

**Individuals with Disabilities
Education Act 2004
Office of Special Education Programs**

**Nebraska
Part B
State Performance Plan
Revised 2005-2010**

**Submitted February 1, 2008
by
Nebraska Department of Education**

This report was prepared by Nebraska Department of Education

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IDEA Part B: State Performance Plan (SPP)

Revised 2005-2010

February 1, 2008

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Part B Revised State Performance Plan (SPP) for 2005-2010

Overview of the SPP/APR Development

Throughout 2006-07 and continuing through the completion of the APR as well as SPP revisions in January, 2008, planning and development sessions were held with NDE Special Education Office staff, including the State Director of Special Education, management team and program consultants.

Individuals and small groups were assigned as appropriate to facilitate the collection and examination of SPP/APR data, and to assure continued integration of activities. Cross-team meetings were held regularly with other teams within the SEA, especially the State Assessment Team, Federal Programs Team (NCLB), Early Childhood Team, Part C Team and Data Center Team, to ensure that data, resources, activities and timelines were aligned to the greatest extent possible across teams.

A variety of key stakeholder groups were involved in discussions throughout 2006-07 seeking input from the continued development of targets, improvement activities, timelines and resources as appropriate to each of the Indicators in the SPP/APR.

The Mountain Plains Regional Resource Center facilitated the gathering of input on several Indicators with internal and state-level committees. Information and training related to Nebraska's SPP/APR Indicators were provided, and discussion and feedback sought from the following stakeholder groups throughout the year in a wide variety of venues: Nebraska Special Education Advisory Council (SEAC), Nebraska Council of School Administrators, Nebraska Association of Special Education Supervisors, NDE/ESU Collaborative Group, Results Matter Child Measurement Task Force, Results Matter early childhood outcomes training series; Early Childhood Interagency Coordinating Council, NDE Special Education regional workshops for administrators and practitioners, and Early Childhood Administrators workshops.

SEAC's support and feedback were sought at their quarterly meetings throughout the year, with particular interest shown in Indicator 8 involving parent partnerships and Indicators 13-14 regarding transition and post-secondary outcomes.

The State Transition Advisory Committee worked on a variety of issues related to Indicators 13 and 14 for transition and post-school outcomes, and contributed recommendations for these SPP/APR Indicators. NDE also attended a Secondary Transition State Planning Institute in May 2007 to prepare for further development of Indicators 13 and 14.

The NDE Results Matter team hosted a series of trainings throughout 2006-07, as well as a state conference in March 2007 regarding child and family outcomes for Part B Indicators 7 and 8 and Part C Indicators 3 and 4. Discussion and input on these Indicators was gathered from EC-ECSE practitioners and administrators during these events. The Early Childhood Interagency Coordinating Council was engaged in discussions and provided input related to the early childhood outcomes and family surveys throughout 2007.

Particular work was accomplished during 2006-07 around Indicator 5 (school-age LRE) in collaboration with the NDE Data Center. NDE Data Center and Special Education staff reviewed Indicator 5 requirements and provided training to special education directors and other key partners regarding LRE definitions, entering accurate coding based on the definitions, and provided related follow-up technical assistance and training in regard to RtI, low incidence disabilities, inclusive practices, and assessment and accommodations in general education classrooms.

During October 2007 a series of four regional special education workshops were hosted at locations across Nebraska by the NDE Special Education Office. Topics addressed in these workshops included the SPP/APR Indicators.

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The NDE/ESU Collaborative Group continued to provide input throughout 2007 on a number of the “New Indicators”. As facilitators for Improving Learning for Children with Disabilities (ILCD) for their school districts and ESUs, this group of special education program coordinators and supervisors are responsible for helping school districts meet all of the compliance and performance requirements of the SPP Indicators.

Dissemination of the February 1, 2008 revised SPP and FFY 2006 APR to the public will follow standard NDE policies and practices.

Reporting to the Public

Nebraska will continue to use the NDE Special Education’s Office website to annually report to the public on Nebraska’s progress and/or slippage in meeting the State Performance Plan (SPP) measurable and rigorous targets. The Annual Performance Reports will also be reported on the website, which can be found using the following web address:
<http://www.nde.state.ne.us/SPED/sppindex.html>.

Through the NDE State of the Schools Report (SOSR) website, Nebraska will annually report district and state level data to the public. The annual SPP data reported for each school district (LEA) in the state on SOSR will include LEA performance of each SPP Indicator, and whether the district has met/not met the established SPP targets.

SOSR is the vehicle used to report State Performance Plan data, as it is NDE’s public reporting tool for displaying district and state level data for all students in Nebraska schools. The Nebraska SOSR is located at the following web address:
<http://reportcard.nde.state.ne.us/Main/Home.aspx>.

Beginning in Fall 2007, the annual public release of LEA performance on SPP targets coincided with the deployment dates established for SOSR. According to NDE protocol, these annual October-November timelines include windows of opportunity for school districts to review and confirm the data prior to public release.

As required by state and federal law, NDE will not report to the public any information on performance that would result in the disclosure of personally identifiable information about individual children, or when the available data are insufficient to yield statistically reliable information.

Part B Revised State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

See SPP Overview, page 1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

Data Source: State of the Schools Report and SESIS child count and exit data.

Measurement: The measurement for all youth is calculated by dividing the number of high school diploma recipients by the sum of dropouts for grades nine through twelve respectively, in consecutive years, plus the number of high school diploma recipients.

The measurement for special education students is calculated by dividing the number of high school diploma recipients, ages 17 through 19, by the sum of dropouts for grades nine through twelve respectively, in consecutive years (using age 15 in grade 9, ages 15-16 in grade 10, ages 16-17 in grade 11, ages 17-19 in grade 12), plus the number of high school diploma recipients.

Measurement for youth with IEPs should be the same measurement as for all youth.

Overview of Issue/Description of System or Process:

Based on standards published by the National Center for Education Statistics, this definition combines dropout and high school diploma recipient data. This rate seeks to answer the question “of those students who have left school, what proportion have done so as completers?” The rate incorporates four years worth of data and thus is an estimated cohort rate. The all-youth rate includes students with disabilities.

When determining the rate for special education students, it is necessary to use age, rather than grade, as statewide special education enrollment and exit data is collected by age only. However we anticipate capturing grade level for special education students in our special education data collection system beginning in 2006. Once we capture grade level, NDE will be able to use an identical measurement for students with and without disabilities.

State requirements for receipt of a regular diploma specify the school must require at least 200 credit hours for graduation, with at least 80 percent of those credit hours from the core curriculum. The Local Education Agency (LEA) may add criteria at their discretion. Students with disabilities may graduate with a regular diploma having met the regular graduation requirements of their district, or by completing the program as describe on the student’s IEP.

Baseline Data for FFY 2004 (2004-2005):

The graduation rate formula for special education students is as follows:

$$\frac{\text{High School Diploma Recipients (ages 17-19, year 4 or 12}^{\text{th}} \text{ grade)}}{\text{Dropouts of Grade 9 (age 15) + Grade 10 (ages 15-16) + Grade 11 (ages 16-17) + Grade 12 (ages 17-19) + High School Diploma Recipients (Grade 12)}}$$

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2004-2005 % of youth with IEPs graduating from high school with a regular diploma= 74.68%

$$\frac{1,687 \text{ (Completers)}}{572 \text{ (students that dropped out)} + 1,687 \text{ (Completers)}} = \frac{1,687 \text{ (Completers)}}{2,259 \text{ (Total)}} = 74.68\%$$

2004-2005 % of all youth in the State graduating with a regular diploma= 88.04%*

*Graduation and dropout rates for all students are reported at the beginning of the next school year through the High School Completer and Dropout Report. The Special Education exiter reports are collected at a different time which therefore makes it difficult to compare the rates for special education and all students.

Completion Rate for special education students:

2003-2004: **70.8%**

2003-04 graduation rate: $\frac{1363^*}{1363 + 563^{**}} = \frac{1363}{1926} = 70.8\% \text{ rate}$

Completion Rate for all students:

2003-2004: **87.48%**

*Number of High School Diploma Recipients: 1363

**Number of Dropouts during 4 consecutive years (2000-2001 through 2003-2004): 563

Discussion of Baseline Data:

2004-2005 data was not yet available at the time of the December 2005 SPP submission. The 2003-2004 data was used as baseline and used for establishing state targets as Nebraska's reporting period was from December to December.

Because targets and baseline data were established using 2003-2004 data, the current targets will be reviewed and possible revisions will be reflected in future reports.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	74.8% or more of youth with IEPs graduating from high school with a regular diploma.
2006 (2006-2007)	74.9% or more of youth with IEPs graduating from high school with a regular diploma.
2007 (2007-2008)	74.9% or more of youth with IEPs graduating from high school with a regular diploma.
2008 (2008-2009)	75.0% or more of youth with IEPs graduating from high school with a regular diploma.
2009 (2009-2010)	75.2% or more of youth with IEPs graduating from high school with a regular diploma.
2010 (2010-2011)	75.4% or more of youth with IEPs graduating from high school with a regular diploma.

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Improvement Activities/Timelines:

Improvement Activities		2005 (2005-2006)	2006 (2006-2007)	2007 (2007-2008)	2008 (2008-2009)	2009 (2009-2010)	2010 (2010-2011)
1.	Nebraska Department of Education (NDE) will sponsor a Dropout Intervention Forum, which will provide an overview of dropout issues including: predictors, prevention strategies, and dropout prevention programs.	X					
2.	The State Transition Advisory Committee, a standing committee of Special Education Advisory Council (SEAC), will continue to monitor graduation and dropout data and provide a focus for future activities and initiatives to improve graduation rates.	X	X	X	X	X	X
3.	Each year approximately 20% of Nebraska school districts, through the Improving Learning for Children with Disabilities (ILCD) process, will calculate their graduation rates and compare those rates with statewide data. This will provide a local level focus when necessary, and identification of improvement strategies at the district level.	X	X	X	X	X	X
4.	NDE will offer training and staff development opportunities to improve graduation rates.	X	X	X	X	X	X
5.	Consideration will be given to funding of intervention strategies to facilitate overall improvement in graduation rates.	X	X	X	X	X	X
6.	NDE staff will maintain contact with the National Dropout Prevention Center for Students with Disabilities and the Community of Practice (CoP) for guidance and support.	X	X	X	X	X	X

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Improvement Activities		2005 (2005-2006)	2006 (2006-2007)	2007 (2007-2008)	2008 (2008-2009)	2009 (2009-2010)	2010 (2010-2011)
7.	NDE will collect grade levels of special education students, which will provide a more appropriate comparison between special education students and all students.		X	X	X	X	X
8.	The baseline data will be monitored each year for multi-year trend patterns and to determine effectiveness of improvement activities.	X	X	X	X	X	X
9.	The Youth Leadership Network will begin meeting on a regular basis. Training will be provided to the youth with disabilities serving on the Network.			X	X	X	X
10.	NDE will host a state-wide Dropout Forum in November 2007.			X			

Resources:

- National Community of Practice on Dropout Prevention (CoP)
- National Center on Secondary Education and Transition (NCSET)
- Improving Learning for Children with Disabilities (ILCD) Process
- Mountain Plains Regional Resource Center (MPRRC)
- Special Education Advisory Council (SEAC)
- State Transition Advisory Committee
- Vocational Rehabilitation
- Nebraska Career Education
- NDE Data Center

Part B Revised State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

See SPP Overview, page 1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

Data Source: State of the Schools Report and SESIS enrollment and exit data.

Measurement: The measurement for all youth is calculated by dividing the total number of 7th – 12th grade students who dropped out, by the official fall enrollment for grades 7-12.

The measurement for special education students is calculated by dividing the number of special education students, ages 14 through 21, who exited special education by dropping out, by the total number of special education students, ages 14 through 21.

Measurement for youth with IEPs should be the same measurement as for all youth.

Overview of Issue/Description of System or Process:

The Nebraska Department of Education’s definition for dropout is comparable to that used by the National Cooperative Education Statistics project sponsored by the National Center for Education Statistics.

A dropout is a student: who enrolled in school the previous school year but did not enroll at the beginning of the current school year; and has not graduated from high school or completed a state or district approved education program.

When determining the rate for special education students it is necessary to use age, rather than grade, as statewide special education enrollment and exit data is collected by age only. However we anticipate capturing grade level for special education students in our special education data collection system beginning in 2006. Once we capture grade level, NDE will be able to use an identical measurement for students with and without disabilities.

Baseline Data for FFY 2004 (2004-2005):

Dropout formula for special education students is as follows:

$$\frac{\text{Number of special education students, ages 14-21, who dropped out}}{\text{Total number of special education students, ages 14-21}}$$

<p>2004-2005% of youth with IEPs dropping out of high school = 3.09%</p> <p><u>435 (students that dropped out)</u> = 3.09%</p> <p>14,080 (total number of special education students, ages 14-21)</p> <p>2004-2005% of all students dropping out of high school= 1.86%*</p> <p>*Graduation and dropout rates for all students are reported at the beginning of the next school year through the High School Completer and Dropout Report. The Special Education exit reports are collected at a different time which therefore makes it difficult to compare the rates for special education and all students.</p>
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<p>Dropout rate for sped students:</p> <p>2003-2004: 2.72%</p> <p><u>2003/04 dropout rate:</u> <u>365 *</u> = 2.72% rate 13,410 **</p> <p>*Number of special education students, ages 14-21, who dropped out: 365</p> <p>**Total number of special education students, ages 14-21 (based on 12/1/03 child count): 13,410</p> <p>Dropout rate for all students: 2003-2004: 1.92%</p>
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Discussion of Baseline Data:

2004-2005 data was not yet available at the time of the December 2005 SPP submission. The 2003-2004 data was used as baseline and used for establishing state targets as Nebraska’s reporting period was from December to December.

Because targets and baseline data were established using 2003-2004 data, the current targets will be reviewed and possible revisions will be reflected in future reports.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	2.60% or less of youth with IEPs dropping out of high school.
2006 (2006-2007)	2.48% or less of youth with IEPs dropping out of high school.
2007 (2007-2008)	2.36% or less of youth with IEPs dropping out of high school.
2008 (2008-2009)	2.24% or less of youth with IEPs dropping out of high school.
2009 (2009-2010)	2.12% or less of youth with IEPs dropping out of high school.
2010 (2010-2011)	2.00% or less of youth with IEPs dropping out of high school.

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Improvement Activities/Timelines:

Improvement Activities		2005 (2005-2006)	2006 (2006-2007)	2007 (2007-2008)	2008 (2008-2009)	2009 (2009-2010)	2010 (2010-2011)
1.	Nebraska Department of Education (NDE) will sponsor a Dropout Intervention Forum, which will provide an overview of dropout issues including: predictors, prevention strategies, and dropout prevention programs.	X					
2.	The State Transition Advisory Committee, a standing committee of Special Education Advisory Council (SEAC), will continue to monitor graduation and dropout data and provide a focus for future activities and initiatives to improve graduation rates.	X	X	X	X	X	X
3.	Each year approximately 20% of Nebraska school districts, through the Improving Learning for Children with Disabilities (ILCD) process will calculate their graduation rates and compare those rates with statewide data. This will provide a local level focus when necessary, and identification of improvement strategies at the district level.	X	X	X	X	X	X
4.	NDE will offer training and staff development opportunities to improve graduation rates.	X	X	X	X	X	X
5.	Consideration will be given to funding of intervention strategies to facilitate overall improvement in graduation rates.	X	X	X	X	X	X
6.	NDE staff will maintain contact with the National Dropout Prevention Center for Students with Disabilities and the Community of Practice (CoP) for guidance and support.	X	X	X	X	X	X
7.	NDE will collect grade levels of special education students, which will provide a more appropriate comparison between special education students and all students.		X	X	X	X	X

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Improvement Activities		2005 (2005-2006)	2006 (2006-2007)	2007 (2007-2008)	2008 (2008-2009)	2009 (2009-2010)	2010 (2010-2011)
8.	The baseline data will be monitored each year for multi-year trend patterns and to determine effectiveness of improvement activities.	X	X	X	X	X	X
9.	The Youth Leadership Network will begin meeting on a regular basis. Training will be provided to the youth with disabilities serving on the Network.			X	X	X	X
10.	NDE will host a state-wide Dropout Forum in November 2007.			X			

Resources:

- National Community of Practice for Dropout Prevention (CoP)
- Improving Learning for Children with Disabilities (ILCD) Process
- Mountain Plains Regional Resource Center (MPRRC)
- Special Education Advisory Council (SEAC)
- State Transition Advisory Committee
- Vocational Rehabilitation
- Nebraska Career Education
- NDE Data Center

Part B Revised State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

See SPP Overview, page 1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 3: Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts that have a disability subgroup that meets the State’s minimum “n” size meeting the State’s AYP objectives for progress for disability subgroup.**
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

- A. Percent = # of districts meeting the State’s AYP objectives for progress for the disability subgroup (children with IEPs) divided by the total # of districts in the State times 100.
- B. Participation rate =
 - a. # of children with IEPs in grades assessed;
 - b. # of children with IEPs in regular assessment with no accommodations (percent = b divided by a times 100);
 - c. # of children with IEPs in regular assessment with accommodations (percent = c divided by a times 100);
 - d. # of children with IEPs in alternate assessment against grade level standards (percent = d divided by a times 100); and
 - e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = e divided by a times 100).

Account for any children included in a but not included in b, c, d, or e above

Overall Percent = b + c + d + e divided by a.

- C. Proficiency rate =
 - a. # of children with IEPs in grades assessed;
 - b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations (percent = b divided by a times 100);
 - c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations (percent = c divided by a times 100);
 - d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards (percent = d divided by a times 100); and
 - e. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards (percent = e divided by a times 100).

Overall Percent = b + c + d + e divided by a.

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Overview of Issue/Description of System or Process:

All students, including students with disabilities, are assessed on Nebraska state standards or alternate assessment standards that are aligned to the state standards. Participation and performance data is collected through the Nebraska STARS (School-based, Teacher-led, Assessment and Reporting System) process. Each Nebraska public school district is required (through Rule 10 Regulations and Procedures for the Accreditation of Schools, Section 005) to develop a local assessment portfolio that is reviewed and rated by the Burros Institute of Psychometric Measure. From these local assessments, student proficiency rates are determined and results are submitted to the Nebraska Department of Education and made public through the Nebraska State of the Schools Report. This data is also used to determine AYP. The most current data in this area is from 2004-2005.

Baseline Data for FFY 2004 (2004-2005):

	2004-05
# Districts meeting minimum <i>n</i>	145
# Districts making AYP	117
% of Districts making AYP	80.69%

Discussion of Baseline Data:

Of the 488 school districts in Nebraska in 2004-05, only 145 have at least one group of 30 (Nebraska’s minimum “n” approved by the U.S. Department of Education). Of those 145 districts, 117 met AYP.

FFY	Measurable and Rigorous Target					
<p>These goals were determined according to IDEA 2004, section 300.157(a)(2) which states, “Performance Goals and Indicators. The State must in effect establish goals for the performance of children with disabilities in the State that are the same as the State’s objectives for progress by children in its definition of adequate yearly progress, including the State’s objectives for progress by children with disabilities, under section 111(b)(2)(C) of the ESEA, 20 U.S.C. 6311”</p>						
2005 (2005-2006)	Elementary Math Reading	74% 72%	Middle School Math Reading	69% 71%	High School Math Reading	72% 75%
2006 (2006-2007)	Elementary Math Reading	74% 72%	Middle School Math Reading	69% 71%	High School Math Reading	72% 75%
2007 (2007-2008)	Elementary Math Reading	83% 81%	Middle School Math Reading	79% 81%	High School Math Reading	81% 83%
2008 (2008-2009)	Elementary Math Reading	83% 81%	Middle School Math Reading	79% 81%	High School Math Reading	81% 83%
2009 (2009-2010)	Elementary Math Reading	83% 81%	Middle School Math Reading	79% 81%	High School Math Reading	81% 83%

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FFY	Measurable and Rigorous Target					
2010 (2010-2011)	Elementary Math Reading	92% 91%	Middle School Math Reading	90% 91%	High School Math Reading	91% 92%

Improvement Activities/Timelines/Resources:

Improvement Activities		2005 (2005-2006)	2006 (2006-2007)	2007 (2007-2008)	2008 (2008-2009)	2009 (2009-2010)	2010 (2010-2011)
1.	Data will be collected regarding the districts meeting AYP objectives for progress for disability subgroup through the State of the Schools Report.	X	X	X	X	X	X
2.	An NDE team (composed of people for Special Education, Curriculum, Federal Programs and School Improvement) will work with districts and buildings to raise student performance.	X	X	X	X	X	X
3.	NDE's Special Education and Curriculum/Instruction departments will collaborate in professional development opportunities regarding achievement for all students in the LRE.	X	X	X	X	X	X

Rationale: Activity #4 has been moved to Indicator #5 – Least Restrictive Environments

Resources:

Nebraska State of the Schools Report
 Nebraska STARS Updates
 Council of Chief State School Officers (ASES SCASS)
 ILCD Process
 NDE/ILCD Staff
 ESU/ILCD Facilitators
 Mountain Plains Regional Resource Center
 Response To Intervention/ Problem Solving Teams materials
 Nebraska Department of Education's Curriculum and Instruction, Title I, School Improvement, and Assessment staffs

Part B Revised State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

See SPP Overview, page 1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 3: Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts meeting the State's AYP objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.**
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

- A. Percent = # of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs) divided by the total # of districts in the State times 100.
- B. Participation rate =
 - a. # of children with IEPs in grades assessed;
 - b. # of children with IEPs in regular assessment with no accommodations (percent = b divided by a times 100);
 - c. # of children with IEPs in regular assessment with accommodations (percent = c divided by a times 100);
 - d. # of children with IEPs in alternate assessment against grade level standards (percent = d divided by a times 100); and
 - e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = e divided by a times 100).

Account for any children included in a but not included in b, c, d, or e above

Overall Percent = b + c + d + e divided by a.

- C. Proficiency rate =
 - a. # of children with IEPs in grades assessed;
 - b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations (percent = b divided by a times 100);
 - c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations (percent = c divided by a times 100);
 - d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards (percent = d divided by a times 100); and
 - e. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards (percent = e divided by a times 100).

Overall Percent = b + c + d + e divided by a.

Overview of Issue/Description of System or Process:

All students, including students with disabilities, are assessed on either the Nebraska School-based, Teacher-led, Assessment and Reporting System (STARS) standards or the STARS Alternate Standards. Participation is reported through the Nebraska STARS process. Data in Table #1 is participation on STARS assessments. Data in Table #2 reflects participation in Nebraska’s State-wide Writing Assessment.

Data for FFY 2005 (2005-2006):

Table 1 – Participation in STARS Assessments

School Year	Subject Area Grade	Number of children with IEPs	# and % Students Reg. Assessment		# and % Students Reg. Assessment		# and % Students Alt. Assessment	# and % Students Alt. Assessment
			No Accommodations	With Accommodations	With Accommodations	Grade level Standards	Alternate Standards	
1004/05	Math, Grade 4	33378	1817 53.78%	1383 40.94%	0	148 4.38%		
	Math, Grade 8	3087	1552 50.27%	1244 40.29%	0	209 6.77%		
	Math, Grade 11	2182	1101 30.45%	874 40.05%	0	123 5.63%		
	Totals	8647	4470	3501	0	480		
Overall Percent			4470 + 3501 + 0 + 480 = 8451		8451 / 8647 = 97.7%			
1004/05	Reading, Grade 4	3378	2045 60.54%	1151 34.1%	0	148 4.38%		
	Reading, Grade 8	3087	1539 49.85%	1250 40.3%	0	209 6.77%		
	Reading, Grade 11	2182	1170 53.62%	878 40.3%	0	123 5.63%		
	Totals	8647	4754	3279	0	480		
Overall Percent			4754+ 3279 + 0 + 480 = 8513		8513 / 8647 = 98.5%			

Account for any children with IEPs that were not assessed:

Table 1: While Nebraska’s goal is to assess 100% of all our students, the figures in Table 1 indicate that the percentage of student participation in both math and reading was above Nebraska’s minimum 95% rate. Non-participation is attributed in most part to student mobility: moving from a district before assessments were given or students that have not been enrolled in the district for at for the entire school year.

Table 2: Students not participating in the State Writing Assessment were either 1) absent during the two week time period for administration, 2) had not attended school in the district for a full year, or 3) assessed through the alternate assessment process. Writing scores on the STARS Alternate Assessment are included and reported in the reading/writing section of that assessment report.

Discussion of Baseline Data:

There is a variance in the number of students with IEPs at each grade level due to the fact that the numbers for the general assessments are based on student counts taken at the beginning of the 2004-2005 school year. The numbers for the State-wide Writing Assessment reflect the enrollment during the two-week testing window in early spring of 2005.

Data for FFY 2005 (2005-2006):

Table 1 – Participation in STARS Assessments

School Year	Subject Area Grade	Number of children with IEPs	# and % Students Reg. Assessment		# and % Students Reg. Assessment		# and % Students Alt. Assessment	# and % Students Alt. Assessment
			No Accommodations	With Accommodations	No Accommodations	With Accommodations	Grade level Standards	Alternate Standards
2004/05	Math, Grade 4	33378	1817	53.78%	1383	40.94%	0	148 4.38%
	Math, Grade 8	3087	1552	50.27%	1244	40.29%	0	209 6.77%
	Math, Grade 11	2182	1101	30.45%	874	40.05%	0	123 5.63%
	Totals	8647	4470		3501		0	480
Overall Percent 4470 + 3501 + 0 + 480 = 8451 8451 / 8647 = 97.7%								
	Reading, Grade 4	3378	2045	60.54%	1151	34.1%	0	148 4.38%
	Reading, Grade 8	3087	1539	49.85%	1250	40.3%	0	209 6.77%
	Reading, Grade 11	2182	1170	53.62%	878	40.3%	0	123 5.63%
	Totals	8647	4754		3279		0	480
Overall Percent 4754+ 3279 + 0 + 480 = 8513 8513 / 8647 = 98.5%								

Table 2 – State-wide Writing Assessment

School Year	Grade Level	Number of children with IEPs	# and % of Children Assessed		# and % Students Reg. Assessment		# and % Students Reg. Assessment	
			No Accommodations	With Accommodations	No Accommodations	With Accommodations		
2004/05	Grade 4	3395	3199	94.23%	1999	62.48%	1200	37.51%
	Grade 8	3203	2933	91.41%	1775	60.51%	1158	39.48%
	Grade 11	2282	2048	89.75%	1333	65.08%	715	34.91%
	Totals	8880	8180		5107		3073	
Overall Percent 8180 / 8880 = 92.2%								

Account for any children with IEPs that were not assessed:

Table 1: While Nebraska’s goal is to assess 100% of all our students, the figures in Table 1 indicate that the percentage of student participation in both math and reading was above Nebraska’s minimum 95% rate. Non-participation is attributed in most part to student mobility: moving from a district before assessments were given or students that have not been enrolled in the district for at for the entire school year.

Table 2: Students not participating in the State Writing Assessment were either 1) absent during the two week time period for administration, 2) had not attended school in the district for a full year, or 3) assessed through the alternate assessment process. Writing scores on the STARS Alternate Assessment are included and reported in the reading/writing section of that assessment report.

Discussion of Baseline Data:

There is a variance in the number of students with IEPs at each grade level due to the fact that the numbers for the general assessments are based on student counts taken at the beginning of the 2004-2005 school year. The numbers for the State-wide Writing Assessment reflect the enrollment during the two-week testing window in early spring of 2005.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	<ul style="list-style-type: none"> 95.0% of Nebraska’s students with disabilities will participate in the Nebraska STARS assessments in math and reading which includes the Alternate Assessment. 95.0% students with disabilities will participate in the State-wide Writing Assessment.
2006 (2006-2007)	<ul style="list-style-type: none"> 95.0% of Nebraska’s students with disabilities will participate in the Nebraska STARS assessments in math and reading which includes the Alternate Assessment. 95.0% students with disabilities will participate in the State-wide Writing Assessment.
2007 (2007-2008)	<ul style="list-style-type: none"> 95.0% of Nebraska’s students with disabilities will participate in the Nebraska STARS assessments in math and reading which includes the Alternate Assessment. 95.0% students with disabilities will participate in the State-wide Writing Assessment.
2008 (2008-2009)	<ul style="list-style-type: none"> 95.0% of Nebraska’s students with disabilities will participate in the Nebraska STARS assessments in math and reading which includes the Alternate Assessment. 95.0% students with disabilities will participate in the State-wide Writing Assessment.
2009 (2009-2010)	<ul style="list-style-type: none"> 95.0% of Nebraska’s students with disabilities will participate in the Nebraska STARS assessments in math and reading which includes the Alternate Assessment. 95.0% students with disabilities will participate in the State-wide Writing Assessment.
2010 (2010-2011)	<ul style="list-style-type: none"> 95.0% of Nebraska’s students with disabilities will participate in the Nebraska STARS assessments in math and reading which includes the Alternate Assessment. 95.0% students with disabilities will participate in the State-wide Writing Assessment.

Rationale:

Targets for participation rates have been changed to reflect Nebraska’s AYP determination, “At least 95% of the students at that grade level must participate in the assessments...” After stakeholder discussion and input, it was determined that this target, set for all students, should be used, as well, for the sub-group of students with disabilities.

Improvement Activities/Timelines:

Improvement Activities		2005 (2005-2006)	2006 (2006-2007)	2007 (2007-2008)	2008 (2008-2009)	2009 (2009-2010)	2010 (2010-2011)
1.	Data will be collected regarding the number of students with disabilities taking the STARS Assessment with no accommodations, with accommodations, and with modifications.	X	X	X	X	X	X

Revised SPP Template – Part B (3)

Nebraska
State

Improvement Activities		2005 (2005-2006)	2006 (2006-2007)	2007 (2007-2008)	2008 (2008-2009)	2009 (2009-2010)	2010 (2010-2011)
2.	Using information from the Improving Learning for Children with Disabilities (ILCD) process, the Nebraska Department of Education (NDE) and individual schools will monitor the assessment process to ensure students with disabilities are being assessed using the appropriate instruments as indicated in students' IEPs.	X	X	X	X	X	X
3.	Using information from the ILCD process, the Nebraska Department of Education (NDE) and individual schools will monitor the number of students with disabilities and strive for 100% participation in the assessment process.	X	X	X	X	X	X
4.	Training regarding accommodations, modifications and the STARS Alternate Assessment will be provided across the state by the Nebraska Department of Education and Educational Service Units (ESUs).	X	X	X	X	X	X
5.	File review procedures will be provided to schools through staff development activities and the ILCD website.	X	X	X	X	X	X
6.	Assessment participation rates for all students with disabilities will be reported to the Department of Education (NDE).	X	X	X	X	X	X
7.	Continue collaboration between NDE general education and special education teams to ensure assessment procedures are consistent for all students.	X	X	X	X	X	X

Rationale: Activity 6 has been deleted and folded into Activity #4. Both addressed staff development on assessment of students' with disabilities by NDE and the state's Educational Service Units.

Resources:

Nebraska State of the Schools Report
 ILCD Process and Website
 NDE/ILCD Staff
 ESU/ILCD Facilitators
 "A System of Assessment and Accountability For Students with Disabilities" – NDE technical assistance guide for the Alternate Assessment
 Nebraska STARS Updates
 Council of Chief State School Officers (ASES SCASS)

Part B Revised State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

See SPP Overview, page 1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 3: Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts meeting the State's AYP objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. **Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.**

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

- A. Percent = # of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs) divided by the total # of districts in the State times 100.
- B. Participation rate =
 - a. # of children with IEPs in grades assessed;
 - b. # of children with IEPs in regular assessment with no accommodations (percent = b divided by a times 100);
 - c. # of children with IEPs in regular assessment with accommodations (percent = c divided by a times 100);
 - d. # of children with IEPs in alternate assessment against grade level standards (percent = d divided by a times 100); and
 - e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = e divided by a times 100).

Account for any children included in a but not included in b, c, d, or e above

Overall Percent = b + c + d + e divided by a.

