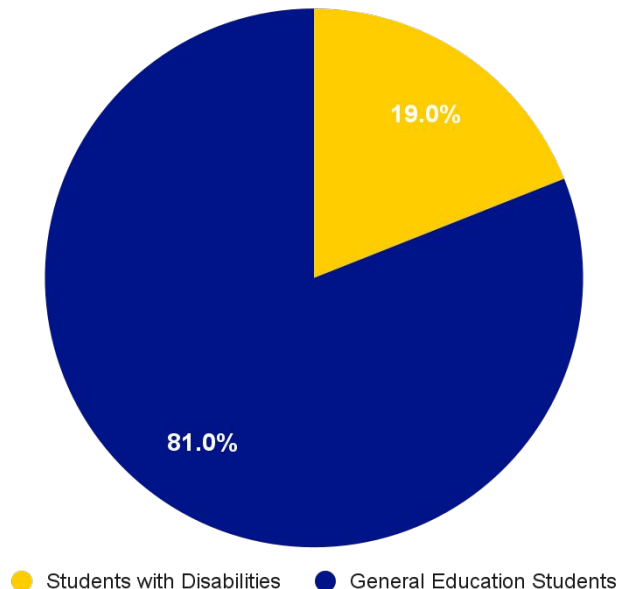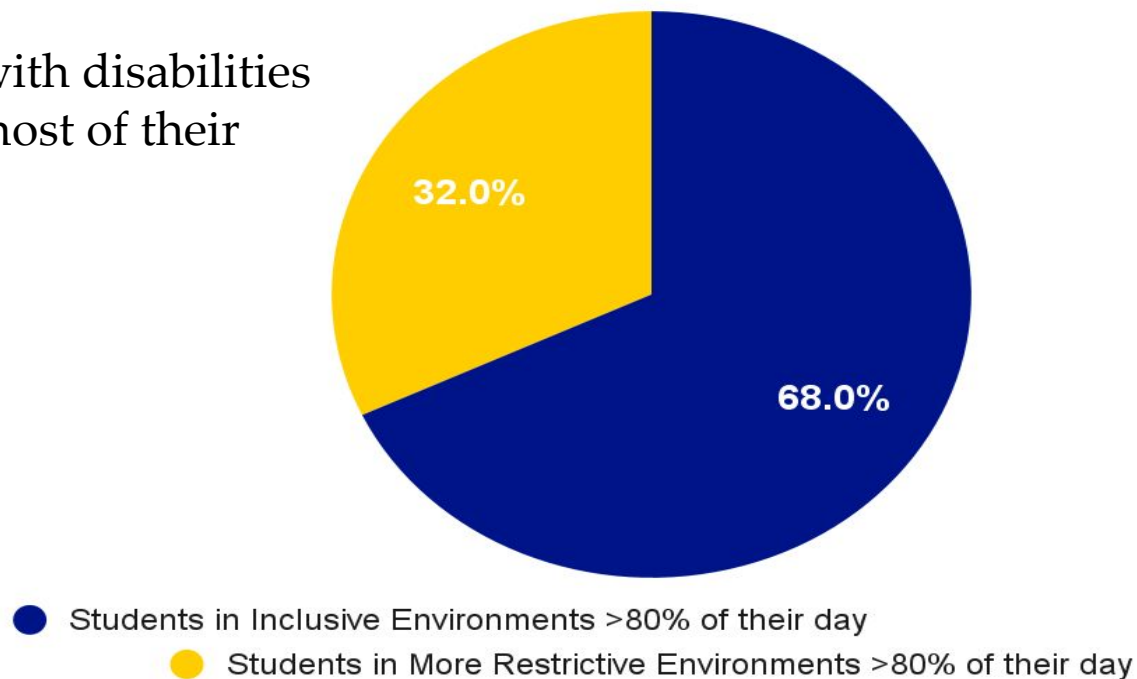
Over 50% of students with disabilities fall in two disability categories.

