State of Wisconsin

State Performance Plan

2005-2006 through 2012-2013

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Part B State Performance Plan
for
School Years 2005-2006 through 2012-2013

Wisconsin Department of Public Instruction
Special Education Team

Amended February 1, 2012

Table of Contents

Overview 1

Monitoring Priority - Free Appropriate Public Education in the Least Restrictive Environment

Indicator #1: Graduation Rates 6
Indicator #2: Drop-out Rates 27
Indicator #3: Participation and Performance on Statewide Assessments 48
Indicator #4: Suspension and Expulsion Rates 81
Indicator #5: Educational Placements, Ages 6-21 109
Indicator #6: Educational Placements, Ages 3-5 112
Indicator #7: Preschool Outcomes 132
Indicator #8: Parent Involvement 154

Monitoring Priority – Disproportionality

Indicator #9: Inappropriate Identification in Special Education 173
Indicator #10: Inappropriate Identification in Disability Categories 183

Monitoring Priority - Effective General Supervision Part B / Child Find

Indicator #11: Eligibility Determined in a Timely Manner 193

Monitoring Priority - Effective General Supervision Part B / Effective Transition

Indicator #12: Transition Part C to Part B (Preschool) 199
Indicator #13: Transition Goals, Age 16 and Above 207
Indicator #14: Post High School Outcomes 214

Monitoring Priority - Effective General Supervision Part B / General

Supervision

Indicator #15: General Supervision System 229
Table for #15A 237
Table for #15B 241
Table for #15C 243
Indicator #16: Complaint Resolution in a Timely Manner 244
Indicator #17: Adjudication of Due Process Hearings in a Timely Manner 247
Indicator #18: Resolution Sessions 250
Indicator #19: Mediation Agreements 253
Indicator #20: Timeliness/Accuracy of Data 256
Attachment 1A 268
Parent Survey, Indicator #8 269

Overview of the State Performance Plan Development

Background

When the State Performance Plan (SPP) was developed in 2005, the State Superintendent of Public Instruction, was Elizabeth Burmaster. Her "New Wisconsin Promise" promised to ensure the opportunity of a quality education for every child in the state. One of the key priorities of the initiative was special education. The New Wisconsin Promise included a commitment to provide effective pupil services, special education, and prevention programs to support learning and development for all students while preventing and reducing barriers to student success. In April 2008, Dr. Tony Evers was elected as Wisconsin's State Superintendent of Public Instruction. Dr. Ever's vision for Wisconsin is that every child must graduate ready for further education and the workforce. The state must align efforts so the students of Wisconsin benefit from both college and career preparation, learning the skills and knowledge necessary to be contributing members of our communities. To build on our long-standing commitment to public education, Wisconsin must recruit and retain quality educators, invest in innovation, ensure safe and respectful schools, advance accountability, and work toward fair and sustainable school funding, especially targeting schools with the neediest children.

The Wisconsin Department of Public Instruction (WDPI) has developed a Continuous Improvement and Focused Monitoring System (CIFMS) to achieve positive results for children with disabilities in Wisconsin while ensuring continued procedural compliance with state and federal laws and regulations. A key principle of an effective continuous improvement and focused monitoring system is input and feedback from a diverse group of stakeholders. To that end, the WDPI Special Education Team began working with Dr. W. Alan Coulter, then Director of the National Center for Special Education Accountability Monitoring (NCSEAM) and his staff on the development of CIFMS and the stakeholder process. In 2003, the State Superintendent approved the creation of an ad hoc group of stakeholders to advise the WDPI on its Continuous Improvement and Focused Monitoring System and later (beginning in 2005) the development and review of the State Performance Plan (SPP). The SPP Stakeholders (hereafter stakeholders) included parents of children with disabilities, parent advocates, special education administrators, regular education administrators, special education teachers, and school board representatives. After reviewing trend data and improvement activities, WDPI determined, with broad stakeholder input, the annual measurable and rigorous targets for the SPP indicators from 2005-06 through 2010-11. At least annually, WDPI met with the stakeholders, as well as the State Superintendent's Council on Special Education (the state advisory panel), to review and revise the SPP and to give updates on the State's progress. In addition to working with stakeholders to develop the State Performance Plan, the WDPI Special Education Team works collaboratively with the Wisconsin Department of Health Services (WDHS), the WDPI Office of Educational Accountability, WDPI Content and Learning and Title I Teams, and the WDPI Applications Development Team for information technology support.

In September 2010, WDPI made the decision to use the State Superintendent's Advisory Council on Special Education (hereafter the Council) for obtaining broad stakeholder input related to the new indicators and revisions to the SPP. This was in response to the Council's expressed desire for greater involvement in the development and review of the SPP and OSEP's desire for input from the Council during OSEP's verification visit to determine how WDPI uses its general supervision, State-reported data collection, and fiscal management systems to assess and improve State performance and to protect child and family rights. The Council represents a diverse stakeholder group including parents of children with disabilities, regular education, special education, school boards, charter schools, private schools, institutions of higher education, the Wisconsin Department of Corrections, the Wisconsin Department of Children and Families, and the Wisconsin Department of Health Services.

Also in 2010, OSEP directed States to extend their State Performance Plans for two additional years. This included setting targets for FFY 2011 and FFY 2012 and identifying improvement activities for each indicator. WDPI met with the Council in November 2010 to provide an overview of each indicator and highlight the improvement activities in the SPP aimed at improving outcomes. In January 2011, WDPI met with Council to set the new targets. Ann Bailey of North Central Regional Resource Center facilitated the meeting.

Wisconsin's Education System

Wisconsin has 424 public school districts, 18 public charter school districts, and two state agencies, the Wisconsin Department of Corrections (DOC) and the Wisconsin Department of Health Services (DHS), that report special education data to the WDPI. Only one school district in the state, the Milwaukee Public Schools, had an average daily membership (ADM) of over 50,000 students. This district is included in any sampling methodologies described under the 20 indicators in the SPP.

Wisconsin's 12 Cooperative Educational Service Agencies (CESAs) were created in 1964 to provide regional services to school districts that are within their geographical boundaries. Each CESA has a Regional Service Network (RSN) director funded with IDEA discretionary dollars. The RSN provides special education information and training to school districts within its boundaries.

Local control is a term often used to describe public school governance in the state. Wisconsin citizens participate in large numbers in local and state school decisions, even determining through a statewide nonpartisan election who shall serve the people as the State Superintendent of Public Instruction. Wisconsin is one of only 14 states that have an elected state superintendent.

Plan Contents

The SPP represents WDPI's eight-year plan for improving outcomes of children with disabilities in Wisconsin. Through an Annual Performance Report (APR), WDPI measures and reports on the performance of children with disabilities using the 20 indicators. The SPP is divided into 20 sections--the 20 indicators--which focus on outcomes for students with disabilities. Included with each indicator is baseline data, a description of the data collection system, rigorous and measurable targets, and strategies for improving outcomes.

20 Indicators:

1. Percent of youth with IEPs graduating from high school with a regular diploma.

2. Percent of youth with IEPs dropping out of high school.

3. Participation and performance of children with disabilities on statewide assessments:
   A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup.
   B. Participation rate for children with IEPs.
   C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards:

4. Rates of suspension and expulsion:
   A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
   B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards

5. Percent of children with IEPs aged 6 through 21 served:
   A. Inside the regular class 80% or more of the day;
   B. Inside the regular class less than 40% of the day; and
   C. In separate schools, residential facilities, or homebound/hospital placements.

6. Percent of preschool children with IEPs attending a:
   A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
   B. Separate special education class, separate school or residential facility.

7. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
   A. Positive social-emotional skills (including social relationships);
   B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
   C. Use of appropriate behaviors to meet their needs.

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.

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.

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

11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

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 3rd birthdays (early childhood transition).

13. Percent of youth aged 16 and above with an IEP that includes appropriate measureable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

14. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
    A. Enrolled in higher education within one year of leaving high school;
    B. Enrolled in higher education or competitively employed within one year of leaving high school;
    C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

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.

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, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.

17. Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.

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

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

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

Dissemination and Implementation of the State Performance Plan

WDPI is required to submit an Annual Performance Report (APR) to the Office of Special Education Programs on February 1 each year. WDPI reports to the public on the State's progress and slippage in meeting the measurable and rigorous targets found in the SPP by annually posting the APR on the department's website (http://dpi.wi.gov/sped/index.html) in February. Presentations are given by WDPI at the Wisconsin Council of Administrators of Special Services (WCASS) and the State Superintendent's Conference on Special Education and Pupil Services Leadership Issues. The WDPI has a summary chart of SPP targets posted on the WDPI website for ease of review. All special education administrators and district administrators receive an annual email about the SPP and APR which includes links to the WDPI website. Weekly emails provide more detailed information about the various indicators. The State Superintendent's Council on Special Education is involved in the annual development and review of the SPP. The annual statewide special education leadership conference and the monthly meetings of the RSN are dedicated to

improvement activities related to the indicators. WDPI focuses its work on activities related to the 20 indicators in the SPP to improve outcomes for children with disabilities.

Public Reporting of Performance

LEAs are required to submit an annual Local Performance Plan (LPP) to the WDPI for review. The LPP is an internet application and serves as the IDEA flow-through and preschool funding mechanism that must be completed in substantially approvable form before a district may encumber and expend federal monies. Through the LPP, districts submit their IDEA flow-through and preschool budgets and provide assurance to WDPI of compliance with state and federal special education requirements. One component of the LPP is the Special Education District Profile, through which WDPI reports annually to the public on the performance of each LEA on the targets associated with Indicators1-14. The Special Education District Profile is used to analyze LEA performance on each of the indicators in Wisconsin's State Performance Plan (https://www2.dpi.state.wi.us/DistrictProfile/Pages/DistrictProfile.aspx). The Special Education District Profile includes LEA data, state data, the target for each indicator, sources of data, and links to additional information about each indicator.

WDPI annually posts the performance results for each LEA on the department's website in May. For indicators 7, 8, and 14, WDPI has used the monitoring cycle to identify LEAs for data collection. Beginning in 2011, WDPI will collect Indicator 7 data from every LEA annually. The State gathers monitoring data from one-fifth of the LEAs in the state through an LEA *Procedural Compliance Self-Assessment* related to monitoring priority areas and SPP indicators. Over the course of the SPP, WDPI will monitor approximately 440 LEAs, including independent charter schools, the Wisconsin Department of Health Services, and the Wisconsin Department of Corrections. In addition, WDPI monitors the Wisconsin Educational Services Program for the Deaf and Hard of Hearing and the Wisconsin Center for the Blind and Visually Impaired. Wisconsin's public agencies have been divided into five cohorts of approximately 88 agencies each. One cohort is monitored each year beginning with the 2006-2007 school year. Each cohort is developed to be representative of the state for such variables as disability categories, age, race, and gender. The cycle includes LEAs from rural and urban areas of the state, as well as small, medium, and large school districts. Milwaukee Public Schools, the only LEA with an average daily membership of over 50,000, is included each year. Beginning in FFY 2011, WDPI will restart its five-year monitoring cycle.

WDPI will not report to the public any information on performance that would result in the disclosure of personally identifiable information about individual children or where the available data is insufficient to yield statistically reliable information. WDPI includes the most recently available performance data on each LEA and the date the data were obtained. Furthermore, WDPI will collect and report on the performance of each LEA on each of the sampling indicators at least once during the course of the SPP. For all other indicators for which WDPI is required to report at the LEA level, WDPI will report annually on every LEA.

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma.

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

Measurement:
States must report using the graduation rate calculation and timeline established by the Department under the ESEA.

Overview of Issue/Description of System or Process:

Regular Diploma

The requirements for obtaining a regular diploma in Wisconsin are the same for students with disabilities and students without disabilities. A graduate is defined as a student who has met the requirements established by a school board for a prescribed course of study.

Wisconsin statute 118.33(1)(a) defines the requirements for receipt of a high school diploma as: except as provided in 118.33(1)(d) (see below), a school board may not grant a high school diploma to any pupil unless the pupil has earned:

1. In the high school grades, at least 4 credits of English including writing composition, 3 credits of social studies including state and local government, 2 credits of mathematics, 2 credits of science and 1.5 credits of physical education.
2. In grades 7 to 12, at least 0.5 credit of health education.

The state superintendent encourages school boards to require an additional 8.5 credits selected from any combination of vocational education, foreign languages, fine arts and other courses.

A school board may identify alternative means to satisfy academic performance criteria under its high school graduation policy. Whatever approaches a school board chooses, it should be clearly stated within the local school board graduation policy and followed by individualized education program (IEP) teams or other staff involved in decisions about a student's academic performance. Under Wisconsin statute 118.33(1)(d), a school board may grant a high school diploma to a pupil who has not satisfied the requirements under 118.33(1)(a) if all of the following apply:

1. The pupil was enrolled in an alternative education program, as defined in s. 115.28(7)(e)1.
2. The school board determines that the pupil has demonstrated a level of proficiency in the subjects listed in par. (a) equivalent to that which he or she would have attained if he or she had satisfied the requirements under par. (a).

Baseline Data:

2004-05 SY	Regular Diploma	Certificate	HSED	Maximum Age	Cohort Dropouts	Regular Diploma Graduation Rate
Students with Disabilities	**5,692**	**68**	**105**	**67**	**1,131**	**80.6%**
Students without Disabilities	**57,537**	**242**	**516**	**93**	**5,721**	**89.7%**
All Students	**63,229**	**310**	**621**	**160**	**6,852**	**88.8%**

Data Source: From Wisconsin's Individual Student Enrollment System (ISES) as displayed on Wisconsin's Information Network for Successful Schools (WINSS) Website.

Discussion of Baseline Data:

Graduation data for all students in Wisconsin is collected through the Individual Student Enrollment System (ISES), which provides student level data. The graduation rate for both students with disabilities and students without disabilities is calculated as the number of students who graduated with a regular diploma divided by the number of students who graduated with a regular diploma plus the students who received a certificate, a high school equivalency diploma (HSED), or reached maximum age, plus the cohort dropouts. The cohort dropouts are the number of dropouts for a graduating class over four years (i.e., 12th grade dropouts for the graduating year + 11th grade dropouts for the prior year + 10th grade dropouts for 2 years prior + 9th grade dropouts for 3 years prior).

For the 2004-05 SY, there is a gap of 8.2% between the graduation rate of students with disabilities as compared to the graduation rate for all students. The state's goal is for students with disabilities to graduate at a rate comparable to students without disabilities. Because the graduation rate for all students includes both students with and without disabilities, it is necessary to examine the graduation rate for students without disabilities to have a clear understanding of the graduation gap. For the 2004-05 SY, the graduation rate for students without disabilities was 89.7%. The gap between the graduation rate for students with disabilities relative to students without disabilities is 9.1%.

Measurable and Rigorous Targets

The targets for this indicator are the same as the annual graduation rate targets under Title I of the Elementary and Secondary Education Act (ESEA).

FFY	Measurable and Rigorous Targets
2007 (2007-2008)	**80% of students with disabilities will graduate with a regular diploma**
2008 (2008-2009)	**80% of students with disabilities will graduate with a regular diploma**

2009 (2009-2010)	**85% of students with disabilities will graduate with a regular diploma**
2010 (2010-2011)	**87% of students with disabilities will graduate with a regular diploma**
2011 (2011-2012)	**85% of students with disabilities will graduate with a regular diploma**
2012 (2012-2013)	**85% of students with disabilities will graduate with a regular diploma**

Improvement Activities/Timelines/Resources:

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY2012	Resources & Responsibility
1 C D	**Autism Project, http://dpi.wi.gov/sped/autcatint2.html** For more than ten years, WDPI has developed and conducted statewide trainings for school staff in the area of autism. Four trainings are held annually in various locations throughout the state. Basic level trainings are offered for school staff with limited knowledge of educational programming for students with autism spectrum disorders. The basic level training presents an overview of autism spectrum disorders and discusses topics such as functional behavioral assessment, classroom programming, sensory issues, and communication strategies. Advanced level trainings are offered for more experienced school staff. The advanced training presents more complex information about issues in early childhood education of students with autism spectrum disorders. School staff from many different disciplines attend the trainings including special education teachers, directors of special education, regular education teachers, paraprofessionals, occupational and physical therapists, social workers, psychologists and speech and language pathologists. Each of these trainings includes strategies for preventing	X	X	X	X	X	X	X		Autism Grant Consultant Contracted Experts

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY2012	Resources & Responsibility
	suspensions and expulsions, obtaining a diploma, and increasing the graduation rates of students with autism.									
1 C	**Behavior Grant, http://dpi.wi.gov/sped/ed.html** This IDEA statewide grant focuses on providing Wisconsin school district staff with the skills needed to successfully manage student behaviors in the classroom, particularly disruptive and aggressive student behaviors so that students stay in school and graduate. The grant provides for the Annual Behavioral Institute as well as other technical assistance and materials.	X	X	X						Behavior Grant Consultant
1 A B C D E F G H	**Culturally Responsive Education for All: Training and Enhancement (CREATE).** CREATE is a statewide systems-change initiative designed to close the achievement gap between diverse students and to eliminate race as a predictor in education, including participation in special education.				X	X	X	X	X	Disproportionality Workgroup Co Chairs CESAs LEAs National experts
1 C F G	**Disproportionality Mini-grants** WDPI provides mini-grants to LEAs, disproportionality experts, and CESAs to address disproportionality at the local and regional level.				X	X	X	X	X	Disproportionality workgroup LEAs Disproportionality experts CESAs
1 A C F G	**Disproportionality Demonstration Grants** WDPI funds disproportionality demonstration grants. The purpose of these grants is to fund large scale and systems-wide projects with an explicit goal of creating tools or guides so other districts can replicate success reducing disproportionality in special education.				X	X	X	X	X	Disproportionality workgroup LEAs CESAs

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY2012	Resources & Responsibility
1 B	**Focused Monitoring (FM)** Wisconsin has developed a Continuous Improvement and Focused Monitoring System (CIFMS) to achieve positive results for children with disabilities in Wisconsin while ensuring continued procedural compliance with state and federal laws and regulations. WDPI involves stakeholders in the ongoing development of CIFMS including the identification of priority areas for focused monitoring in Wisconsin. The CIFMS stakeholders analyzed statewide student outcome data to determine that improving graduation rates of students with disabilities should be a priority in Wisconsin. The CIFMS stakeholders identified student enrollment groups within the state from which a select number of school districts are identified for FM. WDPI uses trend data over a three-year period to identify districts for FM. The districts within each enrollment group most in need of improvement are selected for FM.	X	X	X	X	X	X	X	X	Graduation Workgroup LPP Consultant
1 B D	**Focused Performance Reviews** WDPI in collaboration with CESAs #7 and #5 originally developed the Special Education Data Retreat Model to provide a unique, structured forum where collaborative teams of special educators, administrators, along with regular educators evaluated their systems for design and delivery of special education and related services. Focused data analysis enables educators to identify potential root causes of the low graduation rate, leading toward the development of school/district plans to address identified needs and improve student outcomes. Some of the data analyzed includes graduation, dropout, suspension, expulsion, participation and performance on statewide assessments, and educational environments. Data is disaggregated by disability area, gender, and race/ethnicity whenever it is available. Statewide training was provided to give all Wisconsin school districts the opportunity to analyze their own data by a collaborative staff team, to identify areas of need based on the data analysis, and to work towards a plan to address those needs building/district wide. To accomplish this statewide training, a “Train the Trainers” model was used. A two-day facilitated training was conducted for all Regional Service Network (RSN) directors and school improvement	X	X	X	X	X	X	X	X	Data Consultant Graduation Workgroup Reading Achievement Workgroup

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY2012	Resources & Responsibility
	service (SIS) directors in the state. A model set of data was used for training purposes. After the RSN and SIS directors were trained, each CESA conducted trainings for its own school districts. Two follow-up meetings were conducted to provide support and technical assistance to those responsible for conducting special education data retreats. This data analysis component was further refined and integrated into Wisconsin's FM process as a beginning point for districts selected for FM and renamed the Focused Performance Review (FPR). Data continues to be disaggregated by disability area, and race/ethnicity whenever available.									
1 C G	**High School Task Force** State Superintendent Elizabeth Burmaster convened a statewide High School Task Force to ensure Wisconsin high school students continue to graduate with the knowledge and skills they need to succeed in postsecondary education, the high-skills workplace, and as citizens of the global economy. Recommendations from the Task Force emphasize the need for rigorous, authentic learning using multiple instructional and assessment strategies; high schools that establish a personal connection for each student; learning plans that help individual students accomplish their goals; and solid business and community partnerships. To continue this work at the local level, WDPI sponsored a High School Summit focusing on high school redesign and showcasing promising practices in Wisconsin.	X	X							Task Force included members of the Special Education Team's Graduation Workgroup
1 A B C E F G	**Internal Research Committee** The WDPI Special Education Team works collaboratively with staff from other DPI Teams to set WDPI-wide education research agendas and priorities. To positively impact on student outcomes, the committee works to create parameters for data-sharing with outside research organizations that are in-line with the advancement of education research and applicable federal and state laws, and to ensure that data and research products produced by WDPI are aligned with education priorities, are scientifically rigorous and meet standardized conventions.						X	X	X	WDPI Office of Educational Accountability WDPI Student Services Prevention and Wellness Team WDPI Title I and

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY2012	Resources & Responsibility
										School Support team WDPI Data Management and Reporting Team WDPI Office of Legal Services Team WDPI Special Education Team-Data Consultant
1 A	**The Local Performance Plan (LPP) http://dpi.wi.gov/sped/lpp.html** Each school year, all Wisconsin LEAs, including charter schools, complete and submit an annual LPP to the WDPI for review. The LPP is an internet application and is the IDEA flow-through and preschool funding mechanism that must be completed in approvable form before a district may encumber and expend federal monies. Through the LPP, districts submit their IDEA flow-through and preschool budgets and provide assurance to WDPI of compliance with state and federal special education requirements. Districts are required to analyze their performance on specified indicators in the SPP, and develop and submit improvement activities for those indicators for which a district does not meet the established targets. The LPP is reviewed by a WDPI consultant assigned to work with the individual LEA. One component of the LPP is the Special Education District Profile, through which WDPI reports annually to the public on the performance of each LEA on the targets associated with Indicators #1-#14. The Special Education District Profile is used to analyze LEA performance on each of the indicators in the State Performance Plan (http://dpi.wi.gov/sped/lpp-profile.html).	X	X	X	X	X	X	X	X	Data Coordinator Data Consultant Grants Specialist LPP Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY2012	Resources & Responsibility
	The Special Education District Profile includes LEA data, state data, the target for each indicator, data sources for each indicator, and a link to more information about each indicator.									
1 A B C D E F G H	**Positive Behavioral Interventions and Supports (PBIS)** Positive Behavioral Interventions and Supports (PBIS) applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. Schools implementing PBIS build on existing strengths, complimenting and organizing current programming and strategies. Data-based decision-making is critical to successful PBIS implementation. PBIS is a systems model that guides schools to design, implement, and evaluate effective school-wide, classroom and student-specific behavioral/instructional plans. PBIS includes school-wide procedures and processes for: a) all students, staff, and all school settings, b) specific settings within the school environment, c) individual classrooms and teachers, d) small group and simple student interventions for those at-risk, and e) individual student supports for students who have intensive and comprehensive needs across home, school, and community. The Wisconsin Statewide PBIS Implementation Project will provide technical assistance and coordinate professional development to help Wisconsin school districts establish and sustain PBIS within their respective schools. In addition, the project will gather and analyze specific data from all schools utilizing PBIS services.				X	X	X	X	X	PBIS Internal Workgroup
1 B	**Procedural Compliance Self-Assessment Process**http://dpi.wi.gov/sped/spp-selfassmt.html. Each year the state gathers monitoring data from one-fifth of the LEAs in the state through an LEA self-assessment of procedural requirements related to monitoring priority areas and SPP indicators. LEAs conduct the self-		X	X	X	X	X	X	X	Procedural Compliance Workgroup LPP Consultants

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY2012	Resources & Responsibility
	assessment using a sample of student individualized education program (IEP) records. Each year, the cohort of districts are representative of the state considering such variables as disability categories, age, race, and gender. Milwaukee Public Schools, the only LEA with average daily membership of over 50,000, is included in the sample each year. WDPI will include every LEA in the state at least once during the course of the SPP. The self-assessment of procedural requirements includes data on each of the SPP indicators. LEAs report the self-assessment results to WDPI, along with planned corrective actions. LEAs are required to correct noncompliance as soon as possible, but no later than one year from identification. To assure valid and reliable data, WDPI provides web-based training in how to conduct the self-assessment, including how to create random samples for review. The self-assessment checklist includes standards for reviewing the procedural requirements. LEAs with noncompliance correct it through developing and implementing agency-wide corrective action plans. WDPI staff provide technical assistance and conduct periodic reviews of progress to ensure correction of noncompliance as soon as possible, but no later than one year from identification of noncompliance. Annually, WDPI reviews all LEA self-assessments and conducts validation activities on a portion of the LEA self-assessments. Based on its review, WDPI provides technical assistance to LEAs, which may result in revisions to their planned corrective actions. LEAs report the status of their corrective actions to ensure correction within one year of identification of the noncompliance. WDPI verifies that all noncompliance has been corrected within one year. LEAs failing to correct noncompliance within one year of identification are required to report the reasons and the specific steps that will be implemented to correct the noncompliance. These LEAs are assigned to a more intensive level of oversight.									