- C. Proficiency rate =
 - a. # of children with IEPs in grades assessed;
 - b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations (percent = b divided by a times 100);
 - c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations (percent = c divided by a times 100);
 - d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards (percent = d divided by a times 100); and
 - e. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards (percent = e divided by a times 100).

Overall Percent = b + c + d + e divided by a.

Overview of Issue/Description of System or Process:

All students, including students with disabilities, are to be assessed on Nebraska’s state standards or on alternate assessment standards aligned with the state standards (Table 4). The Nebraska School-based, Teacher-led, Assessment and Reporting System (STARS) requires local districts to develop local assessment portfolios submitted to the Buros Institute of Psychometric Measure for review and scoring. From these local assessments, student proficiency rates are determined and results are submitted to the Nebraska Department of Education and made public through the Nebraska State Report Card and the State of the Schools Report. (Table 3)

Nebraska’s statewide assessment, the Nebraska Writing Assessment, is administered during a two-week time frame in late January or early February. Completed assessments are submitted to the Nebraska Department of Education for statewide scoring by an external panel. Performance is reported as “Meeting or Exceeding Standards” and “Not Meeting Standards. (Table 5) The writing assessment for students with severe cognitive disabilities is integrated into the State alternate assessment. The performance of those students is reported in the reading/writing section of that assessment.

Baseline Data for FFY 2004 (2004-2005):

Table 3-Proficiency Rates on State Standards

School Year	STARS Assessments	# of Students with IEPs in Grades Assessed	# and % of Students Proficient or Above	
2004/2005	Math, Grade 4	3376 - 148 = 3228	2345	72.65%
	Math, Grade 8	3087 - 208 = 2878	1666	57.88%
	Math, Grade 11	2182 – 123 = 2051	906	44.18%
	Totals	8157	4917	
Overall Percent		4917 / 8157 = 60.3%		
	Reading, Grade 4	3376 - 148 = 3228	2091	64.77%
	Reading, Grade 8	3087 - 208 = 2878	1801	62.57%
	Reading, Grade 11	2182 – 123 = 2051	1132	55.21%
	Totals	8157	5024	
Overall Percent		5024 / 8157 = 61.6%		

Table 4 – Proficiency Rates on Alternate Assessment

School Year	Alternate Assessment	Number of Students with IEPs in Grades Assessed	# and % Students Proficient or Above on Grade Level Standards	# and % Students Proficient or Above on Alternate Achievement Standards	Total # of Students at Each Grade Level and % of students taking the Alternate Assessment
2004/2005	Math, Grade 4	3376	0	43 1.27%	20,413 .021%
	Math, Grade 8	3087	0	114 3.69%	22,219 .051%
	Math, Grade 11	2182	0	67 3.07%	21,307 .031%
	Total	8445	0	224	
Overall Percent		224 / 8445 = 2.7%			

School Year	Alternate Assessment	Number of Students with IEPs in Grades Assessed	# and % Students Proficient or Above on Grade Level Standards	# and % Students Proficient or Above on Alternate Achievement Standards	Total # of Students at Each Grade Level and % of students taking the Alternate Assessment
	Reading/Writing, Grade 4	3376	0	51 1.51%	20,413 .024%
	Reading/Writing, Grade 8	3087	0	122 3.95%	22,219 .054%
	Reading/Writing, Grade 11	2182	0	67 3.07%	21,307 .031%
	Total	8445	0	240	
Overall Percent 240 / 8445 = 2.8%					

Table 5- Proficiency Rate on State-wide Writing Assessment

School Year	Grade Levels	Number of Students with IEPs	# and % of Students Taking Assessment	# and % Meeting or Exceeding Standards
2004 - 2005	Grade 4	3395	3199 94.23%	2030 63.46%
	Grade 8	3203	2933 91.41%	1682 57.35%
	Grade 11	2282	2048 89.75%	1278 62.40%
	Totals	8880	8180	4990
Overall percent 4990 / 8880 = 56.2%				

Discussion of Baseline Data:

Table 3: To provide accurate data on this table, the number of students taking the alternate assessment was subtracted from the total number of students with IEPs. Proficiency percentages were based on the number of students who actually took the STARS Assessment, not on the total number of students with IEPs. Nebraska does disaggregate proficiency rates based on accommodations or no accommodations.

Table 4: Additional information regarding the % of students taking the alternate assessment compared to the 1% cap is placed in *italics*.

Table 5: The total number of students with IEPs includes those students taking the alternate assessment. However the overall rate of 56.2% does not reflect the proficiency rates of those students. They are included in the Reading/Writing section of Table 4.

There is a variance in the number of students with IEPs at each grade level due to the fact that the numbers for the general assessments are based on student counts taken at the beginning of the 2004-2005 school year. The numbers for the State-wide Writing Assessment reflect the enrollment during the two-week testing window in early spring of 2005.

Revised SPP Template – Part B (3)

Nebraska
State

FFY	Measurable and Rigorous Target					
Expectations for students with disabilities are as rigorous as those set for all students in Nebraska (IDEA 300.157a2). These proficiency percentages in reading and math are those of the general education population.						
2005 (2005-2006)	Elementary		Middle School		High School	
	3-6 Math	74%	7-8 Math	69%	9-12 Math	72%
2006 (2006-2007)	Elementary		Middle School		High School	
	3-6 Reading	72%	7-8 Reading	71%	9-12 Reading	75%
2007 (2007-2008)	Elementary		Middle School		High School	
	3-6 Math	83%	7-8 Math	79%	9-12 Math	81%
2008 (2008-2009)	Elementary		Middle School		High School	
	3-6 Reading	81%	7-8 Reading	81%	9-12 Reading	83%
2009 (2009-2010)	Elementary		Middle School		High School	
	3-6 Math	83%	7-8 Math	79%	9-12 Math	81%
2010 (2010-2011)	Elementary		Middle School		High School	
	3-6 Reading	91%	7-8 Reading	91%	9-12 Reading	91%

Improvement Activities/Timelines:

Improving achievement for students with disabilities is a significant goal of the Nebraska Department of Education. To that end, the following activities, timelines and resources have been identified:

Improvement Activities		2005 (2005-2006)	2006 (2006-2007)	2007 (2007-2008)	2008 (2008-2009)	2009 (2009-2010)	2010 (2010-2011)
1.	Reading, writing, and math performance results for all students in Nebraska, including students with disabilities, will be reported at grades 3,4,5,6,7,8 and 11.	X	X	X	X	X	X
2.	Regional trainings, which include information on assessing and reporting students with disabilities, will be provided by the Nebraska Department of Education (NDE) and the Nebraska Education Service Units (ESUs).	X	X	X	X	X	X
3.	NDE's Special Education and the State Assessment Office will collaborate in professional development regarding assessment literacy for all staff serving students with disabilities.	X	X	X	X	X	X

Revised SPP Template – Part B (3)

Nebraska
State

Improvement Activities		2005 (2005-2006)	2006 (2006-2007)	2007 (2007-2008)	2008 (2008-2009)	2009 (2009-2010)	2010 (2010-2011)
4.	NDE’s Special Education and Curriculum/Instruction departments will collaborate in professional development opportunities regarding achievement for all students in the LRE.	X	X	X	X	X	X
5.	No more than 1% of Nebraska students will be assessed as “proficient or above” using the Alternate Assessment.	X	X	X	X	X	X
6.	NDE’s Special Education and the State Assessment Office will collaborate to prepare assessment information for dissemination through the <u>STARS Updates</u> published three times during the year.	X	X	X	X	X	X
7.	A SEAC (Special Education Advisory Council) ad hoc committee will be meet to direct and review the Alternate Assessment refinement process.	X					
8.	Refinement of the Nebraska SPED Alternate Assessment will be completed. This process and document will be evaluated for technical quality using the “6 Quality Assessment Criteria”.	X					
9.	The refined Alternate Assessment will be implemented across the state and reported through the STARS process.		X	X	X	X	X
10.	An updated Accommodations Manual of effective and acceptable accommodations for instruction and assessment will be published and distributed and on-going accommodations training will be provided to general and special education teachers across the state.	X	X	X	X	X	X

Resources:

Nebraska State of the Schools Report
 ILCD Process and Website
 NDE/ILCD Staff
 ESU/ILCD Facilitators

Revised SPP Template – Part B (3)

Nebraska
State

“A System of Assessment and Accountability For Students with Disabilities” – NDE technical assistance guide for the Alternate Assessment
Nebraska STARS Updates
Council of Chief State School Officers (ASES SCASS)
Mountain Plains Regional Resource Center
Response To Intervention/ Problem Solving Teams materials
Nebraska Department of Education’s Curriculum and Instruction, Title I, School Improvement, and Assessment staffs

Part B Revised State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

See SPP Overview, page 1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion:

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

- A. Percent = # of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year divided by # of districts in the State times 100.
- B. Percent = # of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity divided by # of districts in the State times 100.

Include State's definition of "significant discrepancy."

Overview of Issue/Description of System or Process:

The NDE compares suspension and expulsion rates for children with disabilities, for greater than 10 days in a school year, among the LEAs, or school districts, in the state. A comparison of suspension and expulsion rates for children with disabilities to rates for children without disabilities is not possible, since comparable general education suspension/expulsion data is not collected.

Nebraska's performance target is a suspension or expulsion rate of less than 5% of students with disabilities within each school district for suspensions or expulsions greater than 10 days in a school year. This performance target was determined with input from various stakeholders, including Nebraska's Special Education Advisory Council (SEAC), school district and university personnel, the Nebraska Parent Training and Information (PTI) organization, and NDE. Based on the stakeholder input, SEAC recommended to NDE that the performance target be set at a suspension or expulsion rate of less than 5% of the school districts special education membership. Therefore, Nebraska's definition of "**significant discrepancy**" is:

- a) a suspension or expulsion rate of 5% or more of the school district's special education membership

and

- b) the school district suspends or expels more than 5 students.

Baseline Data for FFY 2004 (2004-2005):

Section A. The 2004-05 suspension and expulsion data is obtained from Table 5, Section A, of the federal report. During the 2004-05 school year, 0.4% of school districts had a significant discrepancy in the rates of suspensions or expulsions of children with disabilities for greater than 10 days in a school year.

Section B. As Section B is a new indicator, Nebraska’s baseline data is from the 2005-06 school year. The 2005-06 suspension and expulsion data is obtained from Table 5, Section B of the federal report. During the 2005-06 school year, 0.22% of school districts had a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

Discussion of Baseline Data:

Section A. During the 2004-05 school year, Nebraska had 488 total school districts, with 52 school districts reporting suspensions or expulsions of children with disabilities greater than 10 days. Of these 52 school districts, six school districts had a suspension or expulsion rate of 5% or more. Of those six school districts, only two school districts suspended or expelled more than 2 students with disabilities. Hence, only two school districts met Nebraska’s significant discrepancy criteria, which represents only 0.4% of the total school districts in Nebraska (2 school districts divided by 488 school districts in the state times 100 = 0.4%).

Section B. Nebraska had 460 school districts in 2005-06 with 37 school districts reporting suspension or expulsions of children with disabilities greater than 10 days in a school year. Of these 37 school districts, one school district had a suspension/expulsion rate of 5% or more by race/ethnicity. Hence, one school district met Nebraska’s significant discrepancy criteria which represents only 0.2% of the total school districts in Nebraska (1 school district divided by 460 school districts in the state times 100 = 0.2%)

The NDE SPED Office with the support from our stakeholders has revised the measurable and rigorous targets for Indicator 4 suspension/expulsion. The initial targets (SPP 11-05) were set without the benefit of reviewing multiple years of comparable data. Hence, as our knowledge grows so does our ability to set rigorous and measurable targets. (Revised table below).

FFY	Measurable and Rigorous Target
2005 (2005-2006)	A. Decrease to a suspension and expulsion rate of 5% or less for each LEA. B. Decrease to a suspension and expulsion rate of 5% or less for each category of race/ethnicity represented in each LEA.
2006 (2006-2007)	A. Decrease to a suspension and expulsion rate of 5% or less for each LEA. B. Decrease to a suspension and expulsion rate of 5% or less for each category of race/ethnicity represented in each LEA.
2007 (2007-2008)	A. Decrease to a suspension and expulsion rate of 4.75% or less for each LEA. B. Decrease to a suspension and expulsion rate of 4.75% or less for each category of race/ethnicity represented in each LEA.
2008 (2008-2009)	A. Decrease to a suspension and expulsion rate of 4.75% or less for each LEA. B. Decrease to a suspension and expulsion rate of 4.75% or less for each category of race/ethnicity represented in each LEA.

Revised SPP Template – Part B (3)

Nebraska
State

FFY	Measurable and Rigorous Target
2009 (2009-2010)	A. Decrease to a suspension and expulsion rate of 4.5% or less for each LEA. B. Decrease to a suspension and expulsion rate of 4.5% or less for each category of race/ethnicity represented in each LEA.
2010 (2010-2011)	A. Decrease to a suspension and expulsion rate of 4.5% or less for each LEA. B. Decrease to a suspension and expulsion rate of 4.5% or less for each category of race/ethnicity represented in each LEA.

Improvement Activities/Timelines:

Improvement Activities		2005 (2005-2006)	2006 (2006-2007)	2007 (2007-2008)	2008 (2008-2009)	2009 (2009-2010)	2010 (2010-2011)
1.	Periodic and/or targeted training to school districts to ensure accurate reporting of data collection reporting to NDE.	X	X	X	X	X	X
2.	School district(s) with a significant discrepancy in the rates of suspension and expulsions of children with disabilities for greater than 10 days in a school year, will develop improvement strategies and, if necessary, revise school district policies, procedures and practices.	X	X	X	X	X	X
3.	Training and information to school districts regarding positive behavior supports and developing a positive school climate.	X	X	X	X	X	X

Resources:

Mountain Plains Regional Resource Center (MPRRC)
 ESU/NDE Collaborative Partnership
 NDE Instructional Strategies Office
 Center on Positive Behavioral Interventions and Supports

Part B Revised State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

See SPP Overview, page 1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 5: Percent of children with IEPs aged 6 through 21:

- A. Removed from regular class less than 21% of the day;¹
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

- A. Percent = [(# of children with IEPs removed from regular class less than 21% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs removed from regular class greater than 60% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

Overview of Issue/Description of System or Process:

This Indicator is one method of analyzing how much time students with disabilities, ages 6-21, receive instruction in the regular class environment. This information assists the Nebraska Department of Education (NDE) to evaluate whether students with disabilities are educated in the least restrictive environment.

Baseline Data for FFY 2004 (2004-2005):

The baseline data is derived from the December 1, 2004, child count, and in particular Federal Tables 2 (child count) and 3 (FAPE). NDE collects data pertaining to this Indicator via an electronic data system called the Special Education Student Information System (SEIS). The table, below, sets forth the percentage of Nebraska students, ages 6 through 21: (A) removed from the regular class less than 21% of the day, (B) removed from regular class greater than 60% of the day, or (C) served in public and private separate schools, residential placements, and homebound or hospital placements.

¹ At the time of the release of this package, revised forms for collection of 618 State reported data had not yet been approved. Indicators will be revised as needed to align with language in the 2005-2006 State reported data collections.

Revised SPP Template – Part B (3)

LRE Table: Percentage of Students with Disabilities Served in Different Educational Environments (Combined Disabilities), Ages 6-21

A. Data Sources	B. Students removed from regular classroom <21% of day	C. Students removed from regular classroom >60% of day *	D. Students served in public & private separate schools	E. Students served in public & private residential facilities	F. Students served in homebound & hospital placements	G. Total number of students with disabilities, ages 6-21
Nebraska Settings Data (12/1/04)	58.5% (N=23,986)	12.2% (N=5,009)	2.2% (N=885)	0.3% (N=110)	0.6% (N=230)	N=41,005
National Data (2004) **	51.9% (N=3,130,759)	17.6% (N=1,061,943)	3.0% (N=180,908)	0.6% (N=36,162)	0.4% (N=26,248)	N=6,035,376

**This LRE Table does not include the educational environment category “students removed from regular classroom 21% to 60%”, since it was not required for this SPP Indicator.*

*** National data derived from WESTAT Table B4A (“Children Served in the 50 States and D.C. including BIA schools) Under IDEA, Part B, Ages 6-21 by Educational Environments and Disability, 1989 Through 2004, Numbers and Percentages”) using 2004 figures. WESTAT Table B4A is located at www.ideadata.org/docs/PartBTrendData. Data in the LRE Table has been rounded.*

Discussion of Baseline Data:

Nebraska has a total of 41,005 students with disabilities, ages 6-21, based on the December 2004 child count. Of those students, 58.5% (or 23,986 students), were removed from the regular classroom less than 21% of the school day (see LRE Table, above). In terms of time spent in the least restrictive environment, the regular classroom, 58.5% of students with disabilities were instructed in the regular classroom 79% of the time or greater. Compared to the most recent national statistics available from WESTAT, 6.6% more Nebraska students with disabilities were served in this least restrictive category (<21% outside regular classroom) than their national counterparts.

Regarding the more restrictive environment of students removed from the regular classroom greater than 60% of the school day, Nebraska students with disabilities, ages 6-21, comprised only 12.2% of that category. In other words, only 12.2% of students with disabilities (compared to 17.6% nationally) were instructed in the regular classroom 40% of the school day or less.

As indicated in the LRE Table, 2.2% of Nebraska students with disabilities, ages 6-21, were served in public and private separate schools, 0.3% were served in public and private residential placements, and 0.6% were served in homebound and hospital placements, for a combined total of 3.1% of students served in separate schools and outside placements. This combined percentage of 3.1% Nebraska students with disabilities is 1% less than their national counterparts (4.0% nationally).

FFY	Measurable and Rigorous Target		
	Removed from regular classroom less than 21% of day	Removed from regular classroom greater than 60% of day	Separate and outside placements combined
2005 (2005-2006)	58.5% or more of students with disabilities	12.2% or less of students with disabilities	3.0% or less of students with disabilities
2006 (2006-2007)	58.5% or more of students with disabilities	12.2% or less of students with disabilities	3.0% or less of students with disabilities
2007 (2007-2008)	58.7% or more of students with disabilities	12.0% or less of students with disabilities	2.8% or less of students with disabilities
2008 (2008-2009)	58.7% or more of students with disabilities	12.0% or less of students with disabilities	2.8% or less of students with disabilities
2009 (2009-2010)	58.9% or more of students with disabilities	11.8% or less of students with disabilities	2.6% or less of students with disabilities
2010 (2010-2011)	58.9% or more of students with disabilities	11.8% or less of students with disabilities	2.6% or less of students with disabilities

Improvement Activities/Timelines:

Note: Improvement activity #3 with timelines was added beginning 2006-07 for the purpose of including activities specific to low incidence disabilities.

Improvement Activities		2005 (2005-2006)	2006 (2006-2007)	2007 (2007-2008)	2008 (2008-2009)	2009 (2009-2010)	2010 (2010-2011)
1.	Continuous reviews of school district self-assessments in accordance with NDE’s Improving Learning for Children with Disabilities (ILCD) to ensure proper placement procedures.	X	X	X	X	X	X
2.	Initial and ongoing training and information to school districts regarding effective implementation of the Response To Intervention (RTI) process.	X	X	X	X	X	X
3.	Provide ongoing training and technical assistance to school districts regarding LRE and children with low incidence disabilities.		X	X	X	X	X

Resources:

- LRE Community of Practice
- Mountain Plains Regional Resource Center (MPRRC)
- RTI Technical Assistance Document
- NDE/ESU Collaborative Project for ILCD
- NDE Accommodations Manual (2005)
- Council for Chief State School Officers (CCSSO)
- WESTAT

Part B Revised State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

See SPP Overview, page 1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

(20 U.S.C. 1416(a)(3)(A))

Measurement:

Percent = # of preschool children with IEPs who received all special education services in settings with typically developing peers divided by the total # of preschool children with IEPs times 100.

Overview of Issue/Description of System or Process:

This Indicator addresses the proportion of preschool children with disabilities, ages 3 through 5, who receive special education and related services in settings with typically developing peers. This information assists the Nebraska Department of Education (NDE) to evaluate whether preschool children with disabilities are served in the least restrictive environment.

States are not required to report on Indicator 6 for 2006-07, pursuant to OSEP Instructions for the FFY 2006 SPP/APR because the new preschool LRE 618 data collection (federal child count) is significantly different and not consistent with current Indicator 6. OSEP will propose changes to Indicator 6 consistent with the revised 618 state-reported data requirements.

Part B Revised State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

See SPP Overview, page 1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children 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.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

A. Positive social-emotional skills (including social relationships):

- a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):

- a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level

<p>nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>If a + b + c + d + e does not sum to 100%, explain the difference.</p> <p>C. Use of appropriate behaviors to meet their needs:</p> <p>a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>If a + b + c + d + e does not sum to 100%, explain the difference.</p>

Overview of Issue/Description of System or Process:

Nebraska is developing and implementing a state early childhood outcomes measurement, data collection and reporting system to obtain required child and family outcomes data, with ongoing direction and support from the Early Childhood Outcomes (ECO) Center and the federal Office of Special Education Programs (OSEP).

This web-based system, called Results Matter in Nebraska, is designed to improve programs and supports for all young children birth to age five served by school districts, the Early Development Network (Part C) and their partners. Results Matter also integrates the state requirements of Nebraska Department of Education (NDE) Rule 11, Regulations for Early Childhood Programs, with respect to reporting child outcomes, including child performance and progress. The outcomes apply to all school-based early childhood programs, including all state grant-funded early childhood programs.

Revised SPP Template – Part B (3)

Nebraska
State

As part of the Results Matter initiative, school districts are to report child outcomes data online, selecting one or more of three observational child assessment tools recommended by Nebraska's state-level Results Matter Child Measurement Task Force in November, 2005. The three state-selected and approved assessments for preschoolers are: Assessment, Evaluation and Programming System for Infants and Children (AEPS), 2nd Edition (Brookes Publishing Company, 2003); Creative Curriculum Developmental Continuum Assessment Toolkit for Ages 3-5 (Teaching Strategies, Inc. 2001); and High/Scope Child Observation Record for Preschool Children (COR) (High/Scope Press, 2003).

These research-based, authentic assessment tools were selected due to their reported high reliability and validity and their link to curriculum and program planning. Scientifically-based cutoff scores defining comparability to same-aged peers has been determined by each of these publishers, which maximizes the validity of the data used to report on each of the OSEP EC Outcomes. The Nebraska Department of Education is the state's licensed manager for the online subscription agreements with each of these vendors. Multiple funding sources are used to support the online subscriptions, including IDEA GSEG, Part C, Part B-619 and state early childhood funding.

For FFY2006 (2006-07), 179 of Nebraska's 254 school districts were using AEPSi.com; 107 districts were using Highscope.net, and 80 districts were using Creativecurriculum.net (total is more than 254 districts because districts may elect to use more than one of the assessment tools)

Beginning in January, 2007, school districts in Nebraska were required to begin data collection and reporting for all newly-verified children. In addition, during 2006 more than half of Nebraska's Head Start agencies, as collaborative partners with school districts in providing blended early childhood programs in many Nebraska communities, elected to join the NDE license subscriptions for Creative Curriculum and High/Scope COR, resulting in more preschool children being part of the Results Matter system. As of June 30, 2007, a total of 4,058 preschool children were entered online in the Results Matter system; of these, 467 children had IEPs with entry data.

Baseline Data for FFY 2006 (2006-2007):

Not applicable for FFY2006. States are not required to report baseline and targets until February 2010, according to OSEP guidance. States are to report progress data and improvement activities for FFY 2006 using the SPP template. According to amended OSEP reporting time lines, progress data (entry and exit data) for children who were part of Nebraska's statewide phase-in process for 2006--07 must be provided in the FFY2006 SPP/APR due February 1, 2008, as well as in the SPP/APR due February 1, 2009.

Progress data reported in 2010 will be considered baseline data. The first year of progress data for preschool children is presented in the Progress Data tables below.

The 2005-06 SPP/APR contained a description of how data are to be collected so that Nebraska will be able to report baseline data, targets, and improvement activities per OSEP Instructions. No changes have been made to that process. Please see Nebraska's FFY2005 APR for a description of the process at www.nde.state.ne.us/SPED/sppindex.html.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	NA – New Indicator. Entry data required.
2006 (2006-2007)	NA – Progress (entry and exit) data required for children who have been in the program for at least six months.

2007 (2007-2008)	NA – Progress data required
2008 (2008-2009)	NA – Progress data required
2009 (2009-2010)	NA – Progress data required
2010 (2010-2011)	Baseline and targets required in the FFY2010 SPP/APR due February 1, 2010.

Discussion of Progress Data for FFY 2006:

Progress Data – Description, Results and Analysis for FFY 2006:

Description

Six sites (school districts and intermediate education agencies) were selected to pilot and phase-in the collection of child outcomes entry data for 2005-06. The sites (ESU #9, ESU #16, Central Nebraska Support Service Program, Falls City Public Schools, Lexington Public Schools, and Lincoln Public Schools) were chosen in Spring, 2006 to represent both rural and urban areas that were geographically located across Nebraska. In addition to geographic location, selection criteria included size of district, diversity of children and families served, and use of one of the three selected child assessment tools. At each site, education providers assessed children who were newly verified beginning April 1, 2006 through December 31, 2006. Entry assessment data was collected on a total of 177 preschool children ages 3-5 during this period ending December 31, 2006.

Beginning in January, 2007, school districts in Nebraska were required to begin data collection and reporting for all newly-verified children. As a result of this start date, NDE has limited progress (entry/exit) data (n=41) to include for the July 1, 2006 – June 30, 2007 reporting period. In Nebraska, the majority of preschool children who will transition to kindergarten receive services through May or June. Therefore, any 4 or 5-year-old child newly-verified in January, 2007 who transitioned to kindergarten would not have been in Part B services for six months or longer. During Nebraska’s required reporting period (January 1, 2007 through June 30, 2007), however, a total of 467 preschool children had entry data collected. As of December, 2007 this number had grown to a total of 1,486 preschool children with entry data. Most of the children with entry data who entered ECSE services near age three are still participating in the program, and will not have exit data until 2008 or 2009, when they can then be included in reporting progress data for those years. The number of children with progress data (entry and exit) will continue to grow each year as all newly-verified children enter into the Results Matter system and exit as five-year-olds from Part B ECSE services to kindergarten.

Results: FFY2006 Progress Data for Nebraska

A. Positive social-emotional skills (including social relationships):	Number of Preschool Children	% of Preschool Children
a. Percent of children who did not improve functioning.	1	2% (1 of 41)

Revised SPP Template – Part B (3)

Nebraska
State

A. Positive social-emotional skills (including social relationships):	Number of Preschool Children	% of Preschool Children
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	7	17% (7 of 41)
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach it	3	7% (3 of 41)
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	7	17% (7 of 41)
e. Percent of children who maintained functioning at a level comparable to same-aged peers	23	56% (23 of 41)
Total	N = 41	100%

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Number of Preschool Children	% of Preschool Children
a. Percent of children who did not improve functioning.	1	2% (1 of 41)
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	3	7% (3 of 41)
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach it	3	7% (3 of 41)
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	7	17% (7 of 41)
e. Percent of children who maintained functioning at a level comparable to same-aged peers	27	66% (27 of 41)
Total	N = 41	100%

C. Use of appropriate behaviors to meet their needs:	Number of Preschool Children	% of Preschool Children
a. Percent of children who did not improve functioning.	1	2% (1 of 41)
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	4	10% (4 of 41)
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not	3	7% (3 of 41)

C. Use of appropriate behaviors to meet their needs:	Number of Preschool Children	% of Preschool Children
reach it		
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	6	15% (6 of 41)
e. Percent of children who maintained functioning at a level comparable to same-aged peers	27	66% (27 of 41)
Total	N = 41	100%

Analysis of Progress Data

With such a limited number of children with progress data reported for 2006-07, it is difficult to make any interpretation of the data. Of interest is the low percentage of preschool children demonstrating delays, represented in this report as well as the analysis of the entry data. Based on discussions with the assessment publishers, several factors may be contributing to these lower numbers. It is probable that many preschool children may have a disability that affects only one outcome area and not the other two. One publisher has added a report that provides the percentage of children who are not functioning typically on at least one of the three outcome areas. This information has been helpful to NDE in interpreting the results. Therefore, while the percentage of children who are not functioning typically on each individual outcome may appear low, the percentage of children who are not functioning typically on at least one outcome was higher. The second reason involves the broadness of the outcome categories, specifically Outcome 2 (acquiring and using knowledge and skills), which measures a wide range of child characteristics, including learning and problem solving, logical thinking, and listening and speaking. A preschool child who has a disability in only one of these areas, i.e., speech or language impairment, may fall into the typical range if the child is functioning typically in the other areas associated with this outcome. Nebraska has a high percentage of children reported with a primary disability of speech-language impairments. Based on the December 1, 2006 federal child count, 50.6 percent (2474 of 4886) of preschool children had a primary disability of speech-language impairments.

In December 2007, NDE met with the three assessment publishers, along with representatives from the ECO Center, Colorado Department of Education (CDE), and NECTAC to discuss this low percentage trend for preschool children demonstrating delays. In preparation for the meeting, NDE asked three Nebraska school districts to review the OSEP report generated by the online systems for any of the children that were assessed as “comparable to same aged peers” across all three outcome areas. The providers reviewed this subset of children and determined, based on their clinical judgment and other assessment information, if they agreed with the OSEP rating. A total of 44 preschool children’s assessment findings were reviewed. The results of this informal survey are summarized in the following table.

	Outcome 1	Outcome 2	Outcome 3
Percent of practitioners who disagreed that the preschool child was “comparable to same aged peers”	48% (21 out of 44 total children)	57% (25 out of 44 total children)	57% (25 out of 44 total children)

Based on this information, and discussion with publishers and the Results Matter state management team, it was recommended that the publishers partner with ECO and NECTAC to review the recommended calibrations for the percentile cut-offs. A joint meeting of the publishers, ECO, CDE, NDE and NECTAC is scheduled for April, 2008 to continue this review. In addition, review will continue regarding the implementation of Results Matter Initiatives in both states in order to improve assessment and instructional practices, implement fidelity processes, and improve the quality of the outcome data.

Improvement Activities/Timelines/Resources:

The following Improvement Activities were developed, implemented and reported for Results Matter in Nebraska's February 1, 2007 SPP/APRs. Updated or new Improvement Activities, Timelines and Resources since that time are included in the table following the chronological sequence of 2005-06 activities below.

Jan-Feb 2005: Nebraska established a Results Matter state management team and statewide stakeholder network to develop a framework for designing and implementing a statewide early childhood outcomes (ECO) measurement system for young children with disabilities B-5 and their families.

Mar-Aug 2005: Three sets of meetings were held with the state management team and state stakeholders to begin drafting a state work plan, facilitated by the National Early Childhood Technical Assistance Center (NECTAC) and using the NECTAC state planning framework. The work plan addresses the following EC outcomes system components: state infrastructure, personnel development, local infrastructure, implementation/practice, and families.

Aug-Oct 2005: Results Matter Child Measurement Task Force established. Met in September and October to (1) review and recommend three to five child assessment tools to be used statewide for measuring child progress, and (2) examine and recommend a process for gathering child assessment data and reporting it to the Nebraska Department of Education (NDE).

Sept-Oct 2005: Informational meetings for broad stakeholder input regarding State Performance Plan (SPP) EC Outcome Indicator and timelines held throughout Nebraska (NDE/Educational Service Unit (ESU) Collaborative, Special Education Advisory Council (SEAC), Nebraska Association of Special Education Supervisors (NASSES), NDE Special Education Regional Workshops, ESU forums/meetings). State management team meets to continue planning and development of the statewide system, with facilitation provided by NECTAC.

Oct 3, 2005: NDE submits proposal for General Supervision Enhancement Grant (GSEG) from OSEP for B-5 child and family outcomes work.