19.0%

81.0%

● Students with Disabilities   ● General Education Students

29.0%

21.0%

50.0%

● Specific Learning Disabilities   ● Speech-Language Impairment   ● Other Classifications

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Students with Disabilities in Nebraska

Where do students with disabilities in Nebraska spend most of their time?

32.0%

68.0%

- Students in Inclusive Environments >80% of their day
- Students in More Restrictive Environments >80% of their day

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Students with Disabilities in Nebraska

NSCAS ELA Proficiency Data - 4th Grade 2021

4th Grade Students - Without Disabilities	4th Grade Students - With Disabilities
54%	25.63%

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Students with Disabilities in Nebraska

How well are we supporting the unique needs of students with disabilities in accessing grade-level learning?

What are the outcomes for our students with disabilities in Nebraska?

Disability Category	Percent Proficient
Specific Learning Disability (SLD)	12%
Other Health Impairment (OHI)	25%
Emotional Disturbance (ED)	27%
Autism	28%
Intellectual Disability (ID)	42%
Speech/Language Impairment (SLI)	43%

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Students with Disabilities in Nebraska

Average RIT Scores on Reading MAP Assessment

4th Grade Students	Fall 2020	Spring 2021
Without Disabilities	202.37	208.96
With Disabilities	187.24	194.78

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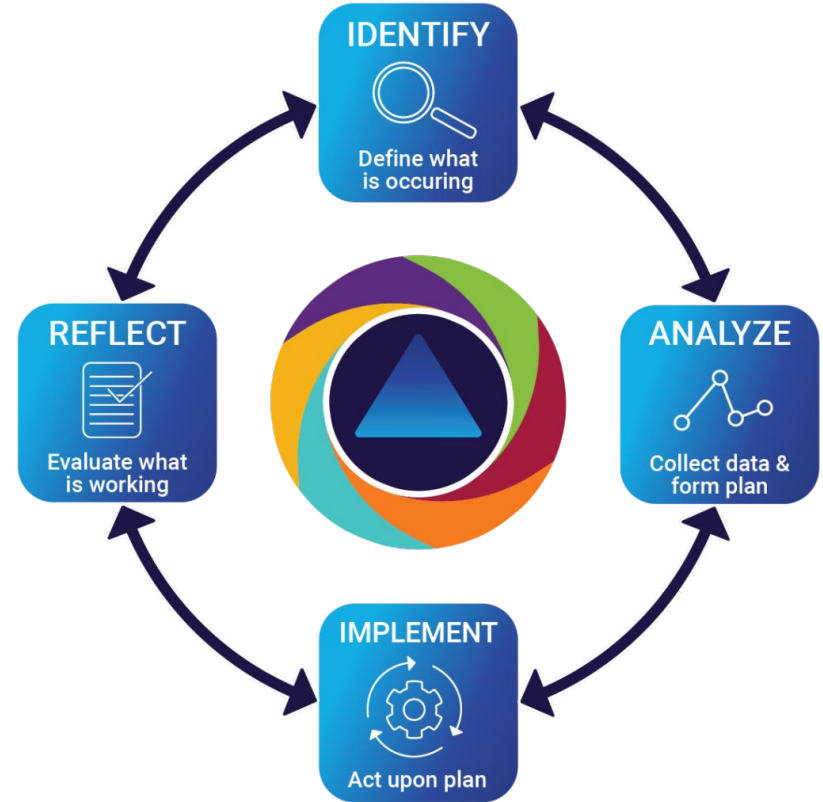# Students with Disabilities in Nebraska

In 2019, **274 schools** in Nebraska were identified as needing Targeted Support and Improvement (TSI) or Additional Targeted Support and Improvement (ATSI) due to poor performance for students with disabilities.