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY2012	Resources & Responsibility
1 C	**Program Support Meetings** Each year, the program consultants on the Special Education Team design and host program support meetings for interested stakeholders, including parents, school district staff, educational administration, paraprofessionals, and higher education faculty. The overarching goal of these program support meetings is to disseminate innovative information and current resources to the field. At these meetings, program consultants typically present information and training aimed at reducing the graduation gap and dropout rates. Specific topics include research-based strategies to increase student engagement, establish a positive school climate, increase options for student learning, and enhance staff knowledge and skills. These opportunities will continue in future years.	X	X	X	X	X	X	X		Program Area Consultants
1 C D F	**Resource and Planning Guide for School-Based Occupational Therapy and Physical Therapy** The Department of Public Instruction created a book to explain how occupational therapists and physical therapists collaborate with educators, administrators, and parents to support the mission of education in the environment of the schools. This book answers questions about who occupational therapists and physical therapists are, what their purpose is in schools, and how, working with educators and parents, they help Wisconsin's children acquire the skills and knowledge they need to participate alongside other children in school and, eventually, assume positive adult roles in the community.					X	X			OT Consultant PT Consultant Planning Committee
1 C D	**Responsive Education for All Children (REACh), http://www.dpi.wi.gov/reach/ (Project Administration and Grants) and http://www.reachwi.org (Technical Assistance and Resource Clearinghouse)** The purpose of this statewide initiative is to help Wisconsin schools establish and sustain the capacity to make systemic improvement needed to reduce barriers to learning and enable all students to experience success, including students with disabilities.	X	X	X	X	X	X	X		REACh Grant Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY2012	Resources & Responsibility
	REACh provides a research-based framework and professional development resources for Wisconsin schools to use to support school improvement. Within the framework, instructional options, professional development and collaborative partnerships help to support all members of the system (teachers, families, others) as they identify and implement strategies that promote positive student outcomes. A multi-tier prevention/intervention model including universal, selected, and targeted options serves as the basis for decision making. All students, including students with disabilities, are addressed through the initiative. REACh serves as a vehicle to assist schools in implementing Early Intervening Services and "response to intervention" (RTI). The REACh Initiative includes: ▪ A REACh Technical Assistance Center to develop tools and processes supporting the ten school improvement components which make up the REACh framework. The Technical Assistance Center also trains expert mentors to guide schools through the implementation of the framework. ▪ Four REACh regional centers to provide training and technical assistance supporting the REACh framework and tools throughout the state. ▪ District incentive grants to a limited number of high needs schools to support REACh framework implementation.									
1 C	**Regional Service Network (RSN),** **http://www.wi-rsn.org/** The state regional service network (RSN) consists of directors from each of the 12 CESAs. The major focus for the RSN is to provide a comprehensive system of personnel development to assure the quality of personnel and services for children with disabilities. Activities may include resource and technical assistance, a network of communication, and staff development and program assistance in the areas of planning, coordination, and implementation of special education and related services.	X	X	X	X	X	X	X	X	RSN Grant Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY2012	Resources & Responsibility
	The mission of the RSN is to improve the quality of educational services to students with disabilities through a statewide network of representatives from each CESA in cooperation with WDPI. Each RSN provides a comprehensive system of personnel development that unites communication, staff development, and leadership. The goals of the RSN include: • To maintain and expand a communication network for purposes of liaison among LEAs, CESAs, the WDPI and others including, but not limited to, parents and related agencies. • To provide leadership to a continuing statewide initiative to assure a comprehensive staff development program. • To model teamwork and collaboration in decision making and service delivery to generate creative solutions to mutually defined problems.									
1 B C G	**Schools Identified for Improvement (SIFI)/Districts Identified for Improvement (DIFI)** Wisconsin's Statewide System of Support (SSOS) is predicated on the concept that the role of the WDPI is to strengthen the capacity of local school districts to identify and effectively differentiate support to their lowest performing schools. To accomplish this, the WDPI has sorted each of its public school districts into one of three categories: high priority districts, priority districts, and all other districts. High priority districts are those which have missed Adequate Yearly Progress (AYP) as a district or been identified as a district in need of improvement (DIFI) and have Title I schools that are identified for improvement (SIFI) or missed AYP under No Child Left Behind (NCLB). In Wisconsin, high priority districts are required to assess the efficacy of their current district efforts to support school improvement using the 7 Characteristics of Successful Districts (Vision, Leadership, High Academic Standards, Standards of the Heart, Family, School and Community Partnerships, Professional Development, and Evidence of Success framework or a comparable model. Using five characteristic areas (1. Vision, Values and Culture; 2.Leadership and Governance; 3. Decision	X	X	X	X	X	X	X	X	Title I Team Special Education Team's Graduation Workgroup Special Education Team's Reading Achievement Workgroup WDPI Urban Special Education Consultant FM co-chairs FM Graduation

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY2012	Resources & Responsibility
	Making and Accountability; 4. Curriculum and Instruction; and 5.Professional Development and Staff Quality a team of district staff members conduct a Self-Assessment to evaluate the level and effectiveness of district support to high priority schools. The results of the self-assessment are validated by a team of exemplary educators through an onsite peer review process. The peer review is meant to validate and add to the findings of the self-assessment. As a result of these two processes, the WDPI determines which school improvement strategies are working well for the district and where the district is in need of technical assistance to improve the effectiveness of its support system. A plan for technical assistance and monitoring is developed collaboratively between the WDPI and the district. Collaboratively, the Title 1 and Special Education teams of WDPI worked with the Milwaukee Public Schools to create their DIFI improvement plan.									Technical Assistance Provider
1 A B C D E F G H	**School Improvement: Focused Review of Improvement Indicators (FRII)** During the 2007-08 SY, WDPI began working to expand upon the successful focused monitoring model previously utilized to provide districts a mechanism for conducting a similar process of data analysis and improvement planning around the SPP improvement indicators of math achievement, preschool outcomes, parent involvement, and post-high school outcomes. WDPI will also be working with CESA based Regional Service Network (RSN) providers to employ various technical assistance options, including statewide summits. WDPI is currently building the infrastructure to execute and support this process with statewide implementation. WDPI believes this refined school improvement process will not only address the needs of both urban and rural districts, but it will continue to promote data driven decision making as well as identifying promising practices that can be acknowledged and disseminated statewide.					X	X	X	X	Graduation Workgroup LPP Consultant FRII Workgroup FRII Coordinator
1 C D	**Traumatic Brain Injury (TBI), http://www.dpi.wi.gov/sped/tbi.html** For the past ten years, the WDPI has directed discretionary dollars toward supporting a statewide project titled "Traumatic Brain Injury: Wisconsin's Response." This project has focused on providing statewide TBI trainings for graduate credit that permit school district staff to maintain recent training	X	X	X	X					TBI Grant Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY2012	Resources & Responsibility
	and experience in the area of TBI while fulfilling professional development plans under state requirements; establishing and maintaining a network of regionally-based TBI trainers to provide child-specific training, consultation, and technical assistance to district staff locally; establishing linkages with state teacher education institutions; and developing and updating training materials and resource kits for distribution to the field. The specific intent of each of these efforts has been to provide Wisconsin school district staff with the information and skills they need to successfully address the unique learning and behavioral needs of children with a TBI, thus increasing graduation rates, reducing drop-outs, and reducing suspension and expulsion rates for behaviors due to TBI. The TBI project ended June 30, 2008. The WDPI continues to support the regionally based TBI trainers through twice yearly program support teacher meetings. WDPI also has an appointed member on the Governor's Brain Injury Advisory Council.									
1 C D	**Wisconsin Assistive Technology Initiative (WATI), (http://www.wati.org/)** The primary goal of the initiative is to improve outcomes and results for children and youth with disabilities through the use of assistive technology to access services, school programs and curriculum, and community activities. As a result, activities carried out by the initiative have a positive impact on graduation rates, drop-out rates, and suspension/expulsion rates. WATI is designed specifically to increase the capacity of school districts to provide AT services by making training and technical assistance available to teachers, therapists, administrators, and parents throughout Wisconsin. It accomplishes this by providing not only training and direct technical assistance but also specific strategies to increase the capacity of school districts to provide AT services. These include the development and dissemination of model forms, AT assessment manuals, recommended evaluation procedures, resource guides and other materials, and access to AT for trial use. WATI has both state-level services and regional services.	X	X	X	X					WATI Grant Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY2012	Resources & Responsibility
	Regional services are provided by 12 assistive technology consultants located in each of the 12 CESA regions in the state. Activities carried out at the state level include providing support and leadership to the regional AT consultants, providing specialized competency-based training, developing and conducting specialized summer institutes, developing resource guides or other materials for use by school personnel and parents, and arranging special buys of AT products at reduced prices. In addition, a state-level lending library of AT items that is open to all school districts is maintained. In each CESA, the assistive technology consultants work with staff from the constituent school districts to help them develop and improve their AT services. These regional AT consultants provide training, technical assistance, and support to increase the capacity of school districts to provide effective and efficient AT services. They also have smaller lending libraries of AT available to their school districts.									
1 A, B, E	**Wisconsin DPI Graduation Rate Workgroup** In preparation for the peer review of Wisconsin's graduation rate by the US Department of Education, a cross-agency workgroup has been convened. The purpose of the workgroup is to compile necessary information about how Wisconsin DPI collects, analyzes, and utilizes graduation rate data. Currently, the group has completed collection of information to submit to the US Department of Education for peer review in January 2010. The group will be expanded as the agency works to develop continuous and substantial targets for graduation rates, including for students with disabilities. Group members will be working on the development of new data displays, dissemination of information about the graduation data, and eventual professional development for districts and interested stakeholders.				X	X	X	X	X	FM Graduation Chair
1 C, D, E, F	**Wisconsin Graduation Summit** In response to a national call to improve student graduation rates, Wisconsin State Superintendent Anthony Evers will convene a one day state summit of local teams with the theme "Every Child a Graduate" in the Spring of 2010. The design and delivery of the Summit will be based on guidance and				X	X	X			FM Graduation Chair WDPI Assistant Director of Special

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY2012	Resources & Responsibility
	support from the America's Promise Alliance, national corporations, and state associations. The purpose of the Summit is to build local capacity by sharing best practice strategies that increase graduation rates, especially among students of color and students with disabilities. Districts invited to attend were selected based on high rates and/or disparities in dropouts. A related summit will be held in Milwaukee by the Milwaukee School District prior to the state Summit. Both summits will require participants to develop plans on how to sustain the momentum and continue exploration of the issues and strategies that can be used to ensure all Wisconsin students graduate. Districts will be encouraged to collaborate with community partners, and DPI hopes to convene subsequent meetings to provide support and information about research-based practices either at a state-wide or regional level.									Education Completed
1 A B H	**Wisconsin Post High School Outcomes Survey (WPHSOS)** www.posthighsurvey.org Results from the Wisconsin Post High School Outcomes Survey are used by LEAs and WDPI to impact graduation results. Annually, a statewide Wisconsin Post High School Outcomes Survey Summary Report is published in September and widely distributed throughout the year. To assist with determining improvement activities, data are disaggregated by gender, ethnicity, disability and exit type. Districts have access to a Gender, Ethnicity, Disability and Exit Type data chart, District Summary Report, District Report, Data Analysis Charts and Improvement Planning Forms. Districts use the information to review their local outcomes in relation to local planning and improvement activities. The data analysis forms match the state data retreat procedure so districts can easily incorporate outcomes data into improvement planning.	X	X	X	X	X	X	X	X	WPHSOS Director WPHSOS Grant Consultant
1 E	**Wisconsin Response to Intervention Initiatives (RTI)** WDPI has been working both internally and externally in creating a statewide framework for the implementation of RTI strategies within school districts. An internal workgroup comprised of personnel from the Special Education, Content and Learning, Student Services: Prevention and Wellness, and Title			X	X	X	X	X	X	Special Education Team Content and Learning Team

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY2012	Resources & Responsibility
	1 School Support teams meet to work on devising the framework and inservicing districts. A second workgroup comprised of representatives from the aforementioned teams, as well as individuals from professional education and parent organizations from the state, and personnel from two national organizations who offer states support in RTI are working with the smaller internal workgroup to guide the full scale implementation process. An external taskforce is overseeing the development of the framework. This group has representatives from professional and parent organizations, and school personnel including teachers and administrators.									Student Services: Prevention and Wellness Team Title 1 School Support Team
1 C D	**Wisconsin School for the Deaf (WSD), http://www.wsd.k12.wi.us/** Students who are deaf or hard of hearing graduate from high school at a rate similar to students without disabilities. Supports to students who are deaf or hard of hearing and struggle with school are provided by Wisconsin School for the Deaf (WSD) staff through ongoing outreach consultation with district staff. Behavior specialists and counselors at WSD meet with students to address behaviors that may lead to suspension or expulsion and help guide student decision making.	X	X	X	X	X	X	X	X	WSD Staff Outreach staff
1 C D	**Wisconsin School for the Visually Handicapped (WSVH), http://www.wcbvi.k12.wi.us/** The Wisconsin School for the Visually Handicapped (WSVH) and the Wisconsin Center for the Blind and Visually Impaired (WCBVI) work together to serve students across the state who are blind or visually impaired. Students attending WSVH are actively involved in statewide and district-wide assessments with the appropriate accommodations. The WCBVI Outreach staff work with students who are not placed at the school to ensure adequate evaluations are completed and service is provided by the school district. There is ongoing outreach consultation with district staff. The graduation rate of students who are blind or visually impaired is similar to their sighted peers. Students receive ongoing support through transition services and are given the opportunity to work with WCBVI Outreach staff in a six-week Summer Employment Program to help prepare them for the adult world. A counselor is available at WSVH to meet with students to address behaviors that may	X	X	X	X	X	X	X	X	WSVH Staff WCBVI Outreach staff

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY2012	Resources & Responsibility
	lead to suspension or expulsion and help guide students in decision making. Students are given the opportunity to meet with the counselor one-on-one to help deal with other social issues.									
1 C, D, F	**Wisconsin Special Education Paraprofessional Training Initiative Grant, http://www.dpi.wi.gov/sped/paraprof.html** The purpose of this grant is to promote and support the provision of statewide professional development training opportunities for Wisconsin special education paraprofessionals in order to strengthen their ability to more effectively assist in student instruction that ultimately leads to increased student learning and performance. Statewide professional development training opportunities for special education paraprofessionals are supported in collaboration with the Regional Service Network (RSN) via each CESA, Wisconsin Technical College System, UW-Madison Outreach and UW-Oshkosh, Wisconsin regional teacher associations, and the Wisconsin Education Association Council (WEAC) – Professional Development Academy (PDA). The training activities are designed to foster basic competencies, knowledge, and skills for special education paraprofessionals to apply when assisting with student instruction and to enhance their professional growth, in turn increasing their contributions to the educational community. Specific grant activities include the following: • A stipend is offered to each CESA and other selected organizations to promote and develop paraprofessional trainings within their CESA and regional organizations. Each CESA and selected organization is required to submit a proposal of the training activities including summative evaluation results. • Three Wisconsin Para Post newsletters are developed and include information and resources intended to support paraprofessionals in their positions and potentially increase their basic competencies, knowledge,	X	X	X	X					Paraprofessional Training Initiative Grant CESA #4 Project Coordinator Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY2012	Resources & Responsibility
	and skills linked to student learning and performance. • The State of Wisconsin Paraprofessional website is housed on the CESA 4 website and contains information and resources for paraprofessionals (http://cesa4.k12.wi.us/paraprof.htm).									
1 C G	**Wisconsin Statewide Parent-Educator Initiative (WSPEI), (http://dpi.wi.gov/sped/parent.html)** The WSPEI is a WDPI state discretionary project that serves parents, educators, and others interested in parent-educator partnerships for children with disabilities. Two statewide coordinators and 27 CESA-based parent liaisons collaborate with LEA staff, more than 150 LEA-based parent liaisons, staff from the Wisconsin Family Assistance Center (WI FACETS), and the statewide Parent Training and Information Centers (PTIC) to facilitate positive relationships between staff and parents of children with disabilities. Wisconsin schools and families use the resources of WSPEI and WI FACETS to assist them in reaching out to involve families and provide information about special education in the various ways that diverse families require. WSPEI and WI FACETS work together closely, holding bimonthly collaboration meetings that include a Special Education administrator from the Milwaukee Public Schools. CESA and district parent liaisons from WSPEI also collaborate regionally and locally with WI FACETS staff and parent leaders. WSPEI's unique contribution to this collaborative structure is that parent liaisons are parents of children with disabilities, selected and hired by LEAs and CESAs to work within LEAs to promote parent involvement. WI FACETS' unique contribution is their focus on minority and underserved families, providing outreach and training to Wisconsin's communities of Native American, African American, Latino, and Hmong families. Both projects provide parent leadership on advisory committees and workgroups of WDPI's other major technical assistance initiatives. Because of this, WDPI is able to disseminate parent training and parent-	X	X	X	X	X	X	X	X	WSPEI Grant Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY2012	Resources & Responsibility
	focused materials that are consistent with training and materials provided to school staff. In addition, technical assistance initiatives model family-school partnerships and facilitate co-presentation by an educator and parent to combined audiences.									
1 C	**Wisconsin's Statewide Personnel Development Grant (SPDG)**: The purpose of the SPDG is to assist WDPI in reforming and improving the State's personnel preparation and professional development systems. The intent of the priority is to improve educational results for children with disabilities through the delivery of ▪ High quality instruction and the recruitment, hiring, and retention of highly qualified special education teachers. ▪ Research based professional development that is implemented and sustained by statewide and local training and technical assistance systems which include communities and family organizations, institutions of higher education, CESA's, and early intervention agencies. WPDS will meet the identified needs by accomplishing three overarching goals described through five outcomes. **Goal 1**: Increase the application of scientifically based practices in identified core content areas through both pre-service and in-service professional development for educators and early interventionists in targeted LEAs and communities **Goal 2**: Sustain implementation of new knowledge and skills through regional infrastructure that provides and supports ongoing learning utilizing trained mentors, communities of practice and other proven strategies. **Goal 3**: Increase participation of communities, families and youth in the system change process that results in organizations with the capacity to engage, support, and transition children with disabilities birth-26. These goals will be addressed using the Wisconsin Personnel Development Model (WPDM). Dissemination of training and materials will be coordinated	X	X	X	X	X	X	X	X	SPDG Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY2012	Resources & Responsibility
	by 5 Hubs: Early Childhood Collaboration, Responsive Education for All Children Initiative (REACh), Transition to Post-secondary, Parent Leadership and Involvement; and Institutions of Higher Education.									
1 A B C D E G J	**Wisconsin Statewide Transition Initiative (WSTI), (www.wsti.org)** WSTI is a state-wide systems change project that offers a comprehensive approach to providing transition services in the State of Wisconsin. WSTI utilizes a two-tiered service delivery model consisting of local school district Transition Action Teams and County Transition Advisory Councils. Point of Entry Manuals are developed for each CESA to identify county agency linkages. Twelve CESA-based transition coordinators, a project director, and a WDPI transition consultant provide transition support services, information dissemination, and staff development to parents, education professionals, and community agency professionals throughout Wisconsin. Currently each of the 12 CESAs receives mini-grants to improve transition services. WSTI participates in a state-wide transition conference each year. Networking meetings in each CESA are used to provide indicator #13 training. WSTI assists participating LEAs in using data from Indicators #1, #2, #13, and #14 to develop local improvement plans. WDPI has worked collaboratively with Dr. Ed O'Leary of the Mountain Plains Regional Resource Center to develop technical assistance on the correct implementation of transition requirements in IDEA. LEA personnel who participate in WSTI receive training in how to review transition requirements in IEPs using a transition checklist. The Office of Special Education Programs (OSEP) has recognized Wisconsin's work in the area of transition as a national model. WDPI collaborates with the National Secondary Transition Technical Assistance Center (NSTTAC) to improve outcomes for indicator #13. NSTTAC has provided training to CESA and LEA personnel on indicator #13	X	X	X	X	X	X	X	X	WSTI Grant Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY2012	Resources & Responsibility
	at the state-wide transition conference. WDPI participated in NSTTAC's transition forum and developed the Wisconsin strategic plan for improving secondary transition. WDPI participates in the national community of practice on transition hosted by National Association of State Directors of Special Education.									

Categories:

A) Improve data collection/reporting or systems
B) Improve systems administration & monitoring
C) Provide training/professional development
D) Provide technical assistance
E) Clarify/examine/develop policies & procedures
F) Program development
G) Collaboration/coordination
H) Evaluation
I) Increase/adjust FTE
J) Other

Overview of the State Performance Plan Development:

Refer to the overview section, pages 1-7.

Monitoring Priority: FAPE in the LRE

Indicator 2: Percent of youth with IEPs dropping out of high school.

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

Measurement:
States must report using the dropout data used in the ESEA graduation rate calculation and follow the timeline established by the Department under the ESEA.

Overview of Issue/Description of System or Process:

A dropout is defined as a student who was enrolled in school at some time during the previous school year, was not enrolled at the reporting time of the current school year (third Friday in September), has not graduated from high school or completed a state- or district-approved educational program, and does not meet any of the following exclusionary conditions:

- transfer to another school district, private school, or state- or district-approved educational program;
- temporary absence due to expulsion, suspension, or school-excused illness;
- death.

Students who complete the spring semester of the previous school year but are not enrolled by the third Friday in September of the current school year are considered summer dropouts or "no shows." Summer dropouts are not counted as dropouts for the previous year. A dropout would be counted for the current school year if the student is not re-enrolled by the count date of the following school year.