Nov 2005 - Mar 2006: The state management team, in conjunction with the Results Matter Child Measurement Task Force, conducts a pilot test of scoring and data analysis strategies related to child outcomes in selected pilot data sites. NDE reviews and revises state data and monitoring systems to include child outcomes: new NDE State Student Records System (SSRS), and Improving Learning for Children with Disabilities (ILCD). NDE and stakeholders plan for school district phase-in.

Nov 8, 2005: Informational live/video conference at 13 interactive satellite sites statewide to overview and describe child assessment tools selected by state for use by school districts to measure child progress. Based on recommendations made by the Results Matter Child Measurement Task Force, NDE selected the following tools:

- *Assessment, Evaluation and Programming System (AEPS) for Infants and Children (2002)*
- *High/Scope Child Observation Record for Infants and Toddlers (2002)*
- *High/Scope Child Observation Record for Preschool Children (2003)*
- *The Creative Curriculum Developmental Continuum Assessment Toolkit for Ages 3-5 (2001)*
- *The Creative Curriculum Developmental Continuum Assessment Toolkit for Ages B-3 (currently under development and consideration – not yet available)*

Dec 23, 2005: School districts choose one or more of the state-selected child assessment tools to be used in their district for measuring child progress towards outcomes.

Jan-Mar 2006: Statewide practitioner two-day training institutes on child assessment tools and data collection/reporting at the following sites, in collaboration with the Early Childhood Training Center:

- Omaha – January 26-27, 2006, Embassy Suites
- North Platte – February 9-10, 2006, Sandhills Convention Center
- Lincoln – February 28-March 1, 2006, Cornhusker Hotel
- Kearney – March 6-7, 2006, Kearney Holiday Inn.

Mar 2006 – Dec 2007: Federal GSEG awarded in March 2006 to assist NDE with Results Matter training, evaluation and online license subscriptions, as well as to provide a platform for reporting Results Matter state data. No-cost time extension approved to December 31, 2007.

Apr-Dec 2006: Selected school districts, with family participation, begin to collect and report child outcomes data to NDE. NDE reviews quality assurance practices to verify accuracy of data and make any necessary data collection or programmatic changes.

June 30, 2006 - December 31, 2006: Due dates for selected school districts to report first round of child outcomes data at entry.

July-Dec 2006: School districts may elect to begin phase-in for Results Matter, the NDE child outcomes measurement, data collection and reporting system.

Feb 1, 2007: NDE reports entry data for children who are part of Nebraska's phase-in process in FFY2005 APR.

January, 2007 – June 30, 2007 and ongoing: Results Matter child outcomes data collected online for all newly-verified children B-5 by Nebraska school districts beginning January 1, 2007, using one of the three selected web-based assessment systems used statewide (HighScope.net, CreativeCurriculum.net and AEPSinteractive.com)

- NDE originally projected that all school districts would be able to access the online data system for one of the three assessment tools by January 1, 2007. The Highscope.net and CreativeCurriculum.net web-based systems were activated and available to Nebraska school districts prior to January, 2007. Although AEPSi was launched online nationally in October, 2006, NDE discovered that many demographic fields needed to be customized in order to be usable by Nebraska school districts statewide. Brookes Publishing completed this contractual activity for Nebraska in March, 2007, and the AEPSi online system was activated and available for Nebraska school districts beginning April 1, 2007.
- Results Matter Child Measurement Task Force meetings held in February, March and June 2007 to review the child assessment process data results for 2005-06, and begin work on a statewide assessment fidelity process to assure reliability and validity of child outcomes data.
- NDE sponsored a Results Matter state conference March 7-9, 2007 for school district and intermediate education agency practitioners and administrators to increase their understanding of how to use child outcomes data, connect assessment and curriculum to functional IFSP/IEP outcomes, and connect reporting functions to day-to-day work. Dr. Kathy Hebbeler, ECO Center principal investigator; Larry Bram, Creative Curriculum publisher; and Dr. Barbara Jackson, Munroe-Meyer Institute evaluator keynoted this stakeholder conference and work with the Results Matter Child Measurement Task Force to facilitate discussion of issues and recommendations related to establishing targets for child outcomes.

Revised SPP Template – Part B (3)

Nebraska
State

NDE, as licensed manager for each of the three web-based data systems, is able to easily access and monitor the Results Matter child outcomes data base at any point in time. The Munroe-Meyer Institute (University of Nebraska Medical Center), as an evaluation contractor for NDE, provided quarterly OSEP reports to NDE for their review and action throughout 2006-07.

Improvement Activities		2006 (2006-2007)	2007 (2007-2008)	2008 (2008-2009)	2009 (2009-2010)	2010 (2010-2011)
1.	NDE will develop and provide training for early childhood practitioners and local administrators regarding assessment tools, observational assessment practices, online navigation skills, and instructional strategies.	X	X	X	X	X
2.	NDE will develop and provide training and technical assistance for EC practitioners and local administrators regarding interpretation and use of child outcomes data, supervising outcomes data collection, and supporting/supervising practitioners in the assessment fidelity process through the web-based Results Matter Reliability Check.	X	X	X	X	X
3.	NDE will continue to meet regularly with the Results Matter State Management Team, with the support, and collaboration of Munroe-Meyer Institute, through GSEG support, and NECTAC, for ongoing implementation of Nebraska's state framework and workplan for Results Matter: to develop strategies for improving systems administration and monitoring; improving data collection, reporting and quality assurance; providing training and technical assistance; clarifying, updating and revising policies and procedures; and ongoing evaluation of the system.	X	X	X	X	X
4.	NDE will continue to meet regularly with the Results Matter Child Measurement Task Force, and report to the Early Childhood Interagency Coordinating Council, to address local, regional and statewide issues and challenges, and to create strategies for improving child, family and program outcomes.	X	X	X	X	X

Revised SPP Template – Part B (3)

Nebraska
State

Improvement Activities		2006 (2006-2007)	2007 (2007-2008)	2008 (2008-2009)	2009 (2009-2010)	2010 (2010-2011)
5.	NDE will continue to collaborate with school district administrators, early childhood program coordinators, the Nebraska Association of Special Education Supervisors, NDE/ESU Collaborative network, Head Start agencies and community EC providers to effectively and efficiently implement Results Matter.	X	X	X	X	X
6.	NDE will continue to collaborate with the Colorado Department of Education, Munroe-Meyer Institute, the ECO Center and NECTAC to identify cross-state opportunities for joint development and sharing of training modules, technical assistance activities, state-level policies and procedures, and joint meetings and conference calls with the publishers of the online assessment tools being used for Nebraska and Colorado Results Matter.	X	X	X	X	X

Resources:

Office of Special Education Programs (OSEP)
 National Early Childhood Technical Assistance Center (NECTAC)
 Early Childhood Outcomes (ECO) Center
 Results Matter State Management Team
 Results Matter Child Measurement Task Force
 Planning Region Teams
 Nebraska Department of Education (NDE) Early Childhood and Special Education teams
 NDE Early Childhood Training Center
 NDE Data Center
 Nebraska Department of Health and Human Services
 Nebraska General Supervision Enhancement Grant (N-GSEG)
 Munroe-Meyer Institute, University of Nebraska Medical Center
 Nebraska Parent Training and Information Center
 Nebraska Association of Special Education Supervisors
 NDE/Educational Service Unit (ESU) Collaborative Workgroup
 Early Childhood Interagency Coordinating Council (ECICC)
 Nebraska Special Education Advisory Council (SEAC)
 Brookes Publishing Company and AEPSi.com consultants
 Pearson Learning Group and HighScope.net consultants
 Teaching Strategies, Inc. and Creative Curriculum.com consultants

Part B Revised State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

See SPP Overview, page 1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

Overview of Issue/Description of System or Process:

This is a New Indicator for which Nebraska will be collecting baseline data during the Fall 2006. Through our state grant, the Mountain Plains Regional Resource Center (MPRRC) has agreed to provide assistance to NDE staff in the development, implementation, collection and analysis of survey data from parents of children and youth with disabilities (3-21) for Nebraska’s State Performance Plan Part B Indicator 8. Nebraska has agreed to be a part of the newly formed MPRRC Regional Parent Involvement Consortium (RPIC), made up of the states of Montana, South Dakota, Nebraska and the BIA, to meet the requirements for data collection and analysis for the SPP Part B Indicator 8.

Three years ago, the Nebraska Department of Education and the Office of Special Populations developed a new process that links the school improvement process and the special education monitoring process. This new process is called Improving Learning for Children with Disabilities (ILCD). The ILCD process relies on multiple sources of data (e.g., parent/staff surveys, functional outcomes, graduation rates, state assessment results) to gauge the effectiveness of special education supports and services for children with disabilities. This process also evaluates the extent to which the districts are appropriately implementing federal and state laws and regulations in order to provide a free appropriate and public education in the least restrictive environment.

One of the multiple data sources developed for the ILCD process was a parent survey for the Parents of Children with Disabilities Ages 3-21. This survey included some information on opportunities for parent involvement in the special education process. The survey was introduced into the ILCD process during the 2003-2004 school year; and was fully implemented during the 2004-2005 school year. Over a 16 month period, 50 school districts across the State, surveyed their parents as part of the ILCD Phase 2 Data Collection activities. There were approximately 8647 responses to the survey. Question #27 of the original survey, asked parents to agree or disagree with the following statement: “I have all the opportunities I want to be involved in school improvement activities.” Of the 8647 responses gathered, 7560 responses were in the agree/strongly agree categories, and 368 responses were in the disagree/strongly disagree categories, for an overall percentage of positive responses of 95.36%.

Parent Survey								
Question	Strongly Agree	Agree	Disagree	Strongly Disagree	I Do Not Know	Does Not Apply	% of Positive Response	% of Negative Response
27. I have all the opportunities I want to be involved in school improvement activities.								
	2904	4656	289	79	381	338	95.36%	4.64%

Of the 8647 responses collected, less than 2% of the responses came from parents of children with disabilities, ages 3 to 5 years old. This issue was raised as we prepared to analyze the survey and determine its viability as an instrument to gather data for Indicator 8. Following a review of the data generated by the survey, and an analysis of the ILCD Parent Survey questions and content, it was determined that the core questions of the ILCD parent survey, with the addition of family impact questions, would meet the requirement to generate data for Indicator 8. The ILCD Parent Survey for Parents of Children with Disabilities, Ages 3-21 was revised to meet the requirements of IDEA 2004, and to add the family impact questions.

Developing the Distribution Cycle for the Parent Involvement Survey

The ILCD process has been used as the organizing structure for the Parent Involvement Survey. Aligning the survey distribution for the SPP data collection to the ILCD data collection phase allows districts to actively use their parent survey results for school improvement activities. Additionally, by linking the distribution of the survey to these ILCD process activities, it is anticipated that Nebraska schools will be actively encouraging a higher return rate of parent responses.

The MPRRC consultant met with the Nebraska Department of Education (NDE) personnel to develop the distribution cycle for the surveys. Utilizing the ILCD Process for establishing the elements of data search and analysis, the following results were gleaned from the analysis.

The 256 districts are categorized into five groups for ILCD purposes. This attachment shows that each of the five groups is representative of the entire state in terms of geography, size of school district, and rates for race/ethnicity, free/reduced lunch, and special education.

Nebraska Survey Cycle

Table 1

	State	2006-07	2007-08	2008-09	2009-10	2010-11
Number of Districts	256	52	53	51	51	49
Number of Students	369,242	55,611	78,803	74,698	78,622	81,508

Table 2

Percent of:	State	2006-07	2007-08	2008-09	2009-10	2010-11
Students with Disabilities	16.4%	16.2%	16.8%	16.9%	15.5%	16.7%
Students on Free/Reduced Lunch	34.8%	29.0%	29.8%	43.1%	38.4%	38.3%
White Students with Disabilities	78.3%	84.9%	81.7%	70.6%	73.5%	77.0%
Hispanic Students with Disabilities	9.7%	10.2%	7.8%	14.3%	8.4%	9.5%
Black Students with Disabilities	8.5%	2.0%	6.3%	12.3%	13.5%	11.0%

Table 3

# of Districts with enrollment:	State	2006-07	2007-08	2008-09	2009-10	2010-11
> 15,000	5	1	1	1	1	1
5,001-15,000	4	1	2	0	1	0
1,001-5,000	29	5	6	6	5	7

Revised SPP Template – Part B (3)

Nebraska
State

# of Districts with enrollment:	State	2006-07	2007-08	2008-09	2009-10	2010-11
501-1,000	47	12	8	8	10	9
< 500	171	33	36	36	34	32
	256	52	53	51	51	49

Table 4

% of Districts with enrollment:	State	2006-07	2007-08	2008-09	2009-10	2010-11
> 15,000	2.0%	1.9%	1.9%	2.0%	2.0%	2.0%
5,001-15,000	1.6%	1.9%	3.8%	0.0%	2.0%	0.0%
1,001-5,000	11.3%	9.6%	11.3%	11.8%	9.8%	14.3%
501-1,000	18.4%	23.1%	15.1%	15.7%	19.6%	18.4%
< 500	66.8%	63.5%	67.9%	70.6%	66.7%	65.3%
	1	1	1	1	1	1

Table 5

Mean Percent of:	State	2006-07	2007-08	2008-09	2009-10	2010-11
Students with Disabilities	17.2%	17.4%	16.9%	17.7%	16.0%	18.0%
Students on Free/Reduced Lunch	36.6%	37.7%	36.3%	37.2%	35.7%	35.9%
White Students with Disabilities	88.9%	88.9%	87.8%	89.0%	89.1%	89.8%
Hispanic Students with Disabilities	6.1%	6.8%	7.4%	5.9%	4.9%	5.6%
Black Students with Disabilities	1.4%	1.1%	1.3%	1.6%	1.7%	1.6%

Of the districts in each survey cycle, their median rates

Table 6

Median Percent of:	State	2006-07	2007-08	2008-09	2009-10	2010-11
Students with Disabilities	16.2%	16.8%	16.7%	15.9%	15.3%	16.3%
Students on Free/Reduced Lunch	35.6%	36.3%	34.0%	34.8%	35.6%	36.0%
White Students with Disabilities	94.3%	93.6%	93.8%	94.6%	84.3%	95.1%
Hispanic Students with Disabilities	2.6%	3.3%	3.8%	1.6%	2.9%	2.3%
Black Students with Disabilities*	1.7%	1.8%	1.5%	1.3%	2.2%	1.5%

* The Black rate is the 75th percentile value

In creating a survey process for the Parent Involvement Survey, consideration was given to surveying the two largest districts (i.e., Omaha and Lincoln) in the state every year to ensure that the results for any given year would be representative of the state as a whole. However, surveying Omaha and Lincoln districts every year is unnecessary for these reasons:

- By 2008, the eleven (11) school districts in Omaha metro area, encompassing Douglas and Sarpy counties, will be merged into a “Learning Community” that will be governed by an over-arching school board. Each of the districts will retain their local school board, and have representation on the over-arching school board. The Nebraska Special Populations staff members believe that as long as 2-3 of these 11 districts are being surveyed any given year, then we will get a representative response from the Omaha metro area.
- In Nebraska, the differences among parents is not so much of a big city vs. small town issue (or big district vs. small district issue), but rather an eastern Nebraska vs. western Nebraska issue. The Nebraska Special Populations staff members stated that in examining parent

survey results from the past, there are more differences based on which side of Nebraska a parent resides than based on the size of the school district a parent resides. Thus, as long as the survey cycle consists of a geographical representative sample of districts, then the survey results should be representative of the state as a whole. The Nebraska Special Populations Office has two years of parent survey data from 50 geographically dispersed school districts. These results showed that there was little difference by district size or by geographic region.

- A representative group of districts based on race/ethnicity, free/reduced lunch, and special education identification rates can be determined without selecting Omaha and Lincoln every year.
- The NDE Office of Special Populations chose not to survey a sample of parents from each district because of small numbers of special education students at many districts and of wanting to give **all** parents an opportunity to respond. Not giving all parents an opportunity to complete the survey would degrade the acceptance of results by the districts.
- The same survey will be used for both Part B parents and Part B 619 parents. Most of the issues critical to parents of children aged 6-21 are the same as those that are critical to parents of children aged 3-5. Using the same survey will enable results to be compared across the entire Part B age range and will allow for ease and efficiency of the data collection process.
- This Parent Survey addressed Indicator #8 of the State Performance Plan (SPP) which requires the State Department of Education to report out on the:
 - “Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.”
- The State is required to report out on Indicator #8 each year in February on the Annual Performance Report (APR).

To determine the percent of parents who report that school facilitated parent involvement, a percent of maximum score was calculated based on all 26 items. A parent who had a percent of maximum score of 60% or above (in other words those parents who tended to agree with all 26 items) was identified as one who reported that the school facilitated his/her involvement. 68.2% of parents had a percent of maximum score of 60% or above. Thus for the 2007 APR, Indicator #8 will state: 68.2% of parents report that the school facilitated parent involvement.

In November 2006, surveys were given to parents with children attending only those LEAs who were part of the 2006-07 ILCD cycle. Specifically, all parents of students age 3-21 receiving special education services during the 2005-06 school year at these LEAs were given a survey. Parents were asked to complete and then mail the survey to the regional office. Parents were assured of anonymity.

A total of 9,010 surveys were mailed, and 1,738 were returned for a response rate of 19.3%. The representativeness of the surveys was assessed by examining the demographic characteristics of the children of the parents who responded to the survey to the demographic characteristics of all special education students. This comparison indicates the results are representative. For example, 91% of the parents who returned a survey indicated that their children are white and 85% of special education students in the monitored districts are white. In addition, surveys were returned from parents of children of all grade levels and from each of the 52 monitored districts except one.

In order to report out on this indicator, the NDE Office of Special Populations staff members reviewed the items on the written questionnaire to determine which of the 31 items related to the concept of the schools “facilitating parent involvement”. The staff members determined that 18 of the 31 items on

the parent survey related to this indicator. Thus, each survey respondent received a percent of maximum score based on their responses to these 18 items. A respondent who rated their experiences with the school a “5” (Strongly Agree) on each of the 18 items received a 100% score; a respondent who rated their experiences with the school a “1” (Strongly Disagree) on each of the 18 items received a 0% score. A respondent who rated their experiences with the school a “4” (Agree) on each of the 18 items received a 75% score. (Note: a respondent who **on average** rated their experiences a “4”, e.g., a respondent who rated 8 items a “4,” 5 items a “3” and 5 items a “5,” would also receive a percent of maximum score of 75%.)

Then the NDE Office of Special Populations staff members decided where to set the cut-score for determining that the school did indeed facilitate parent involvement. Staff members decided that a 75% cut score represented the most-appropriate cut score. A 75% cut-score is representative of a parent who, on average, agrees with each item; as such, the family member is agreeing that school facilitated their involvement. The staff members did not believe it was appropriate to insist that respondents “strongly agree” (a cut score of 100%) that the school facilitated their involvement in order for the respondent to be counted as someone who believes that the school facilitated parent involvement. Thus, any parent who had a percent of maximum score of 75% or above was identified as one who reported that the school facilitated his/her involvement.

Baseline Data for FFY 2005(2005-2006)

The following table shows that 68.2% of parents reported that the school facilitated their involvement.

Percentage of parents who state that the school facilitated their involvement:

2005 (2005-2006)	68.2% parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
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Discussion of Baseline Data:

The first year of data collection indicates that the majority of parents believe that the schools facilitate their involvement; 68.2% of parents state that their child’s school facilitated their involvement.

While this overall “parent involvement” percentage provides a benchmark of the extent to which schools are encouraging and facilitating parent involvement, the Office of Special Populations has also reviewed individual item results to determine specific areas in which the schools and the Office of Special Populations can make improvements in how they communicate with and relate to parents of special education students. LEAs will be given their survey results so that they might also target specific areas for improved parent involvement.

The Office of Special Populations will strive for a higher response rate in spring 2007 than in fall 2006. The Office of Special Populations will be working with the LEAs to ensure that they are distributing the surveys to all parents and are encouraging parents to complete and return the survey. Beginning with the 2006-07 school year, the survey will be administered in the spring of each year. LEAs will be encouraged to distribute the survey to parents in-person such as the regularly scheduled IEP meeting. This in-person distribution method should result in a higher response rate this year than last year.

The Office of Special Populations staff members set the following targets. The target in FFY 2010 represents a significant increase – from the starting point in FFY 2005.

Revised SPP Template – Part B (3)

Nebraska
State

FFY	Measurable and Rigorous Target
<p>2005 (2005-2006)</p>	<p>68.2% of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.</p>
<p>2006 (2006-2007)</p>	<p>68.8% of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.</p>
<p>2007 (2007-2008)</p>	<p>69.2% of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.</p>
<p>2008 (2008-2009)</p>	<p>69.8% of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.</p>
<p>2009 (2009-2010)</p>	<p>70.2% of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.</p>
<p>2010 (2010-2011)</p>	<p>70.8% of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.</p>

	Activities/Timelines/Resources
<p>2005-2006 School Year</p>	<p>Review of the ILCD Self Assessment with School Districts in Phase 3, which includes the parent involvement information. NDE will review and verify the accuracy of the data collection to determine the need for changes in the data collection process, and refinement of the data sources. Resources: NDE Staff, School Districts, ESU ILCD Facilitators, and Nebraska Parent Training and Information Center (PTI-Nebraska)</p>

	Activities/Timelines/Resources
Fall 2006	<p>Timeline for the Nebraska IDEA Part B Parent Survey (ages 3 through 21) – Baseline Year</p> <p>September 11, 2006 NDE will send informational letter, sampling plan, distribution and collection plan, Parent Survey Reply Form and sample survey packet to the Superintendent and Director of Special Education.</p> <p>September 20, 2006 Cycle Year 1 districts return Parent Survey Reply Form to NDE.</p> <p>September 22, 2006 NDE will distribute parent survey packets to the Cycle Year 1 Districts at the NDE/NASES meeting or through the mail.</p> <p>October 2-6, 2006 Cycle Year 1 Districts will distribute survey cover letter and questionnaire to the parents in a manner that is appropriate for their district.</p> <p>December 1, 2006 All surveys are returned to the Nebraska Department of Education</p> <p>Week of December 11, 2006 Surveys are scanned by Educational Service Unit 1</p> <p>December 13, 2006 Results are sent to MPRRC Consultant for analysis.</p> <p>January 5, 2007 MPRRC Consultant meets with NDE personnel to discuss the results of the survey, prepare data for reporting on the APR, and develop Targets for the SPP</p>
Spring - Fall 2007	<p>Review the outcomes of the survey from 2005-2006, work with districts in identifying the survey outcomes for the district's ILCD process, improving responses and identifying improvement activities for the districts.</p>
Spring 2007	<p>Second round of the sampling cycle is implemented : Implement new steps in the process to assist in increasing the response rate, and sharing the information back with the school districts. Also tying the results to the ILCD process, and identifying improvement needs with each of the districts.</p> <p>Timeline for the Nebraska IDEA Part B Parent Survey (ages 3 through 21) – Year 2</p> <p>February 2007 NDE will send informational letter, sampling plan, distribution and collection plan, Parent Survey Reply Form and sample survey packet to the ILCD Facilitators to be shared with Special education staff at the school districts identified for this Year.</p> <p>March 2007 The ILCD Facilitator returns Parent Survey Reply Form to NDE for districts. NDE will distribute parent survey packets to the Cycle Year 2 Districts to the ILCD Facilitator.</p> <p>March 2007 Cycle Year 1 Districts will distribute survey cover letter and questionnaire to the parents in a manner that is appropriate for their district.</p> <p>May 2007 All surveys are returned to the ILCD Facilitator, and results sent to MPRRC Consultant for analysis</p>
2007-2008	<p>District implements improvement plans to address any failure to meet the target, or to support improvement in the district.</p>

	Activities/Timelines/Resources
Spring 2008	<p>Third round of the sampling cycle is implemented: sharing the information back with the school districts. Also tying the results to the ILCD process, and identifying improvement needs with each of the districts.</p> <p>Timeline for the Nebraska IDEA Part B Parent Survey (ages 3 through 21) – Year 3</p> <p>February 2008 NDE will send informational letter, sampling plan, distribution and collection plan, Parent Survey Reply Form and sample survey packet to the ILCD Facilitators to be shared with Special education staff at the school districts identified for this Year.</p> <p>March 2008 The ILCD Facilitator returns Parent Survey Reply Form to NDE for districts. NDE will distribute parent survey packets to the Cycle Year 2 Districts to the ILCD Facilitator.</p> <p>March 2008 Cycle Year 1 Districts will distribute survey cover letter and questionnaire to the parents in a manner that is appropriate for their district.</p> <p>May 2008 All surveys are returned to the ILCD Facilitator, and results sent to MPRRC Consultant for analysis</p>
2008-2009	<p>District implements improvement plans to address any failure to meet the target, or to support improvement in the district.</p>
Spring 2009	<p>Fourth round of the sampling cycle is implemented: sharing the information back with the school districts. Also tying the results to the ILCD process, and identifying improvement needs with each of the districts.</p> <p>Timeline for the Nebraska IDEA Part B Parent Survey (ages 3 through 21) – Year 4</p> <p>February 2009 NDE will send informational letter, sampling plan, distribution and collection plan, Parent Survey Reply Form and sample survey packet to the ILCD Facilitators to be shared with Special education staff at the school districts identified for this Year.</p> <p>March 2009 The ILCD Facilitator returns Parent Survey Reply Form to NDE for districts. NDE will distribute parent survey packets to the Cycle Year 2 Districts to the ILCD Facilitator.</p> <p>March 2009 Cycle Year 1 Districts will distribute survey cover letter and questionnaire to the parents in a manner that is appropriate for their district.</p> <p>May 2009 All surveys are returned to the ILCD Facilitator, and results sent to MPRRC Consultant for analysis</p>
2009-2010	<p>District implements improvement plans to address any failure to meet the target, or to support improvement in the district.</p>

	Activities/Timelines/Resources
Spring 2010	<p>Fifth round of the sampling cycle is implemented: sharing the information back with the school districts. Also tying the results to the ILCD process, and identifying improvement needs with each of the districts.</p> <p>Timeline for the Nebraska IDEA Part B Parent Survey (ages 3 through 21) – Year 5</p> <p>February 2010 NDE will send informational letter, sampling plan, distribution and collection plan, Parent Survey Reply Form and sample survey packet to the ILCD Facilitators to be shared with Special education staff at the school districts identified for this Year.</p> <p>March 2010 The ILCD Facilitator returns Parent Survey Reply Form to NDE for districts. NDE will distribute parent survey packets to the Cycle Year 2 Districts to the ILCD Facilitator.</p> <p>March 2010 Cycle Year 1 Districts will distribute survey cover letter and questionnaire to the parents in a manner that is appropriate for their district.</p> <p>May 2010 All surveys are returned to the ILCD Facilitator, and results sent to MPRRC Consultant for analysis</p>
2010-2011	District implements improvement plans to address any failure to meet the target, or to support improvement in the district.
	Resources: NDE Staff, NE School Districts, ILCD Facilitators, Parents, MPRRC Consortium are available for all of the activities listed above.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006-2007:

The SPP for Indicator 8 was revised to reflect the development of the sampling plan, to report and discuss the results of the baseline data gathered for the 2005 FFY, and to develop and submit the rigorous targets and additional activities for the five year reporting period.

Attachment A

Nebraska Part B Parent Survey
2005-2006 Summary Report

Highlights

- *In November 2006, surveys were given to parents with children attending only those school districts who were part of the 2006-07 Improving Learning for Children with Disabilities (ILCD) cycle. Specifically, all parents of students age 3-21 receiving special education services during the 2005-06 school year at these school districts were given a survey. Parents were asked to complete and then mail the survey to the regional office. A total of 9,010 surveys were mailed, and 1,738 were returned for a response rate of 19.3%.*
- *Results are positive. On all 31 items, 60% or more of the parents expressed a positive attitude; on 22 of the 31 items, 80% or more of the parents expressed a positive attitude; on 11 of the 31 items, 90% or more of the parents expressed a positive attitude.*
- *Most parents agree that:*
 - (1) **The IEP meeting** is conveniently scheduled and that critical issues (i.e., behavior and extended school year services) are discussed. For example:
 - Individualized Education Program (IEP) meetings about my child's education program are held at a place and time convenient for my family (95% of parents agreed with this statement)
 - (2) The school **respects** parents' culture. For example:
 - School personnel respect my family's ethnic and cultural background (96% agreed)
 - (3) The school provides information on **family rights**. For example:
 - I have received information from my school or school district about my family's rights (such as due process or procedural safeguards and the services that my child is entitled to receive (95% agreed)
 - (4) The school encourages parents to be **equal partners**. For example:
 - The results of my child's assessments or evaluations were explained to me in ways I understand (96% agreed)
 - (5) The school provides **appropriate special education services**. For example:
 - My child is receiving appropriate special education and related services designed to meet his/her individual needs (87% agreed)
 - (6) The school provides **appropriate general education services**. For example:
 - My child has opportunities to participate in school activities such as clubs, sports, field trips, and assemblies (96% agreed)
 - (7) The school's special education services result in **positive family outcomes**. For example:
 - Over the past year, special education services have helped me and/or my family be able to evaluate how much progress my child is making (87% agreed)
- *Of these seven areas, parents assign the **lowest** ratings to the school's special education services resulting in positive family outcomes.*
 - On average, parents awarded 57% of the possible points to this area; parents awarded 60-69% of the total possible points to the other five areas.

- *The following five items had the **lowest** level of agreement. These items represent potential areas of improvement.*
 - Over the past year, special education services have helped me and/or my family keep up friendships for my child and family (62% of parents agreed)
 - Over the past year, special education services have helped me and/or my family participate in typical activities for children and families in my community (64% agreed)
 - By my child's 16th birthday, both my child and I were involved in an Individualized Education Program (IEP) meeting to talk about and plan my child's transition from school to other life and work opportunities after leaving high school (72% agreed)
 - Before my child was referred for special education services, the teachers and school tried different ways to help my child in the general education classroom (72% agreed)
 - At Individualized Education Program (IEP) meetings, we talk about whether my child needs special education services during the summer or other times when school is not in session (73% agreed)

- *The following five items had the **highest** level of agreement. These items represent strengths.*
 - Meetings are conducted in our native language, or sign language interpreters are provided (98% of parents agreed)
 - I have received information about special education for my child in my native language (97% agreed)
 - School personnel respect my family's ethnic and cultural background (96% agreed)
 - The results of my child's assessments or evaluations were explained to me in ways I understand (96% agreed)
 - My child has opportunities to participate in school activities such as clubs, sports, field trips, and assemblies (96% agreed)

- *There are a few significant differences among different groups of parents.*
 - Parents of preschool children expressed more positive attitudes than parents of K-12 students on items relating to the IEP meeting, on items relating to the school respecting the family's culture, on items relating to special education services, and on items relating to general education services.
 - Parents of white children expressed more positive attitudes than parents of children of other races/ethnicities on items relating to respecting the family's culture.
 - Parents of students with speech language impairments expressed more positive attitudes than parents of students with other health impairments, parents of students with specific learning disabilities, parents of students with autism, and parents of students with a mental handicap on items relating to the school encouraging parents to be equal partners, on items relating to special education services, on items relating to general education services, and on items relating to positive family outcomes.
 - Parents of students in preschool, kindergarten, and grade 1 tended to be slightly more positive than parents of students in grades 2-12.