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Using NE State Data and Systems to Effect Change

Problem-solving Model

Problem-solving Model

- Data-based problem-solving and decision-making help optimize

  - how resources are allocated,

  - how to best plan, for implementation, and

  - ensure supports are established to address the unique needs of individual districts and schools.
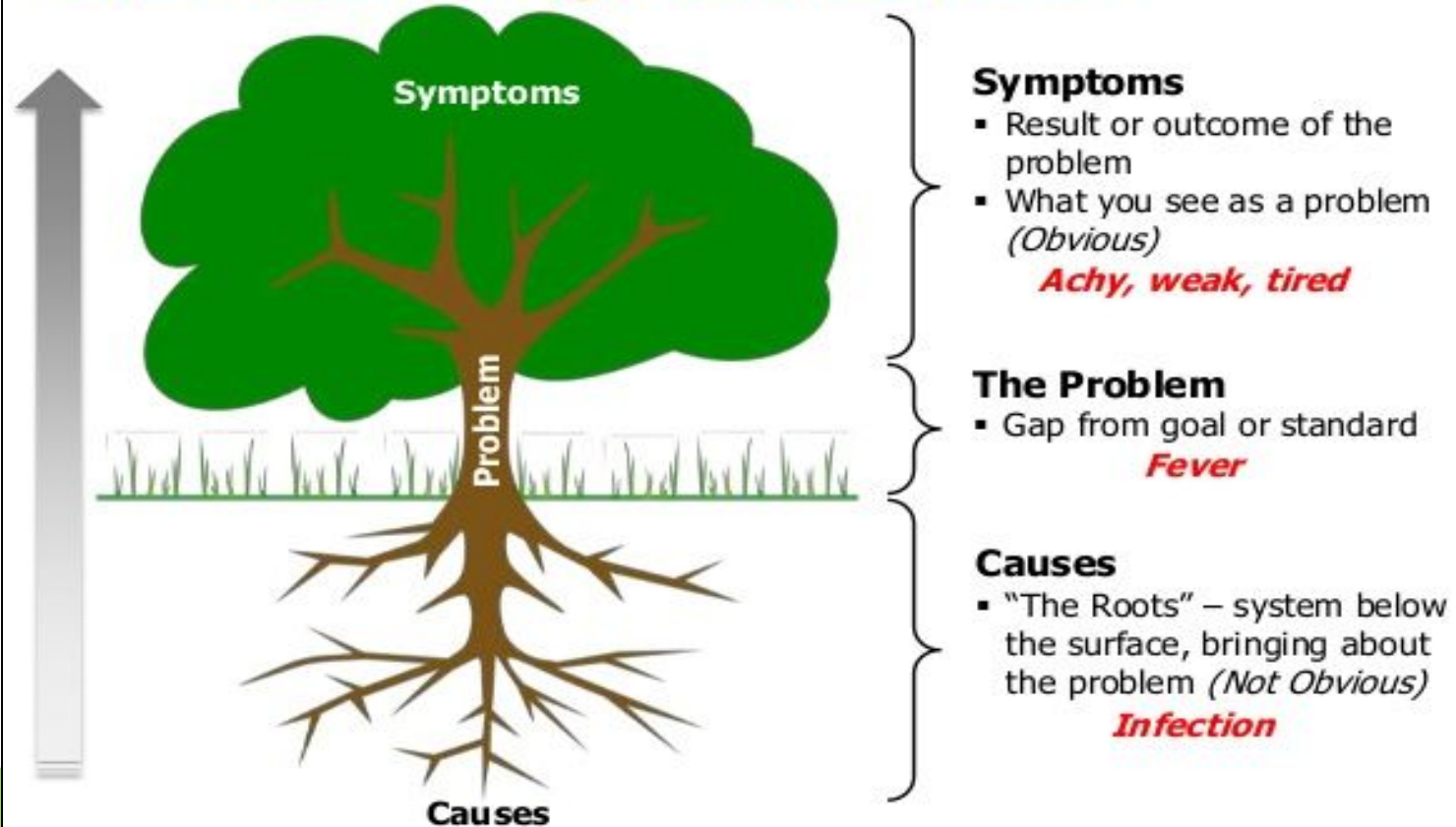