Baseline Data:

2004-2005 SY Grades 7-12	Dropouts	Expected to Complete School Term	Dropout Rate
Students with Disabilities	**1,152**	**55,012**	**2.094%**
Students without Disabilities	**6,174**	**369,513**	**1.671%**
All Students	**7,326**	**424,525**	**1.726%**

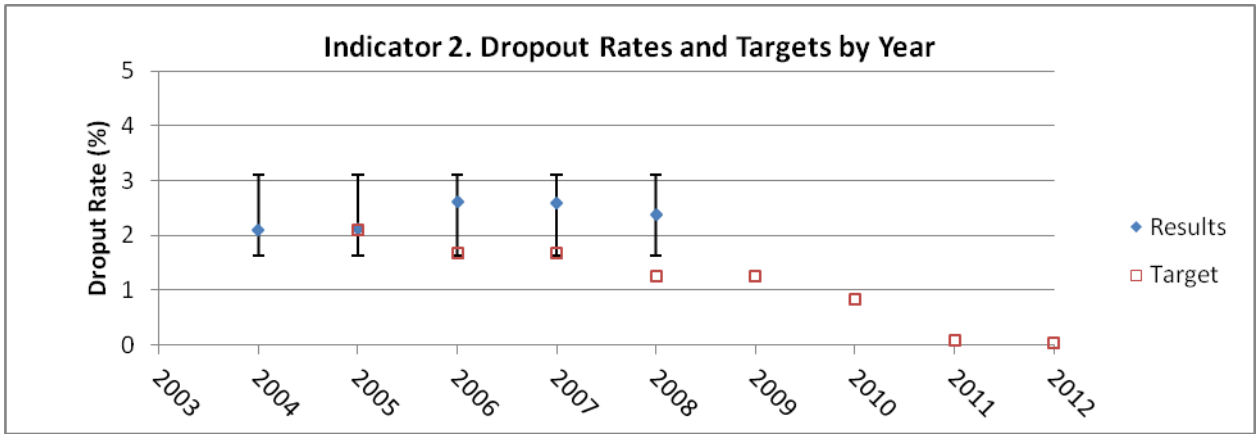
Data Source: From Wisconsin's Individual Student Enrollment System (ISES) as displayed on Wisconsin's Information Network for Successful Schools (WINSS) Website

Discussion of Baseline Data:

Dropout data for all students in Wisconsin is collected through the Individual Student Enrollment System (ISES), which provides student-level data. The dropout rate for both students with disabilities and students without disabilities is calculated as the number of students in grades 7 through 12 who drop out of school during the given year, divided by the number of students expected to complete the school term in those grades. In 2005-06, the dropout rate for students with disabilities is 2.094%, compared to 1.671% for students without disabilities. This is a difference of .423%.

Measurable and Rigorous Targets

In January 2011, WDPI met with the State Superintendent's Advisory Council to review progress on this indicator. WDPI provided the Council a summary of trend data analysis including a test for the normality of sample variance and ranges within which new data are likely to fall based on the analysis of standard deviation. The State now has five years of data on Indicator 2. The Indicator 2 results over these five years have been consistent, with the mean ranging from 2.09% to 2.61%. In 2008, the targets began exceeding the range that could be reasonably expected, given three standard deviations from the trend mean (see graph below).



With Council input, WDPI set new annual targets for FFY 2008 through FFY 2012. The five years of trend data was used to set the realistic, yet rigorous targets below.

FFY	Measurable and Rigorous Targets
2008 (2008-2009)	**No more than 2.49% of students with disabilities will drop out**

FFY	Measurable and Rigorous Targets
2009 (2009-2010)	**No more than 2.39% of students with disabilities will drop out**
2010 (2010-2011)	**No more than 2.29% of students with disabilities will drop out**
2011 (2011-2012)	**No more than 2.19% of students with disabilities will drop out**
2012 (2012-2013)	**No more than 2.09% of students with disabilities will drop out**

Improvement Activities/Timelines/Resources:

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
2 C D	**Autism Project, http://dpi.wi.gov/sped/autcatint2.html** For more than ten years, WDPI has developed and conducted statewide trainings for school staff in the area of autism. Four trainings are held annually in various locations throughout the state. Basic level trainings are offered for school staff with limited knowledge of educational programming for students with autism spectrum disorders. The basic level training presents an overview of autism spectrum disorders and discusses topics such as functional behavioral assessment, classroom programming, sensory issues, and communication strategies. Advanced level trainings are offered for more experienced school staff. The advanced training presents more complex information about issues in early childhood education of students with autism spectrum disorders. School staff from many different disciplines attend the trainings including special education teachers, directors of special education, regular education teachers, paraprofessionals, occupational and physical therapists, social workers, psychologists and speech and language pathologists. Each of these trainings includes strategies for preventing suspensions and expulsions, obtaining a diploma, and increasing the graduation rates of students with autism.	X	X	X	X	X	X	X	X	Autism Grant Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
2 C	**Behavior Grant, http://dpi.wi.gov/sped/ed.html** Wisconsin school districts and CESAs cite student behavior as a high priority for staff development; new teachers report that classroom management is an area in which they feel least prepared. This IDEA statewide grant focuses on providing Wisconsin school district staff with the skills needed to successfully manage student behaviors in the classroom, particularly disruptive and aggressive student behaviors so that students stay in school and graduate. The grant supports the Annual Behavioral Institute as well as other technical assistance and materials.	X	X	X	X					Behavior Grant Consultant
2 C D E F G H I	**Culturally Responsive Education for All: Training and Enhancement (CREATE)** CREATE is a statewide systems-change initiative designed to close the achievement gap between diverse students and to eliminate race as a predictor in education, including participation in special education.				X	X	X	X		Disproportionality Workgroup Co Chairs CESAs LEAs National experts
2 A C F G	**Disproportionality Demonstration Grants** WDPI funds disproportionality demonstration grants. The purpose of these grants is to fund large scale and systems-wide projects with an explicit goal of creating tools or guides so other districts can replicate success reducing disproportionality in special education.				X	X	X	X		Disproportionality workgroup LEAs CESAs
2 C F G	**Disproportionality Mini-grants** WDPI provides mini-grants to LEAs, disproportionality experts, and CESAs to address disproportionality at the local and regional level.				X	X	X	X		Disproportionality workgroup LEAs Disproportionality experts CESAs
2 B	**Focused Monitoring (FM)** Wisconsin has developed a Continuous Improvement and Focused Monitoring System (CIFMS) to achieve positive results for children with disabilities in Wisconsin while ensuring continued procedural compliance with state and	X	X	X	X	X	X	X	X	Graduation Workgroup LPP Consultants

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	federal laws and regulations. WDPI involves stakeholders in the ongoing development of CIFMS including the identification of priority areas for focused monitoring in Wisconsin. The CIFMS stakeholders analyzed statewide student outcome data to determine that improving graduation rates of students with disabilities should be a priority in Wisconsin. The CIFMS stakeholders identified student enrollment groups within the state from which a select number of school districts are identified for FM. WDPI uses trend data over a three-year period to identify districts for FM. The districts within each enrollment group most in need of improvement are selected for FM.									
2 B D	**Focused Performance Reviews** WDPI in collaboration with CESAs #7 and #5 developed the Special Education Data Retreat Model to provide a unique, structured forum where collaborative teams of special educators, administrators, along with regular educators evaluated their systems for design and delivery of special education and related services. Focused data analysis enables educators to identify potential root causes of the low graduation rate, leading toward the development of school/district plans to address identified needs and improve student outcomes. Some of the data analyzed includes graduation, dropout, suspension, expulsion, participation and performance on statewide assessments, and educational environments. Data is disaggregated by disability area, gender, and race/ethnicity whenever it is available. Statewide training was provided to give all Wisconsin school districts the opportunity to analyze their own data by a collaborative staff team, to identify areas of need based on the data analysis, and to work towards a plan to address those needs building/district wide. To accomplish this statewide training, a “Train the Trainers” model was used. A two-day facilitated training was conducted for all Regional Service Network (RSN) directors and school improvement service (SIS) directors in the state. A model set of data was used for training purposes. After the RSN and SIS directors were trained, each CESA conducted trainings for its own school districts. Two follow-up meetings were conducted to provide support and technical assistance to those responsible for conducting special education data retreats. This data analysis component was	X	X	X	X	X	X	X		Data Consultant Graduation Workgroup Reading Achievement Workgroup

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	further refined and integrated into Wisconsin's FM process as a beginning point for districts selected for FM and renamed the Focused Performance Review (FPR). Data continues to be disaggregated by disability area, and race/ethnicity whenever available.									
2 C G	**High School Task Force** State Superintendent Elizabeth Burmaster convened a statewide High School Task Force to ensure Wisconsin high school students continue to graduate with the knowledge and skills they need to succeed in postsecondary education, the high-skills workplace, and as citizens of the global economy. Recommendations from the Task Force emphasize the need for rigorous, authentic learning using multiple instructional and assessment strategies; high schools that establish a personal connection for each student; learning plans that help individual students accomplish their goals; and solid business and community partnerships. To continue this work at the local level, WDPI sponsored a High School Summit focusing on high school redesign and showcasing promising practices in Wisconsin.	X	X							Task Force included members of the Special Education Team's Graduation Workgroup
2 A B C E F G	**Internal Research Committee** The WDPI Special Education Team works collaboratively with staff from other DPI Teams to set WDPI-wide education research agendas and priorities. To positively impact on student outcomes, the committee works to create parameters for data-sharing with outside research organizations that are in-line with the advancement of education research and applicable federal and state laws, and to ensure that data and research products produced by WDPI are aligned with education priorities, are scientifically rigorous and meet standardized conventions.						X	X	X	WDPI Office of Educational Accountability WDPI Student Services Prevention and Wellness Team WDPI Title I and School Support team WDPI Data Management and Reporting Team

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
										WDPI Office of Legal Services Team WDPI Special Education Team-Data Consultant
2 A	**The Local Performance Plan (LPP) http://dpi.wi.gov/sped/lpp.html** Each school year, all Wisconsin LEAs, including charter schools, complete and submit an annual LPP to the WDPI for review. The LPP is an internet application and is the IDEA flow-through and preschool funding mechanism that must be completed in approvable form before a district may encumber and expend federal monies. Through the LPP, districts submit their IDEA flow-through and preschool budgets and provide assurance to WDPI of compliance with state and federal special education requirements. Districts are required to analyze their performance on specified indicators in the SPP, and develop and submit improvement activities for those indicators for which a district does not meet the established targets. The LPP is reviewed by a WDPI consultant assigned to work with the individual LEA. One component of the LPP is the Special Education District Profile, through which WDPI reports annually to the public on the performance of each LEA on the targets associated with Indicators #1-#14. The Special Education District Profile is used to analyze LEA performance on each of the indicators in the State Performance Plan (http://dpi.wi.gov/sped/lpp-profile.html). The Special Education District Profile includes LEA data, state data, the target for each indicator, data sources for each indicator, and a link to more information about each indicator.	X	X	X	X	X	X	X	X	Data Coordinator Data Consultant Grants Specialist LPP Consultants

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
2 A B C D E F G H	**Positive Behavioral Interventions and Supports (PBIS)** Positive Behavioral Interventions and Supports (PBIS) applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. Schools implementing PBIS build on existing strengths, complimenting and organizing current programming and strategies. Data-based decision-making is critical to successful PBIS implementation. PBIS is a systems model that guides schools to design, implement, and evaluate effective school-wide, classroom and student-specific behavioral/instructional plans. PBIS includes school-wide procedures and processes for: a) all students, staff, and all school settings, b) specific settings within the school environment, c) individual classrooms and teachers, d) small group and simple student interventions for those at-risk, and e) individual student supports for students who have intensive and comprehensive needs across home, school, and community. The Wisconsin Statewide PBIS Implementation Project will provide technical assistance and coordinate professional development to help Wisconsin school districts establish and sustain PBIS within their respective schools. In addition, the project will gather and analyze specific data from all schools utilizing PBIS services.				X	X	X	X	X	PBIS Internal Workgroup
2 B	**Procedural Compliance Self-Assessment Process** Each year the state gathers monitoring data from one-fifth of the LEAs in the state through an LEA self-assessment of procedural requirements related to monitoring priority areas and SPP indicators. LEAs conduct the self-assessment using a sample of student individualized education program (IEP) records. Each year, the cohort of districts are representative of the state considering such variables as disability categories, age, race, and gender. Milwaukee Public Schools, the only LEA with average daily membership of over 50,000, is included in the sample each year. WDPI will include every LEA in the state at least once during the course of the SPP. The self-assessment		X	X	X	X	X	X	X	Procedural Compliance Workgroup LPP Consultants

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	of procedural requirements includes data on each of the SPP indicators. LEAs report the self-assessment results to WDPI, along with planned corrective actions. LEAs are required to correct noncompliance as soon as possible, but no later than one year from identification. To assure valid and reliable data, WDPI provides web-based training in how to conduct the self-assessment, including how to create random samples for review. The self-assessment checklist includes standards for reviewing the procedural requirements. Information about the self-assessment is posted on the WDPI website at http://dpi.wi.gov/sped/spp-selfassmt.html. LEAs with noncompliance correct it through developing and implementing agency-wide corrective action plans. WDPI staff provide technical assistance and conduct periodic reviews of progress to ensure correction of noncompliance as soon as possible, but no later than one year from identification of noncompliance. WSTI provides training to assist with the correction of noncompliance of transition requirements. Annually, WDPI reviews all LEA self-assessments and conducts validation activities on a portion of the LEA self-assessments. Based on its review, WDPI provides technical assistance to LEAs, which may result in revisions to their planned corrective actions. LEAs report the status of their corrective actions to ensure correction within one year of identification of the noncompliance. WDPI verifies that all noncompliance has been corrected within one year. LEAs failing to correct noncompliance within one year of identification are required to report the reasons and the specific steps that will be implemented to correct the noncompliance. These LEAs are assigned to a more intensive level of oversight.									
2 C	**Program Support Meetings** Each year, the program consultants on the Special Education Team design and host program support meetings for interested stakeholders, including parents, school district staff, educational administration, paraprofessionals, and higher education faculty. The overarching goal of these program support meetings is to disseminate innovative information and current resources to the field. At these meetings, program consultants typically present information and	X	X	X	X	X	X	X		Program Area Consultants

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	training aimed at reducing the graduation gap and dropout rates. Specific topics include research-based strategies to increase student engagement, establish a positive school climate, increase options for student learning, and enhance staff knowledge and skills. These opportunities will continue in future years.									
2 C	**Regional Service Network (RSN), http://www.wi-rsn.org/** The state regional service network (RSN) consists of directors from each of the 12 CESAs. The major focus for the RSN is to provide a comprehensive system of personnel development to assure the quality of personnel and services for children with disabilities. Activities may include resource and technical assistance, a network of communication, and staff development and program assistance in the areas of planning, coordination, and implementation of special education and related services. The mission of the RSN is to improve the quality of educational services to students with disabilities through a statewide network of representatives from each CESA in cooperation with WDPI. Each RSN provides a comprehensive system of personnel development that unites communication, staff development, and leadership. The goals of the RSN include: • To maintain and expand a communication network for purposes of liaison among LEAs, CESAs, the WDPI and others including, but not limited to, parents and related agencies. • To provide leadership to a continuing statewide initiative to assure a comprehensive staff development program. • To model teamwork and collaboration in decision making and service delivery to generate creative solutions to mutually defined problems.	X	X	X	X	X	X	X	X	RSN Grant Consultant
2 C D F	**Resource and Planning Guide for School-Based Occupational Therapy and Physical Therapy** The Department of Public Instruction created a book to explain how occupational therapists and physical therapists collaborate with educators, administrators, and parents to support the mission of education in the					X	X			WDPI Consultants Planning Committee

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	environment of the schools. This book answers questions about who occupational therapists and physical therapists are, what their purpose is in schools, and how, working with educators and parents, they help Wisconsin's children acquire the skills and knowledge they need to participate alongside other children in school and, eventually, assume positive adult roles in the community.									
2 C D	**Responsive Education for All Children (REACh), http://www.reachwi.org (Technical Assistance and Resource Clearinghouse)** The purpose of this statewide initiative is to help Wisconsin schools establish and sustain the capacity to make systemic improvement needed to reduce barriers to learning and enable all students to experience success, including students with disabilities. REACh provides a research-based framework and professional development resources for Wisconsin schools to use to support school improvement. Within the framework, instructional options, professional development and collaborative partnerships help to support all members of the system (teachers, families, others) as they identify and implement strategies that promote positive student outcomes. A multi-tier prevention/intervention model including universal, selected, and targeted options serves as the basis for decision making. All students, including students with disabilities, are addressed through the initiative. REACh serves as a vehicle to assist schools in implementing Early Intervening Services and "response to intervention" (RTI). The REACh Initiative includes: ▪ A REACh Technical Assistance Center to develop tools and processes supporting the ten school improvement components which make up the REACh framework. The Technical Assistance Center also trains expert mentors to guide schools through the implementation of the framework.	X	X	X	X	X	X			REACh Grant REACh Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	▪ Four REACh regional centers to provide training and technical assistance supporting the REACh framework and tools throughout the state. ▪ District incentive grants to a limited number of high needs schools to support REACh framework implementation.									
2 B C G	**Schools Identified for Improvement (SIFI)/Districts Identified for Improvement (DIFI)** Wisconsin's Statewide System of Support (SSOS) is predicated on the concept that the role of the WDPI is to strengthen the capacity of local school districts to identify and effectively differentiate support to their lowest performing schools. To accomplish this, the WDPI has sorted each of its public school districts into one of three categories: high priority districts, priority districts, and all other districts. High priority districts are those which have missed Adequate Yearly Progress (AYP) as a district or been identified as a district in need of improvement (DIFI) and have Title I schools that are identified for improvement (SIFI) or missed AYP under No Child Left Behind (NCLB). In Wisconsin, high priority districts are required to assess the efficacy of their current district efforts to support school improvement using the 7 Characteristics of Successful Districts (Vision, Leadership, High Academic Standards, Standards of the Heart, Family, School and Community Partnerships, Professional Development, and Evidence of Success framework or a comparable model. Using five characteristic areas (1. Vision, Values and Culture; 2.Leadership and Governance; 3. Decision Making and Accountability; 4. Curriculum and Instruction; and 5.Professional Development and Staff Quality a team of district staff members conduct a Self-Assessment to evaluate the level and effectiveness of district support to high priority schools. The results of the self-assessment are validated by a team of exemplary educators through an onsite peer review process. The peer review is meant to validate and add to the findings of the self-assessment. As a result of these two processes, the WDPI determines which school improvement	X	X	X	X	X	X	X	X	Title I Team Special Education Team's Graduation Workgroup Special Education Team's Reading Achievement Workgroup

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	strategies are working well for the district and where the district is in need of technical assistance to improve the effectiveness of its support system. A plan for technical assistance and monitoring is developed collaboratively between the WDPI and the district. Collaboratively, the Title 1 and Special Education teams of WDPI worked with the Milwaukee Public Schools to create their DIFI improvement plan.									
2 A B C D E F G H	**School Improvement: Focused Review of Improvement Indicators (FRII)** During the 2007-08 SY, WDPI began working to expand upon the successful focused monitoring model previously utilized to provide districts a mechanism for conducting a similar process of data analysis and improvement planning around the SPP improvement indicators of math achievement, preschool outcomes, parent involvement, and post-high school outcomes. WDPI will also be working with CESA based Regional Service Network (RSN) providers to employ various technical assistance options, including statewide summits. WDPI is currently building the infrastructure to execute and support this process with statewide implementation. WDPI believes this refined school improvement process will not only address the needs of both urban and rural districts, but it will continue to promote data driven decision making as well as identifying promising practices that can be acknowledged and disseminated statewide.						X	X	X	Graduation Workgroup Reading Achievement Workgroup LPP Consultant FRII Workgroup FRII Coordinator
2 C D	**Traumatic Brain Injury (TBI), http://www.dpi.wi.gov/sped/tbi.html** For the past ten years, the WDPI has directed discretionary dollars toward supporting a statewide project titled "Traumatic Brain Injury: Wisconsin's Response." This project has focused on providing statewide TBI trainings for graduate credit that permit school district staff to maintain recent training and experience in the area of TBI while fulfilling professional development plans under state requirements; establishing and maintaining a network of regionally-based TBI trainers to provide child-specific training, consultation, and technical assistance to district staff locally; establishing linkages with state teacher education institutions; and developing and updating training materials and resource kits for distribution to the field. The specific intent of each of these efforts has been to provide Wisconsin school district staff with the	X	X	X	X					TBI Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	information and skills they need to successfully address the unique learning and behavioral needs of children with a TBI, thus increasing graduation rates, reducing drop-outs, and reducing suspension and expulsion rates for behaviors due to TBI. The TBI project ended June 30, 2008. The WDPI continues to support the regionally based TBI trainers through twice yearly program support teacher meetings. WDPI also has an appointed member on the Governor's Brain Injury Advisory Council.									
2 C D	**Wisconsin Assistive Technology Initiative (WATI), (http://www.wati.org/)** WATI is a nationally recognized initiative whose mission is to ensure that every child in Wisconsin who needs assistive technology (AT) has equal and timely access to an appropriate evaluation and the provision and implementation of any needed AT devices and services. The primary goal of the initiative is to improve outcomes and results for children and youth with disabilities through the use of assistive technology to access services, school programs and curriculum, and community activities. As a result, activities carried out by the initiative have a positive impact on graduation rates, drop-out rates, and suspension/expulsion rates. WATI is designed specifically to increase the capacity of school districts to provide AT services by making training and technical assistance available to teachers, therapists, administrators, and parents throughout Wisconsin. It accomplishes this by providing not only training and direct technical assistance but also specific strategies to increase the capacity of school districts to provide AT services. These include the development and dissemination of model forms, AT assessment manuals, recommended evaluation procedures, resource guides and other materials, and access to AT for trial use. WATI has both state-level services and regional services. Regional services are provided by 12 assistive technology consultants located in each of the 12	X	X	X	X					WATI Grant Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	CESA regions in the state. Activities carried out at the state level include providing support and leadership to the regional AT consultants, providing specialized competency-based training, developing and conducting specialized summer institutes, developing resource guides or other materials for use by school personnel and parents, and arranging special buys of AT products at reduced prices. In addition, a state-level lending library of AT items that is open to all school districts is maintained. In each CESA, the assistive technology consultants work with staff from the constituent school districts to help them develop and improve their AT services. These regional AT consultants provide training, technical assistance, and support to increase the capacity of school districts to provide effective and efficient AT services. They also have smaller lending libraries of AT available to their school districts.									
2 A B E	**Wisconsin DPI Graduation Rate Workgroup** In preparation for the peer review of Wisconsin's graduation rate by the US Department of Education, a cross-agency workgroup has been convened. The purpose of the workgroup is to compile necessary information about how Wisconsin DPI collects, analyzes, and utilizes graduation rate data. Currently, the group has completed collection of information to submit to the US Department of Education for peer review in January 2010. The group will be expanded as the agency works to develop continuous and substantial targets for graduation rates, including for students with disabilities. Group members will be working on the development of new data displays, dissemination of information about the graduation data, and eventual professional development for districts and interested stakeholders.				X	X	X	X	X	FM Graduation Chair
2 C D E F	**Wisconsin Graduation Summit** In response to a national call to improve student graduation rates, Wisconsin State Superintendent Anthony Evers will convene a one day state summit of local teams with the theme "Every Child a Graduate" in the Spring of 2010. The design and delivery of the Summit will be based on guidance and support from the America's Promise Alliance, national corporations, and state				X	X	X			FM Graduation Chair WDPI Assistant Director of Special Education