Attachment B

Results

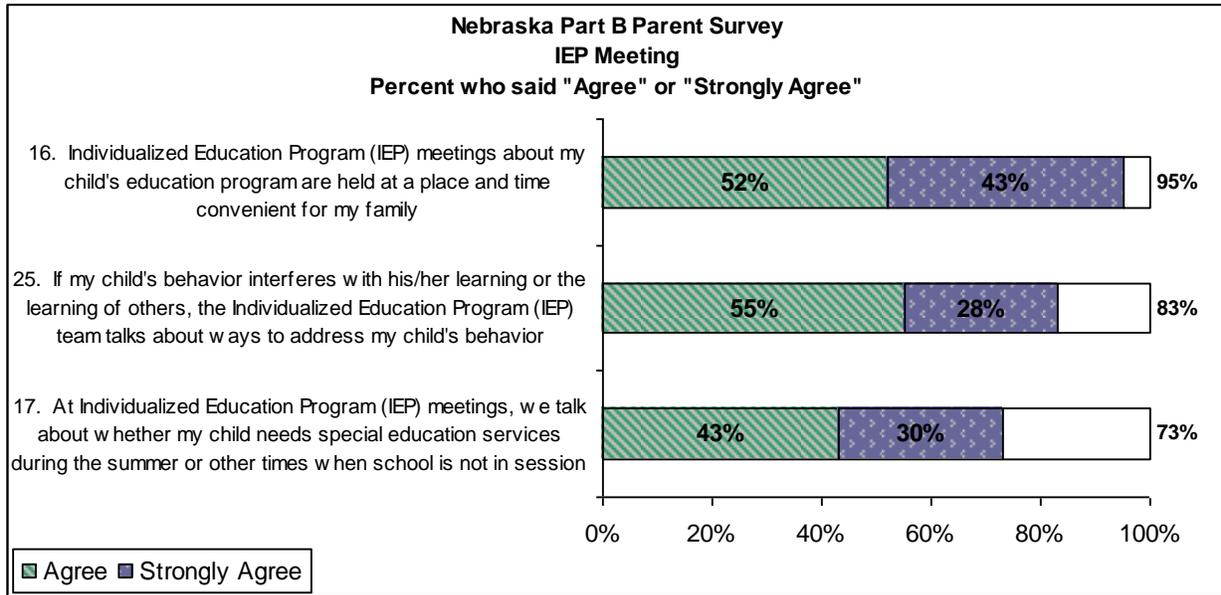
Scales

- The 26 items on the survey were categorized into six different scales:
 - A. Does the IEP meeting address certain issues?
(3 items; “IEP”)
 - B. Does the school respect the family’s culture?
(3 items; “Respect”)
 - C. Does the school provide information on family rights?
(2 items; “Rights”)
 - D. Does the school encourage parents to be an equal partner?
(7 items; “Partners”)
 - E. Does the school provide appropriate special education services?
(4 items; “Services”)
 - F. Does the school provide appropriate general education services
(6 items; “General Education”)
 - G. Do the school’s special education services lead to positive family outcomes?
(5 items; “Outcomes”)
- The Results section is organized by these seven scales. Detailed item results are in Appendix A.

A. Does the IEP meeting address certain issues?

- Between 73-95% of parents agreed that IEP meetings address certain issues (see Display A-1).
 - The item with the **highest** level of agreement:
 - Individualized Education Program (IEP) meetings about my child’s education program are held at a place and time convenient for my family (95% agreed)
 - The item with the **lowest** level of agreement:
 - At Individualized Education Program (IEP) meetings, we talk about whether my child needs special education services during the summer or other times when school is not in session (73% agreed)

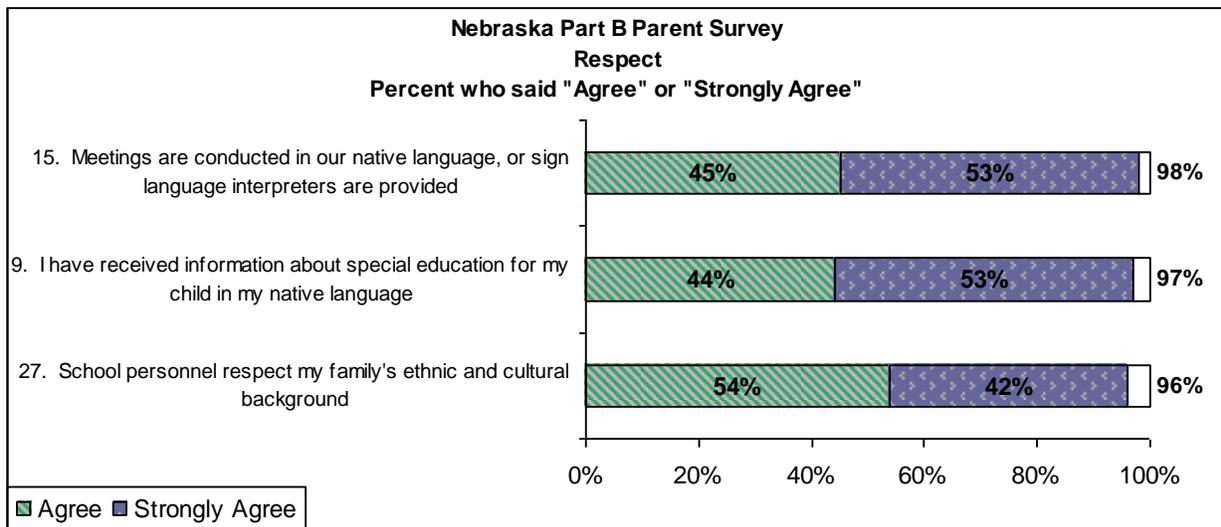
Display A-1: IEP



B. Does the school respect the family's culture?

- Between 96-98% of parents agreed that the school has respect for their family's culture (see Display B-1).

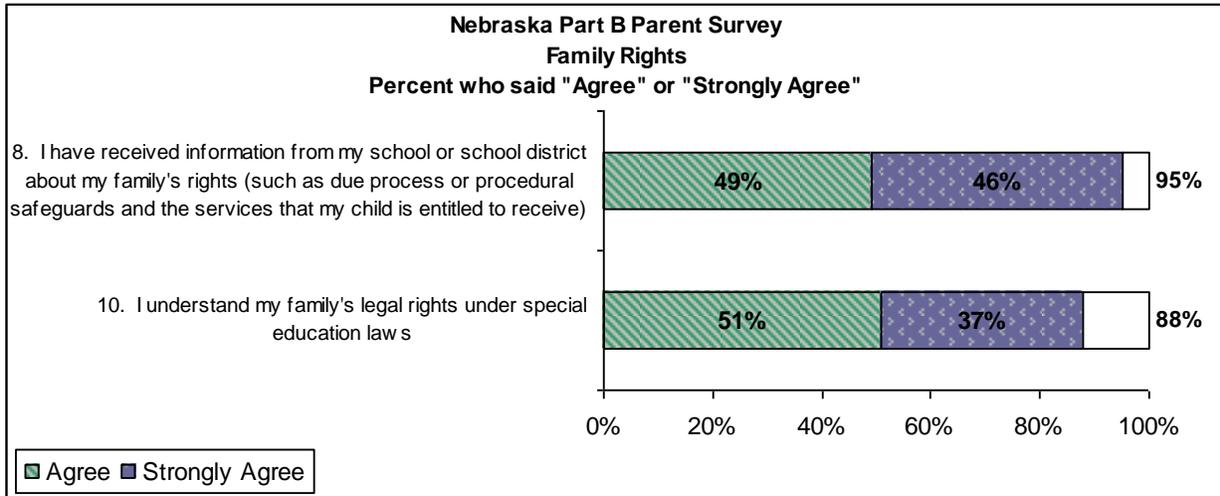
Display B-1: Respect



C. Does the school provide information on family rights?

- The majority of parents agree that they have received information on their family's rights and that they understand their rights. (See Display C-1).

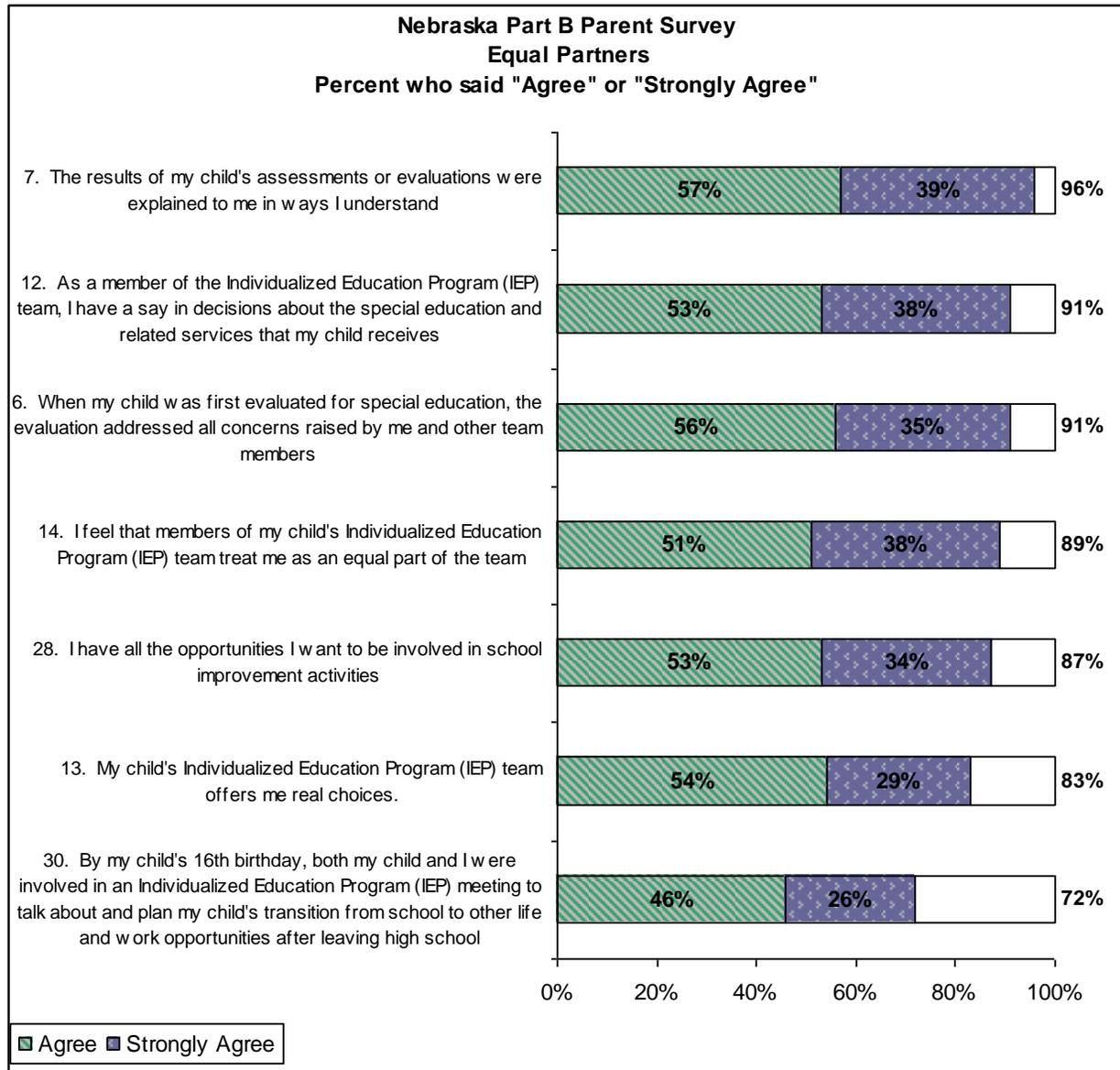
Display C-1: Family Rights



D. Does the school encourage parents to be an equal partner?

- Seven items asked about the extent to which the school encourages parents to be an equal partner in their child’s special education. Between 87-91% of parents agreed with each of these items (see Display D-1).
 - The item with the **highest** level of agreement:
 - The results of my child’s assessments or evaluations were explained to me in ways I understand (96% agreed)
 - The item with the **lowest** level of agreement:
 - By my child’s birthday, both my child and I were involved in and Individualized Education Program (IEP) meeting to talk about and plan my child’s transition from school to other life and work opportunities after leaving high school (72% agreed)

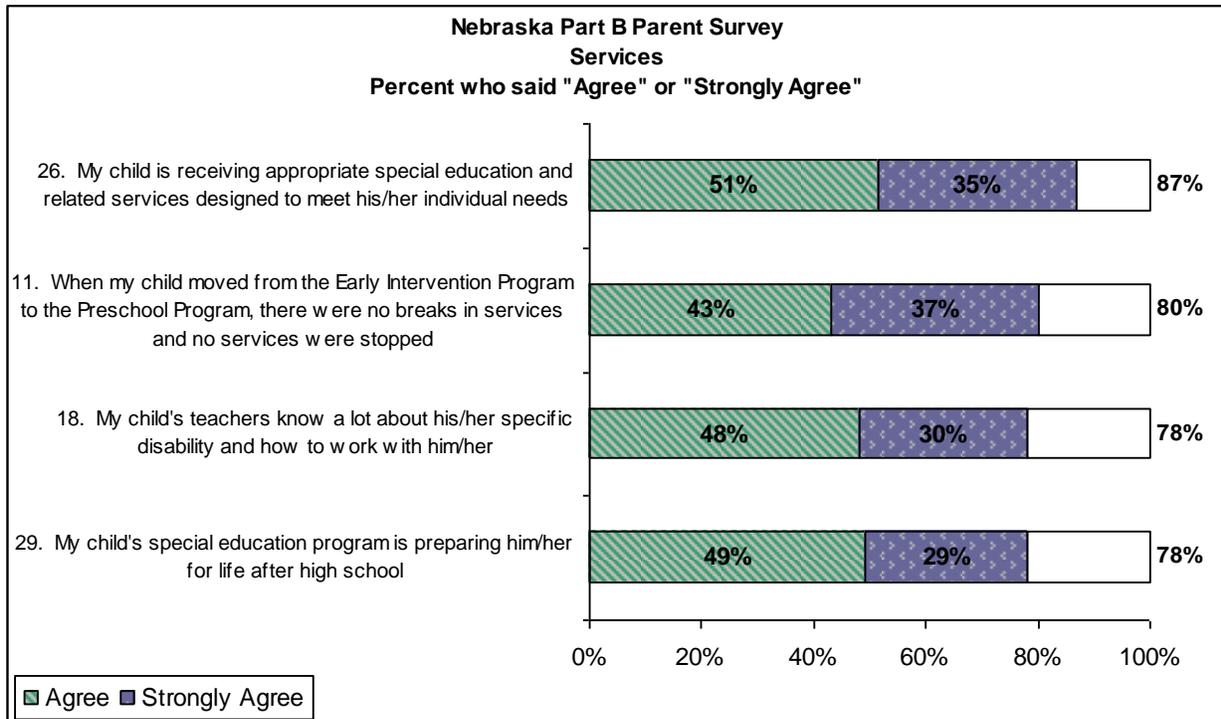
Display D-1: Equal Partners



E. Does the school provide appropriate special education services?

- Four items asked about the extent to which the school provides appropriate special education services. Between 78-86% of parents agreed with each of these items (see Display E-1).
 - The item with the **highest** level of agreement:
 - My child is receiving appropriate special education and related services designed to meet his/her individual needs (87% agreed)
 - The item with the **lowest** level of agreement:
 - My child’s special education program is preparing him/her for life after high school (78% agreed)

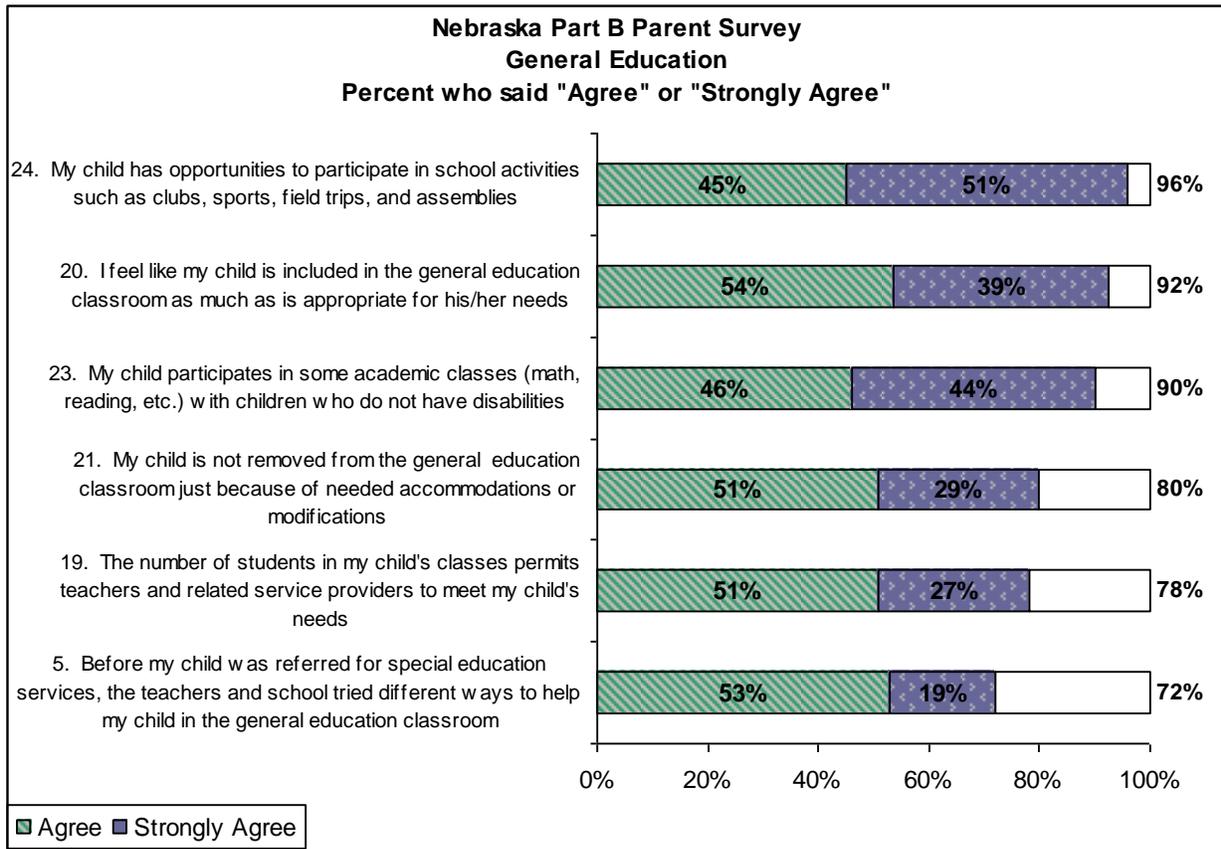
Display E-1: Services



F. Does the school provide appropriate general education services?

- Parents rated the school on each of six general education aspects. Between 72-96% of parents agreed that the school is providing appropriate general education experiences (see Display F-1).
 - The aspect with the **highest** level of agreement:
 - My child has opportunities to participate in school activities such as clubs, sports, field trips, and assemblies (96% agreed)
 - The aspect with the **lowest** level of agreement:
 - Before my child was referred for special education services, the teachers and school tried different ways to help my child in the general education classroom (72% agreed)

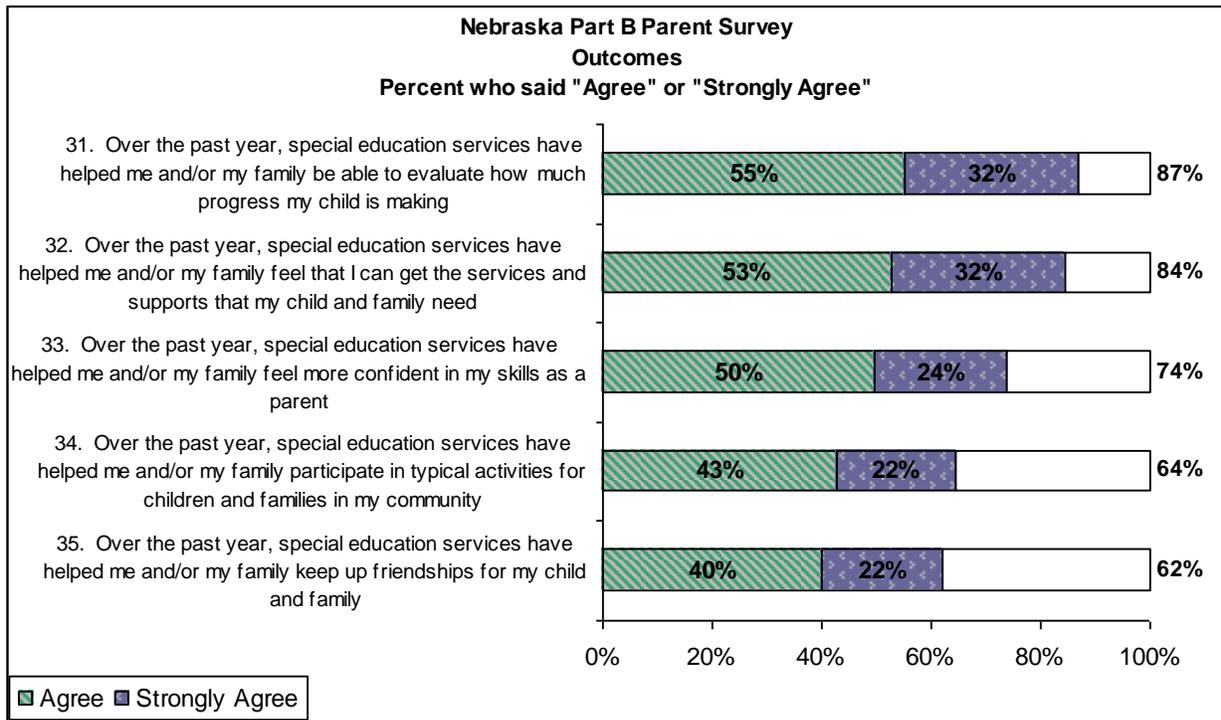
Display F-1: General Education



G. Do the school's special education services lead to positive family outcomes?

- Parents rated the school on five family outcomes. Between 62-87% of parents agreed that special education services have helped them achieve each of the various outcomes (see Display G-1).
 - The aspect with the **highest** level of agreement:
 - Over the past year, special education services have helped me and/or my family be able to evaluate how much progress my child is making (87% agreed)
 - The aspect with the **lowest** level of agreement:
 - Over the past year, special education services have helped me and/or my family keep up friendships for my child and family (62% agreed)

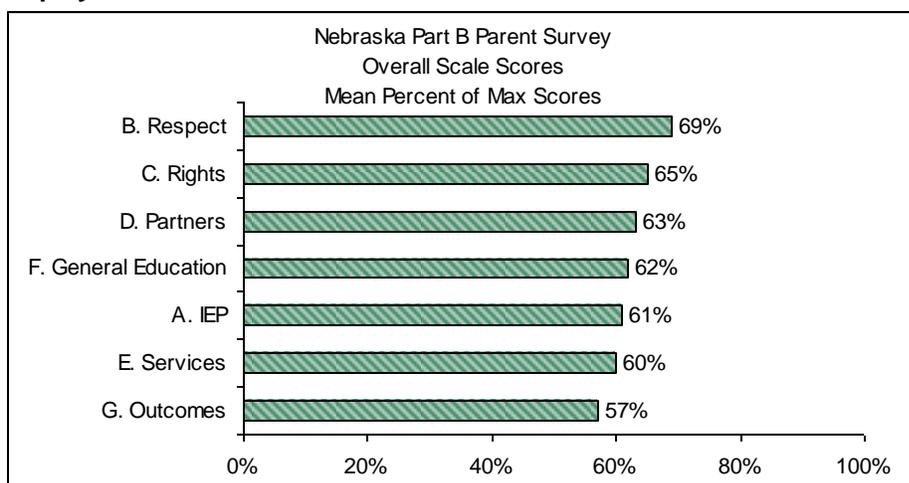
Display G-1: Outcomes



H. Overall Scale Scores

- For each of the six scales, a percent of maximum score was calculated. A percent of max score indicates the percentage of points the respondent “awarded” to the school on a given a group of items. For example, a respondent who rated the school a “6” (Very Strongly Agree) on each of the three items that make up the IEP scale, would receive a 100% score; a respondent who rated the school a “1” (Very Strongly Disagree) on each of the three IEP items would receive a 0% score. A respondent who rated the school a “4” (Agree) on each of the three IEP items would receive a 60% score. Thus, a 60% score represents the minimum desirable score.
- The scale with the highest overall score is Respect (“Does the school respect the family’s culture?”). On average, parents awarded 69% of the possible points to this area.
- The scale with the lowest overall score is Outcomes (“Does the school’s special education services lead to positive family outcomes?”). On average, parents awarded 57% of the possible points to this area.

Display H-1: Overall Scale Scores



Results by Preschool/K-12

- Parents of preschool children expressed more positive attitudes than parents of K-12 students on items relating to the IEP meeting (Scale A), on items relating to the school respecting the family’s culture (Scale B), on items relating to special education services (Scale E), and on items relating to general education services (Scale F).

Display H-2: Mean Percentage of Points Earned on Each Scale For All Parents, Parents of K-12 Students, and Parents of Preschoolers

	Number of Students	A. IEP	B. Respect	C. Rights	D. Partners	E. Special Ed Services	F. General Education	G. Outcomes
Overall	1727	61%	69%	65%	63%	60%	62%	57%
Preschool	112	66%	72%	68%	65%	64%	66%	58%
K-12	1615	60%	68%	65%	63%	59%	62%	56%

Results by Race/Ethnicity

- Parents of white children expressed more positive attitudes than parents of children of other races/ethnicities on items relating to respecting the family’s culture (Scale B).

**Display H-3: Mean Percentage of Points Earned on Each Scale
By Student Race/Ethnicity**

	Number of Students	A. IEP	B. Respect	C. Rights	D. Partners	E. Special Ed Services	F. General Education	G. Outcomes
<i>Overall</i>	1727	61%	69%	65%	63%	60%	62%	57%
American Indian/ Alaskan Native	20	59%	58%	62%	63%	58%	59%	58%
Asian/Pacific Islander	22	62%	62%	60%	63%	62%	59%	58%
White, Not Hispanic	1552	61%	69%	66%	63%	60%	62%	56%
Black, Not Hispanic	30	60%	63%	62%	61%	58%	58%	55%
Hispanic	79	60%	65%	64%	63%	61%	61%	60%

Results by Primary Disability

- Parents of students with speech language impairments expressed more positive attitudes than parents of students with other health impairments, parents of students with specific learning disabilities, parents of students with autism, and parents of students with a mental handicap on items relating to the school encouraging parents to be equal partners (D), on items relating to special education services (Scale E), on items relating to general education services (Scale F), and on items relating to positive family outcomes (Scale G).

**Display H-4: Mean Percentage of Points Earned on Each Scale
By Student Primary Disability**

	Number of Students	A. IEP	B. Respect	C. Rights	D. Partners	E. Special Ed Services	F. General Education	G. Outcomes
<i>Overall</i>	1727	61%	69%	65%	63%	60%	62%	57%
Behavioral Disorder	104	59%	67%	64%	62%	55%	60%	55%
Hearing Impairments	23	64%	66%	65%	68%	60%	66%	59%
Multiple Impairment	47	60%	70%	67%	63%	58%	60%	52%
Orthopedic Impairments	19	66%	73%	68%	66%	60%	64%	53%
Other Health Impairments	97	58%	67%	63%	59%	54%	62%	54%
Specific Learning Disabilities	437	60%	68%	65%	62%	59%	61%	55%
Speech Language Impairment	493	63%	70%	67%	66%	64%	66%	61%
Visual Impairments	16	51%	63%	66%	56%	54%	58%	52%
Autism	71	57%	69%	62%	57%	53%	57%	47%
Traumatic Brain Injury	21	61%	70%	66%	61%	58%	60%	53%
Developmental Delay	192	62%	69%	65%	62%	61%	61%	57%
Mental Handicap	81	59%	69%	66%	61%	58%	56%	53%

Results by Grade Level

- Parents of students in preschool, kindergarten, and grade 1 tended to be slightly more positive than parents of students in grades 2-12.

Revised SPP Template – Part B (3)

Nebraska
State

Display H-5: Mean Percentage of Points Earned on Each Scale By Student Grade Level

	Number of Students	A. IEP	B. Respect	C. Rights	D. Partners	E. Special Ed Services	F. General Education	G. Outcomes
<i>Overall</i>	1727	61%	69%	65%	63%	60%	62%	57%
Preschool	11	66%	72%	68%	65%	64%	66%	58%
Kindergarten	88	67%	71%	69%	67%	65%	68%	62%
1	99	63%	71%	67%	66%	64%	66%	62%
2	104	57%	66%	63%	58%	53%	56%	50%
3	87	60%	68%	65%	60%	56%	60%	53%
4	141	61%	69%	67%	62%	61%	59%	54%
5	103	60%	68%	66%	63%	62%	63%	59%
6	172	60%	69%	64%	64%	62%	63%	56%
7	170	63%	70%	67%	65%	62%	65%	59%
8	172	60%	67%	65%	63%	59%	61%	56%
9	122	60%	70%	66%	63%	58%	63%	57%
10	137	60%	66%	62%	62%	57%	60%	54%
11	107	59%	68%	65%	62%	57%	61%	57%
12	113	55%	68%	65%	60%	54%	59%	55%

Part B Revised State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

See SPP Overview, page 1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Disproportionality

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State’s definition of “disproportionate representation.”

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

Overview of Issue/Description of System or Process:

This new Indicator provides a mechanism for identifying disproportionate representation based on race/ethnicity for students with disabilities, ages 6-21, that is the result of inappropriate identification, by analyzing state and school district level data using composition and risk ratio formulas.

As a result of stakeholder input it was decided that a weight risk ratio of 2.00 would be used to determine potential disproportionate over-representation and a weighted risk ratio of .25 would be used to determine potential disproportionate under-representation. Significant disproportionality exists when over-representation/under-representation occurs in two successive years (immediately preceding year and current year). Furthermore, a Weighted Risk Ratio is calculated only if there are 30 or more students in the group of interest (based on child count data) and if there are also 30 or more students in the comparison group. This minimum of 30 “n” corresponds to the minimum “n” size used for No Child Left Behind Reporting. It also prevents ratios being flagged that are a function of idiosyncrasies and unreliability due to small numbers of students and not due to any systemic identification issues within an LEA.

Display 9-1: Cut-Scores for Flagging the LEAs for Possible Inappropriate Identification

Level	Weighted Risk Ratio
Over-Representation	2.00 and up
Under-Representation	.25 and below

<p>Weighted Risk Ratio = LEA-level risk for racial/ethnic group for disability <i>divided by</i> LEA-level risk for comparison group for disability, weighted by state population Of the racial/ethnic groups</p>

Using a minimum “n” of 30 is based on the fact that risk ratios are difficult to interpret when they are based on small numbers of students (either in the racial/ethnic group or the comparison group). When risk factors are based on small numbers, minor variations in the number of students in either the racial/ethnic group or the comparison group can produce dramatic changes in the size of the risk ratio. Furthermore, it is impossible to calculate risk ratios if there are no students in the comparison group (i.e., the risk for the comparison group cannot be calculated) or if none of the students in the comparison group receives special education and related services either for the disability or in the educational environment (i.e., the risk for the comparison group is zero).

An LEA that exceeds the risk ratio in any category in any year will be required to analyze their local data and verify the accuracy of the data. When the data is found to be accurate and the significant discrepancy continues to exist, districts must conduct an analysis of local practices, policies and procedures and publicly report any revisions. NDE will report on progress being made by districts in meeting the established goal. A technical assistance document is being developed to assist districts with disproportionality issues. All self-analysis and related activities will be reported by districts within the ILCD.

Baseline Data for FFY 2005 (2005-2006):

One (1) district was initially flagged as having disproportionate representation. The data indicated over-representation. A review of the districts’ policies, practices and procedures was conducted. As a result of the review, it was determined that the disproportionate representation was not the result of inappropriate identification.

Display 9-2: FFY 2005

# of LEAs	Racial/Ethnic Group	Disability	Number of SWD in racial/ethnic group	Number of SWD in other racial/ethnic groups	Weighted RR
1	Black	Behavioral Disorder	106	435	2.42
1	Black	Mental Handicap	94	434	2.13
1	Native American	Specific Learning Disabilities	55	1553	2.39

Revised SPP Template – Part B (3)

Nebraska
State

Discussion of Baseline Data:

The 2005-06 Baseline was generated using the cut scores established in Display 9-1.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2006 (2006-2007)	0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2007 (2007-2008)	0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2008 (2008-2009)	0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2009 (2009-2010)	0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2010 (2010-2011)	0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Improvement Activities/Timelines/Resources:

“How data are to be collected so that the State will be able to report related baseline data and targets in the February 1, 2007 APR.” (As per OSEP Part B SPP/APR Instruction Sheet, Section 1, Page 1):

Baseline data will be collected by completing WESTAT’s electronic spreadsheets to determine which school districts have disproportionate representation. Once disproportionate representation is determined, an analysis will be conducted utilizing Nebraska’s “Improving Learning for Children with Disabilities (ILCD)” process and other possible processes to identify whether the disproportionate representation is the result of inappropriate identification by school districts. These processes will be developed more fully once we are able to analyze the 12/1/05 data and meet with school district staff to discuss the data and disproportionate representation methods.