IDENTIFY — Define what is occuring

ANALYZE — Collect data & form plan

IMPLEMENT — Act upon plan

REFLECT — Evaluate what is working
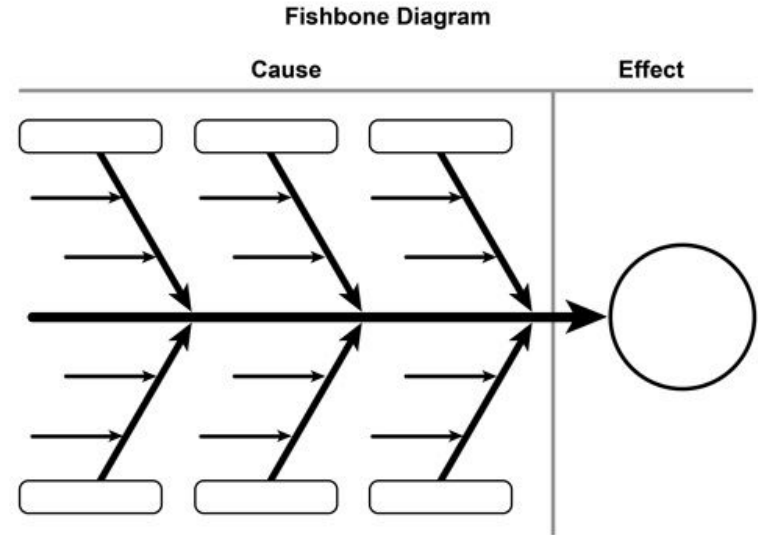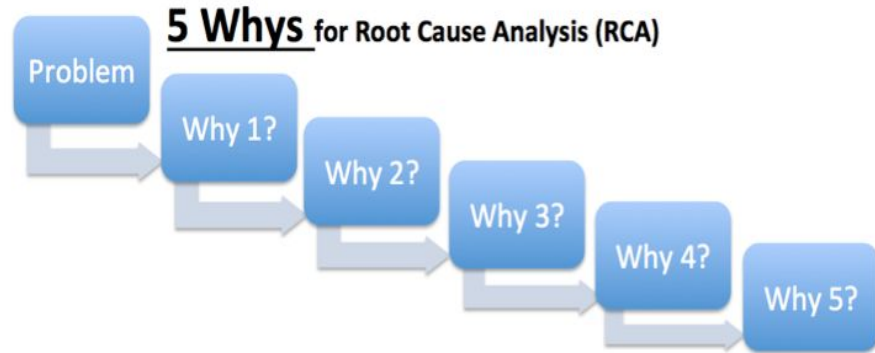
What problem are we trying to solve?

Example Problem Statement:

In our middle school (6-8th grades), a large percentage of our students have consistently missed proficiency benchmarks in math based on multiple sources of data. There's an even larger gap between students with disabilities and those without.
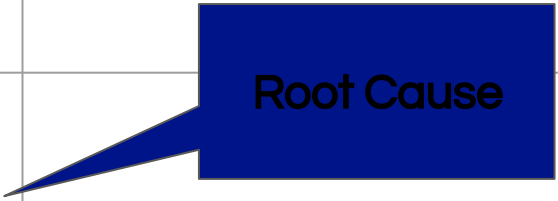
Understanding Root Causes

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

The Problem
- Gap from goal or standard
  Fever

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

Conduct a Root Cause Analysis

5 Whys for Root Cause Analysis (RCA)

Problem → Why 1? → Why 2? → Why 3? → Why 4? → Why 5?

Fishbone Diagram

Cause | Effect

Problem: In our middle school (6-8th grade), a large percentage of our students have consistently missed proficiency benchmarks in math based on multiple sources of data. There's an even larger gap between students with disabilities and those without.		
Symptom: 60% of all students fall below proficiency on NSCAS (on-track and CCR benchmark).	**Symptom:** While 60% of students are below proficiency, even greater gaps exist between students with disabilities and students without disabilities.	**Symptom:** Student perceptual survey data shows a decrease in "the work I do in class makes me think" & "I know what I am supposed to be learning in my classes."