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	associations. The purpose of the Summit is to build local capacity by sharing best practice strategies that increase graduation rates, especially among students of color and students with disabilities. Districts invited to attend were selected based on high rates and/or disparities in dropouts. A related summit will be held in Milwaukee by the Milwaukee School District prior to the state Summit. Both summits will require participants to develop plans on how to sustain the momentum and continue exploration of the issues and strategies that can be used to ensure all Wisconsin students graduate. Districts will be encouraged to collaborate with community partners, and DPI hopes to convene subsequent meetings to provide support and information about research-based practices either at a state-wide or regional level**.**									Completed
2 A B H	**Wisconsin Post High School Outcomes Survey (WPHSOS)** www.posthighsurvey.org Results from the Wisconsin Post High School Outcomes Survey are used by LEAs and WDPI to impact graduation results. Annually, a statewide Wisconsin Post High School Outcomes Survey Summary Report is published in September and widely distributed throughout the year. To assist with determining improvement activities, data are disaggregated by gender, ethnicity, disability and exit type. Districts have access to a Gender, Ethnicity, Disability and Exit Type data chart, District Summary Report, District Report, Data Analysis Charts and Improvement Planning Forms. Districts use the information to review their local outcomes in relation to local planning and improvement activities. The data analysis forms match the state data retreat procedure so districts can easily incorporate outcomes data into improvement planning.	X	X	X	X	X	X	X	X	WPHSOS Grant WPHSOS Director WPHSOS Grant Consultant
2 E	**Wisconsin Response to Intervention Initiatives (RTI)** WDPI has been working both internally and externally in creating a statewide framework for the implementation of RTI strategies within school districts. An internal workgroup comprised of personnel from the Special Education, Content and Learning, Student Services: Prevention and Wellness, and Title 1 School Support teams meet to work on devising the framework and inservicing districts. A second workgroup comprised of representatives from the			X	X	X	X	X	X	Special Education Content and Learning Student Services: Prevention and Wellness

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	aforementioned teams, as well as individuals from professional education and parent organizations from the state, and personnel from two national organizations who offer states support in RTI are working with the smaller internal workgroup to guide the full scale implementation process. An external taskforce has been working on overseeing the development of the framework. This group has representatives from professional and parent organizations, and school personnel including teachers and administrators.									Title 1 School Support
2 C D	**Wisconsin School for the Deaf (WSD), http://www.wsd.k12.wi.us/** Students who are deaf or hard of hearing graduate from high school at a rate similar to students without disabilities. Supports to students who are deaf or hard of hearing and struggle with school are provided by Wisconsin School for the Deaf (WSD) staff through ongoing outreach consultation with district staff. Behavior specialists and counselors at WSD meet with students to address behaviors that may lead to suspension or expulsion and help guide student decision making.	X	X	X	X	X	X	X	X	WSD Staff Outreach staff
2 C D	**Wisconsin School for the Visually Handicapped (WSVH), http://www.wcbvi.k12.wi.us/** The Wisconsin School for the Visually Handicapped (WSVH) and the Wisconsin Center for the Blind and Visually Impaired (WCBVI) work together to serve students across the state who are blind or visually impaired. Students attending WSVH are actively involved in statewide and district-wide assessments with the appropriate accommodations. The WCBVI Outreach staff work with students who are not placed at the school to ensure adequate evaluations are completed and service is provided by the school district. There is ongoing outreach consultation with district staff. The graduation rate of students who are blind or visually impaired is similar to their sighted peers. Students receive ongoing support through transition services and are given the opportunity to work with WCBVI Outreach staff in a six-week Summer Employment Program to help prepare them for the adult world. A counselor is available at WSVH to meet with students to address behaviors that may lead to suspension or expulsion and help guide students in decision making. Students are given the opportunity to meet with the counselor one-on-one to	X	X	X	X	X	X	X	X	WSVH Staff WCBVI Outreach staff

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	help deal with other social issues.									
2 C D F	**Wisconsin Special Education Paraprofessional Training Initiative Grant, http://www.dpi.wi.gov/sped/paraprof.html** The purpose of this grant is to promote and support the provision of statewide professional development training opportunities for Wisconsin special education paraprofessionals in order to strengthen their ability to more effectively assist in student instruction that ultimately leads to increased student learning and performance. Statewide professional development training opportunities for special education paraprofessionals are supported in collaboration with the Regional Service Network (RSN) via each CESA, Wisconsin Technical College System, UW-Madison Outreach and UW-Oshkosh, Wisconsin regional teacher associations, and the Wisconsin Education Association Council (WEAC) – Professional Development Academy (PDA). The training activities are designed to foster basic competencies, knowledge, and skills for special education paraprofessionals to apply when assisting with student instruction and to enhance their professional growth, in turn increasing their contributions to the educational community. Specific grant activities include the following: • A stipend is offered to each CESA and other selected organizations to promote and develop paraprofessional trainings within their CESA and regional organizations. Each CESA and selected organization is required to submit a proposal of the training activities including summative evaluation results. • Three Wisconsin Para Post newsletters are developed and include information and resources intended to support paraprofessionals in their positions and potentially increase their basic competencies, knowledge, and skills linked to student learning and performance. • The State of Wisconsin Paraprofessional website is housed on the CESA 4 website and contains an abundance of information and resources for paraprofessionals (http://cesa4.k12.wi.us/paraprof.htm).	X	X	X	X					Paraprofessional Training Initiative Grant CESA #4 Project Coordinator Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
2 C G	**Wisconsin Statewide Parent-Educator Initiative (WSPEI), (http://dpi.wi.gov/sped/parent.html)** The WSPEI is a WDPI state discretionary project that serves parents, educators, and others interested in parent-educator partnerships for children with disabilities. Two statewide coordinators and 27 CESA-based parent liaisons collaborate with LEA staff, more than 150 LEA-based parent liaisons, staff from the Wisconsin Family Assistance Center (WI FACETS), and the statewide Parent Training and Information Centers (PTIC) to facilitate positive relationships between staff and parents of children with disabilities. Wisconsin schools and families use the resources of WSPEI and WI FACETS to assist them in reaching out to involve families and provide information about special education in the various ways that diverse families require. WSPEI and WI FACETS work together closely, holding bimonthly collaboration meetings that include a Special Education administrator from the Milwaukee Public Schools. CESA and district parent liaisons from WSPEI also collaborate regionally and locally with WI FACETS staff and parent leaders. WSPEI's unique contribution to this collaborative structure is that parent liaisons are parents of children with disabilities, selected and hired by LEAs and CESAs to work within LEAs to promote parent involvement. WI FACETS' unique contribution is their focus on minority and underserved families, providing outreach and training to Wisconsin's communities of Native American, African American, Latino, and Hmong families. Both projects provide parent leadership on advisory committees and workgroups of WDPI's other major technical assistance initiatives. Because of this, WDPI is able to disseminate parent training and parent-focused materials that are consistent with training and materials provided to school staff. In addition, technical assistance initiatives model family-school partnerships and facilitate co-presentation by an educator and parent to combined audiences.	X	X	X	X	X	X	X	X	WSPEI Grant Consultant
2 C	**Wisconsin's Statewide Personnel Development Grant (SPDG)**: The purpose of the SPDG is to assist WDPI in reforming and improving the State's personnel preparation and professional development systems. The	X	X	X	X	X	X	X	X	SPDG Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	intent of the priority is to improve educational results for children with disabilities through the delivery of ▪ High quality instruction and the recruitment, hiring, and retention of highly qualified special education teachers. ▪ Research based professional development that is implemented and sustained by statewide and local training and technical assistance systems which include communities and family organizations, institutions of higher education, CESA's, and early intervention agencies. WPDS will meet the identified needs by accomplishing three overarching goals described through five outcomes. **Goal 1**: Increase the application of scientifically based practices in identified core content areas through both preservice and in-service professional development for educators and early interventionists in targeted LEAs and communities **Goal 2**: Sustain implementation of new knowledge and skills through regional infrastructure that provides and supports ongoing learning utilizing trained mentors, communities of practice and other proven strategies. **Goal 3**: Increase participation of communities, families and youth in the system change process that results in organizations with the capacity to engage, support, and transition children with disabilities birth-26. These goals will be addressed using the Wisconsin Personnel Development Model (WPDM). Dissemination of training and materials will be coordinated by 5 Hubs: Early Childhood Collaboration, Responsive Education for All Children Initiative (REACh), Transition to Post-secondary, Parent Leadership and Involvement; and Institutions of Higher Education.									
2 A B C	**Wisconsin Statewide Transition Initiative (WSTI), (www.wsti.org)** WSTI is a state-wide systems change project that offers a comprehensive approach to providing transition services in the State of Wisconsin. WSTI utilizes a two-tiered service delivery model consisting of local school district	X	X	X	X	X	X	X	X	WSTI Grant Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
D E G J	Transition Action Teams and County Transition Advisory Councils. Point of Entry Manuals are developed for each CESA to identify county agency linkages. Twelve CESA-based transition coordinators, a project director, and a WDPI transition consultant provide transition support services, information dissemination, and staff development to parents, education professionals, and community agency professionals throughout Wisconsin. Currently each of the 12 CESAs receives mini-grants to improve transition services. WSTI participates in a state-wide transition conference each year. Networking meetings in each CESA are used to provide indicator #13 training. WSTI assists participating LEAs in using data from Indicators #1, #2, #13, and #14 to develop local improvement plans. WDPI has worked collaboratively with Dr. Ed O'Leary of the Mountain Plains Regional Resource Center to develop technical assistance on the correct implementation of transition requirements in IDEA. LEA personnel who participate in WSTI receive training in how to review transition requirements in IEPs using a transition checklist. The checklist includes a review of IEPs for coordinated, measurable, annual IEP goals and transition services that will reasonably enable youth with disabilities aged 16 and above to meet post-secondary goals. The Office of Special Education Programs (OSEP) has recognized Wisconsin's work in the area of transition as a national model. WDPI collaborates with the National Secondary Transition Technical Assistance Center (NSTTAC) to improve outcomes for indicator #13. NSTTAC provided training to CESA and LEA personnel on indicator #13 and secondary transition requirements at the WDPI state-wide transition conference. WDPI participated in NSTTAC's transition forum and developed the Wisconsin strategic plan for improving secondary transition. WDPI participates in the national community of practice on transition hosted by National Association of State Directors of Special Education.									

Categories:

A) Improve data collection/reporting or systems	F) Program development
B) Improve systems administration & monitoring	G) Collaboration/coordination
C) Provide training/professional development	H) Evaluation
D) Provide technical assistance	I) Increase/adjust FTE
E)Clarify/examine/develop policies & procedures	J) Other

Overview of the State Performance Plan Development:

Refer to the overview section, pages 1-7.

Monitoring Priority: FAPE in the LRE

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

A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup.

B. Participation rate for children with IEPs.

C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

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

Measurement:

A. AYP percent = [(# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size)] times 100.

B. Participation rate percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)]. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year

C. Proficiency rate percent = [(# of children with IEPs enrolled for a full academic year scoring at or above proficient) divided by the (total # of children with IEPs enrolled for a full academic year, calculated separately for reading and math)].

Overview of Issue/Description of System or Process:

Students with Disabilities and Statewide Assessment

All students with disabilities are required to participate in state and district assessments. The 1997 and 2004 reauthorizations of IDEA require that "children with disabilities are included in general state and district-wide assessment programs with accommodations, where necessary." In 2002, NCLB further mandated states to implement statewide accountability systems requiring that all students, including students with disabilities, be proficient in math and reading by the 2013-2014 SY. This act also requires LEAs to measure and report on the progress of all students and subgroups of students including race/ethnicity, children with disabilities, economically disadvantaged, and limited English proficient.

Since taking office, WI State Superintendent Elizabeth Burmaster has focused the work of the Wisconsin Department of Public Instruction (WDPI) around the New Wisconsin Promise (NWP) and a pledge to put Wisconsin's children and their education first. Included in the NWP are goals specific to student achievement, educational accountability, improved reading, and post-school success in becoming actively involved citizens.

Over the years, WDPI has seen an increase of students with disabilities who participate in statewide assessment. To assist LEAs, WDPI has offered training opportunities to teachers, administrative staff, and parents around assessment guidelines and accommodations, alternate assessment, and explicit instruction on how to conduct the Wisconsin Alternate Assessment (WAA) for Students with Disabilities. Two documents, *Educational Assessment and Accountability for all Students* and the *Administrative Guidebook for the Wisconsin Alternate Assessment for Students with Disabilities* provide guidance. An accommodation matrix was developed to help individualized education program (IEP) teams determine appropriate accommodations for students with disabilities.

The Wisconsin Student Assessment System (WSAS) changed in 2005 to encompass grades 3, 4, 5, 6, 7, 8, and 10. The WSAS consists of state-enhanced standardized tests called the Wisconsin Knowledge and Concepts Examinations (WKCE) for grades 4, 8 and 10 in Science, Language Arts, and Social Studies, the Wisconsin Knowledge and Concepts Examinations - Criterion Referenced Test (WKCT-CRT) for grades 3, 4, 5, 6, 7, 8, and 10 in Reading and Mathematics, and the standards-based WAA, which includes students with disabilities. Tests are administered in the fall of the school year. To fulfill the annual review requirements for the current year, schools and districts must meet the criteria for Adequate Yearly Progress (AYP) objectives.

Test Participation Objective. Wisconsin's objective for test participation under AYP is 95%. At least 95% of the total number of students enrolled in the tested grades at the time of testing must participate in the reading and mathematics tests. This requirement may be met by a higher participation rate in reading or mathematics, current year or pooled two-year average. The All Student group and each subgroup of sufficient cell size must meet the 95% test participation objective. A district must meet AYP in at least one grade span to meet this AYP objective (elementary grades K-5, middle grades 6-8, and high school grades 9-12) for the tested grades regardless of the actual local grade configurations.

Reading Annual Measurable Objective. The percentage of full academic year (FAY) students tested who scored at or above the "proficient" level in the current year must be equal to or greater than the Annual Measurable Objective (AMO) for reading (67.5% for 2005 - 2007). The All Student group plus each subgroup of sufficient cell size (the cell size in Wisconsin is 50 students with disabilities; this was later revised to 40) must meet the Annual Measurable Objective for Reading target or fall within the range specified by a 99% confidence interval. A district must meet AYP in at least one grade span to meet this AYP objective.

Mathematics Annual Measurable Objective. The percentage of FAY students tested who scored at or above the "proficient" level in the current year must be equal to or greater than the AMO for mathematics (47.5% 2005 - 2007). The All Student group plus each subgroup of sufficient cell size must meet the Annual Measurable Objective for Mathematics target or within the range specified by a 99% confidence interval. A district must meet AYP in at least one grade span to meet this AYP objective.

Subgroups smaller than 50 (later revised to 40) at the school level are evaluated when sufficient cell size is met at the district and/or state levels for accountability purposes. For AYP purposes, schools are evaluated with a snapshot of the data from all the tested grade levels. Beginning in 2004-2005, districts are evaluated at each relevant grade span on results from the tested grades (elementary grades 3-5, middle grades 6-8, and high school grade 10) regardless of the actual local grade configurations.

Other Indicator Objective. Schools and districts with sufficient cell size must meet the required criteria for the "Other Indicator" or show growth from the prior year.

Schools with graduates use their high school graduation rate. Schools and districts must meet 90% of the statewide rate of 90.8%, which is 82%, or show growth over the prior year. Schools without graduates must meet 90% of the statewide attendance rate of 94.3%, which is 85%, or show growth over the prior year.

A district must meet AYP in at least one grade span to meet this AYP objective.

Schools Designated as "Identified for Improvement" (SIFI). Beginning with 2002-2003 test results, schools or districts are designated as "identified for improvement" when the school or district fails to make AYP for two consecutive years in the same AYP objective. Schools are evaluated with data from all the tested grade levels; districts are evaluated at each relevant grade span on the results for the tested grade (elementary grades 3-5, middle grades 6-8, and high school grade 10). Once designated as "identified for improvement," the school or district must meet the annual review criteria for two consecutive years in the same AYP objective to be removed from this designation.

Baseline Data for FFY 2004 (2004-2005) for Grades 4, 8, and 10 and
Baseline Data for FFY 2005 for Grades 3, 5, 6, and 7:

Wisconsin Measurements

A. Percent of districts that meet AYP cell size of 50 that also meet 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.

Meeting AYP in Wisconsin:
Wisconsin calculates AYP at the district level based upon FAY students tested at each of three grade spans: elementary (grades K-5), middle (grades 6-8), and high (grades 9-12) school. Not all of the state's schools have students enrolled in all three grade spans. Union high school districts, for example, enroll students only in the high school span; while the state also has K-4, K-8, and other district configurations. Additionally, a district could meet the cell size for students with disabilities (50) at one or more grade spans, but not necessarily at all grade spans (for example, a district could have 50 FAY tested students with disabilities for grade 4 reading, but only 49 FAY tested for grade 4 mathematics).

Each district was first evaluated as to whether it met Wisconsin's cell size for students with disabilities (50) for each grade span in which it had tested students in 2004-2005. Then, districts meeting cell size were evaluated for whether they met Wisconsin's 2004-2005 AMOs of 67.5% proficient or advanced in reading and 47.5% proficient or advanced in mathematics.

Districts that met cell size but not the AMOs in reading and mathematics can still make AYP, however, through either a two-year average of proficiency or through the Safe Harbor provision, which requires (a) a 10% reduction in the number of students who are not proficient, and (b) satisfaction of an "other indicator" that is either attendance/graduation or science, depending on the subgroup. Districts can also meet AYP if they fall short of AMOs in reading and mathematics through the use of confidence intervals as approved by the U.S. Department of Education.

In the table and calculations below, districts are evaluated as to whether they were above the cell size for students with disabilities (50), and also met Wisconsin's AYP requirements for students with disabilities either through (a) being above the AMOs for reading and mathematics, (b) Safe Harbor, or (c) confidence intervals.

Measurement:

A. % of districts meeting the state's AYP objectives for progress for disability subgroup:

Percent = # of districts, by subject, that met 2004-2005 AYP requirements for SwD, divided by total number of districts that met minimum SwD cell size (50 FAY tested) times 100:

Reading:	(18/19) * 100 = 94.7%
Math:	(18/19) * 100 = 94.7%

B. Participation rate (Baseline data for grades 4, 8, and 10 is from FFY 2004. Baseline data for grades 3, 5, 6, and 7 is from FFY 2005, when statewide testing was first conducted at these grade levels.)**:**

a. **# of children with IEPs** in grades assessed (from

Fall 2004 Test Administration:
Grade 4: **8,222** (total enrollment in grade 4 = 59,867)
Grade 8: **9,841** (total enrollment in grade 8 = 68,061)
Grade 10: **9,485** (total enrollment in grade 10 = 71,231)

Fall 2005 Test Administration:
Grade 3: **7,769** (total enrollment in grade 3 = 58,843)
Grade 4: **8,352** (total enrollment in grade 4 = 60,136)
Grade 5: **8,487** (total enrollment in grade 5 = 60,443)
Grade 6: **8,949** (total enrollment in grade 6 = 63,118)
Grade 7: **9,345** (total enrollment in grade 7 = 65,289)
Grade 8: **9,608** (total enrollment in grade 8 = 67,003)
Grade 10: **9,744** (total enrollment in grade 10 = 72,876)

Fall 2005 Test Administration:
b. # of children with IEPs in regular assessment w/no accommodations (see below)
c. # of children with IEPs in regular assessment w/accommodations*
d. # of children w/IEPs in alternate assessment against grade-level standards**
e. # of children w/IEPs in alternate assessment against alternate standards (see below)

*WDPI did not track this information for 2004 Test Administration, but did for the 2005 Test Administration.
**Wisconsin did not record the Wisconsin Alternate Assessment for English Language Learners (ELL) as an alternate assessment against grade-level standards for 2004 but did for 2005.