Improvement Activities	2005 (2005-2006)	2006 (2006-2007)	2007 (2007-2008)	2008 (2008-2009)	2009 (2009-2010)	2010 (2010-2011)
1. Ongoing information to school districts regarding the Improving Learning for Children with Disabilities (ILCD) process, and in particular appropriate identification procedures and	X	X	X	X	X	X

Revised SPP Template – Part B (3)

Nebraska
State

	Improvement Activities	2005 (2005-2006)	2006 (2006-2007)	2007 (2007-2008)	2008 (2008-2009)	2009 (2009-2010)	2010 (2010-2011)
	practices.						
2.	Discussion and training to school districts to address disproportionate representation data, formulas, and analyses.	X	X	X	X	X	X
3.	Consider information or training to school districts to address cultural differences and learning styles.	X	X	X	X	X	X
4.	Review of school districts' process and procedures regarding Response to Intervention (RTi) implementation.	X	X	X	X	X	X
5.	Selection of a representational statewide task force to assist Nebraska in defining and determining measurement standards for disproportionate representation in special education. The task force membership is made up of general and special educators from districts which may potentially be impacted by issues of disproportionate representation in special education numbers based on preliminary analysis of available data.		X				
6.	Statewide task force responsibilities will establish minimum cell number parameters, create a definition for disproportionate representation, create a formula calculating disproportionate representation, establish high and low limits for disproportionate representation, identify the activities a district could consider if flagged as disproportionate and monitor the system.		X	X	X		

Resources:

National Center for Culturally Responsive Educational Systems (NCCRES)

Mountain Plains Regional Resource Center (MPRRC)

Information and resources provided by the Office of Special Education Programs (OSEP)

Revised SPP Template – Part B (3)

Nebraska
State

Information and resources provided by WESTAT, including the WESTAT publication entitled “Methods for Assessing Racial/Ethnic Disproportionality in Special Education. A Technical Assistance Guide” (Located at www.ideadata.org in the Technical Assistance section.)

Part B Revised State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

See SPP Overview, page 1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Disproportionality

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement: Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State’s definition of “disproportionate representation.”

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

Overview of Issue/Description of System or Process:

This new Indicator provides a mechanism for identifying disproportionate representation based on race/ethnicity and disability for students with disabilities, ages 6-21, that is the result of inappropriate identification, by analyzing state and school district level data using composition and risk ratio formulas.

As a result of stakeholder input it was decided that a weight risk ratio of 2.00 would be used to determine potential disproportionate over-representation and a weighted risk ratio of .25 would be used to determine potential disproportionate under-representation. Significant disproportionality exists when over-representation/under-representation occurs in two successive years (immediately preceding year and current year). Furthermore, a Weighted Risk Ratio is calculated only if there are 30 or more students in the group of interest (based on child count data) and if there are also 30 or more students in the comparison group. This minimum of 30 “n” corresponds to the minimum “n” size used for No Child Left Behind Reporting. It also prevents ratios being flagged that are a function of idiosyncrasies and unreliability due to small numbers of students and not due to any systemic identification issues within an LEA.

Display 10-1: Cut-Scores for Flagging the LEAs for Possible Inappropriate Identification

Level	Weighted Risk Ratio
Over-Representation	2.00 and up
Under-Representation	.25 and below

<p>Weighted Risk Ratio = LEA-level risk for racial/ethnic group for disability <i>divided by</i> LEA-level risk for comparison group for disability, weighted by state population of the racial/ethnic groups</p>

Using a minimum “n” of 30 is based on the fact that risk ratios are difficult to interpret when they are based on small numbers of students (either in the racial/ethnic group or the comparison group). When risk factors are based on small numbers, minor variations in the number of students in either the racial/ethnic group or the comparison group can produce dramatic changes in the size of the risk ratio. Furthermore, it is impossible to calculate risk ratios if there are no students in the comparison group (i.e., the risk for the comparison group cannot be calculated) or if none of the students in the comparison group receives special education and related services either for the disability or in the educational environment (i.e., the risk for the comparison group is zero).

An LEA that exceeds the risk ratio in any category in any year will be required to analyze their local data and verify the accuracy of the data. When the data is found to be accurate and the significant discrepancy continues to exist, districts must conduct an analysis of local practices, policies and procedures and publicly report any revisions. NDE will report on progress being made by districts in meeting the established goal. A technical assistance document is being developed to assist districts with disproportionality issues. All self-analysis and related activities will be reported by districts within the ILCD.

Baseline Data for FFY 2005 (2005-2006):

One (1) district was initially flagged as having disproportionate representation. The data indicated over-representation. A review of the districts’ policies, practices and procedures was conducted. As a result of the review it was determined that the disproportionate representation was not the result of inappropriate identification.

Display 10-2: FFY 2005

# of LEAs	Racial/Ethnic Group	Disability	Number of SWD in racial/ethnic group	Number of SWD in other racial/ethnic groups	Weighted RR
1	Black	Behavioral Disorder	106	435	2.42
1	Black	Mental Handicap	94	434	2.13
1	Native American	Specific Learning Disabilities	55	1553	2.39

One (1) district was initially flagged as having disproportionate representation. The data indicated over-representation. A review of the districts’ policies, practices, and procedures was conducted. As a result of the review, it was determined that disproportionate representation was not the result of inappropriate identification.

Revised SPP Template – Part B (3)

Discussion of Baseline Data:

The 2005-2006 baseline was generated using the cut-scores established in Display 10-1.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2006 (2006-2007)	0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2007 (2007-2008)	0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2008 (2008-2009)	0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2009 (2009-2010)	0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2010 (2010-2011)	0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Improvement Activities/Timelines/Resources:

“How data are to be collected so that the State will be able to report related baseline data and targets in the February 1, 2007 APR.” (As per OSEP Part B SPP/APR Instruction Sheet, Section 1, Page 1):

Baseline data will be collected by completing WESTAT’s electronic spreadsheets to determine which school districts have disproportionate representation. Once disproportionate representation is determined, an analysis will be conducted utilizing Nebraska’s “Improving Learning for Children with Disabilities (ILCD)” process and other possible processes to identify whether the disproportionate representation is the result of inappropriate identification by school districts. These processes will be developed more fully once we are able to analyze the 12/1/05 data and meet with school district staff to discuss the data and disproportionate representation needs.

Improvement Activities	2005 (2005-2006)	2006 (2006-2007)	2007 (2007-2008)	2008 (2008-2009)	2009 (2009-2010)	2010 (2010-2011)
1. Ongoing information to school districts regarding the Improving Learning for Children with Disabilities (ILCD) process, and in particular appropriate identification procedures and practices.	X	X	X	X	X	X
Discussion and training to						

Revised SPP Template – Part B (3)

Nebraska
State

	Improvement Activities	2005 (2005-2006)	2006 (2006-2007)	2007 (2007-2008)	2008 (2008-2009)	2009 (2009-2010)	2010 (2010-2011)
2.	school districts to address disproportionate representation data, formulas, and analyses.	X	X	X	X	X	X
3.	Consider information or training to school districts to address cultural differences and learning styles.	X	X	X	X	X	X
4.	Review of school districts' process and procedures regarding Response to Intervention (RTI) implementation.	X	X	X	X	X	X
5.	Selection of a representational statewide task force to assist Nebraska in defining and determining measurement standards for disproportionate representation in special education. The task force membership is made up of general and special educators from districts which may potentially be impacted by issues of disproportionate representation in special education numbers based on preliminary analysis of available data.		X				
6.	Statewide task force responsibilities will establish minimum cell number parameters, create a definition for disproportionate representation, create a formula calculating disproportionate representation, establish high and low limits for disproportionate representation, identify the activities a district could consider if flagged as disproportionate and monitor the system.		X	X	X		

Resources:

National Center for Culturally Responsive Educational Systems (NCCRES)

Mountain Plains Regional Resource Center (MPRRC)

Information and resources provided by the Office of Special Education Programs (OSEP)

Information and resources provided by WESTAT, including the WESTAT publication entitled

Revised SPP Template – Part B (3)

Nebraska
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“Methods for Assessing Racial/Ethnic Disproportionality in Special Education. A Technical Assistance Guide” (Located at www.ideadata.org in the Technical Assistance section.)

Part B Revised State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

See SPP Overview, page 1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline).

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # determined not eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline).
- c. # determined eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline).

Account for children included in a but not included in b or c. Indicate the range of days beyond the timeline when eligibility was determined and any reasons for the delays.

Percent = b + c divided by a times 100.

Overview of Issue/Description of System or Process:

This is a new Indicator. Nebraska does not currently collect the number of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days. To collect this required data, the Nebraska Department of Education will obtain measurements and outcomes from the direction of Improving Learning for Children with Disabilities (ILCD).

Baseline Data for FFY 2004 (2004-2005):

Baseline data will be provided 2/1/2007 for APR.

Discussion of Baseline Data:

New Indicator, NA at this time.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of children with parental consent to evaluate, are evaluated and eligibility determined within 60 days
2006 (2006-2007)	100% of children with parental consent to evaluate, are evaluated and eligibility determined within 60 days
2007 (2007-2008)	100% of children with parental consent to evaluate, are evaluated and eligibility determined within 60 days
2008 (2008-2009)	100% of children with parental consent to evaluate, are evaluated and eligibility determined within 60 days

Revised SPP Template – Part B (3)

Nebraska
State

FFY	Measurable and Rigorous Target
2009 (2009-2010)	100% of children with parental consent to evaluate, are evaluated and eligibility determined within 60 days
2010 (2010-2011)	100% of children with parental consent to evaluate, are evaluated and eligibility determined within 60 days

Improvement Activities/Timelines:

“How data are to be collected so that the State will be able to report related baseline data and targets in the February 1, 2007 APR.” (As per OSEP Part B SPP/APR Instruction Sheet, Section 1, Page 1):

August-September 2005: Nebraska makes additions to file reviews to reflect the measurements needed for this Indicator.

September 2005: Nebraska introduces changes/updates to the ILCD website

September-October 2005: Nebraska collects information from Education Service Units to determine which phase participating schools are currently in with the ILCD process

November-August 2005/06: ILCD trainings provided by Nebraska Education Service Units and Nebraska Department of Education emphasizing changes in file review forms and instruction for correctly measuring data

September-December 2006: Nebraska collects data for baseline and monitors established targets for FFY 2005-2010

Improvement Activities		2005 (2005-2006)	2006 (2006-2007)	2007 (2007-2008)	2008 (2008-2009)	2009 (2009-2010)	2010 (2010-2011)
1.	Nebraska will add the additional measurement components for the indicator to the ILCD workbook and website to ensure that baseline data will be available.			X			
2.	Nebraska will continue to monitor when school districts are projected to complete file reviews to provide trainings.	X	X	X	X	X	X
3.	Nebraska will continue to address performance below the target for this indicator with school districts, after completing the file review.	X	X	X	X	X	X
4.	If districts do not meet the target for this indicator, Nebraska will provide guidance for creating and implementing improvement activities.	X	X	X	X	X	X

Revised SPP Template – Part B (3)

Nebraska
State

Improvement Activities		2005 (2005-2006)	2006 (2006-2007)	2007 (2007-2008)	2008 (2008-2009)	2009 (2009-2010)	2010 (2010-2011)
5.	Nebraska will continue to provide trainings to school districts to improve performance for this Indicator.	X	X	X	X	X	X
6.	Nebraska will utilize resources for developing trainings for school districts to meet the measurements of this Indicator.	X	X	X	X	X	X

Resources:

ILCD (Improving Learning for Children with Disabilities) Process
 Nebraska Department of Education Staff (NDE)/ILCD Staff
 Education Service Unit (ESU) Staff/ILCD Facilitators
 National Center for Special Education Accountability Monitoring (NCSEAM)

Part B Revised State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

See SPP Overview, page 1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of 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.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children who have been served in Part C and referred to Part B for eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.

Account for children included in a but not included in b, c or d. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b – d)] times 100.

Overview of Issue/Description of System or Process:

Nebraska has the same eligibility criteria for Part C and Part B. Therefore, if a child is eligible for Part C at the time of transition, he or she is automatically eligible for Part B. This allows for a seamless transition from Part C to Part B in Nebraska, with no delay in services.

The Nebraska Department of Education (NDE) Special Education Student Information System (SEIS) collects data on children exiting Part C. However, Nebraska does not capture or report data for the following data elements in the Part C federal exit report:

- Row 3: "Not eligible for Part B, Exit to Other Programs," and
- Row 4: "Not eligible for Part B, Exit with No Referrals."

Those data elements are reported as a "-9" on the Part C exit report, since they are not applicable based on our system in Nebraska of determining eligibility from Part C to Part B automatically. Nebraska continues to capture and report data in the other data elements of the Part C exit report, such as:

- Row 1: "Completion of IFSP Prior to Reaching Maximum Age for Part C,"
- Row 2: "Part B Eligible (row 2),"
- Row 6: "Deceased,"
- Row 7: "Moved Out of State,"
- Row 8: "Withdrawal by Parent (or Guardian)," and
- Row 9: "Attempts to Contact Unsuccessful"

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We reported data in row 5 for “Part B, Eligibility Not Determined” in 2003/04. However, we reported that data based on our old data collection system, which required cross walking the data and resulted in incorrect data being entered in this category.² Since this data element is not applicable, given our automatic eligibility determination from Part C to Part B, we plan to report a “-9” in this category as well for our 2004/05 Part C exit report and future exit reports.

Baseline for FFY 2005:

Nebraska’s reporting period for exits is December to December (although this will change beginning in 2006). Therefore, we are using the 2003/04 exit data, until we obtain 2004/05 exit data in mid December, 2005.

Baseline Data

Baseline Data	2003/04
a. # of children who have been served in Part C and referred to Part B for eligibility determination.	0 (reported as “-9” on exit report))
b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.	0 (reported as “-9” on exit report))
c. # of those found eligible who have an IEP developed and implemented by their third birthdays.	641
Percent = c (641) divided by a (0) – b (0) times 100	100%

Revision to baseline data:

2004-2005 data was not yet available at the time of the December 2005 SPP submission. The 2003-2004 data was used as baseline and used for establishing state targets as Nebraska’s reporting period was from December to December. Revisions will be submitted to using 2004-2005 data.

The calculation for the 2003-2004 baseline data was incorrect for, “a. # of children who have been served in Part C and referred to Part B for eligibility determination.” This will be corrected with the revision of the baseline data using 2004-2005 data.

Baseline Data	2004/05
a. # of children who have been served in Part C and referred to Part B for eligibility determination.	584
b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.	0 (reported as “-9” on exit report))

² For instance, 90 children were reported in the category “Part B, Eligibility Not Determined” in Nebraska’s Part C Exit Report for 2003/04. However, after investigating the circumstances of those children for OSEP’s onsite visit in October, 2005, 30 children actually completed their IFSP’s, 21 were Part B Eligible, and the remaining children exited Part C for the reasons set forth in rows 6 through 9 of the exit report; those children were deceased, moved, were withdrawn or attempts to contact were unsuccessful.

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Baseline Data	2004/05
c. # of those found eligible who have an IEP developed and implemented by their third birthdays.	584
Percent = c (641) divided by a (0) – b (0) times 100	100%

Discussion of Baseline Data:

Nebraska does not have a formal “referral” process for children transitioning from Part C to Part B, since all children are automatically determined eligible, unless they have completed their IFSP prior to reaching maximum age for Part C, or they are exited for the reasons set forth in rows 6 through 9 of the Part C exit report (deceased, moved out of state, etc.). We do, however, have a well-established and effective transition process to ensure that children receive services in a seamless manner and relevant information is provided in a timely manner to individuals with a need to know that information. Therefore, all children who exited Part C at the time of transition were eligible for Part B and had an IEP developed and implemented by their third birthdays.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of children referred by Part C prior to age three (3), who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays.
2006 (2006-2007)	100% of children referred by Part C prior to age three (3), who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays.
2007 (2007-2008)	100% of children referred by Part C prior to age three (3), who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays.
2008 (2008-2009)	100% of children referred by Part C prior to age three (3), who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays.
2009 (2009-2010)	100% of children referred by Part C prior to age three (3), who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays.
2010 (2010-2011)	100% of children referred by Part C prior to age three (3), who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays.

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Improvement Activities/Timelines:

Improvement Activities		2005 (2005-2006)	2006 (2006-2007)	2007 (2007-2008)	2008 (2008-2009)	2009 (2009-2010)	2010 (2010-2011)
1.	Monitor revisions to SESIS for accuracy	X	X	X	X	X	X
2.	Provide training to school district data managers, and other stakeholders on changes in SESIS	X	X	X	X	X	X
3.	Written statement placed on IFSP transition page and training provided to services coordinators, services providers, and families.	X					

Proposed Revision

- 2004-2005 data was not yet available at the time of the December 2005 SPP submission. The 2003-2004 data was used as baseline and used for establishing state targets as Nebraska’s reporting period was from December to December. Revisions will be submitted to using 2004-2005 data.
- The calculation for the 2003-2004 baseline data was incorrect for, “a. # of children who have been served in Part C and referred to Part B for eligibility determination.” This will be corrected with the revision of the baseline data using 2004-2005 data.
- Activity #3 will be eliminated because after further review of the changes made to SESIS data collection, it was determined those changes to the IEP transition page were not warranted.
- Another activity will not be planned in place of Activity #3.
- Activity #3 will not be continued from 2006 through 2010.

Resources:

WESTAT
NDE SESIS data system
Nebraska Department of Health and Human Services CONNECT

Part B Revised State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

See SPP Overview, page 1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = # of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals divided by # of youth with an IEP age 16 and above times 100.

Overview of Issue/Description of System or Process:

Improving educational results for children with disabilities requires a continued focus on the full implementation of IDEA to ensure that each student’s educational placement and services are determined on an individual basis, according to the unique needs of each child, and are provided in the least restrictive environment. IDEA requires appropriate implementation of federal and state laws and regulations to ensure that children and youth with disabilities are provided a free appropriate public education (FAPE) in natural and least restrictive environments (LRE). Accountability in the provision of early intervention, special education and related services demonstrates the effectiveness of how we plan and deliver services to meet the needs of children and youth with disabilities. Identifying gaps between current results and desired outcomes measures the effectiveness of special education services. Identifying these gaps facilitates the development of improvement strategies to ensure a more effective implementation of IDEA. An ongoing process is needed: 1. to identify gaps between current results and desired outcomes, 2. to facilitate the development of improvement strategies at the district level, and 3. to continue to monitor the implementation of federal and state laws and regulations.

Nebraska’s ongoing process is the Improving Learning for Children with Disabilities (ILCD). It is a state supported, district-led, self-assessment process that gathers current information, completes an analysis of results, identifies gaps with both Part B and Part C services, rates the district’s performance, stimulates the development of improvement strategies, and identifies compliance issues. The ILCD process relies on multiple sources of data (including, but not limited to: parent/staff surveys, functional outcomes, graduation rates, drop-out rates, student file reviews, performance of students with disabilities on state-wide and local assessments) to gauge the effectiveness of special education supports and services for children and youth with disabilities. It relies on the cooperation and interagency planning by the Nebraska Department of Education, the Nebraska Educational Service Units, the Nebraska Department of Health and Human Services, and the School Districts of Nebraska to successfully complete the ILCD monitoring and improvement activities.

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As part of ILCD the Nebraska Department of Education, Special Education Office requires a five year monitoring cycle, of which the district file review is a part, to review school districts on the implementation of IDEA and Nebraska's Administrative Code 92 NAC 51 Regulations for Special Education. The 254 Nebraska school districts are categorized into five groups. The districts in each year of this five-year cycle is representative of the entire state in terms of geography, size of school district, and rates for race/ethnicity, free/reduced lunch, and special education. In the last three years, Nebraska has decreased from 468 districts to 254 districts with the dissolution of all K-6 school districts, and the consolidation of some K-12 districts because of a decrease in population and the redistribution of resources.

Target data for this Indicator is compiled from file reviews completed July 1, 2006 through June 30, 2007. Information was collected from the file review completed by school districts who had implemented Phases 1 and 2 of the ILCD process. While completing the file review, a checklist is used to collect compliance data. The requirements of this Indicator are included in the checklist. Reviewers are trained on the file review checklist in order to ensure reporting consistency.

The file review checklist is available electronically to allow opportunity for validation. Immediately following the validation of the review, district and state reviewers are able to view a summary report for this Indicator. This allows immediate response of the district to address any non-compliance findings. The summary displays individual findings for each measurement of this indicator, as well as an overall percentage of compliance to clearly present whether the district met the SPP/APR 100% target. This summary report is also used as a data source for self-assessing transition programming.

Nebraska used NSTTAC's "*Indicator 13 Checklist A*" questions to collect the data for this Indicator (checklist included). The checklist is included in Nebraska's new *Transition Topics* technical assistance guide along with additional supporting information on strategies and improvement activities for meeting the requirements of this Indicator.

Baseline Data for FFY 2005 (2005-2006): 87.8%

Discussion of Baseline Data:

The 2005-06 data for this indicator was revised as per OSEP's FFY 2005 SPP/APR response.

For 2005-06, of the districts that completed a file review, all but 16 met the requirements of this indicator. For the 16 districts, a total of 42 individual student files did not meet the requirements for this indicator.

$$\frac{301 \text{ Files Met Indicator \#13 requirements}}{343 \text{ Total Number of Transition-Aged Files Reviewed}} = 87.8\%$$

Student File Findings by Indicator #13 Question	
Indicator Question	# of Findings
Is there a measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?	22
Is (are) there annual IEP goal(s) that will reasonably enable the child to meet the postsecondary goal(s)?	0
Are there transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?	24
For transition services that are likely to be provided or paid for by other agencies with parent (or child once the age of majority is reached) consent, is	18

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there evidence that representatives of the agency(ies) were invited to the IEP meeting?	
Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment(s)?	22
Do the transition services include courses of study that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?	24

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of youth age 16 and above have an IEP that includes coordinated, measurable, annual goals and transition services that will reasonably enable the student to meet their post-secondary goals.
2006 (2006-2007)	100% of youth age 16 and above have an IEP that includes coordinated, measurable, annual goals and transition services that will reasonably enable the student to meet their post-secondary goals.
2007 (2007-2008)	100% of youth age 16 and above have an IEP that includes coordinated, measurable, annual goals and transition services that will reasonably enable the student to meet their post-secondary goals.
2008 (2008-2009)	100% of youth age 16 and above have an IEP that includes coordinated, measurable, annual goals and transition services that will reasonably enable the student to meet t their post-secondary goals.
2009 (2009-2010)	100% of youth age 16 and above have an IEP that includes coordinated, measurable, annual goals and transition services that will reasonably enable the student to meet their post-secondary goals.
2010 (2010-2011)	100% of youth age 16 and above have an IEP that includes coordinated, measurable, annual goals and transition services that will reasonably enable the student to meet their post-secondary goals.

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Improvement Activities/Timelines:

To determine and develop future follow-up activities designed to ensure consistency with the requirements of this indicator, NDE along with various resources will:

Improvement Activities		2005 (2005-2006)	2006 (2006-2007)	2007 (2007-2008)	2008 (2008-2009)	2009 (2009-2010)	2010 (2010-2011)
1.	NDE staff will work with stakeholders to develop guidance to define and develop examples of “appropriate and measurable transition goals, and the services that will enable students to achieve their post-secondary goals”. This information and guidance will be provided to Education Service Units (ESU) Improving Learning for Children with Disabilities (ILCD) facilitators and LEA secondary special	X	X	X	X	X	X
2.	NDE staff will work with the ESU ILCD facilitators. The facilitators will assist school districts conducting file reviews as a part of their ILCD process. The districts will submit to NDE the number of files reviewed, and the number of files that included coordinated, measurable, annual IEP goals and appropriate transition services.	X	X	X	X	X	X

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Improvement Activities		2005 (2005-2006)	2006 (2006-2007)	2007 (2007-2008)	2008 (2008-2009)	2009 (2009-2010)	2010 (2010-2011)
3.	Once file reviews are conducted and the baseline data collected, training and staff development priorities in the area of secondary transition will be identified. NDE staff and the state Transition Advisory Committee will prioritize training needs and identify staff development resources. This may include the development of a Technical Assistance Document, and identification of regional experts in the area of need. Data, information, and resources will also be posted to the NDE Transition web site.	X	X	X	X	X	X
4.	Training will be provided during the NDE annual regional workshops regarding secondary transition. In addition, NDE staff will coordinate with higher education to ensure this information is incorporated into pre-service programs.	X	X	X	X	X	X
5.	NDE reports baseline and targets in FFY 2005 APR.			X			
6.	NDE will continue to work with regional experts across the state to provide technical assistance to Nebraska school districts. This will include disseminating the technical assistance document currently being developed.		X	X	X	X	X
7.	NDE staff will continue to monitor the progress of school districts not meeting the target for this Indicator.		X	X	X	X	X
8.	NDE staff will disseminate the technical assistance guide being developed to provide guidance on the measurement of this indicator.		X	X	X	X	X

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Improvement Activities		2005 (2005-2006)	2006 (2006-2007)	2007 (2007-2008)	2008 (2008-2009)	2009 (2009-2010)	2010 (2010-2011)
9.	NDE will continue to address inconsistent reporting processes.	X	X	X	X	X	X
10.	NDE Special Populations will collaborate with cross-teams at the state department of education to reinforce transition practices for all students (e.g. Vocational Rehabilitation, Career Education)			X	X	X	X
11.	NDE compiled a team of professionals and attended the Secondary Transition State Planning Institute May 2-4, 2007.			X			
12.	NDE's Planning Institute Team created a state strategic plan to address transition planning issues. The strategic plan addressed the following areas: student involvement in the IEP, interagency linkages, and data collections.			X			
13.	The strategic plan was shared with various stakeholders including processes for implementing the plan. NDE will continue to address the goals outlined in the strategic plan and will include partners as outlined in the plan.			X	X	X	X
14.	NDE will host a State Transition Summit in April 2008. The components of Indicator 13 will be reviewed as well as areas outlined in the state's strategic plan.			X			
15.	NDE Special Populations and Vocational Rehabilitation will hire a contractor to develop a Youth Leadership Network for students with disabilities. This Network will consist of four (4) regional youth councils. The purpose of the Network is to provide opportunities for transition-aged youth with disabilities to develop leadership skills and membership in other youth organizations.			X	X	X	X

Resources:

Education Service Units (ESU) /Improving Learning for Children with Disabilities (ILCD) Facilitators
ESU and School District Transition Specialists
Exiting Community of Practice (CoP)
Mountain Plains Regional Resource Center (MPRRC)
National Secondary Transition Technical Assistance Centers (NSTTAC)
State Strategic Plan Team
State Summit Planning Committee
State Transition Advisory Committee
Youth Leadership Network contractor

**NSTTAC
Indicator 13 Checklist Form A
(Meets Minimum SPP/APR Requirements)**

Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet the postsecondary goals. [20 U.S.C. 1416(a)(3)(B)]

1. Is there a measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?	Y N
Can the goal(s) be counted? Will the goal(s) occur <i>after</i> the student graduates from school? • If yes to both, then circle Y If a postsecondary goal(s) is not stated, circle N	
2. Is (are) there annual goal(s) that will reasonably enable the child to meet the postsecondary goal(s)?	Y N
Is (are) there annual goal(s) included in the IEP that will help the student make progress towards the stated postsecondary goal(s)? • If yes, then circle Y	
3. Are there transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?	Y N
Is a type of <i>instruction, related service, community experience, development of employment and other post-school adult living objections, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation</i> listed in association with meeting the post-secondary goal(s)? • If yes, then circle Y	
4. For transition services that are likely to be provided or paid for by other agencies with parent (or child once the age of majority is reached) consent, is there evidence that representatives of the agency(ies) were invited to the IEP meeting?	Y N NA
For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development: <i>postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation</i> for this post-secondary goal? Was consent obtained from the parent (or child, for a student of the age of majority)? • If yes to both, then circle Y • If it is too early to determine if the student will need outside agency involvement, or nor agency is likely to provide or pay for transition services, circle NA • If parent or individual student consent (when appropriate) was not provided, circle NA • If <i>no</i> invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N	
5. Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment(s)?	Y N
Is the use of a transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? • If yes, then circle Y	
6. Do the transition services include courses of student that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?	Y N
Do the transition services include courses of study that align with the student's postsecondary goal(s)? • If yes, then circle Y	
Does the IEP meet the requirements of Indicator 13? (Circle one) Yes (all) Ys or NAs are circled) No (one or more Ns circled)	

Prepared by the National Secondary Transition Technical Assistance Center (NSTTAC)
September 13, 2006

Part B Revised State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

See SPP Overview, page 1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = # of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school divided by # of youth assessed who had IEPs and are no longer in secondary school times 100.

Overview of Issue/Description of System or Process:

The Nebraska Department of Education (NDE), Special Populations Office worked with various stakeholders to begin organizing Nebraska’s Post-School Outcomes Project (NPSOP) during the fall of 2005. Stakeholders (including special education directors, special education teachers, Educational Service Unit (ESU) staff, transition specialists, agencies, and parents of students with disabilities) recommended contracting with an outside agency to collect the follow-up information from former students in order to decrease the burden on school districts and to also ensure consistent interviewing and data collection processes. Stakeholders also recommended collecting the follow-up information by telephone interviews in order to increase response rates.

NDE followed the appropriate measures to contract with an outside agency to conduct the Post-School Outcomes telephone interviews with former students. The successful candidate was the Bureau of Sociological Research (BOSR) of the University of Nebraska-Lincoln.

After reviewing state data, a team, including statisticians, recommended the follow-up be conducted as a census versus creating a sampling plan.

State data also guided NDE to plan accordingly for possible accommodations for former students to ensure all interviewees contacted could complete a telephone interview.

During the fall of 2006, NDE compiled reports using the June 30, 2006 exit submission from districts. Reports were compiled for all districts including students that had exited in 2005-06 for one of the following reasons: graduated with a regular diploma, received a certificate of completion, aged-out, or dropped-out. Districts reviewed the list of students on the report to ensure accuracy and provided the appropriate contact information for the students listed.

After the information had been collected from districts, NDE shared the appropriate contact information with the Bureau of Sociological Research so that processes could be designed for interviewing and organizing the interview data once collected.

NDE worked with various stakeholders to create the interview instrument for Nebraska's Post-School Outcomes Project. The sample interview instruments created by the National Post-School Outcomes Center were used; however, Nebraska chose to include additional interview questions relating to independent living, student involvement in the IEP process, previous high school experiences, and specific questions for those students that dropped out of high school. Respondents were offered a state-wide resource (phone number and/or web address) at the end of the interview to access if additional information about Nebraska services was needed (e.g. Disability Hotline).

NDE worked with advisory councils to define competitive employment and postsecondary training:

- **Competitive Employment (Rehabilitation Act):** Competitive Employment means work- (i) In the competitive labor market that is performed on a full-time or part-time basis in an integrated setting; and (ii) For which an individual is compensated at or above the minimum wage, but not than less than customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled. (Authority: Sections 7(11) and 12(c) of the Act; 29 U.S.C. 705(11) and 709(c)) Nebraska Post-School Outcomes Project also recognizes supported employment as "Competitive Employment".
- **Postsecondary School:** Continued education post-high school whether the enrollment is full or part time. Full-time enrollment is defined as attending 50% or greater time in the postsecondary school. Part-time enrollment is defined as attending less than 50% in the postsecondary school.
- **Examples of postsecondary schools may include:** two and four year colleges, service learning, apprenticeship, training/certificate programs. Postsecondary education includes any formal training that is not usually considered as "on-the-job training".