Problem: In our middle school (6-8th grade), a large percentage of our students have consistently missed proficiency benchmarks in math based on multiple sources of data. There's an even larger gap between students with disabilities and those without.		
Symptom: 60% of all students fall below proficiency on NSCAS (on-track and CCR benchmark).	**Symptom:** While 60% of students are below proficiency, even greater gaps exist between students with disabilities and students without disabilities.	**Symptom:** Student perceptual survey data shows a decrease in "the work I do in class makes me think" & "I know what I am supposed to be learning in my classes."
Why? All students do not have the opportunity to engage in rigorous math learning experiences.		
Why? Our math teachers are not teaching to the same rigor that the standards require.		
Why? Our teachers do not yet have the requisite knowledge and skill to adequately and consistently teach to the standards.		
Why? Our school has not had a consistent focus on what is effective and rigorous math instruction.		
Why? We have not invested in the training and support our teachers need to align math content standards, instructional materials, and differentiate instruction for different student groups.	Root Cause	

Atlas Protocol

Facts
- What do we see?

Interpretations & Wonderings
- What does the data suggest?

Implications
- What does this mean for our work?

Next Steps
- So what are we going to do?

FACTS (What do we see?)	INTERPRETATIONS & WONDERINGS (What does the data suggest?)	IMPLICATIONS (What does this mean for our work?)	NEXT STEPS (So what are we going to do?)
What do we see in terms of: • Performance in core courses vs electives? • Historical performance over time in courses? (if provided in graph) • Entire grade level vs special populations? (if student lists are provided) • Boys' performance? Girls' performance? • The proportion of students with B's or better vs those with D's and F's? • Proximity to our annual/quarterly On-Track benchmark? (if point-in-time On-Track percentage is shared) • Change in performance of students targeted for intervention? • Number of off-track students who have averages within the 40 – 59% range?	What does the data suggest about: • Academic rigor of the courses? • Student attendance patterns? • The effectiveness of our Tier 2 intervention on targeted students? • Execution of the modifications and accommodations in student IEPs? • Execution of learning plans for our ELLs? • Our tenacity in regularly updating grades? Are these grades a true reflection of where students are academically? • The quantity and types of opportunities given for students to succeed?	What does this mean for our work in terms of: • Students who are nearly off track? • Students who are off track? • Students who are failing more than 3 classes? • Our needs as teachers to successfully meet the directives in student IEPs and/or ELL learning plans? • Improving student access to the concepts and skills in our courses? • Adjusting our Tier 2 intervention? • Ensuring grades are as current as possible so that our actions are addressing real-time need?	From all the implications, what would be the high leverage next steps we can take toward improvement? (Limit the next steps to no more than 3, especially if the whole team is owning them)

Source: Atlas Protocol

Evidence-Based Strategies/Practices

Clearinghouse	Description
[Nebraska MTSS Program Comparison Tool](#)	Use the Program Comparison Tool to compare educational programs and evaluate goodness of fit for your district. This Nebraska-specific resource is intended to help educators make an informed decision about programs that may work well in their schools. The programs included in this resource are a selection of those available and not an exhaustive list.
[Nebraska Early Literacy Practice Guides](#)	In collaboration REL Central at Marzano Research, the Nebraska Department of Education has developed a series of condensed practice guides for use by Nebraska educators. The purpose of these guides is to offer evidence-based, actionable recommendations for high-quality early literacy instruction.
[Nebraska Math Practice Guides](#)	In collaboration with REL Central at Marzano Research, the Nebraska Department of Education has developed a series of condensed practice guides for use by Nebraska educators. The purpose of these guides is to offer evidence-based, actionable recommendations for high-quality mathematics instruction.
[Evidence for ESSA](#)	This resource provides clear information on programs meeting ESSA evidence-standards and enable educators and communities to select effective educational tools to improve student success.

Reflection Questions

What statement would best describe a problem your school/district is facing?

What team at your school/district is best equipped to conduct a root cause analysis?

For what area of concern would the Atlas protocol prove useful? Why?

What evidenced-based strategies have you implemented to address your area of concern? What other strategies could you use?

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Thank you!

We appreciate the work that you do.

Please reach out if you have any questions.

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