Grade 3: Reading Fall 2005 Test Administration

Overall participation rate, Grade 3 reading:

a. # of children with IEPs: 7769
b. # w/IEP, regular assessment, no accommodations: 3296
c. # w/IEP, regular assessment, accommodations: 3378
d. # w/IEP, alternate assessment at grade level: 116
e. # w/IEP, alternate assessment/alt. standards (WAA-SwD): 913

(b + c + d + e)/a

(3296 + 3378+ 116 + 913)/7769 * 100 = **99.15%**

Grade 3 Math: Fall 2005 Test Administration

Overall participation rate, Grade 3 math:

a. # of children with IEPs: 77698,222
b. # w/IEP, regular assessment, no accommodations: 32977,324
c. # w/IEP, regular assessment, accommodations: 35550
d. # w/IEP, alternate assessment at grade level: 1150
e. # w/IEP, alternate assessment/alt. standards (WAA-SwD): 735768

(b + c + d + e)/a

(32977324 + 35550 +115 0 + 735768)/77698222 * 100 = **99.14%**

Grade 4: Reading Fall 2004 Test Administration

# No WSAS:	81	# WAA-SwD:	979	# WKCE	7,108
		# Minimal	127	# Minimal	1,414
		# Basic	259	# Basic	1,937
		# Proficient	482	# Proficient	2,772
		# Advanced	111	# Advanced	985

Overall participation rate, Grade 4 reading:

a. # of children with IEPs: 8,222
b. # w/IEP, regular assessment, no accommodations: 7,108
c. # w/IEP, regular assessment, accommodations: 0
d. # w/IEP, alternate assessment at grade level: 0
e. # w/IEP, alternate assessment/alt. standards (WAA-SwD): 979

(b + c + d + e)/a

(7108 + 0 + 0 + 979)/8222 * 100 = **98.36%**

Grade 4: Math Fall 2004 Test Administration

# No WSAS:	73	# WAA-SwD:	768	# WKCE:	7,324
		# Minimal	101	# Minimal	2,734
		# Basic	225	# Basic	1,042
		# Proficient	395	# Proficient	2,560
		# Advanced	47	# Advanced	988

Overall participation rate, Grade 4 math:

a. # of children with IEPs: 8,222
b. # w/IEP, regular assessment, no accommodations: 7,324
c. # w/IEP, regular assessment, accommodations: 0
d. # w/IEP, alternate assessment at grade level: 0
e. # w/IEP, alternate assessment/alt. standards (WAA-SwD): 768

b + c + d + e)/a

(7324 + 0 + 0 + 768)/8222 * 100 = **98.42%**

Grade 5: Reading Fall 2005 Test Administration

Overall participation rate, Grade 5 reading:

a. # of children with IEPs: 8487
b. # w/IEP, regular assessment, no accommodations: 2582
c. # w/IEP, regular assessment, accommodations: 4870
d. # w/IEP, alternate assessment at grade level: 42
e. # w/IEP, alternate assessment/alt. standards (WAA-SwD): 957

(b + c + d + e)/a

(2582 + 4870 + 42 + 957)/8487 * 100 = **99.57%**

Grade 5: Math Fall 2005 Test Administration

Overall participation rate, Grade 5 math:

a.	# of children with IEPs:	84878,222
b.	# w/IEP, regular assessment, no accommodations:	25847,324
c.	# w/IEP, regular assessment, accommodations:	49960
d.	# w/IEP, alternate assessment at grade level:	490
e.	# w/IEP, alternate assessment/alt. standards (WAA-SwD):	812768

(b + c + d + e)/a

(25847324 + 49960 + 490 + 812768)/84878222 * 100 = **99.46%**

Grade 6: Reading Fall 2005 Test Administration

Overall participation rate, Grade 6 reading:

a.	# of children with IEPs:	8949
b.	# w/IEP, regular assessment, no accommodations:	2845
c.	# w/IEP, regular assessment, accommodations:	5365
d.	# w/IEP, alternate assessment at grade level:	28
e.	# w/IEP, alternate assessment/alt. standards (WAA-SwD):	843

(b + c + d + e)/a

(2845 + 5365 + 28 + 843)/8949 * 100 = **99.22%**

Grade 6: Math Fall 2005 Test Administration

Overall participation rate, Grade 6 math:

a.	# of children with IEPs:	89498,222
b.	# w/IEP, regular assessment, no accommodations:	26347,324
c.	# w/IEP, regular assessment, accommodations:	54130
d.	# w/IEP, alternate assessment at grade level:	520
e.	# w/IEP, alternate assessment/alt. standards (WAA-SwD):	787768

(b + c + d + e)/a

(26347324 + 54130 + 520 + 787768)/89498222 * 100 = **99.30%**

Grade 7: Reading Fall 2005 Test Administration

Overall participation rate, Grade 7 reading:

a. # of children with IEPs: 9345
b. # w/IEP, regular assessment, no accommodations: 2741
c. # w/IEP, regular assessment, accommodations: 5614
d. # w/IEP, alternate assessment at grade level: 18
e. # w/IEP, alternate assessment/alt. standards (WAA-SwD): 878

(b + c + d + e)/a

(2741 + 5614 + 18 + 878)/9345 * 100 = **98.99%**

Grade 7: Math Fall 2005 Test Administration

Overall participation rate, Grade 7 math:

a. # of children with IEPs: 93458,222
b. # w/IEP, regular assessment, no accommodations: 27407,324
c. # w/IEP, regular assessment, accommodations: 56390
d. # w/IEP, alternate assessment at grade level: 340
e. # w/IEP, alternate assessment/alt. standards (WAA-SwD): 836768

(b + c + d + e)/a

(27407324 + 56390 + 340 + 836768)/93458222 * 100 = **98.98%**

Grade 8: Reading Fall 2004 Test Administration

# No WSAS:	169	# WAA-SwD:	801	# WKCE	8,856
		# Minimal	113	# Minimal	2,378
		# Basic	175	# Basic	2,205
		# Proficient	361	# Proficient	3,599
		# Advanced	152	# Advanced	674

Overall participation rate, Grade 8 reading:

a. # of children with IEPs: 9,841
b. # w/IEP, regular assessment, no accommodations: 8,856
c. # w/IEP, regular assessment, accommodations: 0
d. # w/IEP, alternate assessment at grade level: 0
e. # w/IEP, alternate assessment/alt. standards (WAA-SwD): 801

(b + c + d + e)/a

(8856 + 0 + 0 + 801)/9841 * 100 = **98.13%**

Grade 8: Math Fall 2004 Test Administration

# No WSAS:	168	# WAA-SwD:	777	# WKCE:	8,848
		# Minimal	108	# Minimal	3,796
		# Basic	160	# Basic	2,185
		# Proficient	370	# Proficient	2,553
		# Advanced	139	# Advanced	314

Overall participation rate, Grade 8 math:

a. # of children with IEPs: 9,841
b. # w/IEP, regular assessment, no accommodations: 8,848
c. # w/IEP, regular assessment, accommodations: 0
d. # w/IEP, alternate assessment at grade level: 0
e. # w/IEP, alternate assessment/alt. standards (WAA-SwD): 777

(b + c + d + e)/a

(8848 + 0 + 0 + 777)/9841 * 100 = **97.81%**

Grade 10: Reading Fall 2004 Test Administration

# No WSAS:	271	# WAA-SwD:	783	# WKCE	8,426
		# Minimal	114	# Minimal	3,188
		# Basic	151	# Basic	2,378
		# Proficient	338	# Proficient	1,517
		# Advanced	180	# Advanced	1,343

Overall participation rate, Grade 10 reading:

a. # of children with IEPs: 9,485
b. # w/IEP, regular assessment, no accommodations: 8,426
c. # w/IEP, regular assessment, accommodations: 0
d. # w/IEP, alternate assessment at grade level: 0
e. # w/IEP, alternate assessment/alt. standards (WAA-SwD): 783

(b + c + d + e)/a

(8426 + 0 + 0 + 783)/9485 * 100 = **97.09%**

Overall participation rate, Grade 10 reading:

f.	# of children with IEPs:	9,485
g.	# w/IEP, regular assessment, no accommodations:	8,426
h.	# w/IEP, regular assessment, accommodations:	0
i.	# w/IEP, alternate assessment at grade level:	0
j.	# w/IEP, alternate assessment/alt. standards (WAA-SWD):	783

(b + c + d + e)/a

(8426 + 0 + 0 + 783)/9485 * 100 = **97.09%**

Grade 10: Math Fall 2004 Test Administration

# No WSAS:	285	# WAA-SwD:	788	# WKCE:	8,398
		# Minimal	116	# Minimal	4,445
		# Basic	141	# Basic	1,710
		# Proficient	365	# Proficient	2,005
		# Advanced	116	# Advanced	238

Overall participation rate, Grade 10 math:

a.	# of children with IEPs:	9,485
b.	# w/IEP, regular assessment, no accommodations:	8,398
c.	# w/IEP, regular assessment, accommodations:	0
d.	# w/IEP, alternate assessment at grade level:	0
e.	# w/IEP, alternate assessment/alt. standards (WAA-SwD):	788

(b + c + d + e)/a

(8398 + 0 + 0 + 788)/9485 * 100 = **96.85%**

C. Proficiency Rates (Baseline data for Grades 4, 8, and 10 is from FFY 2004. Baseline data for Grades 3, 5, 6, and 7 is from FFY 2005, when statewide testing was first conducted at these grade levels.)**:**

a. # of children with IEPs in grades assessed (from Fall 2004 WKCE/WAA):
b. Grade 4: 8,222 (total enrollment in grade 4 = 59,807)
c. Grade 8: 9,841 (total enrollment in grade 8 = 68,061)

d. Grade 10: 9,485 (total enrollment in grade 10 = 71,231)
e. # of children with IEPs in grades assessed who are proficient or above on regular assessment w/no accommodations (see below)
f. # of children with IEPs in grades assessed who are proficient or above on regular assessment with accommodations (Note: WDPI has no information on this for Fall 2004 assessment; "b" and "c" are combined)
g. # of children w/IEPs in grades assessed who are proficient or above on alternate assessment against grade-level standards (Note: Wisconsin does not have alternate assessment against grade-level standards)
h. # of children w/IEPs in grades assessed who are proficient or above on alternate assessment against alternate standards (see below)

Formula: (b + c + d + e)/a

Grade 3 Reading (2005)

Overall proficiency rate, Grade 3 Reading:

a.	# of children with IEPs:	7,769
b.	# regular assessment- proficient, no accommodations:	2,145
c.	# regular assessment-proficient, accommodations:	1,218
d.	# alternate assessment at grade level-proficient:	19
e.	# alternate assessment/alt. standards -proficient:	532

Formula: (b + c + d + e)/a

(2145 + 1218 + 19 + 532)/7769 * 100 = **50.37%**

Grade 3 Math (2005)

Overall proficiency rate, Grade 3 Math:

a.	# of children with IEPs:	7,769
b.	# regular assessment- proficient, no accommodations:	1,884
c.	# regular assessment-proficient, accommodations:	1,508
d.	# alternate assessment at grade level-proficient:	31
e.	# alternate assessment/alt. standards -proficient:	435

Formula: (b + c + d + e)/a

(1884 + 1508 + 31 + 435)/7769 * 100 = **49.65%**

Grade 4 Reading (2004):

Overall proficiency rate, Grade 4 Reading:

a.	# of children with IEPs:	8,222
b.	# regular assessment - proficient, no accommodations:	3,757
c.	# regular assessment-proficient, accommodations:	0
d.	# alternate assessment at grade level-proficient:	0
e.	# alternate assessment/alt. standards -proficient:	593

Formula: (b + c + d + e)/a

(3,757 + 0 + 0 + 593)/8,222 * 100 = **52.91%**

Grade 4 Math (2004):

Overall proficiency rate, Grade 4 Math:

a.	# of children with IEPs:	8,222
b.	# regular assessment - proficient, no accommodations:	3,548
c.	# regular assessment-proficient, accommodations:	0
d.	# alternate assessment at grade level-proficient:	0
e.	# alternate assessment/alt. standards -proficient:	442

Formula: (b + c + d + e)/a

(3,548 + 0 + 0 + 442)/8,222 * 100 = **48.53%**

Grade 5 Reading (2005)

Overall proficiency rate, Grade 5 Reading:

a.	# of children with IEPs:	8,487
b.	# regular assessment- proficient, no accommodations:	1,644
c.	# regular assessment-proficient, accommodations:	1,953
d.	# alternate assessment at grade level-proficient:	3
e.	# alternate assessment/alt. standards -proficient:	623

Formula: (b + c + d + e)/a

(1644 + 1953 + 3 + 623)/8487 * 100 = **49.76%**

Grade 5 Math (2005)

Overall proficiency rate, Grade 5 Math:

a.	# of children with IEPs:	8,487
b.	# regular assessment- proficient, no accommodations:	1,384
c.	# regular assessment-proficient, accommodations:	1,713
d.	# alternate assessment at grade level-proficient:	11
e.	# alternate assessment/alt. standards -proficient:	542

Formula: (b + c + d + e)/a

(1384 + 1713 + 11 + 542)/8487 * 100 = **43%**

Grade 6 Reading (2005)

Overall proficiency rate, Grade 6 Reading:

a.	# of children with IEPs:	8,949
b.	# regular assessment- proficient, no accommodations:	1,511
c.	# regular assessment-proficient, accommodations:	2,191
d.	# alternate assessment at grade level-proficient:	4
e.	# alternate assessment/alt. standards -proficient:	505

Formula: (b + c + d + e)/a

(1511 + 2191 + 4 + 505)/8949 * 100 = **47%**

Grade 6 Math (2005)

Overall proficiency rate, Grade 6 Math:

a.	# of children with IEPs:	8,949
b.	# regular assessment- proficient, no accommodations:	1,226
c.	# regular assessment-proficient, accommodations:	1,647
d.	# alternate assessment at grade level-proficient:	10

e. # alternate assessment/alt. standards -proficient: 460

Formula: (b + c + d + e)/a

(1226 + 1647 + 10 + 460)/8949 * 100 = **37.35%**

Grade 7 Reading (2005)

Overall proficiency rate, Grade 7 Reading:

a. # of children with IEPs: 9,345
b. # regular assessment- proficient, no accommodations: 1,551
c. # regular assessment-proficient, accommodations: 2,290
d. # alternate assessment at grade level-proficient: 2
e. # alternate assessment/alt. standards -proficient: 561

Formula: (b + c + d + e)/a

(551 + 2290 + 2 + 561)9345 * 100 = **47.12%**

Grade 7 Math (2005)

Overall proficiency rate, Grade 7 Math:

a. # of children with IEPs: 9,345
b. # regular assessment- proficient, no accommodations: 1,165
c. # regular assessment-proficient, accommodations: 1,682
d. # alternate assessment at grade level-proficient: 5
e. # alternate assessment/alt. standards -proficient: 538

Formula: (b + c + d + e)/a

(1165 + 1682 + 5 + 538)/9345 * 100 = **36.27%**

Grade 8 Reading (2004):

Overall proficiency rate, Grade 8 Reading:

a. # of children with IEPs: 8,941
b. # regular assessment- proficient, no accommodations: 4,273

c.	# regular assessment-proficient, accommodations:	0
d.	# alternate assessment at grade level-proficient:	0
e.	# alternate assessment/alt. standards -proficient:	513

Formula: (b + c + d + e)/a

(4,273 + 0 + 0 + 513)/9,841 * 100 = **48.63%**

Grade 8 Math (2004):

Overall proficiency rate, Grade 8 Math:

a.	# of children with IEPs:	9,841
b.	# regular assessment- proficient, no accommodations:	2,867
c.	# regular assessment-proficient, accommodations:	0
d.	# alternate assessment at grade level-proficient:	0
e.	# alternate assessment/alt. standards -proficient:	509

Formula: (b + c + d + e)/a

(2,867 + 0 + 0 + 509)/9,841 * 100 = **34.31%**

Grade 10 Reading (2004):

Overall proficiency rate, Grade 10 Reading:

a.	# of children with IEPs:	9,485
b.	# regular assessment- proficient, no accommodations:	2,860
c.	# regular assessment-proficient, accommodations:	0
d.	# alternate assessment at grade level-proficient:	0
e.	# alternate assessment/alt. standards -proficient:	518

Formula: (b + c + d + e)/a

(2,860 + 0 + 0 + 518)/9,485 * 100 = **35.61%**

Grade 10 Math (2004):

Overall proficiency rate, Grade 10 Math:

a.	# of children with IEPs:	9,485
b.	# regular assessment- proficient, no accommodations:	2,243
c.	# regular assessment-proficient, accommodations:	0
d.	# alternate assessment at grade level-proficient:	0
e.	# alternate assessment/alt. standards -proficient:	481

Formula: (b + c + d + e)/a

(2,243 + 0 + 0 + 481)/9,485 * 100 = **28.72%**

Stakeholders' decisions:

The stakeholders adopted the AYP targets under NCLB as the targets for the SPP.

Percent of districts meeting the State's AYP objectives for 2004--2005

Reading: 75% Math: 75%

Percent of students who score at proficient/advanced for 2004-2005:

Reading: 67.5% Math: 47.5%

Participation rate:

Reading: 95% Math: 95%

Discussion of Baseline Data:

The Wisconsin Student Assessment System (WSAS) changed in 2005 to encompass grades 3, 4, 5, 6, 7, 8 and 10. The WSAS consists of state-enhanced standardized tests called the Wisconsin Knowledge and Concepts Examinations (WKCE) for grades 4, 8 and 10 in Science, Language Arts, and Social Studies, the Wisconsin Knowledge and Concepts Examinations - Criterion Referenced Test (WKCT-CRT) for grades 3, 4, 5, 6, 7, 8, and 10 in Reading and Mathematics, and the standards-based WAA, which includes the WAA-SwD for students with disabilities. Tests are administered in the fall of the school year. To fulfill the annual review requirements for the current year, schools and districts must meet the criteria for the required Adequate Yearly Progress (AYP) objectives.

WDPI will use separate starting points for reading and mathematics that define the baseline for the minimum percentage of students who are required to meet or exceed the proficient level on academic assessments. The AMOs and intermediate goals will be applied to all student groups outlined in NCLB sec. 1111(b)(2)(C)(v).

WDPI's Annual Measurable Objectives use the same percent proficient/advanced as the most recent intermediate goal to determine AYP status. The reading and mathematics AMOs will be applied to each public school and public school district, as well as to each subgroup at the public school and public school district.

Measurable objectives are consistent with intermediate goals, which are consistent with the Wisconsin accountability starting points. Measurable objectives are set to ensure 100% proficiency within the timeline. Measurable objectives and goals are the same for public schools and public school districts, and for all required subgroups of students at all levels (elementary, middle, and high school).

During the 2004-05 SY, 94.7 percent of school districts met AYP for reading and math for the disability subgroup with a cell size of 50. Within the 19 school districts that met cell size across all three grade spans (elementary, middle and high school), 18 districts met AYP at all three grade spans.

Wisconsin's test participation objective is to have 95% of the total number of students enrolled in the tested grades (3-8 and 10) at the time of testing participate in the reading and math tests. Students with disabilities consistently meet this objective.

Wisconsin's 2004-05 Annual Measurable Objective for reading is 67.5% and for math is 47.5%. Students with disabilities continue to improve each year, but still fall short of meeting these performance objectives. As indicated above, students with disabilities in 3rd grade (2005) and 4th grade (2004) exceeded the math objective.

FFY	Measurable and Rigorous Targets
2005 (2005-2006)	**Percent of districts meeting AYP in reading: 75%** **Percent of districts meeting AYP in math: 75%** **Participation rate for children in reading: 95%** **Participation rate for children in math: 95%** **Proficiency for children in reading: 67.5%** **Proficiency for children in math: 47.5%**
2006 (2006-2007)	**Percent of districts meeting AYP in reading: 75%** **Percent of districts meeting AYP in math: 75%** **Participation rate for children in reading: 95%** **Participation rate for children in math: 95%** **Proficiency for children in reading: 67.5%** **Proficiency for children in math: 47.5%**
2007 (2007-2008)	**Percent of districts meeting AYP in reading: 80%** **Percent of districts meeting AYP in math: 80%**

	Participation rate for children in reading: 95% **Participation rate for children in math: 95%** **Proficiency for children in reading: 74%** **Proficiency for children in math: 58%**
2008 (2008-2009)	**Percent of districts meeting AYP in reading: 80%** **Percent of districts meeting AYP in math: 80%** **Participation rate for children in reading: 95%** **Participation rate for children in math: 95%** **Proficiency for children in reading: 74%** **Proficiency for children in math: 58%**
2009 (2009-2010)	**Percent of districts meeting AYP in reading: 80%** **Percent of districts meeting AYP in math: 80%** **Participation rate for children in reading: 95%** **Participation rate for children in math: 95%** **Proficiency for children in reading: 74%** **Proficiency for children in math: 58%**
2010 (2010-2011)	**Percent of districts meeting AYP in reading: 85%** **Percent of districts meeting AYP in math: 85%** **Participation rate for children in reading: 95%** **Participation rate for children in math: 95%** **Proficiency for children in reading: 80.5%** **Proficiency for children in math: 68.5%**
2011 (2011-2012)	**Percent of districts meeting AYP in reading: 85%** **Percent of districts meeting AYP in math: 85%** **Participation rate for children in reading: 95%** **Participation rate for children in math: 95%** **Proficiency for children in reading: 87%** **Proficiency for children in math: 79%**

2012 (2012-2013)	**Percent of districts meeting AYP in reading: 90%** **Percent of districts meeting AYP in math: 90%** **Participation rate for children in reading: 95%** **Participation rate for children in math: 95%** **Proficiency for children in reading: 93.5%** **Proficiency for children in math: 89.5%**

Improvement Activities/Timelines/Resources:

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
3 E D	**Assessment Grant,** http://www.dpi.wi.gov/sped/assessmt.html The WDPI funds a statewide initiative to narrow the achievement gap and provide tools to assess and document student performance for students with disabilities. Stephen N. Elliott, PhD, with assistance from Andrew T. Roach, PhD., served as consultants to the WDPI for several years with the expressed purpose of providing guidance and expertise around alternate assessment. Dr. Elliott is the Dunn Professor of Educational and Psychological Assessment and Special Education at Vanderbilt University. Dr. Roach is an Assistant Professor of Pediatrics and Special Education at Vanderbilt University. Both previously served at the University of Wisconsin. With their assistance and through this grant, the Wisconsin Alternate Assessment (WAA) for student with disabilities was designed, piloted, and refined. The WAA is disseminated at workshops throughout the state and though a WDPI mailing. An Administration Guidebook was developed and continues to be updated. Standard-setting workshops and validity and reliability studies continue to be an integral part of this grant. Through this grant, the *Assessment Guidelines and Accommodations* matrix was developed to assist districts. A guide for districts, *Education Assessment and Accountability for all Students,* was developed. Workshops and web casts, including training materials on alternate assessment and	X	X							Assessment Grant Assessment Workgroup

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	accommodations, have been given and continue to be updated. CESA #6 is the grant recipient and coordinates all of the activities. The emphasis of this grant was changed to assist in the development of a new alternate assessment based on new alternate achievement standards. Through this grant, Extended Grade Band Standards were developed and a plan for dissemination and staff development was created. Through this grant, the Assessment Guidelines and Accommodations matrix was updated to assist district with approved accommodations for the WKCE. Workshops and web casts, including training materials on accommodations, have been given and continue to be updated.									
3 B D E F H	**Assistive Technology Lending Center (ATLC)** The Assistive Technology Lending Center project is a vehicle in which the DPI will improve the outcomes for students with disabilities through the provision of high end assistive technology (AT) equipment in the area of Alternate and Augmentative Communication (AAC) purchased by the state for loan to school districts to use with students at no cost. High-end alternative and augmentative communication assistive technology equipment is defined as equipment with a unit cost of $6,000 or more. The center will be available to any Wisconsin LEA staff who are looking for AAC to try with a student ages 3 to 21 with an IEP or a referral for assessment.					X	X			WDPI ATLC grant liaison CESA 2 lending center staff
3 C	**Behavior Grant, http://dpi.wi.gov/sped/ed.html** Wisconsin school districts and CESAs cite student behavior as a high priority for staff development; new teachers report that classroom management is an area in which they feel least prepared. This IDEA statewide grant focuses on providing Wisconsin school district staff with the skills needed to successfully manage student behaviors in the classroom, particularly disruptive and aggressive student behaviors so that students stay in school and graduate.	X	X	X						Behavior Grant Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
3 B	**Focused Monitoring (FM)** Wisconsin has developed a Continuous Improvement and Focused Monitoring System (CIFMS) to achieve positive results for children with disabilities in Wisconsin while ensuring continued procedural compliance with state and federal laws and regulations. WDPI involves stakeholders in the ongoing development of CIFMS including the identification of priority areas for focused monitoring in Wisconsin. The CIFMS stakeholders analyzed statewide student outcome data to determine that improving graduation rates of students with disabilities should be a priority in Wisconsin. The CIFMS stakeholders identified student enrollment groups within the state from which a select number of school districts are identified for FM. WDPI uses trend data over a three-year period to identify districts for FM. The districts within each enrollment group most in need of improvement are selected for FM.	X	X	X	X	X	X			Reading Achievement Workgroup Completed
3 B D	**Focused Performance Reviews** WDPI in collaboration with CESAs #7 and #5 developed the Special Education Data Retreat Model to provide a unique, structured forum where collaborative teams of special educators, administrators, along with regular educators evaluated their systems for design and delivery of special education and related services. Focused data analysis enables educators to identify potential root causes of the low graduation rate, leading toward the development of school/district plans to address identified needs and improve student outcomes. Some of the data analyzed includes graduation, dropout, suspension, expulsion, participation and performance on statewide assessments, and educational environments. Data is disaggregated by disability area, gender, and race/ethnicity whenever it is available. Statewide training was provided to give all Wisconsin school districts the opportunity to analyze their own data by a collaborative staff team, to identify areas of need based on the data analysis, and to work towards a plan to address those needs building/district wide. To accomplish this statewide training, a “Train the Trainers” model was used. A two-day facilitated training was conducted for all Regional Service Network (RSN) directors and school improvement service (SIS) directors in the state. A model set of data was used for training purposes. After the RSN and SIS directors were trained, each CESA	X	X	X	X	X	X			Data Consultant Graduation Workgroup Reading Achievement Workgroup