Before the telephone interviews were conducted, BOSR provided training for all interviewers with NDE in attendance.

Prior to contacting the former students, BOSR sent by mail, a pre-notification letter to the former student, at their last known address. The letter notified the student of the upcoming telephone survey and the general nature of the questions and the reasons therefore. Respondents were also provided a Frequently Asked Questions resource about the project, including a website and toll free number that could be used if additional information was needed.

In addition to sending pre-notification letters, BOSR sent letters to proxies (family member/alternate contact) seeking new contact information for the former student if the former student or proxy could not be reached via telephone or if a phone number was not available.

BOSR began the telephone interviews on July 2, 2007 and completed on September 29, 2007.

BOSR provided NDE with detailed reports throughout the data collection period. These reports included methodologies used, including frequencies of telephone attempts, and the numbers of interviews completed. This assisted NDE in monitoring attempts and response rates.

After the interviews were complete, BOSR generated state and district level reports. The state-level report was studied by stakeholders and feedback was provided to NDE on targets and improvement activities.

The district level data reports will be shared with districts by NDE. This data will assist districts in completing Nebraska's district self assessment process, Improving Learning for Children with Disabilities (ILCD).

Additional project processes and baseline data are highlighted in the Methodology Report attached.

Baseline Data for FFY 2006 (2006-2007):

As noted in the methodology report, **94.1%** of the students interviewed for the survey are currently working or have worked or are currently enrolled or have been enrolled in postsecondary school, or both, within one year of leaving high school. When looking at this topic using the raw data, 930 out of the 974 students who were interviewed indicated they had participated in some sort of employment or education experience since leaving high school. As weighting procedures were used to make the data more representative of the population, these raw numbers equate to percentages slightly different from the weighted data.

Discussion of Baseline Data:

Baseline data was reviewed by disaggregating the employment and postsecondary outcome results. This allowed more in-depth conversation with stakeholders regarding program improvement. Employment and Postsecondary results are provided in the Methodology Report.

Nebraska will continue to address improvement activities which will improve increase response rates, potentially missing data, and selection bias.

In order to improve response rates, NDE will continue to partner with regional transition specialists, Educational Service Units (ESU), parent training centers, and school districts to promote this project. Providing supporting materials to students and family members will potentially decrease the number of refusals when attempting to complete the telephone interview. Materials developed include: Nebraska Post-School Outcomes brochures, technical assistance documents for educators, project descriptions on the state sample Summary of Performance, and copies of the pre-notification letter sent to all possible interview respondents. All materials can be found on the state transition website.

The process for collecting student contact information from districts will continue to be studied. District submission of student contact information will be considered on the annual, federally required district determination.

BOSR completed multiple tracking procedures during the baseline year in order to complete as many interviews as possible. These efforts will continue with each year of the project. Opportunities will be provided for districts to share methods for collecting and submitting to NDE the most current contact information available for each student.

When compiling the results of the interviews, NDE and BOSR will continue to evaluate nonresponse bias.

NDE anticipates the gathering of more student contact information for the 2007-08 collection period. A more comprehensive process has been developed to collect this information from districts. Additionally, a process has been developed with regional transition specialists to follow up with local school districts in implementing strategies for collecting and organizing the most updated contact information for students who have exited special education. NDE requests the following contact information from districts: home address, phone number, cell phone, and email address for the former student, a family member, and an alternative contact.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Baseline and targets 2005-2010 will be provided in the FFY 2006 APR due 02/01/08
2006 (2006-2007)	94.1% of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school

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FFY	Measurable and Rigorous Target
2007 (2007-2008)	94.1% of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school
2008 (2008-2009)	94.1% of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school
2009 (2009-2010)	94.5% of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school
2010 (2010-2011)	95.0% of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school

Improvement Activities/Timelines:

To determine and develop future follow-up activities designed to ensure consistency with the requirements of this Indicator, NDE along with various resources will:

Improvement Activities		2005 (2005-2006)	2006 (2006-2007)	2007 (2007-2008)	2008 (2008-2009)	2009 (2009-2010)	2010 (2010-2011)
1.	Continue connection with Community of Practice for Post School Outcomes for technical assistance and utilize the recommended exit survey and post school collection survey	X	X	X	X	X	X
2.	Develop Request for Proposals (RFPs) and send to potential independent organizations for submission of a proposal to collect post school data			X			
3.	Review submitted proposals and determine if a contract will be awarded for post school data collection or if data collection will be conducted by NDE and LEAs			X			
4.	In coordination with school districts, ensure exit information collected on students who will exit beginning 2005-2006 and future years of the project.		X	X	X	X	X

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Improvement Activities		2005 (2005-2006)	2006 (2006-2007)	2007 (2007-2008)	2008 (2008-2009)	2009 (2009-2010)	2010 (2010-2011)
5.	Build PSO annual report based on data analysis of collected PSO data			X			
6.	Analysis of data at the state and local level for programmatic utilization			X	X	X	X
7.	Set annual rigorous targets based on baseline data and address state and level progress against the targets annually.			X	X	X	X
8.	Develop a process to report to the public			X	X		
9.	Continuous data analysis with LEAs for program improvement through technical assistance			X	X	X	X
10.	NDE will submit student contact information gathered from school districts to the contracted agency in order to conduct interviews on the districts' behalf.		X	X	X	X	X
11.	NDE will work with the contracted agency to train interviewers and will also work to design a script to accompany Nebraska's Post-School Outcomes interview instrument.		X				
12.	NDE will create comparison variables for the Bureau. The comparison variables will be used to design the reports created for the state and for the school districts.		X	X			
13.	Post-School Outcomes brochures will be developed and disseminated to promote the awareness of the project and also to present the state-level collected data.	X	X	X	X	X	X
14.	NDE will continue to collaborate with school districts to design practices for promoting participation from future student leavers (e.g. NDE revised the state sample Summary of Performance which now includes notification of the Post-School Outcomes Project).	X	X	X	X	X	X
15.	A state self advocacy committee will develop resources and will present information relating to student involvement in the IEP through regional trainings.			X			
16.	NDE will develop and disseminate technical assistance documents that will address the processes and improvement activities of this indicator.		X	X	X	X	X

Revised SPP Template – Part B (3)

Nebraska
State

Improvement Activities		2005 (2005-2006)	2006 (2006-2007)	2007 (2007-2008)	2008 (2008-2009)	2009 (2009-2010)	2010 (2010-2011)
17.	NDE will continue to evaluate the process for collecting contact information from school districts to ensure that timely and complete information is provided for each student leaver.			X	X	X	X
18.	NDE will host a state Transition Summit in April 2008.			X			
19.	As this project continues, NDE and BOSR will work with districts and transition specialists to organize the most recent contact information for students to be included in this project in order to potentially increase response rates			X	X	X	X
20.	NDE compiled a team of professionals and attended the Secondary Transition Planning Institute May 2-4, 2007		X				
21.	NDE's Planning Institute Team created a state strategic plan to address transition planning issues. The strategic plan addressed the following areas: student involvement in the IEP, interagency linkages, and data collections		X				
22.	The strategic plan was shared with various stakeholders including processes for implementing the plan. NDE will continue to address the goals outlined in the strategic plan and will include partners as outlined in the plan		X	X	X	X	X
23.	NDE Special Education and Vocational Rehabilitation will develop a Youth Leadership Network for students with disabilities. This network will consist of four (4) regional youth councils. The purpose of the Network is to provide opportunities for transition-aged youth with disabilities to develop leadership skills and membership in other organizations			X	X	X	X

Revised SPP Template – Part B (3)

Nebraska
State

Improvement Activities		2005 (2005-2006)	2006 (2006- 2007)	2007 (2007- 2008)	2008 (2008- 2009)	2009 (2009- 2010)	2010 (2010- 2011)
24.	NDE will continue to work with stakeholders to develop state and district-level initiatives to improve transition programming to ultimately improve post-school outcomes for students. Stakeholders will include transition advisory committees, the Special Education Advisory Committee, Educational Service Unit staff, parent advocacy partners, and various NDE partners (e.g. Vocational Rehabilitation and Career Education)			X	X	X	X
25.	NDE will develop and disseminate technical assistance documents that will address the processes and improvement activities of this indicator.		X	X	X	X	X
26.	NDE will continue to evaluate the process for collecting contact information from school districts to ensure that timely and complete information is provided for each student leaver.			X	X	X	X

Resources:

Bureau of Sociological Research (BOSR)
 Independent Consultant
 National Community of Practice for Post School Outcomes (CoP)
 National Post School Outcomes Center
 NDE Data Center
 Special Education Advisory Committee (SEAC)
 State Strategic Planning Team
 State Summit Planning Committee
 State Transition Advisory Committee
 State Transition Practitioners Committee
 Vocational Rehabilitation (VR)
 Youth Leadership Network Contractor

Nebraska’s Post-School Outcomes Project Methodology Report
Introduction

This report presents a detailed account of the fielding of the 2007 Post School Outcomes Survey commissioned by the Nebraska Department of Education. Users of the 2007 Post School Outcomes Survey data will find it an important reference source for answers to questions about methodology.

This data collection effort is required by the Federal Office of Special Education Programs in the U.S. Department of Education as part of the IDEA State Performance Plan. The purpose of the study is to collect and report state and district-wide post-school outcomes data on former students with disabilities, including information regarding their educational and career plans and experiences since leaving high school. In order to gain the opinions and experiences of these students, a telephone survey was designed by Nebraska Department Education Special Populations Office staff and fielded by the Bureau of Sociological Research (BOSR) at the University of Nebraska-Lincoln.

The Population

The population universe for this study consisted of all special education students who exited a Nebraska high school during the 2005-06 school year. The Nebraska Department of Education elected to do a census rather than a sampling procedure. According to the Nebraska Special Education Student Information System (SE SIS), a total of 2427 special education students exited high school in 2005-06. Students exited high school for one of the four following reasons listed in Table 1 below:

TABLE 1. Exit Reason Among SE SIS Total Population 2005-06 and Sample Used for Survey.

<u>Exit Reason</u>	<u>SE SIS</u> <u>(Population)</u>		<u>Survey</u> <u>Sample</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Graduated with a regular high school diploma	1772	73.0%	1449	77.4%
Received a certificate of completion	34	1.4%	13	0.7%
Reached maximum age	108	4.5%	80	4.3%
Dropped out	513	21.1%	325	17.4%
Unknown			6	0.3%
TOTAL	2427	100%	1873	100%

Each school district within the state was required to report the names and exit reasons of all special education students to the Office of Special Populations in June of 2006. As part of this project, the schools were later asked to provide contact information for this same list of students. Approximately 162 out of 254 school districts that have special education programs returned this information to the Office of Special Populations. This list totaled to 1873 students, or about 77.2% of the 2427 students identified within SE SIS. It may be helpful to emphasize that the 1873 students whose names were provided by their school district are what is referred to as the “sample,” or the students contacted as part of this research. These students are part of the overall population of 2427 students who, according to SE SIS, exited a Nebraska high school in the 2005/06 academic year.

A list of participating school districts can be found in Appendix A. Users of the Post School Outcomes data should keep in mind that districts may not be included in this list because they did not have an exiting special education student during this school year and not because they failed to comply and submit this information. The sample, or

the list of 1873 students who were contacted for this study, therefore, contains the exit information submitted by the school districts for Nebraska high school students who left school during the 2005-06 academic year.

Data in the sample file associated with each student included first name (or initial), last name, mailing address, telephone number(s), alternative contact information for the student or a proxy, gender, ethnicity, English Language Learner status, disability type, and exit reason. It may be helpful to note that while the vast majority of the SESIS student data is complete, there are a small number of cases where this information is missing. The cases that have missing data for these variables are noted as “system missing” in the dataset.

Of the 1873, students for whom some contact information was available, 974 interviews were completed (additional information concerning the response rate for this survey, including the response by exit reason, can be found in Tables 1 and 2 on pages 7-8). Surveys were completed primarily (60.0% of interviews) with the student as the respondent. Due to the high mobility of this age group and the special needs of some of the respondents, however, interviews were not always able to be completed with the student. In the remaining 40.0 percent of completed interviews, the survey was completed with a proxy such as: a parent (85.4% of proxy interviews), a guardian (7.8% of proxy interviews), or some other adult such as a grandparent, older sibling, aunt, service coordinator, etc. (6.8% of proxy interviews).

The Survey Instrument

The survey instrument was developed by personnel within the Nebraska Department of Education, Office of Special Populations and was administered by the Bureau of Sociological Research (BOSR) at the University of Nebraska-Lincoln. The instrument itself contained five substantive sections, with the first four sections being asked of all respondents. The first section included questions about the former students' current and past employment experiences and history. The second section contained items concerning the former students' use and contact with adult agencies. The items in the third section focused on post high school educational experiences of former students. The fourth section items concerned the former students' feedback and opinions about their high school experiences. The final section of the questionnaire contained items only asked of respondents whose exit reason indicated that the student had dropped out of high school. This section asked items related to the decision to drop out. The questionnaire was designed to be administered over the telephone making use of a computer-assisted-telephone-interviewing system (WinCati) and was completed by respondents, on average, in about 13 minutes. A listing of all the variables and variable labels included in the dataset can be found in Appendix B. The survey instrument can be found in Appendix C.

The Interviewing Process

Interviewing began July 2, 2007, and 974 interviews were completed by the end of the evening on September 29, 2007. Pre-notification letters were sent to all respondents where a mailing address was available (n=1828) in order to provide information about the study and the importance of their participation in advance of our telephone call. A copy of this letter is included as Appendix D.

When a new record was assigned to a telephone interviewer to call, they were instructed to ask for the student by name provided by the school district. If the designated respondent (student) was not present in the household at that moment, a good time to find him/her at home was determined and a return call was made. If the person answering the telephone call communicated to the interviewer that the respondent would be unable to complete the call, the interviewer established who the most appropriate person would be to complete the interview and attempted to complete the interview with that person.

In order to increase the response rate, multiple calls were made to numbers for which there was no answer. Additional calls were made at different times of the day and different days of the week, including the weekend, to increase the potential that a call would reach the respondent during an available time.

All of the interviewing was completed by professional interviewers. The interviewers were trained to use the Computer Assisted Telephone Interviewing (CATI) techniques and spent several hours of practice time becoming accustomed to using CATI before being allowed to work on research projects. Many of the interviewers had previous experience in telephone interviewing; several were highly skilled with many years of interviewing experience. Interviewers were supervised by permanent staff of the BOSR. All interviewing was done in the BOSR interviewing lab. BOSR supervisory staff was available during calling hours to supervise the interviewing and to answer questions.

Two study-specific training sessions were held where interviewers were given more detailed instructions on the purpose of this project as well as instruction on data-collection issues specific to this project. Staff from the Nebraska Department of Education were on hand for the first of the two training sessions to provide helpful insight into the project goals and to answer questions posed by the interviewers. Appendix E presents the supplementary interviewer guide created for the Post School Outcomes Survey.

Training for the interviewers involved two steps. First, Nebraska Department of Education staff and BOSR project management staff met with all interviewers in a group session and discussed in detail the schedule and the procedures to be used. All interviewers were given a detailed instruction manual, which they were instructed to read through carefully and which they were required to have with them each time they interviewed. Second, all interviewers were required to complete practice interviews. These practice interviews were carefully examined by the BOSR staff for errors, inadequate responses on open-ended questions, and the like.

The proximity of interviewer workstations, as well as the use of telephone monitoring equipment, provided opportunities for careful supervision as the data was collected. The study director and others on the BOSR staff were always accessible so that questions from the interviewers could be handled immediately and, if necessary, the respondent could be called back. Further, supervisors regularly monitored interviews while they were being conducted. This helped to identify interviewing problems and difficulties. Interviews were very carefully reviewed by the BOSR staff. This was done on a daily basis so that errors could immediately be brought to the attention of the interviewers and corrected. If answers were recorded incorrectly or in an incomplete manner, the interviewer was asked to call the respondent back and correct the error.

The interviewing staff is paid by the hour, not by the number of interviews completed. This method of payment is used so that we can ensure the high quality of the data collected by our staff. The progress and productivity level of each interviewer, however, is monitored to detect problems in the method of interviewing. Various rates are calculated to reflect the completion rate per hour, the total number of attempts per hour, a refusal rate, etc., to monitor the progress of each interviewer compared to the entire group of interviewers. Individual attention is given if an interviewer's rates stray from the overall mean.

Tracking Procedures

Due to the transitory nature of young adult populations and because the information provided by the school districts was at least one year old, approximately 894 of the cases in the sample required the BOSR to locate more current contact information for respondents. It may be helpful to note that nearly as many cases needed some form of tracking as the number of completed interviews. Due to the high volume of cases that required some form of

tracking, a thorough tracking procedure was established to ensure consistent efforts were made to locate as many respondents in the sample as possible. First, interviewers were instructed to ask for a more current telephone number for the student during the initial contact with the household through the main telephone number provided and, if needed, to fill out a tracking log for every time a respondent was unable to be contacted at this number. An example of the tracking logs employed in this survey is located in Appendix F. If a new telephone number was obtained by the interviewer at this time, BOSR project staff used the tracking log information to enter the updated telephone number in the respondent database.

If the interviewer was unable to obtain a new telephone number for a respondent, BOSR project staff examined the additional information provided by the school districts. If this information contained additional contact information for the respondent, the record was updated with that information. This step was repeated as needed using the supplemental telephone numbers supplied by the school districts.

If no additional number was available in the sample file, a search by BOSR project staff was conducted on three different search engines on the Internet. The search was conducted on each engine in a variety of ways using a variety of information (i.e. full first and last name, last name only, reverse address matches, etc). The first likely match found in a search was noted in the respondent database and then attempted by an interviewer. If the match proved unsuccessful, the next available match was used until all matches were exhausted. In cases where the BOSR tracked a possible current address but no additional telephone number for a respondent, a copy of the pre-notification letter was sent to the new address with an additional note informing the respondent that we did not have a telephone number and requesting that he/she call us with a way to contact him/her. The text for this additional note is included in Appendix G. If after all of these procedures the respondent or a proxy was not located, the record was coded as a “Not Trackable” disposition, indicating that we were unable to locate the respondent or a proxy to complete the interview.

Data Processing

Completed interviews were carefully processed and recorded by BOSR staff to ensure that each interview was accounted for and its progress along the various steps of editing, coding, merging, and uploading could be monitored. Since the data was directly entered into the computer in a computer-readable form at the time of the interview, no additional data-entry steps were needed. At the conclusion of the data-collection period, BOSR staff completed a final phase of data cleaning. This process involved assigning variable and value labels to each item from the questionnaire, re-checking the data for possible data-entry errors, and reading all open-ended data and re-coding this information if needed. Additionally, the open-ended data was edited and identifying information was removed. Interviewers were instructed to include open-ended text when respondents provided them with information pertinent to the study that could not be captured within the response options associated with the question at hand. Appendix H contains the open-ended text as well as the variable where the text was gathered.

The BOSR project management staff utilized the Statistical Package for the Social Sciences (SPSS) software to evaluate the dataset. Frequency distributions on each of the variables in the survey were generated with missing value codes assigned. In addition, consistency checks were made due to the use of WinCati; data-entry and contingency errors were minimal.

Response Rate

Of the 1873 students sampled, 974 (52.0%) interviews were completed. The refusal rate, calculated as the percent of all usable telephone numbers that refused to complete the survey at all, was 13.1%. The “No Eligible Respondent” category includes students who had re-entered high school, students who indicated they did not exit a Nebraska high school during the 2005-06 school year, and deceased students (1.1%). As mentioned previously, despite tracking efforts cases for which no viable telephone number where the student or a proxy could be reached to complete the

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interview could be found were placed in the category of “Not Trackable” (26.3%). The following table (Table 2) provides the outcomes of all telephone numbers selected in the sample. Table 3 shows the number and percentage of completed interviews by exit reason.

TABLE 2. Response Outcomes of Sample Records.

RESPONSE CATEGORY	NUMBER	%
Completed Interview	974	52.0%
<i>Graduated with diploma</i>	836	
<i>Graduate with certificate of completion</i>	11	
<i>Aged out/Reached maximum age</i>	44	
<i>Dropped out</i>	83	
Refusal	245	13.1%
<i>Refusal by Student</i>	44	
<i>Refusal by Proxy</i>	97	
<i>Refusal by Unknown</i>	104	
No Resolution by End of Study Period	140	7.5%
<i>Answering Machine or Answering Service</i>	22	
<i>No Answer</i>	10	
<i>Callback</i>	47	
<i>Multiple Attempts - No Contact Made</i>	61	
Unable to Complete and No Proxy Available	1	0.0%
No Eligible Respondent	21	1.1%
Not Trackable	492	26.3%
TOTAL NUMBERS SAMPLED	1873	100.0%

TABLE 3. Completed Interviews by Exit Reason Compared to SESIS population.

<u>Exit Reason</u>	<u>Completed Interviews</u>		<u>SE SIS (population)</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Graduated with a regular high school diploma	834	85.7%	1772	73.0%
Received a certificate of completion	11	1.1%	34	1.4%
Reached maximum age	44	4.5%	108	4.5%
Dropped out	83	8.5%	513	21.1%
Unknown exit reason	2	0.1%		
Total Interviews Completed	974	100%	2427	100%

Weighting

The Post School Outcomes Survey data has been weighted to account for differences between the overall population (SE SIS data) and the group of students interviewed as part of this research (completed interviews). As can be seen in Table 3, a higher proportion of interviews were completed with students who graduated with a regular high school diploma (85.7%) than the proportion contained in the SE SIS database (73.0%). While the proportions of students who received a certificate of completion or reached maximum age is similar between the two groups, there are fewer students, proportionally, who dropped out in the survey data (8.5%) than in the SE SIS database (21.1%). Weighting is a statistical procedure that compensates for these differences to make results of the survey more generalizable to the overall group being examined. It may be helpful to keep in mind that when using weighted data it is best to look at proportions (percentages) rather than the number of cases reported because the weights adjust the raw numbers. Weighting adjusts the number of people doing “X” in order to create the representative proportion based on the population. In other words, the actual number of people is adjusted in order to make the percentage more closely resemble a true census.

A variable that allows the dataset to be weighted to more closely reflect the overall sampling frame is included in the Post School Outcomes dataset. The variable “SE SISwate” contains an adjustment for the exit reason, sex, and racial differences found between the overall sample of students and the final compilation of students who are represented in the completed survey data.

Selected Findings

The data from the 2007 Post School Outcomes Survey contains useful information about the activities of students with disabilities since leaving a Nebraska high school in the 2005-06 academic year along with their perceptions of their high school experience. This section contains a brief snapshot of selected findings from the data. As weighting adjusts the raw numbers within the dataset so that the proportion being reported is more representative to the population as a whole, percentages (rather than raw numbers) are presented here.

To begin, the majority of the interviews were completed by the student (60.0%) rather than by a proxy, such as a parent or guardian. It may be helpful to make note in reading the following findings that the student was not necessarily the respondent who answered the survey questions presented here.

Employment

A main focus of this research is the employment and education outcomes of the students during the period between their exit from high school and their interview (approximately one year from their high school exit). Approximately 67.7% of the students indicated that they were currently employed. Of those not currently employed, 65.1% reported that they had had a period of employment since exiting high school. Combined, 88.5% of the students were currently employed or had worked since leaving high school.

Of the students who were currently employed, the majority (60.2%) worked 35 hours or more a week, obtained their current job on their own (54.9%) and worked for a wage of \$7.01 per hour or more (63.3%).

For the students who were not currently working, the majority reported that they were in the process of looking for a job, could not find a job, or were between jobs (40.6%). Other reasons that students were not currently working included that they were in a school training or education program (19.1%), they had quit their job (4.6%), they were fired or let go from their job (5.9%), they did not have the skills/ability to work (7.8%), they were not looking/not interested in working (7.2%), they were currently pregnant or had childcare issues (4.4%), or for some other reason (10.3%)

Post secondary education

Post secondary education was also a very prevalent activity for these students since exiting high school. Nearly 30 percent (29.4%) of students were currently enrolled in some type of school, training or education program. Another 14.0% indicated that they were enrolled for the fall of 2007. Finally, 16.6% reported that they had taken classes through some type of school, training, or education program at some point since leaving high school. Out of all the students interviewed in the 2007 Post School Outcomes Survey, a total of 59.6% reported either being currently enrolled or enrolled for the fall of 2007, or have taken classes through, some type of school, training or education program.

The majority of students who were currently enrolled in some type of school, training, or education program indicated attending a community or technical college (55.0%) followed by a college or university (17.9%). Additionally, nearly three-fourths of these students were enrolled in school full-time (72.8%).

The questions from the employment and education variables demonstrate the large presence of these students in the work force and in educational institutions. When looked at as a whole, 94.1% of the students interviewed for the survey are currently working or have worked at some point since exiting high school, are currently enrolled, are enrolled for fall of 2007 in some type of school, training or education program or have taken classes in some type of school, training or education program.

High School Experience

The survey asked students to indicate elements of their high school program that were most helpful to them in preparing for life after high school. The reported percentages for these elements include:

- 28.1% - Special education program.
- 26.0% - School personnel who helped and cared about me.
- 21.8% - Regular education program.
- 14.9% - Don't know.
- 11.1% - Preparation for employment.
- 11.3% - Social life, friends or extracurricular activities.
- 10.9% - None, there were no good things about my high school experience.
- 9.3% - Preparation for independent living after school.
- 6.9% - Preparation for post secondary education.
- 5.6% - Other, something else.

Students were also asked to indicate elements of their high school program that could have been improved to help better prepare them for life after high school. The reported percentages for elements that could have been improved include:

- 28.9% - None, my high school program was good.
- 21.5% - Don't know.
- 17.3% - Regular education program.
- 14.0% - School personnel who helped and cared about me.
- 11.8% - Special education program.
- 9.5% - Preparation for employment.
- 8.9% - Preparation for independent living after school.
- 7.2% - Preparation for post secondary education.
- 4.3% - Social life, friends or extracurricular activities.
- 6.3% - Other, something else.

IEP Meetings

Overall, the majority (53.1%) of students said they always attended their high school IEP meetings. The proportion indicating that they always attended these meeting vary by exiting reason, however, with 55.6% of students who graduated with a diploma, 63.6% of students who graduated with a certificate of completion, 82.9% of students who reached maximum age, and 36.1% of students who dropped out saying they always attended.

A similar pattern emerges for the reported involvement in high school IEP meetings. As a group, 28.4% of the students were very involved in their high school IEP meetings. A larger proportion of students who reached maximum age reported they were very involved (42.1%) compared to students who graduated with a diploma (30.9%), students who graduated with a certificate of completion (27.3%) or students who dropped out (16.6%).

Drop-outs

Eighty-three students who dropped out of high school during the 2005-06 school year were interviewed as part of this survey. The main reasons for dropping out include:

- 16.2% - Were in trouble in school for behavior.
- 14.9% - Got behind in classes and had poor grades.
- 12.5% - Didn't like school/school wasn't relevant to student.
- 9.8% - Wanted to work and make money.
- 8.6%. - Childcare issues or were pregnant.
- 8.2% - Were not getting enough help/support from teachers.
- 4.2% - Were not getting along with other students; didn't have friends.
- 25.6% - Some other reason.

The following are examples of the "other" reasons that students gave for dropping out that were noted by the respondent during the interview:

- ▶ *"He had to complete an automotive class to graduate which was held at a college. He didn't have transportation to get there."*
- ▶ *"Thought if he dropped out and went to another high school he could graduate faster and not have to be a 5th year senior."*

Respondents were also asked to indicate what would have helped them/the student stay in school and graduate. Their responses are as follows:

- 34.4% - Having more encouragement and support from school personnel.
- 7.3% - Having more friends and a better social life.
- 5.7% - Having more classes that were relevant to me.
- 1.8% - Feeling more a part of the school.
- 1.9% - Having more encouragement and support from my family.
- 48.9% - Some other reason.

Examples of "other" reasons that respondents gave for what would have helped them/the student stay in school and graduate include:

- ▶ *"Someone to look after the children."*
- ▶ *"Transportation."*
- ▶ *"Knowing English language better would have helped him."*

Hotline for Disability Services

At the completion of the interview, the interviewer thanked the respondent for participating in the survey and offered information about the Hotline for Disability Services. A description of the service was included along with the Hotline's Web address and toll-free telephone number in order for the respondent to obtain additional information about the services available. The interviewer was asked to record whether or not the respondent took down this information, and if they did, what information they requested. Overall, 59.1% took this information with 19.8% taking the hotline telephone number only, 7.8% taking the Web page only, and 31.4% taking both pieces of information.

Summary

Additional information about the purpose, sampling, or outcomes of the survey can be requested from the Office of Special Populations at the Nebraska Department of Education by contacting Lindy Foley at (402) 471-2471 or by sending an e-mail to lindy.foley@nde.ne.gov.

Any questions regarding this report or the data collected can be directed to the Bureau of Sociological Research at the University of Nebraska-Lincoln by calling (402) 472-3672 or by sending an e-mail to bosr@unl.edu.

Appendix A:
Survey Instrument

Nebraska Department of Education, Office of Special Populations
Nebraska Post-School Outcomes Project (NPSOPS)
June 2007 to August 2007
Bureau of Sociological Research

INTRO

Hello, this is _____ calling from the UNL Research Center. We are calling on behalf of the last public high school attended or received services from.

INTRO2

We are calling for the Nebraska Post-School Outcomes Project Survey being conducted on behalf of the last public high school attended or received services from.

(*Student name*)'s name and telephone number were given to us as a student who left high school during the 2005-2006 school year.

May I speak to (*Student name*) or would it be better to talk to you or someone else on (*Student name*)'s behalf?

- 1 STUDENT IS ON THE PHONE
 - 2 PERSON ON PHONE IS BEST PERSON TO INTERVIEW
 - 3 PERSON ON PHONE IS GETTING STUDENT
 - 4 PERSON ON PHONE IS GETTING BEST PERSON TO INTERVIEW
 - 5 STUDENT IS BEST TO INTERVIEW BUT NOT AVAILABLE NOW
 - 6 PERSON WHO IS BEST TO INTERVIEW IS NOT AVAILABLE NOW
-

INTRO3

Hello, this is _____ calling from the UNL Research Center. We are calling on behalf of the last public high school you attended or received services from.

Your name was given to us by the last public high school you attended or received services from, as their records indicated you left high school during the 2005-2006 school year. We would like to talk to you about your experiences since leaving high school including your education and job plans. All of your answers will be kept confidential. You have the right to refuse to answer any question you wish. The interview can take 15 to 20 minutes to complete, but we don't have to complete it all at this time.

Can we begin now?

INTRO4

Hello, this is _____ calling from the UNL Research Center. We are calling on behalf of the last public high school attended or received services from.

(*Student name*)'s name was given to us by the last public high school he/she attended or received services from, as their records indicated (*Student name*) left high school during the 2005-2006 school year. We would like to talk to you about (*Student name*)'s experiences since leaving high school including his/her education and job plans. We understand that you may not know how to respond for on every question, but please answer to the best of your ability. All of your responses will be kept confidential. You have the right to refuse to answer any question you wish. The interview can take 15 to 20 minutes to complete, but we don't have to complete it all at this time.

Can we begin now?

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NAMER

Will you please tell me your first name only?

INTERVIEWER - ASK RESPONDENT TO SPELL FIRST NAME
OR READ IT BACK TO R TO CONFIRM YOUR SPELLING

RELATN

What is your relationship to (*Student name*)?

- 1 PARENT
 - 2 GUARDIAN
 - 3 OTHER - PLEASE SPECIFY
-

WHOR

INTERVIEWER - WHO IS COMPLETING THE INTERVIEW?

- 1 FORMER STUDENT
 - 2 PARENT OR GUARDIAN
 - 3 SOMEONE ELSE ON STUDENT'S BEHALF - SPECIFY
-

NOEXIT

Why did you leave high school? Did you...