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	conducted trainings for its own school districts. Follow-up meetings were conducted to provide support and technical assistance to those responsible for conducting special education data retreats. This data analysis component was further refined and integrated into Wisconsin's FM process as a beginning point for districts selected for FM and renamed the Focused Performance Review (FPR). Data continues to be disaggregated by disability area, and race/ethnicity whenever available.									
3 E	**General Supervision Enhancement Grant (GSEG)** The GSEG "Connecting Standards and Assessment for Students with Significant Cognitive Disabilities" includes the following goals: • Develop extended standards and performance level descriptors with the assistance and input of Wisconsin general education and special education teachers. • Develop Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) and Related Materials in conjunction with CTB-McGraw-Hill (test developer). • Professional Development and Training- Develop materials to provide statewide training sessions. These materials may include but are not limited to web-based information and media site presentations. • Data-based Instructional Activity Toolkit **-** In order to help teachers make the link between the WAA-SwD, the Extended Grade Band Standards and their daily instruction for students with significant cognitive disabilities, WDPI will develop a Data-based Instructional Activity Toolkit (DIAT).		X	X						GSEG Grant Assessment Workgroup DPI Office of Educational Accountability
3 E H	**GSEG on Alternate Assessments Based on Alternate Achievement Standards (AA-AAS) 2007-2011** Wisconsin is participating in a GSEG grant, entitled, "A State Consortium to Examine the Consequential Validity of Alternate Assessments based on Alternate Achievement Standards: A Longitudinal Study." This grant was awarded to The North Central Regional Resource Center in October 2007. There are three states (Wisconsin, Michigan and Pennsylvania) included in this collaborative effort. The consortium will adopt a common framework and research processes for each State's evaluation of its own AA-AAS. The consortium will identify criteria that will operationally define "consequential			X	X	X	X	X		GSEG Assessment Workgroup

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	evidence" that will serve as evidential variables. Data sources will include teacher and administrators using survey methodology. Various types of information will be collected, including beliefs and attitudes regarding AA-AAS in concert with student proficiency measures and school AYP status, along with 618 Federal Child Count information. The data will be collected within a longitudinal framework with involves comparisons of cross-sectional cohorts across grades. This design will allow for the collection of data that will provide consequential evidence at the elementary, middle and high school levels. Objectives for this grant include, convening a stakeholder feedback group in each state, developing instrumentation based on validity arguments, conducting a field-test on the instrumentation, developing a web-based survey, developing sample selection procedures, conducting surveys, developing data analysis procedures, reporting and dissemination.									
3 H G	**GSEG Grant on Alternate Assessments Based on Modified Achievement Standards (AA-MAS) 2007-2011** Wisconsin is participating in a GSEG grant entitled, "Multi-State GSEG Consortium Toward a Defensible AA-MAS". This grant was awarded to the National Center on Educational Outcomes (NCEO) in October 2007. There are five states (Hawaii, South Dakota, South Carolina, Tennessee and Wisconsin) included in this consortium. The consortium will investigate the characteristics of the students who may qualify to participate in an alternate assessment based on modified academic achievement standards. Objectives of the grant include, gathering information about students who may qualify for AA-MAS, reviewing this information, developing guidelines for IEP teams with criteria for determining which students should be assessed, developing ways to change an existing assessment or develop a new assessment to better assess targeted students and dissemination, including resources of documented findings and suggestions for other states.			X	X	X	X	X		GSEG Assessment Workgroup
3 A B C	**Internal Research Committee** The WDPI Special Education Team works collaboratively with staff from other DPI Teams to set WDPI-wide education research agendas and priorities. To positively impact on student outcomes, the committee works to create parameters for data-sharing with outside research organizations that are in-						X	X	X	WDPI Office of Educational Accountability WDPI Student

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
E F G	line with the advancement of education research and applicable federal and state laws, and to ensure that data and research products produced by WDPI are aligned with education priorities, are scientifically rigorous and meet standardized conventions.									Services Prevention and Wellness Team WDPI Title I and School Support team WDPI Data Management and Reporting Team WDPI Office of Legal Services Team WDPI Special Education Team-Data Consultant
3 A	**The Local Performance Plan (LPP)** **http://dpi.wi.gov/sped/lpp.html** Each school year, all Wisconsin LEAs, including charter schools, complete and submit an annual LPP to the WDPI for review. The LPP is an internet application and is the IDEA flow-through and preschool funding mechanism that must be completed in approvable form before a district may encumber and expend federal monies. Through the LPP, districts submit their IDEA flow-through and preschool budgets and provide assurance to WDPI of compliance with state and federal special education requirements. Districts are required to analyze their performance on specified indicators in the SPP, and develop and submit improvement activities for those indicators for which a district does not meet the established targets. The LPP is reviewed by a WDPI consultant assigned to work with the individual LEA. One component of the LPP is the Special Education District Profile, through which WDPI reports annually to the public on the performance of each LEA on	X	X	X	X	X	X	X	X	Data Coordinator Data Consultant Grants Specialist LPP Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	the targets associated with Indicators #1-#14. The Special Education District Profile is used to analyze LEA performance on each of the indicators in the State Performance Plan (http://dpi.wi.gov/sped/lpp-profile.html). The Special Education District Profile includes LEA data, state data, the target for each indicator, data sources for each indicator, and a link to more information about each indicator.									
3 G C	**Math and Science Partnership Grants** Former State Superintendent Elizabeth Burmaster announced partnership grants that will help teachers learn new information in mathematics and science that will support increased student achievement. Grant activities will impact teachers in urban, suburban, and rural parts of the state. Projects will bring together mathematics and science teachers with science, technology, engineering, and mathematics faculty from state colleges and universities to expand teachers' subject matter knowledge. Many school districts participating in the partnership grant program have shown significant increases in the percentage of students who are proficient on state wide testing.	X	X	X	X	X	X			CD Consultant Math Consultant
3 E C G J	**Mathematics Understanding for All (MUFA) Grant** WDPI applied for a special education research grant entitled, "Mathematics Understanding for All." The grant is intended to help in developing programs, practices, and policies that are potentially effective for improving student outcomes in mathematics specific to ninth grade. The project will assist high school students with disabilities in ninth grade who receive mathematics instruction in a special education classroom and transition to inclusive regular mathematic classrooms. Teams of ninth grade mathematics and special education teachers will receive extensive professional development in mathematics content knowledge, differentiated instruction in mathematics, designing group work in mathematics, and co-teaching strategies. National experts in the fields of mathematics and special education will offer professional development sessions. MUFA will establish a consortium of 30 high-need schools, three Wisconsin Universities, Wisconsin Education Association Council, Learning Point	X	X	X						CD Consultant Math Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	Associates, and other educational organizations in Wisconsin. One hundred and fifty teachers and administrators will participate in the program, impacting students in high-need high schools. The grant is built on the contention that using the proper teaching pedagogy and challenging mathematical content, special education students can become proficient or advanced in mathematics.									
3 C D	**Program Support Meetings** Each year, the program consultants on the Special Education Team design and host program support meetings for interested stakeholders, including parents, school district staff, educational administration, paraprofessionals, and higher education faculty. The overarching goal of these program support meetings is to disseminate innovative information and current resources to the field. At these meetings, program consultants typically present information and training aimed at reducing the graduation gap and dropout rates. Specific topics include research-based strategies to increase student engagement, establish a positive school climate, increase options for student learning, and enhance staff knowledge and skills. These opportunities will continue in future years.						X	X	X	Program Area Consultants
3 A B C D E F G H	**Positive Behavioral Interventions and Supports (PBIS)** Positive Behavioral Interventions and Supports (PBIS) applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. Schools implementing PBIS build on existing strengths, complimenting and organizing current programming and strategies. Data-based decision-making is critical to successful PBIS implementation. PBIS is a systems model that guides schools to design, implement, and evaluate effective school-wide, classroom and student-specific behavioral/instructional plans. PBIS includes school-wide procedures and processes for: a) all students, staff, and all school settings, b) specific settings within the school environment, c) individual classrooms and teachers, d) small group and simple student interventions for those at-risk, and e) individual student supports for students who have intensive and comprehensive needs				X	X	X	X	X	PBIS Internal Workgroup Statewide Discretionary Grant WI PBIS Network

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	across home, school, and community. The Wisconsin Statewide PBIS Implementation Project will provide technical assistance and coordinate professional development to help Wisconsin school districts establish and sustain PBIS within their respective schools. In addition, the project will gather and analyze specific data from all schools utilizing PBIS services.									
3 B	**Procedural Compliance Self-Assessment Process** Each year the state gathers monitoring data from one-fifth of the LEAs in the state through an LEA self-assessment of procedural requirements related to monitoring priority areas and SPP indicators. LEAs conduct the self-assessment using a sample of student individualized education program (IEP) records. Each year, the cohort of districts are representative of the state considering such variables as disability categories, age, race, and gender. Milwaukee Public Schools, the only LEA with average daily membership of over 50,000, is included in the sample each year. WDPI will include every LEA in the state at least once during the course of the SPP. The self-assessment of procedural requirements includes data on each of the SPP indicators. LEAs report the self-assessment results to WDPI, along with planned corrective actions. LEAs are required to correct noncompliance as soon as possible, but no later than one year from identification. To assure valid and reliable data, WDPI provides web-based training in how to conduct the self-assessment, including how to create random samples for review. The self-assessment checklist includes standards for reviewing the procedural requirements. Information about the self-assessment is posted on the WDPI website at http://dpi.wi.gov/sped/spp-selfassmt.html. LEAs with noncompliance correct it through developing and implementing agency-wide corrective action plans. WDPI staff provide technical assistance and conduct periodic reviews of progress to ensure correction of noncompliance as soon as possible, but no later than one year from identification of noncompliance. WSTI provides training to assist with the correction of noncompliance of transition requirements.		X	X	X	X	X	X	X	Procedural Compliance Workgroup LPP Consultants

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	Annually, WDPI reviews all LEA self-assessments and conducts validation activities on a portion of the LEA self-assessments. Based on its review, WDPI provides technical assistance to LEAs, which may result in revisions to their planned corrective actions. LEAs report the status of their corrective actions to ensure correction within one year of identification of the noncompliance. WDPI verifies that all noncompliance has been corrected within one year. LEAs failing to correct noncompliance within one year of identification are required to report the reasons and the specific steps that will be implemented to correct the noncompliance. These LEAs are assigned to a more intensive level of oversight.									
3 C D	**Responsive Education for All Children (REACh), http://www.reachwi.org (Technical Assistance and Resource Clearinghouse)** The purpose of this statewide initiative is to help Wisconsin schools establish and sustain the capacity to make systemic improvement needed to reduce barriers to learning and enable all students to experience success, including students with disabilities. REACh provides a research-based framework and professional development resources for Wisconsin schools to use to support school improvement. Within the framework, instructional options, professional development and collaborative partnerships help to support all members of the system (teachers, families, others) as they identify and implement strategies that promote positive student outcomes. A multi-tier prevention/intervention model including universal, selected, and targeted options serves as the basis for decision making. All students, including students with disabilities, are addressed through the initiative. REACh serves as a vehicle to assist schools in implementing Early Intervening Services and "response to intervention" (RTI). The REACh Initiative includes: ▪ A REACh Technical Assistance Center to develop tools and	X	X	X	X	X	X			REACh Grant REACh Grant Consultant Completed

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	processes supporting the ten school improvement components which make up the REACh framework. The Technical Assistance Center also trains expert mentors to guide schools through the implementation of the framework. ▪ Four REACh regional centers to provide training and technical assistance supporting the REACh framework and tools throughout the state. ▪ District incentive grants to a limited number of high needs schools to support REACh framework implementation.									
3	**School Improvement: Focused Review of Improvement Indicators (FRII)** During the 2007-08 SY, WDPI began working to expand upon the successful focused monitoring model previously utilized to provide districts a mechanism for conducting a similar process of data analysis and improvement planning around the SPP improvement indicators of math achievement, preschool outcomes, parent involvement, and post-high school outcomes. WDPI will also be working with CESA based Regional Service Network (RSN) providers to employ various technical assistance options, including statewide summits. WDPI is currently building the infrastructure to execute and support this process with statewide implementation. WDPI believes this refined school improvement process will not only address the needs of both urban and rural districts, but it will continue to promote data driven decision making as well as identifying promising practices that can be acknowledged and disseminated statewide.					X	X	X	X	Data Consultant Graduation Workgroup Reading Achievement Workgroup LPP Consultant FRII Workgroup FRII Coordinator
3 B C G	**Schools Identified for Improvement (SIFI)/Districts Identified for Improvement (DIFI)** Wisconsin's Statewide System of Support (SSOS) is predicated on the concept that the role of the WDPI is to strengthen the capacity of local school districts to identify and effectively differentiate support to their lowest performing schools. To accomplish this, the WDPI has sorted each of its 426 public school districts into one of three categories: high priority districts, priority districts, and all other districts. High priority districts are those which have missed Adequate Yearly Progress (AYP) as a district or been identified as a district in need of improvement (DIFI) and have Title I schools that are	X	X	X	X	X	X	X	X	Title I Team Special Education Team's Graduation Workgroup Special Education Team's Reading Achievement Workgroup

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	identified for improvement (SIFI) or missed AYP under No Child Left Behind (NCLB). In Wisconsin, high priority districts are required to assess the efficacy of their current district efforts to support school improvement using the 7 Characteristics of Successful Districts (Vision, Leadership, High Academic Standards, Standards of the Heart, Family, School and Community Partnerships, Professional Development, and Evidence of Success, http://www.dpi.state.wi.us/cssch/cssovrvw1.html) framework or a comparable model. Using five characteristic areas (1. Vision, Values and Culture; 2.Leadership and Governance; 3. Decision Making and Accountability; 4. Curriculum and Instruction; and 5.Professional Development and Staff Quality, http://www.dpi.state.wi.us/ssos/pdf/dsahandbk.pdf), a team of district staff members conduct a Self-Assessment to evaluate the level and effectiveness of district support to high priority schools. The results of the self-assessment are validated by a team of exemplary educators through an onsite peer review process. The peer review is meant to validate and add to the findings of the self-assessment. As a result of these two processes, the WDPI determines which school improvement strategies are working well for the district and where the district is in need of technical assistance to improve the effectiveness of its support system. A plan for technical assistance and monitoring is developed collaboratively between the WDPI and the district. Collaboratively, the Title 1 and Special Education teams of WDPI worked with the Milwaukee Public Schools to create their DIFI improvement plan in Fall of 2007. Using the findings from a FM visit as well as other data, specific activities were created to improve outcomes for students with disabilities in the areas of reading and math. Increased focus, resources and time were allotted to increase student achievement in these areas, Pre-kindergarten through Grade12.									
3 C D	**Wisconsin Assistive Technology Initiative (WATI), (http://www.wati.org/)** WATI is a nationally recognized initiative whose mission is to ensure that every child in Wisconsin who needs assistive technology (AT) has equal and	X	X	X	X					WATI Grant Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	timely access to an appropriate evaluation and the provision and implementation of any needed AT devices and services. The primary goal of the initiative is to improve outcomes and results for children and youth with disabilities through the use of assistive technology to access services, school programs and curriculum, and community activities. As a result, activities carried out by the initiative have a positive impact on graduation rates, drop-out rates, and suspension/expulsion rates. WATI is designed specifically to increase the capacity of school districts to provide AT services by making training and technical assistance available to teachers, therapists, administrators, and parents throughout Wisconsin. It accomplishes this by providing not only training and direct technical assistance but also specific strategies to increase the capacity of school districts to provide AT services. These include the development and dissemination of model forms, AT assessment manuals, recommended evaluation procedures, resource guides and other materials, and access to AT for trial use. WATI has both state-level services and regional services. Regional services are provided by 12 assistive technology consultants located in each of the 12 CESA regions in the state. Activities carried out at the state level include providing support and leadership to the regional AT consultants, providing specialized competency-based training, developing and conducting specialized summer institutes, developing resource guides or other materials for use by school personnel and parents, and arranging special buys of AT products at reduced prices. In addition, a state-level lending library of AT items that is open to all school districts is maintained. In each CESA, the assistive technology consultants work with staff from the constituent school districts to help them develop and improve their AT services. These regional AT consultants provide training, technical assistance, and support to increase the capacity of school districts to provide effective and efficient AT services. They also have smaller lending libraries of AT available									

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	to their school districts.									
3 A	**Wisconsin Information Network for Successful Schools (WINSS),** http://www.dpi.wi.gov/sig/index.html WINSS is an interactive website that provides a broad picture of how students with disabilities compare in achievement to their non-disabled peers. Data on the website indicates growth in not only the numbers of students with disabilities taking the WKCE, but also an increase in the percent of students with disabilities scoring at the proficient and advanced levels. The WINSS Successful School Guide includes the following resources: Standards and Assessment, Continuous School Improvement, Data Analysis, and Best Practices.	X	X	X	X	X	X	X	X	Data Consultant
3 E	**Wisconsin Response to Intervention Initiatives (RTI)** WDPI has been working both internally and externally in creating a statewide framework for the implementation of RTI strategies within school districts. An internal workgroup comprised of personnel from the Special Education, Content and Learning, Student Services: Prevention and Wellness, and Title 1 School Support teams has been meeting monthly to work on devising the framework and inservicing districts. A second group was created in November 2007 comprised of individuals assigned to attend the National Summit on RTI in December 2007. This group had representatives from the aforementioned teams, as well as individuals from professional education and parent organizations from the state, and personnel from two national organizations who offer states support in RTI. This group is working with the smaller internal workgroup to guide the full scale implementation process. An external taskforce has been working for the past two years on overseeing the development of the framework. This group has representatives from professional and parent organizations, and school personnel including teachers and administrators.			X	X	X	X	X	X	Special Education Content and Learning Student Services: Prevention and Wellness Title 1 School Support Statewide Discretionary Grant RTI Center
3 C	**Wisconsin's Statewide Personnel Development Grant (SPDG)**: The purpose of the SPDG is to assist WDPI in reforming and improving the State's personnel preparation and professional development systems. The intent of the priority is to improve educational results for children with	X	X	X	X	X	X	X	X	SPDG SPDG Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	disabilities through the delivery of ▪ High quality instruction and the recruitment, hiring, and retention of highly qualified special education teachers. ▪ Research based professional development that is implemented and sustained by statewide and local training and technical assistance systems which include communities and family organizations, institutions of higher education, CESA's, and early intervention agencies. WPDS will meet the identified needs by accomplishing three overarching goals described through five outcomes. **Goal 1**: Increase the application of scientifically based practices in identified core content areas through both preservice and in-service professional development for educators and early interventionists in targeted LEAs and communities **Goal 2**: Sustain implementation of new knowledge and skills through regional infrastructure that provides and supports ongoing learning utilizing trained mentors, communities of practice and other proven strategies. **Goal 3**: Increase participation of communities, families and youth in the system change process that results in organizations with the capacity to engage, support, and transition children with disabilities birth-26. These goals will be addressed using the Wisconsin Personnel Development Model (WPDM). Dissemination of training and materials will be coordinated by 5 Hubs: Early Childhood Collaboration, Responsive Education for All Children Initiative (REACh), Transition to Post-secondary, Parent Leadership and Involvement; and Institutions of Higher Education.									
3 C D	**Wisconsin School for the Deaf (WSD), http://www.wsd.k12.wi.us/** Students who are deaf or hard of hearing graduate from high school at a rate similar to students without disabilities. Supports to students who are deaf or hard of hearing and struggle with school are provided by Wisconsin School for the Deaf (WSD) staff through ongoing outreach consultation with district staff. Behavior specialists and counselors at WSD meet with students to address	X	X	X	X	X	X	X	X	WSD Staff Outreach staff

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	behaviors that may lead to suspension or expulsion and help guide student decision making.									
3 C D	**Wisconsin School for the Visually Handicapped (WSVH), http://www.wcbvi.k12.wi.us/** The Wisconsin School for the Visually Handicapped (WSVH) and the Wisconsin Center for the Blind and Visually Impaired (WCBVI) work together to serve students across the state who are blind or visually impaired. Students attending WSVH are actively involved in statewide and district-wide assessments with the appropriate accommodations. The WCBVI Outreach staff work with students who are not placed at the school to ensure adequate evaluations are completed and service is provided by the school district. There is ongoing outreach consultation with district staff. The graduation rate of students who are blind or visually impaired is similar to their sighted peers. Students receive ongoing support through transition services and are given the opportunity to work with WCBVI Outreach staff in a six-week Summer Employment Program to help prepare them for the adult world. A counselor is available at WSVH to meet with students to address behaviors that may lead to suspension or expulsion and help guide students in decision making. Students are given the opportunity to meet with the counselor one-on-one to help deal with other social issues.	X	X	X	X	X	X	X	X	WSVH Staff WCBVI Outreach staff

Categories:

A) Improve data collection/reporting or systems
B) Improve systems administration & monitoring
C) Provide training/professional development
D) Provide technical assistance
E) Clarify/examine/develop policies & procedures
F) Program development
G) Collaboration/coordination
H) Evaluation
I) Increase/adjust FTE
J) Other

Overview of the State Performance Plan Development:

Refer to the overview section, pages 1-7.

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion:

A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and

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

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

Measurement:

A.Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by the (# of districts in the State)] times 100.

B.Percent = [(# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the State)] times 100.

Include State's definition of "significant discrepancy."

Overview of Issue/Description of System or Process:

Out of school suspensions are defined as absences from school imposed by the school administration for noncompliance with school district policies or rules, for threatening to destroy school property, or for endangering the property, health, or safety of those at school (see §120.13(1)(b), Wis. Stats.). According to Wis. Stats., s. 118.16(1m), "The period during which a pupil is absent from school due to a suspension or expulsion under s. 120.12 or s. 119.25 is neither an absence without an acceptable excuse for the purposes of sub (1)(a) nor an absence without legal cause for the purposes of sub (1)(c)."

Expulsions are defined as absences from school for purposes of discipline as imposed by the school board for violation of school district rules; threats against school property; or conduct which endangers the property, health, or safety of those at school. Expulsion is a formal school board action defined in Wis. Stats., 120.13 (1)(c), and 119.25 (first-class city school district).

Wisconsin annually collects district-level disability data, disaggregated by race/ethnicity, for students aged 3 through 21 in special education. Wisconsin Department of Public Instruction (WDPI) uses the number of children with out-of-school suspensions/expulsions totaling greater than ten days as reported on the Report of Children with Disabilities Subject to Disciplinary Removal under Part B of the Individuals with Disabilities Education Act as well as its public enrollment data when calculating risk ratio.

Background Information on 4A

In 2004, the State compared students with disabilities across local educational agencies (LEAs). This was necessary as comparable data of students without disabilities suspended/expelled for more than ten days is not collected. A student may have had a single suspension/expulsion of greater than ten days or may have had multiple suspensions summing to greater than ten days.

Baseline Data for FFY 2004 (2004-2005) - Indicator 4A:

School Year	# Districts with Significant Discrepancy	Total # of Districts	Percent of Districts with Significant Discrepancy
2004-05	16	439	3.64%

Data Source: School Performance Report and 2004 child count

Calculation for Indicator 4A:

16/439 = 0.0364

0.0364 x 100 = 3.64%

Discussion of Baseline Data for Indicator 4A:

The 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 during the 2004-05 school year was 3.64%. Sixteen districts in the state were identified with significant discrepancy.

State's definition of significant discrepancy:

1. For PK-12 districts, the identification rate for significant discrepancy is 3.29% or higher.
2. For union high schools, the identification rate for significant discrepancy is 6.96% or higher.
3. A minimal cell size of four students suspended/expelled for more than 10 days.

To determine the definition of significant discrepancy and set targets, stakeholders examined data in a variety of ways including ranking districts by their percentage of students with disabilities suspended/expelled for more than ten days and by calculating standard deviation from the mean. Stakeholders chose to set the target for the 2005-06 school year (SY) as 1.75 standard deviations above the mean. This standard deviation of

1.75% was first computed for PK-12 districts, and then for districts that only include grades 9-12 (union high schools). For PK-12 districts, this established an identification rate for significant discrepancy as 2.93% or higher. Using the same standard deviation of 1.75%, significant discrepancy was established at 6.96% or higher for union high schools. Stakeholders chose to compute the significant discrepancy for union high school apart from PK-12 districts after considering the unique circumstances of union high schools. Union high schools are comprised of a single school – a high school with grades 9-12. Union high schools only have a population of students in the age range when students are more typically removed (suspended/expelled). This can lead to a higher percentage of suspensions/expulsions than in all other LEAs. In establishing these targets, the stakeholders analyzed 2004-05 data and set a percentage target that reflects the goal of reducing by one school district the total number of districts identified each year with a significant discrepancy.

Beginning with the 2005-06 SY, WDPI established a minimal cell size of four students with disabilities suspended/ expelled for more than 10 days in order to align the district identification process for this indicator with the disproportionality indicators (#9 and #10). WDPI also adjusted the threshold for identification of significant discrepancy for this indicator from 2.93% to 3.29%. This adjustment was due to the availability of a more complete data set than was available at the time the original threshold was set. Previously, one school district with the highest rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year in the state was not included in the data set when the threshold was computed. After this district's data was included in the data set, the threshold was recalculated using the 1.75% standard deviation to identify significant discrepancy in PK-12 districts.

Background Information on 4B

In 2011, OSEP directed WDPI to revise its methodology for calculating Indicator 4B to ensure the criteria was nondiscriminatory. In preparation for revising the State's definition of significant discrepancy, Wisconsin participated in conference calls hosted by OSEP, attended related professional development at the OSEP Mega Conference, and reviewed all technical assistance provided by OSEP and WESTAT. WDPI involved the State Superintendent's Council on Special Education (stakeholders) during the development and application of the revised methodology. The following definition was submitted to OSEP for review and was found to be an acceptable comparison methodology as found in 34 CFR §300.170. This criterion establishes a single State bar that applies to all race/ethnicities and is nondiscriminatory.

State's definition of significant discrepancy, by race or ethnicity:

1. Cell size: Districts are identified for having significant discrepancy if they meet the minimum n size of 4 students with disabilities for a given race/ethnicity suspended/expelled for more than ten days; and

2. Risk: , Have a risk for any racial/ethnic group greater than 2 standard deviations above the statewide risk for a given reporting period,

3. Consecutive Years: WDPI does not require districts to meet the above criteria for consecutive years. LEAs meeting the criteria for one year are identified with significant discrepancy.

If districts are identified as having significant discrepancy, based on race or ethnicity, they are required to form district wide teams that include the Director of Special Education. The district teams meet with Department staff to review the policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to determine they are race neutral, in compliance with Part B of IDEA 2004, and to determine whether noncompliance (if identified) contributes to the significant

discrepancy. The review process for each district is documented and filed with the WDPI. If WDPI identifies noncompliance, then the state verifies the district with noncompliance (1) is correctly implementing the specific regulatory requirements based on a review of updated data; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memorandum 09-02 dated October 17, 2008.

Districts with significant discrepancy, based on race or ethnicity, revise, if necessary, policies, procedures, and practices. Further, the districts are required to develop and implement improvement plans to address their significant discrepancy, based on race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. Districts are also required to attend WDPI's annual Summer Institute on Addressing Disproportionality (now known as CREATE). This institute features both national and local efforts, initiatives, and issues involved in understanding, identifying, and addressing disproportionality in special education, including discipline.

Baseline Data for Indicator 4B (data from 2009-10):

School Year	Total Number of Districts	Number of Districts with Significant Discrepancy by race or ethnicity	Number of Districts with policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements	Indicator 4B: Percent of Districts
2009-2010	442	5	0	0%

Calculation for Indicator 4B:

0/442 = 0.0000

0 x 100 = 0%

To determine the percent of districts with significant discrepancy by race and ethnicity, WDPI divided zero districts with (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards by 442, the total number of LEAs, times 100. The total number of LEAs includes 426 public school districts and 16 independent charter schools.

Discussion of Baseline Data:

The State examined the data disaggregated by race and ethnicity to determine if significant discrepancies are occurring in the rates of long-term suspensions and expulsions of children with IEPs. The State's examination included the rates of suspensions and expulsions for children with IEPs among LEAs within the State.

Using the State's criteria, WDPI identified five LEAs with significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year during 2009-10. Three LEAs were identified with significant discrepancy for African-American

students, one LEA was identified as having significant discrepancy for African-American, American Indian, and Hispanic students, and one district was identified as having significant discrepancy for Hispanic students.

The minimum "n" size of four students with disabilities for a given race/ethnicity suspended/expelled for more than 10 days resulted in excluding 441 LEAs from the calculation of significant discrepancy for American Indian; of those districts 429 (97%) had no cases of suspension or expulsion for American Indian students. The minimum n size also resulted in excluding 441 districts for from the calculation for Asian students. Of those districts, 436 (99%) had no cases of suspension or expulsion greater for than ten days for Asian students. Of the 434 LEAs excluded from the calculation for African American students, 411 (95%) had no cases of suspension or expulsion greater for than ten days. 422 of the 437 LEAs excluded from the calculation for Hispanic students (97%) had zero cases of suspensions and expulsions greater than ten days.

Districts are aware of the requirements that are activated when a child with a disability has been suspended or expelled from school for more than ten days. They are also aware of the negative effects of long-term suspensions and expulsions on a child's future success in school and beyond. Districts in Wisconsin are using positive behavioral interventions and supports to proactively address behavior challenges and keep children in school. Many districts also participate in CREATE (see Indicator 9 for more information). For these reasons, most of the districts in Wisconsin do not meet the minimum cell size because they are not suspending and removing children with disabilities for more than ten days. The minimum cell size of four allows the Department to target resources on the neediest districts. It also allows for slight variance in population in very small districts.

WDPI reviewed the State's policies, procedures and practices related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, as required by 34 CFR §300.170(b). The State has *Model Local Educational Agency Special Education Policies and Procedures* for LEAs to meet their obligation to establish and implement special education requirements. WDPI also has sample forms and notices for use in the IEP team process to assist districts in complying with state (Chapter 115) and federal (IDEA) special education requirements. The sample forms and the model policies are posted on the Department's web site (http://dpi.wi.gov/sped/forms06.html).

Annually, all LEAs in the state are required to report whether the district adopted without substantive modifications the State's *Model Local Educational Agency Special Education Policies and Procedures* and model IEP forms and notices for use in the IEP team process, or adopted locally developed special education policies and procedures and IEP forms and notices. LEAs that adopted locally developed or substantively modified special education policies and procedures or IEP forms and notices, submitted them to WDPI for review and approval. WDPI reviewed submissions for consistency with state and federal requirements. IEP forms and notices are an indicator of local practices. The *Model Local Educational Agency Special Education Policies and Procedures* include policies and procedures regarding the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, as required by 34 CFR §300.170(b).

WDPI investigates complaints based on requirements related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. In addition, WDPI monitors districts compliance related to these requirements through the procedural compliance self-assessment.

The five LEAs identified with significant discrepancy (4A and 4B) were required to complete a needs assessment related to policies, procedures, and practices that impact suspension and expulsion rates, including the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards and revise as necessary to ensure that policies, procedures, and practices comply with Part B, as required by 34 CFR 300.146. The LEAs completed the review (and revised, if necessary, noncompliant policies, procedures, and/or practices) and were required to submit an improvement plan directed at decreasing the number of students with disabilities suspended or expelled for greater

than ten days in a school year. All LEAs used a team review process. Based on the State's review of the five LEA's policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions, and supports and procedural safeguards to ensure compliance with IDEA pursuant to 34 CFR §300.107(b), WDPI identified no districts with policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements.

If WDPI identifies noncompliance with identified requirements of Part B, then the state verifies the district with noncompliance (1) is correctly implementing the specific regulatory requirements based on a review of updated data; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memorandum 09-02 dated October 17, 2008.

Measurable and Rigorous Targets:

Targets for 4A were set with stakeholder input. Targets for 4B were set by the Office of Special Education Programs.

FFY	Measurable and Rigorous Target
2005 **(2005-2006)**	4A. No more than 3.42% of districts will be identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year. 4B. N.A.
2006 **(2006-2007)**	4A. No more than 3.19% of districts will be identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year. 4B. N.A.
2007 **(2007-2008)**	4A. No more than 2.96% of districts will be identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year. 4B. N.A.
2008 **(2008-2009)**	4A. No more than 2.73% of districts will be identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year. 4B. N.A.
2009 **(2009-2010)**	4A. No more than 2.51% of districts will be identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year. 4B. 0% of districts will have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and

FFY	Measurable and Rigorous Target
	expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.
2010 **(2010-2011)**	4A. No more than 2.28% of districts will be identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year. 4B. 0% of districts will have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.
2011 **(2011-2012)**	4A. No more than 2.05% of districts will be identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year. 4B. 0% of districts will have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.
2012 **(2012-2013)**	4A. No more than 1.82% of districts will be identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year. 4B. 0% of districts will have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Improvement Activities/Timelines/Resources:

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
4 C D	**Autism Project, http://dpi.wi.gov/sped/autcatint2.html** For more than ten years, WDPI has developed and conducted statewide trainings for school staff in the area of autism. Four trainings are held annually in various locations throughout the state. Basic level trainings are offered for school staff with limited knowledge of educational programming for students with autism spectrum disorders. The basic level training presents an overview of autism spectrum disorders and discusses topics such as functional behavioral assessment, classroom programming, sensory issues, and communication strategies. Advanced level trainings are offered for more experienced school staff. The advanced training presents more complex information about issues in early childhood education of students with autism spectrum disorders. School staff from many different disciplines attend the trainings including special education teachers, directors of special education, regular education teachers, paraprofessionals, occupational and physical therapists, social workers, psychologists and speech and language pathologists. Each of these trainings includes strategies for preventing suspensions and expulsions, obtaining a diploma, and increasing the graduation rates of students with autism.	X	X	X	X	X	X	X	X	Autism Grant Consultant
4 C	**Behavior Grant, http://dpi.wi.gov/sped/ed.html** Wisconsin school districts and CESAs cite student behavior as a high priority for staff development; new teachers report that classroom management is an area in which they feel least prepared. This IDEA statewide grant focuses on providing Wisconsin school district staff with the skills needed to successfully manage student behaviors in the classroom, particularly disruptive and aggressive student behaviors so that students stay in school and graduate.	X	X	X						Behavior Grant Consultant
4	**Children Come First (CCF) Advisory Committee** The Children Come First (CCF) Advisory Committee is established in state statute and is a cabinet-level committee with members appointed by the Secretary of the Department of Health and Family Services. In its ninth year of operation, this council is committed to improving services for children with severe emotional disturbance. Its vision is to create a comprehensive, flexible array of services and natural supports ensuring that children with SED remain with their families and in the community. Its primary role is to provide counsel	X	X	X	X	X	X	X	X	Assistant State Superintendent of the Division for Learning Support: Equity and Advocacy State Director of Special Education

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	and oversight to these programs. The Assistant State Superintendent of the Division for Learning Support: Equity and Advocacy and the State Director of Special Education serve on this council. Children from all parts of the state are served through integrated services projects.									
4 C D E F G H I	**Culturally Responsive Education for All: Training and Enhancement (CREATE).** CREATE is a statewide systems-change initiative designed to close the achievement gap between diverse students and to eliminate race as a predictor in education, including participation in special education.				X	X	X	X	X	Disproportionality Workgroup CoChairs CESAs LEAs National experts
4 A C F G	**Disproportionality Demonstration Grants** WDPI funds disproportionality demonstration grants. The purpose of these grants is to fund large scale and systems-wide projects with an explicit goal of creating tools or guides so other districts can replicate success reducing disproportionality in special education.				X	X	X	X	X	Disproportionality workgroup LEAs CESAs
4 C F G	**Disproportionality Mini-grants** WDPI provides mini-grants to LEAs, disproportionality experts, and CESAs to address disproportionality at the local and regional level.				X	X	X	X	X	Disproportionality workgroup LEAs Disproportionality experts CESAs
4 B	**Focused Monitoring (FM)** Wisconsin has developed a Continuous Improvement and Focused Monitoring System (CIFMS) to achieve positive results for children with disabilities in Wisconsin while ensuring continued procedural compliance with state and federal laws and regulations. WDPI involves stakeholders in the ongoing development of CIFMS including the identification of priority areas for focused monitoring in Wisconsin. The CIFMS stakeholders analyzed statewide student outcome data to determine that improving graduation rates of students with disabilities should be a priority in Wisconsin. The CIFMS stakeholders identified	X	X	X	X	X	X			Graduation Workgroup

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	student enrollment groups within the state from which a select number of school districts are identified for FM. WDPI uses trend data over a three-year period to identify districts for FM. The districts within each enrollment group most in need of improvement are selected for FM.									
4 B D	**Focused Performance Reviews** WDPI in collaboration with CESAs #7 and #5 developed the Special Education Data Retreat Model to provide a unique, structured forum where collaborative teams of special educators, administrators, along with regular educators evaluated their systems for design and delivery of special education and related services. Focused data analysis enables educators to identify potential root causes of the low graduation rate, leading toward the development of school/district plans to address identified needs and improve student outcomes. Some of the data analyzed includes graduation, dropout, suspension, expulsion, participation and performance on statewide assessments, and educational environments. Data is disaggregated by disability area, gender, and race/ethnicity whenever it is available. Statewide training was provided to give all Wisconsin school districts the opportunity to analyze their own data by a collaborative staff team, to identify areas of need based on the data analysis, and to work towards a plan to address those needs building/district wide. To accomplish this statewide training, a "Train the Trainers" model was used. A two-day facilitated training was conducted for all Regional Service Network (RSN) directors and school improvement service (SIS) directors in the state. A model set of data was used for training purposes. After the RSN and SIS directors were trained, each CESA conducted trainings for its own school districts. Two follow-up meetings were conducted to provide support and technical assistance to those responsible for conducting special education data retreats. This data analysis component was further refined and integrated into Wisconsin's FM process as a beginning point for districts selected for FM and renamed the Focused Performance Review (FPR). Data continues to be disaggregated by disability area, and race/ethnicity whenever available.	X	X	X	X	X	X	X		Data Consultant Graduation Workgroup Reading Achievement Workgroup
B C D	**General supervision: activities related to significant discrepancies in suspension and expulsion rates.** WDPI exercises its general supervisory authority to ensure compliance with 34 CFR § 300.170.	X	X	X	X	X	X	X	X	WDPI Special Education Team staff

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
E										
4 C G	**High School Task Force** In February 2005, State Superintendent Elizabeth Burmaster convened a statewide High School Task Force to ensure Wisconsin high school students continue to graduate with the knowledge and skills they need to succeed in postsecondary education, the high-skills workplace, and as citizens of the global economy. Recommendations from the Task Force emphasize the need for rigorous, authentic learning using multiple instructional and assessment strategies; high schools that establish a personal connection for each student; learning plans that help individual students accomplish their goals; and solid business and community partnerships. To continue this work at the local level, WDPI sponsored a High School Summit in November 2006 focusing on high school redesign and showcasing promising practices in Wisconsin.	X	X							Task Force included members of the Special Education Team's Graduation Workgroup
4 A B C E F G	**Internal Research Committee** The WDPI Special Education Team works collaboratively with staff from other DPI Teams to set WDPI-wide education research agendas and priorities. To positively impact on student outcomes, the committee works to create parameters for data-sharing with outside research organizations that are in-line with the advancement of education research and applicable federal and state laws, and to ensure that data and research products produced by WDPI are aligned with education priorities, are scientifically rigorous and meet standardized conventions.						X	X	X	WDPI Office of Educational Accountability WDPI Student Services Prevention and Wellness Team WDPI Title I and School Support team WDPI Data Management and Reporting Team WDPI Office of Legal Services Team

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
										WDPI Special Education Team-Data Consultant
4 A B C D F H	**Linguistically Culturally Diverse (LCD) II Populations: American Indian and Spanish Speaking** The original Linguistically Culturally Diverse (LCD) guides were written as companion guides to the publication *Language Sample Analysis (LSA), the Wisconsin Guide.* LSA was first published in 1992 and then revised and updated in 2005. The LCD companion guides were added to provide speech language pathologists (SLPs) a process to differentiate a language disorder from a language difference. Given the cultural bias within most formal measures, the LSA was expanded to document current language status in English or three other languages and their dialects. These included Spanish, Hmong and African American. The LCD workgroup reviewed the LCD guides in August of 2009 to determine if the material could be utilized not only for SLPs but also for general educators to address over identification of various minority students in special education. LCD I was published in 1997) and LCD II was published in 2003. The workgroup found the guides to contain outdated terminology regarding the various cultures described in the guides. This language was determined to be insulting in today's environment. As a result the guides were removed from publication sales. However, it was determined that the information regarding language, dialects and sound system of typically developing English Language Learners from the various populations identified was a continued need. As a result the normal development of the groups identified will be updated. The first section to be updated will be the section in the LCD guide regarding the language, dialects and sound system of typically developing Spanish speaking children.					X	X	X		Special education team staff Content and Learning team staff Outside experts
4 A	**The Local Performance Plan (LPP) http://dpi.wi.gov/sped/lpp.html** Each school year, all Wisconsin LEAs, including charter schools, complete and submit an annual LPP to the WDPI for review. The LPP is an internet	X	X	X	X	X	X	X	X	Data Coordinator Data Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	application and is the IDEA flow-through and preschool funding mechanism that must be completed in approvable form before a district may encumber and expend federal monies. Through the LPP, districts submit their IDEA flow-through and preschool budgets and provide assurance to WDPI of compliance with state and federal special education requirements. Districts are required to analyze their performance on specified indicators in the SPP, and develop and submit improvement activities for those indicators for which a district does not meet the established targets. The LPP is reviewed by a WDPI consultant assigned to work with the individual LEA. One component of the LPP is the Special Education District Profile, through which WDPI reports annually to the public on the performance of each LEA on the targets associated with Indicators #1-#14. The Special Education District Profile is used to analyze LEA performance on each of the indicators in the State Performance Plan (http://dpi.wi.gov/sped/lpp-profile.html). The Special Education District Profile includes LEA data, state data, the target for each indicator, data sources for each indicator, and a link to more information about each indicator.									Grants Specialist LPP Consultant
4 A B C D E F G H	**Positive Behavioral Interventions and Supports (PBIS)** Positive Behavioral Interventions and Supports (PBIS) applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. Schools implementing PBIS build on existing strengths, complimenting and organizing current programming and strategies. Data-based decision-making is critical to successful PBIS implementation. PBIS is a systems model that guides schools to design, implement, and evaluate effective school-wide, classroom and student-specific behavioral/instructional plans. PBIS includes school-wide procedures and processes for: a) all students, staff, and all school settings, b) specific settings within the school environment, c) individual classrooms and teachers, d) small group and simple student interventions for those at-risk, and e) individual				X	X	X	X	X	PBIS Internal Workgroup

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	student supports for students who have intensive and comprehensive needs across home, school, and community. The Wisconsin Statewide PBIS Implementation Project will provide technical assistance and coordinate professional development to help Wisconsin school districts establish and sustain PBIS within their respective schools. In addition, the project will gather and analyze specific data from all schools utilizing PBIS services.									
4 B	**Procedural Compliance Self-Assessment Process** Each year the state gathers monitoring data from one-fifth of the LEAs in the state through an LEA self-assessment of procedural requirements related to monitoring priority areas and SPP indicators. LEAs conduct the self-assessment using a sample of student individualized education program (IEP) records. Each year, the cohort of districts are representative of the state considering such variables as disability categories, age, race, and gender. Milwaukee Public Schools, the only LEA with average daily membership of over 50,000, is included in the sample each year. WDPI will include every LEA in the state at least once during the course of the SPP. The self-assessment of procedural requirements includes data on each of the SPP indicators. LEAs report the self-assessment results to WDPI, along with planned corrective actions. LEAs are required to correct noncompliance as soon as possible, but no later than one year from identification. To assure valid and reliable data, WDPI provides web-based training in how to conduct the self-assessment, including how to create random samples for review. The self-assessment checklist includes standards for reviewing the procedural requirements. Information about the self-assessment is posted on the WDPI website at http://dpi.wi.gov/sped/spp-selfassmt.html. LEAs with noncompliance correct it through developing and implementing agency-wide corrective action plans. WDPI staff provide technical assistance and conduct periodic reviews of progress to ensure correction of noncompliance as soon as possible, but no later than one year from identification of noncompliance. WSTI provides training to assist with the correction of noncompliance of transition		X	X	X	X	X	X	X	Procedural Compliance Workgroup LPP Consultants

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	requirements. Annually, WDPI reviews all LEA self-assessments and conducts validation activities on a portion of the LEA self-assessments. Based on its review, WDPI provides technical assistance to LEAs, which may result in revisions to their planned corrective actions. LEAs report the status of their corrective actions to ensure correction within one year of identification of the noncompliance. WDPI verifies that all noncompliance has been corrected within one year. LEAs failing to correct noncompliance within one year of identification are required to report the reasons and the specific steps that will be implemented to correct the noncompliance. These LEAs are assigned to a more intensive level of oversight.									
4 C	**Program Support Meetings** Each year, the program consultants on the Special Education Team design and host program support meetings for interested stakeholders, including parents, school district staff, educational administration, paraprofessionals, and higher education faculty. The overarching goal of these program support meetings is to disseminate innovative information and current resources to the field. At these meetings, program consultants typically present information and training aimed at reducing the graduation gap and dropout rates. Specific topics include research-based strategies to increase student engagement, establish a positive school climate, increase options for student learning, and enhance staff knowledge and skills. These opportunities will continue in future years.	X	X	X	X	X	X	X		Program Area Consultants
4 C D	**Responsive Education for All Children (REACh), http://www.reachwi.org (Technical Assistance and Resource Clearinghouse)** The purpose of this statewide initiative is to help Wisconsin schools establish and sustain the capacity to make systemic improvement needed to reduce barriers to learning and enable all students to experience success, including students with disabilities. REACh provides a research-based framework and professional development resources for Wisconsin schools to use to support school improvement. Within	X	X	X	X	X	X			REACh Grant, Director Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	the framework, instructional options, professional development and collaborative partnerships help to support all members of the system (teachers, families, others) as they identify and implement strategies that promote positive student outcomes. A multi-tier prevention/intervention model including universal, selected, and targeted options serves as the basis for decision making. All students, including students with disabilities, are addressed through the initiative. REACh serves as a vehicle to assist schools in implementing Early Intervening Services and "response to intervention" (RTI). The REACh Initiative includes: ▪ A REACh Technical Assistance Center to develop tools and processes supporting the ten school improvement components which make up the REACh framework. The Technical Assistance Center also trains expert mentors to guide schools through the implementation of the framework. ▪ Four REACh regional centers to provide training and technical assistance supporting the REACh framework and tools throughout the state. ▪ District incentive grants to a limited number of high needs schools to support REACh framework implementation.									
4 C	**Regional Service Network (RSN), http://www.wi-rsn.org/** The state regional service network (RSN) consists of directors from each of the 12 CESAs. The major focus for the RSN is to provide a comprehensive system of personnel development to assure the quality of personnel and services for children with disabilities. Activities may include resource and technical assistance, a network of communication, and staff development and program assistance in the areas of planning, coordination, and implementation of special education and related services. The mission of the RSN is to improve the quality of educational services to students with disabilities through a statewide network of representatives from each CESA in cooperation with WDPI. Each RSN provides a comprehensive system of personnel development that unites communication, staff development, and leadership. The goals of the RSN include:	X	X	X	X	X	X	X	X	RSN Grant Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	• To maintain and expand a communication network for purposes of liaison among LEAs, CESAs, the WDPI and others including, but not limited to, parents and related agencies. • To provide leadership to a continuing statewide initiative to assure a comprehensive staff development program. • To model teamwork and collaboration in decision making and service delivery to generate creative solutions to mutually defined problems. The RSN has developed a statewide model for professional development, entitled the Wisconsin Personnel Development Model - RSN, that includes collecting and analyzing student data to identify professional development needs; goal setting; selecting content and designing professional development to address identified needs; providing training and learning opportunities, collaboration and implementation; and ongoing data collection and program evaluation. This model reflects the National Staff Development Council's standards for staff development (http://www.nsdc.org/index.cfm) and the Wisconsin Educator Standards (http://dpi.wi.gov/tepdl/watsnew.html). Chapter PI 34, Wisconsin Administrative Code, the Wisconsin's Quality Educator Initiative, has established standards for teachers, administrators, and pupil services professionals in Wisconsin. One of the requirements to receive a license as a teacher, administrator, or pupil services professional is that an applicant demonstrate proficient performance in knowledge, skills, and dispositions. One way teachers may renew their license is by successfully completing a professional development plan. The RSN assists teachers, administrators, and pupil services professionals in meeting these standards.									
4 C D F	**Resource and Planning Guide for School-Based Occupational Therapy and Physical Therapy** The Department of Public Instruction created a book to explain how occupational therapists and physical therapists collaborate with educators, administrators, and parents to support the mission of education in the environment of the schools. This book answers questions about who occupational therapists and physical therapists are, what their purpose is in					X	X			OT Consultant PT Consultant Planning Group