- 1 Graduate (with a diploma)
- 2 Receive a Certificate of Completion
- 3 Age out (turned age 21)
- 4 Drop out

If (exit > 0) then skip to SCHSTAT

SCHSTAT

Are you currently taking classes at any high school?

- 1 Yes
- 5 No

- 8 DON'T KNOW
- 9 REFUSED

If (exit = 1) then skip to WrkNow
If (noexit = 2) then skip to WrkNow
If (answer = 1) then skip to NONQUAL

*****EMPLOYMENT SECTION*****

WrkNow

Do you currently have a job?

Revised SPP Template – Part B (3)

Nebraska
State

- 1 Yes
- 5 No

- 8 DON'T KNOW
- 9 REFUSED

If (answer > 1) then skip to WUnemp

Hours

How many hours per week do you work at your current job?

- 1 1-10
 - 2 11-19
 - 3 20-29
 - 4 30-34
 - 5 35 hours or more

 - 8 DON'T KNOW
 - 9 REFUSED
-

JobTyp

What type of job do you have? Please describe your current position and duties.

INTERVIEWER - YOU DO NOT HAVE TO READ OPTIONS. CHOOSE OPTION THAT MOST CLOSELY MATCHES R's DESCRIPTION. BE SURE TO GET DETAILS!

- 1 Fast food/food services
 - 2 Retail or grocery store (sales, clerking, stocking, telemarketing)
 - 3 Domestic janitorial, including hotel or motel
 - 4 Laborer (material handler, hwy construction, lawn care, warehouse)
 - 5 Production work (factory work)
 - 6 Building construction trades (carpenter, welder, roofer)
 - 7 Technical/mechanical trades (automotive, machinist, electronic)
 - 8 Office work (computer operator, filing)
 - 9 Piecework in a sheltered workshop
 - 10 OTHER - SPECIFY

 - 88 DON'T KNOW
 - 99 REFUSED
-

GetJob

How did you get your current job? Would you say...

- 1 On Own (By Myself/Himself/Herself)
 - 2 Through High School (Guidance Counselor, etc.)
 - 3 Through Vocational Rehabilitation or Another Agency
 - 4 Through a Family Member or Friend

 - 8 DON'T KNOW
 - 9 REFUSED
-

Revised SPP Template – Part B (3)

Nebraska
State

WhereWk

Where do you work?

INTERVIEWER - WE ARE LOOKING FOR RESPONSES SUCH AS:

- (1) IN AN INTEGRATED, COMPETITIVE EMPLOYMENT SETTING
- (2) AT HOME
- (3) IN THE MILITARY
- (4) IN A JAIL OR PRISON
- (5) IN SHELTERED EMPLOYMENT (WHERE MOST WORKERS HAVE DISABILITIES)
- (6) IN SUPPORTED EMPLOYMENT (PAID WORK IN COMMUNITY W/ SUPPORT SERVICES)

If (JobTyp = 9) or if (JobTyp = 10) then skip to Train

Train

Who trained you to do this job?

- 1 Supervisor (at this job)
 - 2 Co-worker (at this job)
 - 3 Job coach who works for another agency

 - 8 DON'T KNOW
 - 9 REFUSED
-

Pay

What is your hourly wage rate? Would you say it is...

- 1 Less than minimum wage (<\$5.15)
 - 2 Minimum wage (\$5.15)
 - 3 \$5.16-\$7.00
 - 4 \$7.01-\$9.00
 - 5 \$9.00 or more
 - 6 OTHER (SUCH AS PIECEWORK) - SPECIFY

 - 88 DON'T KNOW
 - 99 REFUSED
-

BeneHI

Does your current job provide you with Health Insurance?

- 1 Yes
 - 5 No

 - 8 DON'T KNOW
 - 9 REFUSED
-

BeneRB

Does your current job provide you with Retirement Benefits?

- 1 Yes
- 5 No

- 8 DON'T KNOW
 - 9 REFUSED
-

BenePV

Does your current job provide you with Paid Vacation?

- 1 Yes
 - 5 No

 - 8 DON'T KNOW
 - 9 REFUSED
-

BeneSL

Does your current job provide you with Paid Sick Leave?

- 1 Yes
 - 5 No

 - 8 DON'T KNOW
 - 9 REFUSED
-

*****FOR STUDENTS WHO ARE CURRENTLY WORKING*****

Unemp

Have there been times since high school that you haven't had a job?

- 1 Yes
- 5 No

- 8 DON'T KNOW
- 9 REFUSED

Skip to AGNINTR

*****FOR STUDENTS WHO ARE NOT CURRENTLY WORKING*****

WUnemp

Why do you not currently have a job?

- 1 Looking/cannot find a job/between jobs
 - 2 In some type of school, training or education program
 - 3 Quit job (did not like, not enough money, etc.)
 - 4 Fired/let go from job
 - 5 Do not have the skills/ability to work
 - 6 Not looking/not interested in working
 - 7 OTHER - SPECIFY

 - 88 DON'T KNOW
 - 99 REFUSED
-

EvrWrk

At any time since leaving high school, have you ever had a job?

- 1 Yes
- 5 No

- 8 DON'T KNOW
- 9 REFUSED

If (answer > 1) then skip to NoJob

FmrHrs

Parallel to Hours, asked of currently employed students

How many hours per week do you work at your current job?

- 1 1-10
 - 2 11-19
 - 3 20-29
 - 4 30-34
 - 5 35 hours or more

 - 8 DON'T KNOW
 - 9 REFUSED
-

JobDesc

What type of job did you have? Please describe your former position and duties.

INTERVIEWER - YOU DO NOT HAVE TO READ OPTIONS. CHOOSE OPTION THAT MOST CLOSELY MATCHES R's DESCRIPTION. BE SURE TO GET DETAILS!

- 1 Fast food/food services
 - 2 Retail or grocery store (sales, clerking, stocking, telemarketing)
 - 3 Domestic janitorial, including hotel or motel
 - 4 Laborer (material handler, hwy construction, lawn care, warehouse)
 - 5 Production work (factory work)
 - 6 Building construction trades (carpenter, welder, roofer)
 - 7 Technical/mechanical trades (automotive, machinist, electronic)
 - 8 Office work (computer operator, filing)
 - 9 Piecework in a sheltered workshop
 - 10 Other - specify

 - 88 DON'T KNOW
 - 99 REFUSED
-

HowGet

Parallel to GetJob of currently employed students

How did you get that job? Would you say...

- 1 On Own (By Myself/Himself/Herself)

Revised SPP Template – Part B (3)

Nebraska
State

- 2 Through School
 - 3 Through Vocational Rehabilitation or Another Agency
 - 4 Through a Family Member or Friend

 - 8 DON'T KNOW
 - 9 REFUSED
-

WhrWork

Parallel to WhereWk

Where did you work?

INTERVIEWER - WE ARE LOOKING FOR RESPONSES SUCH AS:

- (1) IN AN INTEGRATED, COMPETITIVE EMPLOYMENT SETTING
- (2) AT HOME
- (3) IN THE MILITARY
- (4) IN A JAIL OR PRISON
- (5) IN SHELTERED EMPLOYMENT (WHERE MOST WORKERS HAVE DISABILITIES)
- (6) IN SUPPORTED EMPLOYMENT (PAID WORK IN COMMUNITY W/ SUPPORT SERVICES)

If (JobDesc = 9) or if (JobDesc = 10) then skip to Trained

Trained

Who trained you to do your previous job?

- 1 Supervisor (at this job)
 - 2 Co-worker (at this job)
 - 3 Job coach who works for another agency

 - 8 DON'T KNOW
 - 9 REFUSED
-

FmrPay

Parallel to Pay of currently employed students

What was your hourly wage rate for that job? Would you say it was...

- 1 Less than minimum wage (<\$5.15)
- 2 Minimum wage (\$5.15)
- 3 \$5.16-\$7.00
- 4 \$7.01-\$9.00
- 5 \$9.00 or more
- 6 OTHER (SUCH AS PIECEWORK) - SPECIFY

- 88 DON'T KNOW
- 99 REFUSED

Skip to AGNINTR

NoJob

Revised SPP Template – Part B (3)

Nebraska
State

What is the main reason you have never had a job?

- 1 Looking/cannot find a job [/BETWEEN JOBS]
- 2 In some type of school, training or education program

- 5 Do not have the skills/ability to work
- 6 Not looking/not interested in working
- 7 OTHER - SPECIFY

- 88 DON'T KNOW
- 99 REFUSED

ADULT AGENCY SECTION

AGNINTR

Now we're going to be talking about adult agencies. These may be agencies that helped you find a job, get job training, or provided other types of support.

AgnNow

Do you currently receive services from any adult agency?

- 1 Yes
- 5 No

- 8 DON'T KNOW
- 9 REFUSED

If (answer = 1) then skip to WAgency

Agency

Have you ever received services from any adult agency?

- 1 Yes
- 5 No

- 8 DON'T KNOW
- 9 REFUSED

If (answer > 1) then skip to NoAgency

WAgency

From which agency or agencies have you received services?

INTERVIEWER - CHECK ALL THAT APPLY

- Vocational Rehabilitation
- HHS - Developmental Disability Services
- DoL Workforce Investment - Job Training Program (formerly JTPA)
- Community Mental Health
- OTHER - SPECIFY
- DON'T KNOW

REFUSED
ALL DONE

WHATAGN

INTERVIEWER - HOW DID R ANSWER QUESTION "WAgency"?

"WAgency" is the previous question with check-all choices.

- 1 Only Vocational Rehabilitation (VR)
- 2 Only Job Training Program (JTP)
- 3 Both VR and JTP
- 4 Neither VR nor JTP

If (answer = 2) then skip to JTPServ

If (answer = 4) then skip to EduNow

VRServ

Did you complete services through Vocational Rehabilitation?

- 1 Yes
- 5 No

- 8 DON'T KNOW
- 9 REFUSED

If (WHATAGN = 3) then skip to EduNow

JTPServ

Did you complete services through the Job Training Program?

- 1 Yes
- 5 No

- 8 DON'T KNOW
- 9 REFUSED

Skip to EduNow

NoAgency

Why haven't you received services from any adult agency?

- 1 Never referred to any agency
 - 2 Referred, did not apply
 - 3 Applied, not eligible
 - 4 Applied, on waiting list
 - 5 Services not needed or not requested

 - 88 DON'T KNOW
 - 99 REFUSED
-

POST-HS EDUCATION SECTION

EduNow

Are you currently enrolled in any type of school, training, or education program?

- 1 Yes
- 5 No

- 8 DON'T KNOW
- 9 REFUSED

If (answer > 1) then skip to EduFall

EduTypN

In what type of school, training, or education program are you currently enrolled? Is it a...

- 1 High school completion program (Adult Basic Education, GED)
 - 2 Short-term education or employment training (WIA, Job Corps)
 - 3 Vocational or Technical School (less than a 2-year program)
 - 4 Community or Technical College (2-year college)
 - 5 College or University (4-year college)
 - 6 Enrolled in studies while incarcerated
 - 7 OTHER - SPECIFY

 - 88 DON'T KNOW
 - 99 REFUSED
-

EduFT

Are you currently enrolled full time?

- 1 Yes
 - 5 No

 - 8 DON'T KNOW
 - 9 REFUSED
-

EduFall

Are you enrolled in any type of school, training, or education program for the fall (of 2007)?

- 1 Yes
 - 5 No

 - 8 DON'T KNOW
 - 9 REFUSED
-

If (answer > 1) then skip to AnyPEd

EduTypF

In what type of school, training, or education program are you enrolled for the fall (of 2007)? Is it a...

- 1 High school completion program (Adult Basic Education, GED)

Revised SPP Template – Part B (3)

Nebraska
State

- 2 Short-term education or employment training (WIA, Job Corps)
- 3 Vocational or Technical School (less than a 2-year program)
- 4 Community or Technical College (2-year college)
- 5 College or University (4-year college)
- 6 Enrolled in studies while incarcerated
- 7 OTHER - SPECIFY

- 88 DON'T KNOW
 - 99 REFUSED
-

EduFTF

Will you be enrolled full time in the fall (of 2007)?

- 1 Yes
 - 5 No

 - 8 DON'T KNOW
 - 9 REFUSED
-

AnyPEd

At any time since leaving high school, have you ever taken classes through any type of school, training, or education program?

- 1 Yes
- 5 No

- 8 DON'T KNOW
- 9 REFUSED

If (EduNow = 1) or if (EduFall = 1) then skip to EduAsst
If (answer > 1) then skip to WNoEdu

PEdTyp

Parallel to EduTypN and EduTypF

In what type of school, training, or education program were you enrolled? Was it a...

- 1 High school completion program (Adult Basic Education, GED)
- 2 Short-term education or employment training (WIA, Job Corps)
- 3 Vocational or Technical School (less than a 2-year program)
- 4 Community or Technical College (2-year college)
- 5 College or University (4-year college)
- 6 Enrolled in studies while incarcerated
- 7 OTHER - SPECIFY

- 88 DON'T KNOW
 - 99 REFUSED
-

PEdFT

Were you enrolled full time?

Revised SPP Template – Part B (3)

Nebraska
State

- 1 Yes
 - 5 No

 - 8 DON'T KNOW
 - 9 REFUSED
-

EduAsst

Have you received tutoring, extended time on tests, note takers, or other assistance with schoolwork since leaving high school?

- 1 Yes
- 5 No

- 8 DON'T KNOW
- 9 REFUSED

Skip to HSProg

WNoEdu

Why are you NOT currently enrolled in any school, training, or education program?

- 1 COMPLETED
 - 2 SCHOOL IS OUT OF SESSION
 - 3 VOLUNTARILY DROPPED OUT
 - 4 TERMINATED FROM INSTITUTION
 - 5 OTHER - SPECIFY

 - 88 DON'T KNOW
 - 99 REFUSED
-

HIGH SCHOOL EXPERIENCES SECTION

HSProg

What parts of your high school program were most helpful in preparing you for life after high school?

INTERVIEWER - CHECK ALL THAT APPLY

SCHOOL PERSONNEL WHO HELPED AND CARED ABOUT ME
SPECIAL EDUCATION PROGRAM
REGULAR EDUCATION PROGRAM
PREPARATION FOR EMPLOYMENT
PREPARATION FOR POST-SECONDARY EDUCATION
PREPARATION FOR INDEPENDENT LIVING AFTER SCHOOL
SOCIAL LIFE, FRIENDS OR EXTRACURRICULAR ACTIVITIES
NONE, THERE WERE NO GOOD THINGS ABOUT MY HIGH SCHOOL PROGRAM
OTHER - SPECIFY
DON'T KNOW
REFUSED

HSImpr

Revised SPP Template – Part B (3)

Nebraska
State

What parts of your high school program could have been improved to help you better prepare for life after high school?

INTERVIEWER - CHECK ALL THAT APPLY

SCHOOL PERSONNEL WHO HELPED AND CARED ABOUT ME
SPECIAL EDUCATION PROGRAM
REGULAR EDUCATION PROGRAM
PREPARATION FOR EMPLOYMENT
PREPARATION FOR POST-SECONDARY EDUCATION
PREPARATION FOR INDEPENDENT LIVING AFTER SCHOOL
SOCIAL LIFE, FRIENDS OR EXTRACURRICULAR ACTIVITIES
NONE, MY HIGH SCHOOL PROGRAM WAS GOOD
OTHER - SPECIFY
DON'T KNOW
REFUSED

HSCours

How many Career and Technical Education classes in agriculture, business, technology, woods, drafting, mechanics, automotive, welding, or family and consumer sciences did you complete during high school?

- 1 None
 - 2 One
 - 3 Two
 - 4 Three
 - 5 More than three
 - 6 More than three in a specific area

 - 88 DON'T KNOW
 - 99 REFUSED
-

IEPAtt

How often did you attend your high school IEP (Individualized Education Program) meetings? Would you say...

- 1 Always
 - 2 Sometimes
 - 3 Rarely
 - 4 Never

 - 8 DON'T KNOW
 - 9 REFUSED
-

IEPInv

How involved were you in your high school IEP (Individualized Education Program) meetings? Would you say you were...

- 1 Very involved
- 2 Somewhat involved
- 3 A little involved
- 4 Not at all involved

- 8 DON'T KNOW

9 REFUSED

Social

How often do you currently participate in social activities like going to movies, concerts, sporting events or doing anything else you enjoy? Would you say...

- 1 Once a month or less
- 2 Two or three times a month
- 3 Four or more times a month

- 8 DON'T KNOW
 - 9 REFUSED
-

Living

Do you currently live...

- 1 With parent(s)
- 2 With another family member (aunt/uncle, cousin, sister/brother)
- 3 With a spouse or roommate
- 4 Alone
- 5 WITH SOMEONE OR SOMEWHERE ELSE - SPECIFY
- 6 IN MILITARY HOUSING OR BARRACKS
- 7 IN AN INSTITUTIONAL RESIDENCE (MEDICAL/CORRECTIONAL/ETC)
- 8 IN SUPERVISED LIVING (GROUP HOME/ADULT FOSTER CARE/ETC)

- 88 DON'T KNOW
- 99 REFUSED

If (exit < 4) then skip to THANK

*****THIS SECTION ONLY FOR FORMER STUDENTS WHO DROPPED OUT*****

WDrop

What is the main reason why you dropped out of high school?

- 1 DIDN'T LIKE SCHOOL; IT WASN'T RELEVANT TO STUDENT
- 2 WAS IN TROUBLE IN SCHOOL FOR MY/HIS/HER BEHAVIOR
- 3 WANTED TO WORK & MAKE MONEY
- 4 GOT BEHIND IN CLASSES & HAD POOR GRADES
- 5 WASN'T GETTING ENOUGH HELP OR SUPPORT FROM TEACHERS
- 6 WASN'T GETTING ALONG WITH OTHER STUDENTS; DIDN'T HAVE FRIENDS
- 7 OTHER - SPECIFY

- 88 DON'T KNOW
 - 99 REFUSED
-

WDrop2

Is there another reason why you dropped out of high school?

- 1 Yes
- 5 No

- 8 DON'T KNOW
- 9 REFUSED

If (answer > 1) then skip to Stay1

WDrop3

What would that reason be?

- 1 DIDN'T LIKE SCHOOL; IT WASN'T RELEVANT TO STUDENT
- 2 WAS IN TROUBLE IN SCHOOL FOR MY/HIS/HER BEHAVIOR
- 3 WANTED TO WORK & MAKE MONEY
- 4 GOT BEHIND IN CLASSES & HAD POOR GRADES
- 5 WASN'T GETTING ENOUGH HELP OR SUPPORT FROM TEACHERS
- 6 WASN'T GETTING ALONG WITH OTHER STUDENTS; DIDN'T HAVE FRIENDS
- 7 OTHER - SPECIFY

- 88 DON'T KNOW
 - 99 REFUSED
-

Stay1

Was there anything that would have helped you stay in school and graduate?

- 1 Yes
- 5 No

- 8 DON'T KNOW
- 9 REFUSED

If (answer > 1) then skip to THANK

Stay2

What would have helped you stay in school and graduate?

- 1 HAVING MORE CLASSES THAT WERE RELEVANT TO ME
- 2 HAVING MORE FRIENDS AND A BETTER SOCIAL LIFE
- 3 FEELING MORE A PART OF THE SCHOOL
- 4 HAVING MORE ENCOURAGEMENT AND SUPPORT FROM SCHOOL PERSONNEL
- 5 HAVING MORE ENCOURAGEMENT AND SUPPORT FROM MY FAMILY
- 6 OTHER - SPECIFY

- 88 DON'T KNOW
 - 99 REFUSED
-

Stay3

Was there anything else that would have helped you stay in school and graduate?

- 1 Yes
- 5 No

- 8 DON'T KNOW

9 REFUSED

If (answer > 1) then skip to THANK

Stay4

What else that would have helped you stay in school and graduate?

- 1 HAVING MORE CLASSES THAT WERE RELEVANT TO ME
- 2 HAVING MORE FRIENDS AND A BETTER SOCIAL LIFE
- 3 FEELING MORE A PART OF THE SCHOOL
- 4 HAVING MORE ENCOURAGEMENT AND SUPPORT FROM SCHOOL PERSONNEL
- 5 HAVING MORE ENCOURAGEMENT AND SUPPORT FROM MY FAMILY
- 6 OTHER - SPECIFY

88 DON'T KNOW
 99 REFUSED

*****END OF INTERVIEW - THANKS AND INTERVIEW END-CODING*****

THANK

That completes the questions I have for you. I can provide a phone number for the Hotline for Disability Services if you would like to find out about additional information and services available to you. That number is 1-800-742-7594 (or 471-0801 in Lincoln).

The Hotline provides information and referrals free of charge to Nebraskans who have questions or concerns related to a disability. This includes information about rehabilitation services, transportation, special parking permits, legal rights, and more. The Hotline operates 8am to 4:30pm Monday to Friday.

You can also find out more online. I can give you the Web address if you would like it. --
www.cap.state.ne.us/AgencySearch.lasso

Thank you for taking the time to participate in this important survey.

TAKE

INTERVIEWER - DID R TAKE THE HOTLINE # OR WEB ADDRESS?

- 1 Yes - Hotline # ONLY
- 2 Yes - Web page ONLY
- 3 Yes - BOTH Hotline and Web
- 4 No
- 5 Don't Know

INTID

INTERVIEWER - ENTER YOUR INTERVIEWER IDENTIFICATION NUMBER

ENTER NUMBER AND THEN PRESS ENTER

REFCON

Is this a refusal conversion?

Revised SPP Template – Part B (3)

Nebraska
State

- 1 Yes
 - 5 No

 - 8 DON'T KNOW
 - 9 REFUSED
-

FIQUAL

INTERVIEWER: HOW WOULD YOU RATE THE QUALITY OF THE INFORMATION OBTAINED IN THIS INTERVIEW?

- 1 EXCELLENT - NO PROBLEMS AT ALL
- 2 GOOD - A FEW PROBLEMS BUT OVERALL QUALITY GOOD
- 3 FAIR - A NUMBER OF PROBLEMS BUT OVERALL ACCEPTABLE
- 4 POOR - MANY PROBLEMS, OVERALL QUALITY OPEN TO QUESTION
- 5 INADEQUATE - INTERVIEW WAS TERMINATED BY INTERVIEWER OR QUALITY JUDGED TOO POOR TO BE INCLUDED IN DATA SET

If (ANSWER = 1) then skip to INTCOM

LOWQUAL

WHAT WERE THE REASONS THAT THE QUALITY OF THE INFORMATION WAS LESS THAN EXCELLENT? SELECT ALL THAT APPLY

INTERVIEW NOT IN RESPONDENT'S NATIVE LANGUAGE
HEARING PROBLEMS (HEARING LOSS OR BACKGROUND NOISE)
INTERRUPTIONS OR DISTRACTIONS
POOR PHONE CONNECTION
LACK OF MENTAL OR PHYSICAL COMPETENCY
INFIRM (TOO WEAK OR ILL)
INTOXICATION
RESPONDENT WAS RUSHED
RESPONDENT DID NOT TAKE INTERVIEW SERIOUSLY
R DID NOT UNDERSTAND THE MEANING OF THE QUESTIONS
RESPONDENT WAS OFFENDED BY THE INTERVIEW
R MAY NOT BE TRUTHFUL - SOMEONE ELSE MAY HAVE BEEN LISTENING
R MAY NOT BE TRUTHFUL - SOMEONE WAS WITHIN HEARING DISTANCE
OTHER - SPECIFY

INTCOM

PLEASE LIST ANY OTHER COMMENTS ON THE INTERVIEW QUALITY

ENTER COMMENTS AND THEN PRESS ENTER TWICE

RENJOY

THE RESPONDENT ENJOYED TAKING THIS SURVEY.

- 1 STRONGLY AGREE
- 2 AGREE
- 3 NEITHER AGREE NOR DISAGREE
- 4 DISAGREE
- 5 STRONGLY DISAGREE

IENJOY

I ENJOYED INTERVIEWING THIS RESPONDENT.

- 1 STRONGLY AGREE
 - 2 AGREE
 - 3 NEITHER AGREE NOR DISAGREE
 - 4 DISAGREE
 - 5 STRONGLY DISAGREE
-

Appendix B:
Pre-notification letter



NEBRASKA DEPARTMENT OF EDUCATION

Douglas D. Christensen, Commissioner
Polly Feis, Deputy Commissioner

301 Centennial Mall South ■ P.O. Box 94987 ■ Lincoln, Nebraska 68509-4987
Telephone: 402-471-2295 (Voice/TDD) ■ Fax: 402-471-0117
<http://www.nde.state.ne.us/>

Date

ID
Name
Street
City, ST ZIP

Dear NAME,

In the next couple of weeks you will receive a telephone call asking you to participate in the Post-School Outcomes Project Survey. This is an important study being completed for the last public high school you attended or received services from and other schools in the state of Nebraska. You are being asked to participate because your answers will help us evaluate and improve services to students.

This telephone survey will take 15 to 20 minutes to complete. The survey questions were written to give us an idea of your experiences since leaving high school. For example, we will be asking about any training or education you have received or any jobs you have held since leaving high school. The interview will be conducted by a telephone interviewer from the Bureau of Sociological Research at the University of Nebraska-Lincoln.

We are giving this information to you before our phone call to encourage you to participate. You may wish to inform others in your household that you have been asked to participate in this survey and that you are expecting a call from an interviewer in the next couple of weeks.

If you have any questions or concerns about this interview, you can discuss them with the interviewer when you are called or you can contact us at 1-800-480-4549 before the call. More information about the Post-School Outcomes Project can be found on the back of this letter.

We look forward to talking to you and hope that you will agree to participate in the Post-School Outcomes Project Survey. Your responses are important and will help improve services to students in Nebraska schools.

Cordially,

Stacia Jorgensen
Assistant Director
Bureau of Sociological Research
University of Nebraska-Lincoln

State Board of Education

Fred Meyer President District 6 1580 Highway 281 St. Paul, NE 68873	Kandy Imes Vice President District 7 1850 20 th Street Gering, NE 69341	Robert Evnen District 1 301 South 13th Street Suite 500 Lincoln, NE 68508	Ann Mactier District 2 3811 North Post Road Omaha, NE 68112	Jim Scheer District 3 P.O. Box 16 Norfolk, NE 68702	Carole Woods Harris District 4 5404 Ellison Avenue Omaha, NE 68104	Patricia H. Timm District 5 1020 North 21 st Street Beatrice, NE 68310	Joe Higgins District 8 5067 South 107 th Street Omaha, NE 68127
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Frequently Asked Questions about the Post-School Outcomes Project Survey

How was I selected?

Your name was given to us by the last high school you attended or received services from. We are speaking to students like you who had an Individualized Education Program (IEP), and left high school during the 2005-2006 school year.

What are the questions about?

The survey questions ask about your experiences since leaving high school which include work, training, and services from adult agencies.

What if I don't want to answer specific questions?

Participation in this study is voluntary; you are free to decide not to participate. Your responses to the questions will be kept completely confidential. You do not have to answer any question that makes you feel uncomfortable, and you may end the interview at any time.

Why should I participate?

The results from this study will be used to improve services for students at your high school and other schools in Nebraska. We think you will enjoy completing the interview and having a chance to talk about issues important to you.

Who is responsible for this study? How can I contact them?

The interviews are being completed by the Bureau of Sociological Research at the University of Nebraska-Lincoln. The Bureau is led by director Dr. Julia McQuillan and assistant director Stacia Jorgensen. You may contact Dr. McQuillan directly at 402-472-6616 or via e-mail to jmcquillan2@unl.edu. You can reach the Bureau toll-free at 1-800-480-4549 or via e-mail to bosr@unl.edu. You may also want to visit the web site at <http://bosr.unl.edu> to find out more about the Bureau and more about this study.

Part B Revised State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

See SPP Overview, page 1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

Measurement:

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.

Overview of Issue/Description of System or Process:

Monitoring: The Nebraska Department of Education, Special Populations Office is responsible for ensuring that the Individuals with Disabilities Education Act (IDEA), is fully implemented for all children with disabilities. The Improving Learning for Children with Disabilities (ILCD) process was developed in Nebraska to blend the implementation of IDEA regulations with program improvement and positive student outcomes. The ILCD Process is a comprehensive self-assessment and improvement process which relies on multiple sources of data to gauge the effectiveness of special education services and supports, within the overall school improvement process.

The ILCD process documents through its self-assessment activities the effectiveness of a school district's special education program and related services based on student performance and outcomes. This self-assessment process contains eight (8) inquiries based on the federal and state requirements for IDEA. The inquiries analyze parent involvement and family –centered services; the provision of FAPE through public awareness; Child Find; Identification; the provision of appropriate services; behavior; assessment; LRE and natural environments; plus an assessment of secondary transition and the overall general implementation and provision of special education services.

The ILCD system is an on-going, five-phase process, beginning with the development of the school district's ILCD Committee during the Phase 1, followed by the completion of the self-assessment during Phase 2. A review by NDE of the district's self-assessment and improvement plan is the focus of Phase 3. Implementation of improvement strategies and measurement of progress will occur during the Phases 4 and 5. A school district may decide to combine some phases of the ILCD process in order to establish an alignment with their school improvement process timelines.

When compliance issues are detected through the ILCD process, the district is required to correct any identified deficiencies within one year of the date of the determination of noncompliance. In those cases where individual files are found to be out of compliance the district is required to correct the

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individual file. If the district demonstrates less than 80% compliance with any standard of IDEA/Rule 51, the district is determined to be in systemic non-compliance. School districts with systemic issues and individual student file complaint issues are required to correct all systemic deficiencies within one year. School districts with no systemic issues, but who have identified compliance issues within individual files, must correct each student file within one year.

Complaints: Following the investigation of the complaint, the Letter of Findings will include any noncompliance related to monitoring priority and non-priority areas. Included in the district's response to the findings will be a corrective action plan for addressing the noncompliance issues. Upon the implementation of the development of the corrective action plan, submission of the timelines, implementation of the plan, and review of the implementation, a final closeout letter for the complaint will be sent to the district. The scope of the timeline is one year. Information was obtained from the NDE Program Specialist responsible for the investigation and response to complaints.

Due Process Hearings: The Hearing Officer will identify noncompliance related to priority and non-priority areas, and issue a corrective plan for the identified areas. NDE will follow up with the school district to implement the corrective action plan, review the completion of activities, and submit a closeout letter to document the completion of the monitoring activities. The timeline is one year. Information was obtained from the NDE Legal Counsel's Office, which is responsible for the oversight of the due process hearings.

Baseline Data for FFY 2005 (2004-2005):

Data for Measurement A

Baseline Data for FFY	a. # of Findings of noncompliance in monitoring priority area	Noncompliance Standards	b. Corrective Action Plans completed within One (1) Year	Percent of Noncompliance corrected within one year of identification
2003-2004	2	IEP Development	2	100%
2004-2005	7	Eval/Reevaluation IEP Development	7	100%

Discussion of Baseline Data:

Information was collected from file review completed in 138 school districts who had implemented Phases 1 and 2 of the ILCD process during the 2002-2003 school year and the 2003-2004 school year, and completed corrective actions, with school districts where compliance deficiencies had been identified, during the 2003-2004 and 2004-2005 school years. The ESU ILCD Facilitators in collaboration with the NDE Program Specialists identified the issues, and completed the corrective active process with the districts found out of compliance. An analysis of the data indicates that file review activities revealed a total of 9 standards with an implementation rate less than 80%. Nebraska has determined that any standard implemented at a rate less than 80%, is indicative of a systemic issue requiring statewide corrective actions. All other standards reviewed revealed an implementation rate of 80% or above. The nine (9) standards with an implementation rate less than 80% all fell within the monitoring priority area of FAPE: Evaluation/Reevaluation and IEP Development. The areas of concern, specifically centered on content of the multidisciplinary report; participants on the IEP Team; contents of the notice of the IEP meeting; and the review and consideration of all information before an evaluation is completed. The corrective action process was completed with the school districts involved, and a one-year follow-up review will be completed with the identified districts during the 2005-2006 school year.

Data for Measurement B

Baseline Data for FFY	a. # of Findings of noncompliance in monitoring non-priority areas	Noncompliance Standards	b. Corrective Action Plans completed within One (1) Year	Percent of Noncompliance corrected within one year of identification
2003-2004	0	N/A	0	N/A
2004-2005	0	N/A	0	N/A

Discussion of Baseline Data:

Information was collected from file review completed in 138 school districts who had implemented Phases 1 and 2 of the ILCD process during the 2002-2003 school year and the 2003-2004 school year, and completed corrective actions, with school districts where compliance deficiencies had been identified, during the 2003-2004 and 2004-2005 school years. The ESU ILCD Facilitators in collaboration with the NDE Program Specialists identified the issues, and completed the corrective active process with the districts found out of compliance. None of the standards with an implementation rate of less than 80% fell in the monitoring non-priority areas.

Data for Measurement C

Baseline Data for FFY	# of Agencies	b. # of Findings of non-compliance in monitoring of priority and non-priority areas	Noncompliance Standards	c. Corrective Action Plans completed within One (1) Year	Percent of Noncompliance corrected within one year of identification
2003-2004	0	0	N/A	0	N/A
2004-2005	6	15	IEP Development Notice and Consent Discipline and Transition	6	100%

Information was collected through a review of the complaints, mediations and due processes completed in 2002-2003 and 2003-2004.

Discussion of Baseline Data:

An analysis of the data gathered from complaints and due process cases did not reveal any areas requiring statewide corrective action. There were some individual issues that districts were required to review as part of their corrective action. Five cases yielded 15 standards that were clustered in these monitoring priority areas: IEP Development; IEP Implementation; Procedural Safeguards and Transition. Corrective action plans were reviewed and approved by the complaint investigator. The Program Specialists completed follow-up activities with the districts in the areas, and the correction of compliance deficiencies were completed in each of the cases.

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FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of noncompliance issues identified through monitoring, complaints, or due process were corrected and compliance met, within the one-year timeline.
2006 (2006-2007)	100% of noncompliance issues identified through monitoring, complaints, or due process were corrected and compliance met, within the one-year timeline.
2007 (2007-2008)	100% of noncompliance issues identified through monitoring, complaints, or due process were corrected and compliance met, within the one-year timeline.
2008 (2008-2009)	100% of noncompliance issues identified through monitoring, complaints, or due process were corrected and compliance met, within the one-year timeline.
2009 (2009-2010)	100% of noncompliance issues identified through monitoring, complaints, or due process were corrected and compliance met, within the one-year timeline.
2010 (2010-2011)	100% of noncompliance issues identified through monitoring, complaints, or due process were corrected and compliance met, within the one-year timeline.

Improvement Activities/Timelines:

Improvement Activities		2005 (2005-2006)	2006 (2006-2007)	2007 (2007-2008)	2008 (2008-2009)	2009 (2009-2010)	2010 (2010-2011)
1.	Implementation of the corrective process within the ILCD Process for file reviews, complaints, due process hearings, mediations and dispute resolutions that identify noncompliance with priority and non-priority monitoring standards. Development and dissemination of a technical assistance document outlining the corrective action process. The process will include the following action steps.	X	X	X	X	X	X
2.	Letter of Notification to District: Letter to inform districts of the priority and non-priority standards found to be in noncompliance, defining the timelines for developing, implementing and reviewing the corrective action plan.	X	X	X	X	X	X

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Improvement Activities		2005 (2005-2006)	2006 (2006-2007)	2007 (2007-2008)	2008 (2008-2009)	2009 (2009-2010)	2010 (2010-2011)
3.	Corrective Action Plan: School district will submit a corrective action plan to NDE which includes the activities, the materials, the personnel, the audience and the timelines.	X	X	X	X	X	X
4.	Review of the Completed Corrective Action Plan: The NDE Regional Consultants will validate the corrective action plan implementation, and will schedule a follow up onsite visit to verify the continued implementation of corrective actions within one year of the findings.	X	X	X	X	X	X

Resources:

- NDE Regional Contacts
- ESU ILCD Facilitators
- Nebraska School Districts
- Nebraska Service Agencies
- National Center for Special Education Accountability Monitoring (NCSEAM)
- Mountain Plains Regional Resource Center (MPRRC)
- Technical Assistance Alliance for Parent Centers, National Technical Assistance Center

Part B Revised State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

See SPP Overview, page 1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = (1.1(b) + 1.1(c)) divided by (1.1) times 100.

Overview of Issue/Description of System or Process:

Complaint Process in Nebraska:

An organization or individual may file a complaint regarding alleged violation of requirements set forth in Special Education Rules. The complaint shall be submitted to the Department of Education, Special Education Office, in writing. The written, signed complaint must contain a statement that a school district has violated a requirement of this Chapter and the facts on which the statement is based. If the complaint can be determined to be related to a violation of Special Education Rule(s), the following procedures will be carried out:

Within fourteen (14) calendar days of receipt of the written, signed complaint, an assigned Special Education Office official shall notify in writing each complainant and the service agency against which the violation has been alleged, that the complaint has been received. This written notification shall include a copy of the complaint and the substance of the alleged violation. The service agency shall have fourteen (14) calendar days to submit a written response.

Special Education Office officials will investigate each complaint received from an individual or organization (including an individual or organization from another state) to determine whether there has been a failure to comply with these rules and may require further written or oral submission of information by all parties and may conduct an independent on-site investigation if necessary. The complainant will have the opportunity to submit additional information either orally or in writing, about the allegation.

Within sixty (60) calendar days of receipt of a signed written complaint, the Department of Education Special Education Office will review all relevant information and provide written notification of findings of facts and conclusions and the basis for such findings to all parties involved.

If, as a result of extenuating circumstances, the Department of Education Special Education Office is not able to complete the investigation within the sixty (60) calendar days, an extension period of forty-five (45) calendar days will be implemented. The Department of Education Special Education Office will notify the person filing the complaint and the service agency of the 45 days extension.

Baseline Data for FFY 2004 (2004-2005):

Report on Complaints 2004-2005

Case #	Issue(s) Out of Compliance	Date Filed	Letter to Parent	Letter to District	1.1 Response From District	1.1b Complaint Investigation Completed within 60 days	1.1c Complaint Investigation With Extended Timeline	Corrective Action	Complaint Closed	Follow-up
04-05-01	51-016.02B1 51-009.01L1	07/22/04	08/09/04	08/09/04	08/27/04	09/13/04 (53 days)		11/10/04	11/10/04	Pending
04-05-02	51-007.03A2 51-009.03B 51-009.03B1	08/24/04	09/07/04	09/07/04	09/23/04	10/15/04 (52 days)		11/29/04	12/17/04	Pending
04-05-03	NA	08/31/04	09/14/04	09/14/04	10/01/04		10/29/04 Request for extension 12-09-04 (42 days) (Total Days) (102 Days)	N/A	N/A	
04-05-04	51-009.03B 51-009.03B1 51-009.03B2	10/22/04	11/03/04	11/03/04	11/22/04	12/10/04 (49 days)		02/07/05	02/08/05	Pending
04-05-05	51-009.03B1 51-007.06A 51-009.04A2	10/29/04	11/01/04	11/01/04	11/17/04	12/14/04 (46 days)		06/17/05	06/17/05	Pending
04-05-06	51-007.08A	11/01/04	11/12/04	11/12/04	11/23/04	12/22/04 (51 days)		02/02/05	03/25/05	Pending
04-05-07	51-016.05A 51-016.05A1 51-016.05A2 51-009.03B 51-009.03B1 51-009.01C 51-016.02A1a	02/08/05	02/09/05	02/09/05	02/28/05	03/21/05 (42 days)		05/31/05	06/01/05	Pending
04-05-08	NA	02/17/05	03/01/05	03/01/05	03/09/05	03/16/05 (27 days)		N/A	N/A	
04-05-09	NA	04/28/05	05/11/05	05/11/05	05/25/05	06/22/05 (56 days)				
04-05-10	NA	05/24/05	05/24/05	05/24/05	06/02/05	06/13/05 (21 days)		N/A	06/13/05	

Measurement:

Data Year	1.1(b) + 1.1(c)	Divided by (1.1)	Times 100	= Percent
2004-2005	9 + 1 =10	10 ÷ 10 = 1	1 x100 = 100	= 100%

Discussion of Baseline Data:

During the FFY 2005, there were ten (10) complaints filed with the Nebraska Department of education, Special Populations Office, and all 10 were issued a written report by that Office. Nine (9) of the complaints were issued the report within the 60 day timeline for completion of the investigation and

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issuance of the report. One of the complaints required an extension, which was agreed upon by all parties. The extended complaint was issued a report in 102 days, 60 days, plus a 42-day extension, which met the requirement of an extension period for no more than 45 calendar days.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of signed written complaints with reports issued are resolved within the established timeline (60 days or extended timeline for exceptional circumstances).
2006 (2006-2007)	100% of signed written complaints with reports issued are resolved within the established timeline (60 days or extended timeline for exceptional circumstances).
2007 (2007-2008)	100% of signed written complaints with reports issued are resolved within the established timeline (60 days or extended timeline for exceptional circumstances).
2008 (2008-2009)	100% of signed written complaints with reports issued are resolved within the established timeline (60 days or extended timeline for exceptional circumstances).
2009 (2009-2010)	100% of signed written complaints with reports issued are resolved within the established timeline (60 days or extended timeline for exceptional circumstances).
2010 (2010-2011)	100% of signed written complaints with reports issued are resolved within the established timeline (60 days or extended timeline for exceptional circumstances).

Improvement Activities/Timelines:

Improvement Activities		2005 (2005-2006)	2006 (2006-2007)	2007 (2007-2008)	2008 (2008-2009)	2009 (2009-2010)	2010 (2010-2011)
1.	NDE will continue to monitor the time frame in which complaints are resolved.	X	X	X	X	X	X
2.	If complaints exceed established timelines, NDE will institute procedures to rectify.	X	X	X	X	X	X

Resources:

NDE Regional Contacts
 ESU ILCD Facilitators
 Nebraska School Districts
 Nebraska Service Agencies
 Consortium for Appropriate Dispute Resolution in Special Education (CADRE)
 Mountain Plains Regional Resource Center (MPRRC)

Part B Revised State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

See SPP Overview, page 1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

Overview of Issue/Description of System or Process:

Hearing Request Process: A parent or a school district may initiate a hearing on any of the matters described in NDE Rule 51 relating to the identification, evaluation or educational placement of the child with a disability, or the provision of FAPE.

When a hearing is initiated, the school district shall inform the parents of the availability of mediation. The school district shall inform the parent of any free or low-cost legal and other relevant services available in the area if the parent requests the information or if the parent or the school district initiates a hearing. Any party to a due process hearing has the right to be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities.

Upon receipt of the initial petition, the Department shall assign the petition to a hearing officer, send a notice of assignment to the hearing officer with the petition attached, and send a copy of the notice of assignment and of the petition to the petitioner and respondent. The Hearing Officer shall serve a notice to file an answer and a copy of the notice of assignment and of the petition on each respondent listed in the petition personally or by first-class or certified mail. Written proof of such service shall be filed with the Hearing Officer. Each respondent who chooses to file a responsive pleading must do so within ten (10) days from the date of personal service or the date of mailing by the hearing officer of the petition and notice to file an answer.

Within forty-five (45) days after the receipt of a petition by the Department, the hearing officer shall prepare a final decision and order directing such action as may be necessary and mail a copy of the decision and order to each of the parties and to the Commissioner.

Baseline Data for FFY 2004 (2004-2005):

Measurement:

Data Year	3.2(a) + 3.2(b)	Divided by (3.2)	Times 100	= Percent
2004-2005	0	0	0	NA

Discussion of Baseline Data: None of the cases filed within the FFY 2004 was fully adjudicated.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of fully adjudicated due process hearing requests are resolved within the established timeline (45-day timeline or a timeline that is properly extended by the hearing officer).
2006 (2006-2007)	100% of fully adjudicated due process hearing requests are resolved within the established timeline (45-day timeline or a timeline that is properly extended by the hearing officer).
2007 (2007-2008)	100% of fully adjudicated due process hearing requests are resolved within the established timeline (45-day timeline or a timeline that is properly extended by the hearing officer).
2008 (2008-2009)	100% of fully adjudicated due process hearing requests are resolved within the established timeline (45-day timeline or a timeline that is properly extended by the hearing officer).
2009 (2009-2010)	100% of fully adjudicated due process hearing requests are resolved within the established timeline (45-day timeline or a timeline that is properly extended by the hearing officer).
2010 (2010-2011)	100% of fully adjudicated due process hearing requests are resolved within the established timeline (45-day timeline or a timeline that is properly extended by the hearing officer).

Improvement Activities/Timelines:

Improvement Activities		2005 (2005-2006)	2006 (2006-2007)	2007 (2007-2008)	2008 (2008-2009)	2009 (2009-2010)	2010 (2010-2011)
1.	NDE will continue to monitor the time frame in which due process hearings are resolved.	X	X	X	X	X	X
2.	If complaints exceed established timelines, NDE will institute procedures to rectify.	X	X	X	X	X	X

Resources:

NDE Regional Contacts
 ESU ILCD Facilitators
 Nebraska School Districts
 Nebraska Service Agencies
 Consortium for Appropriate Dispute Resolution in Special Education (CADRE)
 Mountain Plains Regional Resource Center (MPRRC)

Part B Revised State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

See SPP Overview, page 1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3(B))

Measurement: Percent = (3.1(a) divided by 3.1) times 100.

Overview of Issue/Description of System or Process:

This is a new Indicator for which Nebraska has collected no data.

Baseline Data for FFY 2004 (2004-2005):

To be provided in FFY 2005 APR due on February 1, 2007.

Discussion of Baseline Data:

FFY	Measurable and Rigorous Target
<p>2005 (2005-2006)</p>	<p>The state will provide baseline, targets and improvement activities in any FFY in which 10 or more resolutions sessions are held.</p>
<p>2006 (2006-2007)</p>	<p>The state will provide baseline, targets and improvement activities in any FFY in which 10 or more resolutions sessions are held.</p>
<p>2007 (2007-2008)</p>	<p>The state will provide baseline, targets and improvement activities in any FFY in which 10 or more resolutions sessions are held.</p>
<p>2008 (2008-2009)</p>	<p>The state will provide baseline, targets and improvement activities in any FFY in which 10 or more resolutions sessions are held.</p>
<p>2009 (2009-2010)</p>	<p>The state will provide baseline, targets and improvement activities in any FFY in which 10 or more resolutions sessions are held.</p>
<p>2010 (2010-2011)</p>	<p>The state will provide baseline, targets and improvement activities in any FFY in which 10 or more resolutions sessions are held.</p>

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Improvement Activities/Timelines:

During the 2005-2006 implement the Resolution Process, and ongoing data collection of the process.

Improvement Activities		2005	2006	2007	2008	2009	2010
		(2005-2006)	(2006-2007)	(2007-2008)	(2008-2009)	(2009-2010)	(2010-2011)
1.	NDE will complete the revision of NDE Rules 51 and 55.	X	X				
2.	NDE Special Education and NDE Legal Counsel Staff to determine and implement a data collection system for this new Indicator.	X	X	X	X	X	X
3.	Provide training and information to school districts regarding resolution sessions and dispute resolution procedures.	X	X	X	X	X	X

Resources:

NDE Staff
 Nebraska School Districts
 Nebraska Mediation Centers
 Consortium for Appropriate Dispute Resolution in Special Education (CADRE)
 Mountain Plains Regional Resource Center (MPRRC)

Part B Revised State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

See SPP Overview, page 1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

Overview of Issue/Description of System or Process:

Mediation

School districts shall implement the procedures to allow parties to resolve disputes involving any matter described in through a mediation process.

The procedures for seeking mediation initiated by either the parent(s) or school district include: Contacting the Nebraska Office of Dispute Resolution who will arrange a meeting, invite both parties and conduct the mediation in an attempt to resolve the dispute.

The procedures shall insure that the mediation process is:

- voluntary on the part of the parties;
- not used to deny or delay a parent's right to a due process hearing, or to deny any other rights afforded under this Chapter; and
- conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

Each session in a mediation process shall be scheduled in a timely manner and shall be held in a location that is convenient to the parties to the dispute. An agreement reached by the parties to the dispute in the mediation process shall be set forth in a written mediation agreement. Discussions that occur during the mediation process shall be confidential and may not be used as evidence in any subsequent due process hearings or civil proceedings and the parties to the mediation process may be required to sign a confidentiality pledge prior to the commencement of such process.

Baseline Data for FFY 2004 (2004-2005):

See Part B – SPP/APR Attachment 1 (Page 91)

Total Mediation requests = 18
 Mediations related to due process = 0
 Mediations not related to due process = 9
 Mediation agreements = 6
 Mediations not held (including pending) = 9

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Discussion of Baseline Data:

Of the mediations held in 2004-05, the percentage of agreement was 67%. Of the mediations held during the last four years, the percentage of agreement was 78%. Eva Soeka of the Marquette University Center for Dispute Resolution Education has suggested that, across case types, settlement rates range from 65% to 85%.

Measurement:

Data Year	2.1(a)(i) + 2.1(b)(i)	Divided by (2.1)	Times 100	= Percent
2004-2005	0 + 6	÷ 9 = 0.66	66.66	67%

FFY	Measurable and Rigorous Target
2005 (2005-2006)	67% of mediations will result in mediation agreements.
2006 (2006-2007)	68% of mediations will result in mediation agreements.
2007 (2007-2008)	69% of mediations will result in mediation agreements.
2008 (2008-2009)	70% of mediations will result in mediation agreements.
2009 (2009-2010)	71% of mediations will result in mediation agreements.
2010 (2010-2011)	72% of mediations will result in mediation agreements.

Improvement Activities/Timelines:

Improvement Activities		2005 (2005-2006)	2006 (2006-2007)	2007 (2007-2008)	2008 (2008-2009)	2009 (2009-2010)	2010 (2010-2011)
1.	Provide training regarding the benefits of mediation to parents and school districts.	X	X	X	X	X	X
2.	Activity #2 deleted. See Nebraska APR FFY 2005.						
3.	Work with Nebraska Mediation Centers to develop a data collection instrument to document which mediation requests are related to due process.	X	X	X	X	X	X

Resources:

NDE Regional Contacts
 ESU ILCD Facilitators
 Nebraska School Districts
 Nebraska Service Agencies
 Nebraska Parent Training and Information Center
 Nebraska Mediation Center
 Consortium for Appropriate Dispute Resolution in Special Education (CADRE)
 Mountain Plains Regional Resource Center

Part B Revised State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

See SPP Overview, page 1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

State reported data, including 618 data and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

Overview of Issue/Description of System or Process:

This Indicator highlights the importance of submitting accurate and timely data to OSEP and WESTAT. Accurate data from school districts and the state is necessary in order to make timely and effective decisions about improving the educational outcomes for students with disabilities in Nebraska, including providing free appropriate public education in the least restrictive environment and ensuring no disproportionate representation or bias in the instruction and provision of special education and related services to students.

Baseline Data for FFY 2004 (2004-2005):

Nebraska submitted 10 federal reports and one Annual Performance Report to OSEP during the relevant time period, from July 1, 2004 to June 30, 2005:

Part B Reports:

- Personnel Report, submitted 11/1/04 (resubmitted 2/9/05 and second resubmission pending)
- Exit Report, submitted 11/1/04 (resubmitted 2/9/05 and second resubmission pending)
- Discipline Report, submitted 11/1/04 (resubmitted 1/24/05)
- Child Count Report, submitted 2/1/05
- Settings (Educational Environments) Report, submitted 2/1/05
- Annual Performance Report, submitted 3/05

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Discussion of Baseline Data:

During the 2004/2005 time period (July 1, 2004 to June 30, 2005), Nebraska resubmitted six Part B federal reports (see list above). One of these reports, Part B Personnel, did not have complete data before the 11/1/04 deadline, since some of the data was not available from NDE's financial report. Nebraska is currently working to align the deadlines for these reports so that we have complete personnel information by the November 1st deadline, which will eliminate the need to resubmit these reports. Nebraska is also implementing verification procedures to improve the accuracy of data for all federal reports.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	State-reported data will be submitted in a timely and accurate manner 100% of the time.
2006 (2006-2007)	State-reported data will be submitted in a timely and accurate manner 100% of the time.
2007 (2007-2008)	State-reported data will be submitted in a timely and accurate manner 100% of the time.
2008 (2008-2009)	State-reported data will be submitted in a timely and accurate manner 100% of the time.
2009 (2009-2010)	State-reported data will be submitted in a timely and accurate manner 100% of the time.
2010 (2010-2011)	State-reported data will be submitted in a timely and accurate manner 100% of the time.

Improvement Activities/Timelines:

Improvement Activities		2005 (2005-2006)	2006 (2006-2007)	2007 (2007-2008)	2008 (2008-2009)	2009 (2009-2010)	2010 (2010-2011)
1.	Improve verification procedures for state and school district data to improve accuracy	X	X				
2.	Incorporate 10% criteria for flagging changes to data by both the State and school districts prior to submission of data	X	X	X	X	X	X
3.	Complete all-student Nebraska Student and Staff Record System and merge SESIS and discipline data elements		X	X	X	X	

Resources:

WESTAT publication: "Taking Your Data to the Laundry" (Located at www.ideadata.org)
 National Center for Special Education Accountability Monitoring (NCSEAM)
 (Located at www.monitoringcenter.lshuhsc.edu)
 Education Information Management Advisory Consortium (EIMAC)
 Mountain Plains Regional Resource Center (MPRRC) materials



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IMPROVING LEARNING FOR CHILDREN WITH DISABILITIES

LOCAL SELF-ASSESSMENT

NDE 06-083 (Page 1 of 4)
NEW ILCD Survey 07/06

Special Education

Nebraska Parent Survey for Pre-School and School-Aged Children With Disabilities

TO PARENTS OF STUDENTS WITH SPECIAL NEEDS AGES 3 THROUGH 21 YEARS IN
_____ School District, NEBRASKA:

Your help is needed to improve the special education services in our schools. This survey asks for your opinions about the quality of services provided through our school district to your child with special needs. You can help us assess the special education services provided to your child by answering the questions in this survey. Please base your answers on your own personal experiences. All surveys are confidential. You do not need to put your name on this form.

Please take a few minutes to answer the questions on this form and return it within two weeks. If you have questions about this survey, please contact _____ at _____.

Today's Date
(date you completed this survey)

<input type="radio"/> Jan	Day	Year
<input type="radio"/> Feb	2	0
<input type="radio"/> Mar	0	0
<input type="radio"/> Apr	1	1
<input type="radio"/> May	2	2
<input type="radio"/> Jun	3	3
<input type="radio"/> Jul	4	4
<input type="radio"/> Aug	5	5
<input type="radio"/> Sep	6	6
<input type="radio"/> Oct	7	7
<input type="radio"/> Nov	8	8
<input type="radio"/> Dec	9	9

PLEASE DO NOT WRITE IN THIS AREA

MARKING INSTRUCTIONS

- Use black or blue pen or a number 2 pencil.
- Do not use pens with ink that soaks through the paper.
- Make dark marks that fill the bubble completely.
- Make no stray marks.

CORRECT MARK: ● INCORRECT MARKS: ☞ ☝ ☞ ☞

SERIAL #

1. Child's Race/Ethnicity *(Mark only one)*

- White, Not Hispanic
- Black, Not Hispanic
- Hispanic
- American Indian / Alaska Native
- Asian / Pacific Islander

2. What is your child's PRIMARY disability? *(Mark only one)*

- Autism
- Deaf-Blindness
- Developmental Delay
- Behavioral Disorder
- Hearing Impairment
- Specific Learning Disability
- Mental Handicap
- Multiple Impairments
- Orthopedic Impairment
- Other Health Impairment
- Speech/Language Impairment
- Traumatic Brain Injury
- Visual Impairment

3. What is the age of your child?

Years	
<input type="radio"/>	<input type="radio"/>

4. What is the grade of your child?

- Pre-K
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 12+

Office Use Only
County/District No. _____

Please Continue On Next Page

► *The next items ask how strongly you agree or disagree with statements about your experiences with your child's special education. For each item, please mark the answer that best describes your experience or feelings. If the statement does not apply to your situation, please fill in #6, "Does Not Apply."*

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Do Not Know	Does Not Apply
► 5. Before my child was referred for special education services, the teachers and school tried different ways to help my child in the general education classroom.	1	2	3	4	5	6
► 6. When my child was first evaluated for special education, the evaluation addressed all concerns raised by me and other team members.	1	2	3	4	5	6
► 7. The results of my child's assessments or evaluations were explained to me in ways I understood.	1	2	3	4	5	6
► 8. I have received information from my school or school district about my family's rights (such as due process or procedural safeguards) and the services that my child is entitled to receive.	1	2	3	4	5	6
► 9. I have received information about special education for my child in my native language.	1	2	3	4	5	6
► 10. I understand my family's legal rights under special education law.	1	2	3	4	5	6
► 11. When my child moved from the Early Intervention Program to the Preschool Program, there were no breaks in services and no services were stopped.	1	2	3	4	5	6
► 12. As a member of the Individualized Education Program (IEP) team, I have a say in decisions about the special education and related services that my child receives.	1	2	3	4	5	6
► 13. My child's Individualized Education Program (IEP) team offers me real choices.	1	2	3	4	5	6
► 14. I feel that members of my child's Individualized Education Program (IEP) team treat me as an equal part of the team.	1	2	3	4	5	6
► 15. Meetings are conducted in our native language, or sign language interpreters are provided.	1	2	3	4	5	6
► 16. Individualized Education Program (IEP) meetings about my child's education program are held at a place and time convenient for my family.	1	2	3	4	5	6
► 17. At Individualized Education Program (IEP) meetings, we talk about whether my child needs special education services during the summer or other times when school is not in session.	1	2	3	4	5	6
► 18. My child's teachers know a lot about his/her specific disability and how to work with him/her.	1	2	3	4	5	6

Please Continue On Next Page

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Do Not Know	Does Not Apply
➤ 19. The number of students in my child's classes permits teachers and related service providers to meet my child's needs.	1	2	3	4	5	6
➤ 20. I feel like my child is included in the general education classroom as much as is appropriate for his/her needs.	1	2	3	4	5	6
➤ 21. My child is not removed from the general education classroom just because of needed accommodations or modifications.	1	2	3	4	5	6
➤ 22. My child's teachers or the school provides all accommodations or modifications included in my child's Individualized Education Program (IEP).	1	2	3	4	5	6
➤ 23. My child participates in some academic classes (math, reading, etc.) with children who do not have disabilities.	1	2	3	4	5	6
➤ 24. My child has opportunities to participate in school activities such as clubs, sports, field trips, and assemblies.	1	2	3	4	5	6
➤ 25. If my child's behavior interferes with his/her learning or the learning of others, the Individualized Education Program (IEP) team talks about ways to address my child's behavior.	1	2	3	4	5	6
➤ 26. My child is receiving appropriate special education and related services designed to meet his/her individual needs.	1	2	3	4	5	6
➤ 27. School personnel respect my family's ethnic and cultural background.	1	2	3	4	5	6
➤ 28. I have all the opportunities I want to be involved in school improvement activities.	1	2	3	4	5	6
➤ 29. My child's special education program is preparing him/her for life after high school.	1	2	3	4	5	6
➤ 30. By my child's 16th birthday, both my child and I were involved in an Individualized Education Program (IEP) meeting to talk about and plan my child's transition from school to other life and work opportunities after leaving school.	1	2	3	4	5	6

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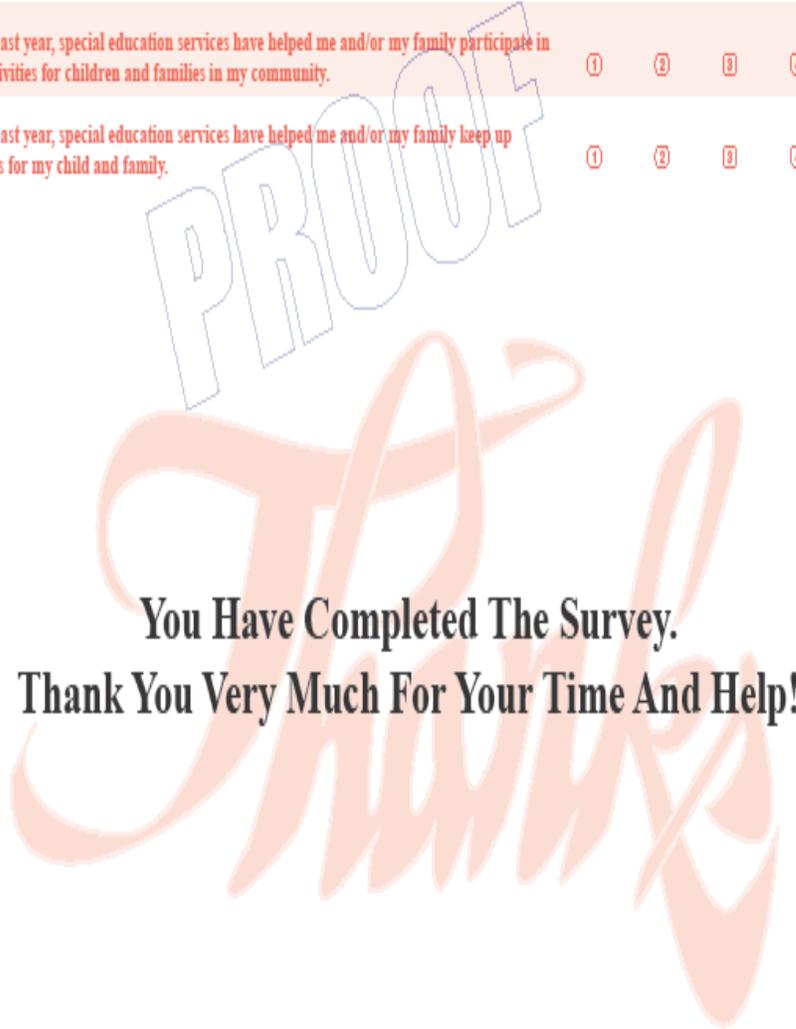
Mark Response Form by person NCS 888251052

651921 E200

Printed in U.S.A.

SERIAL #

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Do Not Know	Does Not Apply
31. Over the past year, special education services have helped me and/or my family be able to evaluate how much progress my child is making.	1	2	3	4	5	6
32. Over the past year, special education services have helped me and/or my family feel that I can get the services and supports that my child and family need.	1	2	3	4	5	6
33. Over the past year, special education services have helped me and/or my family feel more confident in my skills as a parent.	1	2	3	4	5	6
34. Over the past year, special education services have helped me and/or my family participate in typical activities for children and families in my community.	1	2	3	4	5	6
35. Over the past year, special education services have helped me and/or my family keep up friendships for my child and family.	1	2	3	4	5	6



You Have Completed The Survey.
Thank You Very Much For Your Time And Help!

Revised SPP Template – Part B (3)

Nebraska
State

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 7

PAGE 1 OF 1

REPORT OF DISPUTE RESOLUTION UNDER PART B, OF THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT
2006-07

OMB NO.: 1820-0677

FORM EXPIRES: 08/31/2009

STATE: Nebraska

SECTION A: Written, signed complaints	
(1) Written, signed complaints total	13
(1.1) Complaints with reports issued	11
(a) Reports with findings	6
(b) Reports within timeline	11
(c) Reports within extended timelines	0
(1.2) Complaints withdrawn or dismissed	2
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0

SECTION B: Mediation requests	
(2) Mediation requests total	5
(2.1) Mediations	
(a) Mediations related to due process	0
(i) Mediation agreements	0
(b) Mediations not related to due process	5
(i) Mediation agreements	4
(2.2) Mediations not held (including pending)	0

SECTION C: Hearing requests	
(3) Hearing requests total	1
(3.1) Resolution sessions	1
(a) Settlement agreements	0
(3.2) Hearings (fully adjudicated)	1
(a) Decisions within timeline	1
(b) Decisions within extended timeline	0
(3.3) Resolved without a hearing	0

SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	0
(4.1) Resolution sessions	0
(a) Settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0