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	schools, and how, working with educators and parents, they help Wisconsin's children acquire the skills and knowledge they need to participate alongside other children in school and, eventually, assume positive adult roles in the community.									
4	**School Improvement: Focused Review of Improvement Indicators (FRII)** During the 2007-08 SY, WDPI began working to expand upon the successful focused monitoring model previously utilized to provide districts a mechanism for conducting a similar process of data analysis and improvement planning around the SPP improvement indicators of math achievement, preschool outcomes, parent involvement, and post-high school outcomes. WDPI will also be working with CESA based Regional Service Network (RSN) providers to employ various technical assistance options, including statewide summits. WDPI is currently building the infrastructure to execute and support this process with statewide implementation. WDPI believes this refined school improvement process will not only address the needs of both urban and rural districts, but it will continue to promote data driven decision making as well as identifying promising practices that can be acknowledged and disseminated statewide.					X	X	X	X	Data Consultant Graduation Workgroup Reading Achievement Workgroup LPP Consultant FRII Workgroup FRII Coordinator
4 B C G	**Schools Identified for Improvement (SIFI)/Districts Identified for Improvement (DIFI)** Wisconsin's Statewide System of Support (SSOS) is predicated on the concept that the role of the WDPI is to strengthen the capacity of local school districts to identify and effectively differentiate support to their lowest performing schools. To accomplish this, the WDPI has sorted each of its 426 public school districts into one of three categories: high priority districts, priority districts, and all other districts. High priority districts are those which have missed Adequate Yearly Progress (AYP) as a district or been identified as a district in need of improvement (DIFI) and have Title I schools that are identified for improvement (SIFI) or missed AYP under No Child Left Behind (NCLB). In Wisconsin, high priority districts are required to assess the efficacy of their current district efforts to support school improvement using the 7 Characteristics of Successful Districts (Vision, Leadership, High Academic	X	X	X	X	X	X	X	X	Title I Team Special Education Team's Graduation Workgroup Special Education Team's Reading Achievement Workgroup

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	Standards, Standards of the Heart, Family, School and Community Partnerships, Professional Development, and Evidence of Success, http://www.dpi.state.wi.us/cssch/cssovrvw1.html) framework or a comparable model. Using five characteristic areas (1. Vision, Values and Culture; 2.Leadership and Governance; 3. Decision Making and Accountability; 4. Curriculum and Instruction; and 5.Professional Development and Staff Quality, http://www.dpi.state.wi.us/ssos/pdf/dsahandbk.pdf), a team of district staff members conduct a Self-Assessment to evaluate the level and effectiveness of district support to high priority schools. The results of the self-assessment are validated by a team of exemplary educators through an onsite peer review process. The peer review is meant to validate and add to the findings of the self-assessment. As a result of these two processes, the WDPI determines which school improvement strategies are working well for the district and where the district is in need of technical assistance to improve the effectiveness of its support system. A plan for technical assistance and monitoring is developed collaboratively between the WDPI and the district. Collaboratively, the Title 1 and Special Education teams of WDPI worked with the Milwaukee Public Schools to create their DIFI improvement plan in Fall of 2007. Using the findings from a FM visit as well as other data, specific activities were created to improve outcomes for students with disabilities in the areas of reading and math. Increased focus, resources and time were allotted to increase student achievement in these areas, Pre-kindergarten through Grade12.									
4 C D	**Traumatic Brain Injury (TBI),** **http://www.dpi.wi.gov/sped/tbi.html** For the past ten years, the WDPI has directed discretionary dollars toward supporting a statewide project titled "Traumatic Brain Injury: Wisconsin's Response." This project has focused on providing statewide TBI trainings for graduate credit that permit school district staff to maintain recent training and experience in the area of TBI while fulfilling professional development plans under state requirements; establishing and maintaining a network of regionally-based TBI trainers to provide child-specific training, consultation, and technical	X	X	X	X					TBI Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	assistance to district staff locally; establishing linkages with state teacher education institutions; and developing and updating training materials and resource kits for distribution to the field. The specific intent of each of these efforts has been to provide Wisconsin school district staff with the information and skills they need to successfully address the unique learning and behavioral needs of children with a TBI, thus increasing graduation rates, reducing drop-outs, and reducing suspension and expulsion rates for behaviors due to TBI. The TBI project ended June 30, 2008. The WDPI continues to support the regionally based TBI trainers through twice yearly program support teacher meetings. WDPI also has an appointed member on the Governor's Brain Injury Advisory Council.									
4 C D	**Wisconsin Assistive Technology Initiative (WATI), (http://www.wati.org/)** WATI is a nationally recognized initiative whose mission is to ensure that every child in Wisconsin who needs assistive technology (AT) has equal and timely access to an appropriate evaluation and the provision and implementation of any needed AT devices and services. The primary goal of the initiative is to improve outcomes and results for children and youth with disabilities through the use of assistive technology to access services, school programs and curriculum, and community activities. As a result, activities carried out by the initiative have a positive impact on graduation rates, drop-out rates, and suspension/expulsion rates. WATI is designed specifically to increase the capacity of school districts to provide AT services by making training and technical assistance available to teachers, therapists, administrators, and parents throughout Wisconsin. It accomplishes this by providing not only training and direct technical assistance but also specific strategies to increase the capacity of school districts to provide AT services. These include the development and dissemination of model forms, AT assessment manuals, recommended evaluation procedures, resource guides and other materials, and access to AT for trial use. WATI has both state-level services and regional services. Regional services	X	X	X	X					WATI Grant Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	are provided by 12 assistive technology consultants located in each of the 12 CESA regions in the state. Activities carried out at the state level include providing support and leadership to the regional AT consultants, providing specialized competency-based training, developing and conducting specialized summer institutes, developing resource guides or other materials for use by school personnel and parents, and arranging special buys of AT products at reduced prices. In addition, a state-level lending library of AT items that is open to all school districts is maintained. In each CESA, the assistive technology consultants work with staff from the constituent school districts to help them develop and improve their AT services. These regional AT consultants provide training, technical assistance, and support to increase the capacity of school districts to provide effective and efficient AT services. They also have smaller lending libraries of AT available to their school districts.									
4 A C D	**WDPI Disproportionality Institute** Annually, WDPI sponsors an institute on addressing disproportionality for districts identified with over-representation. The first half of the institute is for a general audience that includes representatives from LEAs, parents, stakeholders and WDPI staff. Districts identified with disproportionate over-representation are required to bring to the institute teams comprised of general and special education staff. Keynote speakers at the institute have included Beth Harry and Janette Klingner, co-authors of the book "Why Are So Many Minority Students in Special Education?"; Shelley Zion, Project Coordinator for NCCRESt; Allen Coulter, then Director of the National Center for Special Education Accountability Monitoring (NCSEAM); and Dan Losen, Senior Legal and Policy Research Associate for the Harvard Civil Rights Project. Presentations were given on national and local efforts, initiatives, and issues involved in understanding, identifying, and addressing racial disproportionality. The second half of the institute is for a targeted audience comprised of teams from districts identified with significant disproportionality and representatives from each of the 12 cooperative educational service agencies (CESAs).	X	X	X	X	X	X	X		Disproportionality Workgroup NCCRESt, North Central Regional Resource Center The Access Center

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	Department liaisons work with the district teams to analyze data and develop improvement plans. In addition to assistance from department staff, assistance is provided by national experts (i.e., Dan Losen and representatives from NCCRESt, the Equity Alliance at Arizona State University, North Central Regional Resource Center, and the Access Center). Following the institute, districts submit an evaluation and improvement plan. The department liaison provides ongoing technical assistance with implementation of the plan. This may include onsite visits, conference calls, and other support as required. The department liaison also conducts progress monitoring, including both reviewing data and implementation of the plan. WDPI's positive approach to addressing issues of disproportionality paired with individualized technical assistance based on each districts' needs has resulted a general sense of acceptance and willingness on the part of most districts, to reflectively analyze data and commit to examining issues that may contribute to disproportionality. This attitude of ownership is reflected in the development and implementation of district improvement plans and initiatives.									
4 A C D E	**WDPI Disproportionality Workgroup** WDPI commits significant staff time and resources to addressing disproportionality. WDPI's workgroup to address disproportionality consists of 11 staff members. These staff members serve as liaisons to identified districts. The workgroup also consists of cross-agency staffs that serve in an advisory capacity and assist with providing technical assistance. WDPI provides on-going targeted technical assistance and conducts monitoring activities if districts are identified as having disproportionate representation (both under-representation and over-representation) that is a result of inappropriate identification. WDPI also provides general technical assistance to other districts within the state and other pertinent stakeholders. WDPI has established a disproportionality webpage (www.dpi.state.wi.us/sped/spp-disp.html) that provides information and resources for all districts, but is especially beneficial to districts that have been	X	X	X	X	X	X	X	X	Disproportionality Workgroup

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	identified as having significant disproportionality.									
4 A B E	**Wisconsin DPI Graduation Rate Workgroup** In preparation for the peer review of Wisconsin's graduation rate by the US Department of Education, a cross-agency workgroup has been convened. The purpose of the workgroup is to compile necessary information about how Wisconsin DPI collects, analyzes, and utilizes graduation rate data. Currently, the group has completed collection of information to submit to the US Department of Education for peer review in January 2010. The group has expanded as the agency works to develop continuous and substantial targets for graduation rates, including for students with disabilities. Group members will be working on the development of new data displays, dissemination of information about the graduation data, and eventual professional development for districts and interested stakeholders.					X	X	X		FM Graduation Chair
4 C D E F	**Wisconsin Graduation Summit** In response to a national call to improve student graduation rates, Wisconsin State Superintendent Anthony Evers convened a one day state summit of local teams with the theme "Every Child a Graduate" in the Spring of 2010. The design and delivery of the Summit was based on guidance and support from the America's Promise Alliance, national corporations, and state associations. The purpose of the Summit is to build local capacity by sharing best practice strategies that increase graduation rates, especially among students of color and students with disabilities. Districts invited to attend were selected based on high rates and/or disparities in dropouts. A related summit was held in Milwaukee by the Milwaukee School District following the state Summit. Both summits required participants to develop plans on how to sustain the momentum and continue exploration of the issues and strategies that can be used to ensure all Wisconsin students graduate. Districts are encouraged to collaborate with community partners, and DPI hopes to convene subsequent meetings to provide support and information about research-based practices either at a state-wide or regional level.					X	X			FM Graduation Chair Assistant Director of Special Education
4 A	**Wisconsin Post High School Outcomes Survey (WPHSOS)** **www.posthighsurvey.org**	X	X	X	X	X	X	X	X	WPHSOS Director

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
C D E F G	Results from the Wisconsin Post High School Outcomes Survey are used by LEAs and WDPI to impact graduation results. Annually, a statewide Wisconsin Post High School Outcomes Survey Summary Report is published in September and widely distributed throughout the year. To assist with determining improvement activities, data are disaggregated by gender, ethnicity, disability and exit type. Districts have access to a Gender, Ethnicity, Disability and Exit Type data chart, District Summary Report, District Report, Data Analysis Charts and Improvement Planning Forms. Districts use the information to review their local outcomes in relation to local planning and improvement activities. The data analysis forms match the state data retreat procedure so districts can easily incorporate outcomes data into improvement planning.									WDPI Transition Consultant
4 A B C D E F G H	**Wisconsin Response to Intervention (RtI)** RtI is a process for achieving higher levels of academic and behavior success for all students through high quality instruction, collaboration, and continuous review of student progress. RtI integrates assessment and intervention to maximize student achievement and to reduce behavior problems. Schools provide high quality, culturally responsive core instruction, and implement systems to identify students at risk for poor learning outcomes or in need of accelerated enrichment, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness.					X	X	X	X	RTI Internal Workgroup
4 C D	**Wisconsin School for the Deaf (WSD), http://www.wsd.k12.wi.us/** Students who are deaf or hard of hearing graduate from high school at a rate similar to students without disabilities. Supports to students who are deaf or hard of hearing and struggle with school are provided by Wisconsin School for the Deaf (WSD) staff through ongoing outreach consultation with district staff. Behavior specialists and counselors at WSD meet with students to address behaviors that may lead to suspension or expulsion and help guide student decision making.	X	X	X	X	X	X	X	X	WSD Staff Outreach staff
4 C D	**Wisconsin School for the Visually Handicapped (WSVH), http://www.wcbvi.k12.wi.us/** The Wisconsin School for the Visually Handicapped (WSVH) and the	X	X	X	X	X	X	X	X	WSVH Staff WCBVI Outreach

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	Wisconsin Center for the Blind and Visually Impaired (WCBVI) work together to serve students across the state who are blind or visually impaired. Students attending WSVH are actively involved in statewide and district-wide assessments with the appropriate accommodations. The WCBVI Outreach staff work with students who are not placed at the school to ensure adequate evaluations are completed and service is provided by the school district. There is ongoing outreach consultation with district staff. The graduation rate of students who are blind or visually impaired is similar to their sighted peers. Students receive ongoing support through transition services and are given the opportunity to work with WCBVI Outreach staff in a six-week Summer Employment Program to help prepare them for the adult world. A counselor is available at WSVH to meet with students to address behaviors that may lead to suspension or expulsion and help guide students in decision making. Students are given the opportunity to meet with the counselor one-on-one to help deal with other social issues.									staff
4 C D F	**Wisconsin Special Education Paraprofessional Training Initiative Grant,** **http://www.dpi.wi.gov/sped/paraprof.html** The purpose of this grant is to promote and support the provision of statewide professional development training opportunities for Wisconsin special education paraprofessionals in order to strengthen their ability to more effectively assist in student instruction that ultimately leads to increased student learning and performance. Statewide professional development training opportunities for special education paraprofessionals are supported in collaboration with the Regional Service Network (RSN) via each CESA, Wisconsin Technical College System, UW-Madison Outreach and UW-Oshkosh, Wisconsin regional teacher associations, and the Wisconsin Education Association Council (WEAC) – Professional Development Academy (PDA). The training activities are designed to foster basic competencies, knowledge, and skills for special education paraprofessionals to apply when assisting with student instruction and to enhance their professional growth, in turn increasing their contributions to the educational community. Specific grant activities include the following:	X	X	X	X					Paraprofessional Training Initiative Grant CESA #4 Project Coordinator Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	• A stipend is offered to each CESA and other selected organizations to promote and develop paraprofessional trainings within their CESA and regional organizations. Each CESA and selected organization is required to submit a proposal of the training activities including summative evaluation results. • Three Wisconsin Para Post newsletters are developed and include information and resources intended to support paraprofessionals in their positions and potentially increase their basic competencies, knowledge, and skills linked to student learning and performance. • The State of Wisconsin Paraprofessional website is housed on the CESA 4 website and contains an abundance of information and resources for paraprofessionals (http://cesa4.k12.wi.us/paraprof.htm).									
4 C G	**Wisconsin Statewide Parent-Educator Initiative (WSPEI), (http://dpi.wi.gov/sped/parent.html)** The WSPEI is a WDPI state discretionary project that serves parents, educators, and others interested in parent-educator partnerships for children with disabilities. Two statewide coordinators and 27 CESA-based parent liaisons collaborate with LEA staff, more than 150 LEA-based parent liaisons, staff from the Wisconsin Family Assistance Center (WI FACETS), and the statewide Parent Training and Information Centers (PTIC) to facilitate positive relationships between staff and parents of children with disabilities. Wisconsin schools and families use the resources of WSPEI and WI FACETS to assist them in reaching out to involve families and provide information about special education in the various ways that diverse families require. WSPEI and WI FACETS work together closely, holding bimonthly collaboration meetings that include a Special Education administrator from the Milwaukee Public Schools. CESA and district parent liaisons from WSPEI also collaborate regionally and locally with WI FACETS staff and parent leaders. WSPEI's unique contribution to this collaborative structure is that parent liaisons are parents of children with disabilities, selected and hired by LEAs and CESAs to work within LEAs to promote parent involvement. WI FACETS' unique contribution is their focus on minority and underserved families, providing	X	X	X	X	X	X	X	X	WSPEI Grant Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	outreach and training to Wisconsin's communities of Native American, African American, Latino, and Hmong families. Both projects provide parent leadership on advisory committees and workgroups of WDPI's other major technical assistance initiatives. Because of this, WDPI is able to disseminate parent training and parent-focused materials that are consistent with training and materials provided to school staff. In addition, technical assistance initiatives model family-school partnerships and facilitate co-presentation by an educator and parent to combined audiences.									
4 C	**Wisconsin's Statewide Personnel Development Grant (SPDG)**: The purpose of the SPDG is to assist WDPI in reforming and improving the State's personnel preparation and professional development systems. The intent of the priority is to improve educational results for children with disabilities through the delivery of ▪ High quality instruction and the recruitment, hiring, and retention of highly qualified special education teachers. ▪ Research based professional development that is implemented and sustained by statewide and local training and technical assistance systems which include communities and family organizations, institutions of higher education, CESA's, and early intervention agencies. WPDS will meet the identified needs by accomplishing three overarching goals described through five outcomes. **Goal 1**: Increase the application of scientifically based practices in identified core content areas through both preservice and in-service professional development for educators and early interventionists in targeted LEAs and communities **Goal 2**: Sustain implementation of new knowledge and skills through regional infrastructure that provides and supports ongoing learning utilizing trained mentors, communities of practice and other proven strategies. **Goal 3**: Increase participation of communities, families and youth in the system change process that results in organizations with the capacity to engage, support, and transition children with disabilities birth-26.	X	X	X	X	X	X	X	X	SPDG Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	These goals will be addressed using the Wisconsin Personnel Development Model (WPDM). Dissemination of training and materials will be coordinated by 5 Hubs: Early Childhood Collaboration, Responsive Education for All Children Initiative (REACh), Transition to Post-secondary, Parent Leadership and Involvement; and Institutions of Higher Education.									
4 A B C D E G J	**Wisconsin Statewide Transition Initiative (WSTI), (www.wsti.org)** WSTI is a state-wide systems change project that offers a comprehensive approach to providing transition services in the State of Wisconsin. WSTI utilizes a two-tiered service delivery model consisting of local school district Transition Action Teams and County Transition Advisory Councils. Point of Entry Manuals are developed for each CESA to identify county agency linkages. Twelve CESA-based transition coordinators, a project director, and a WDPI transition consultant provide transition support services, information dissemination, and staff development to parents, education professionals, and community agency professionals throughout Wisconsin. Currently each of the 12 CESAs receives mini-grants to improve transition services. WSTI participates in a state-wide transition conference each year. Networking meetings in each CESA are used to provide indicator #13 training. WSTI assists participating LEAs in using data from Indicators #1, #2, #13, and #14 to develop local improvement plans. WDPI has worked collaboratively with Dr. Ed O'Leary of the Mountain Plains Regional Resource Center to develop technical assistance on the correct implementation of transition requirements in IDEA. LEA personnel who participate in WSTI receive training in how to review transition requirements in IEPs using a transition checklist. The checklist includes a review of IEPs for coordinated, measurable, annual IEP goals and transition services that will reasonably enable youth with disabilities aged 16 and above to meet post-secondary goals. The Office of Special Education Programs (OSEP) has recognized Wisconsin's work in the area of transition as a national model. WDPI collaborates with the National Secondary Transition Technical Assistance Center (NSTTAC) to improve outcomes for indicator #13. NSTTAC	X	X	X	X	X	X	X	X	WSTI Grant, Director Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	provided training to CESA and LEA personnel on indicator #13 and secondary transition requirements at the WDPI state-wide transition conference. WDPI participates in NSTTAC's transition forum and developed the Wisconsin strategic plan for improving secondary transition. WDPI participates in the national community of practice on transition hosted by National Association of State Directors of Special Education.									

Categories:

A) Improve data collection/reporting or systems
B) Improve systems administration & monitoring
C) Provide training/professional development
D) Provide technical assistance
E) Clarify/examine/develop policies & procedures
F) Program development
G) Collaboration/coordination
H) Evaluation
I) Increase/adjust FTE
J) Other

Overview of the State Performance Plan Development:

Refer to the overview section, pages 1-7.

Monitoring Priority: FAPE in the LRE

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

A. Inside the regular class 80% or more of the day;

B. Inside the regular class less than 40% of the day; and

C. In separate schools, residential facilities, or homebound/hospital placements

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

Measurement:

A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
B. Percent = [(# of children with IEPs served inside the regular class less than 40% 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 separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

Overview of Issue/Description of System or Process:

When calculating the amount of time a child with a disability is removed from the regular classroom, LEAs must be aware that removal from the regular class is not the same concept as the amount of special education a child receives according to his or her individualized education program (IEP). The WDPI established an internal workgroup to provide training on this distinction and to ensure the accurate reporting of environment code data by LEAs.

Procedures to Ensure Accuracy of Environment Data:
The WDPI's Federal Student Data Report (child count) is used to collect individual student records and complete Table 1 and Table 3 of the federal data reports submitted to OSEP. A new internet application was launched in 2002 to replace the diskette collection system. This application was designed to improve the accuracy and efficiency of the data collection for the federal reports. It has proven popular with local educational agencies (LEAs) and has eliminated common problems inherent in the old diskette system.

Beginning in 2005-06 SY, WDPI's Individual Student Enrollment System (ISES) formed the basis of the Child Count, FAPE, and Exiting Special Education data reports submitted to OSEP. ISES collects individual student records for all students (students with and without disabilities) using a

unique student identifier (number). This system is designed to improve the accuracy and efficiency of the federal data collection. This system allows students to be tracked over time and for like comparisons to be made for students with and without disabilities. ISES was first used for collecting the Exiting Special Education data during the 2005-06 SY and for the Child Count and FAPE data during the 2007-08 SY.

Each year, WDPI staff offer training on federal data collection at inservice meetings sponsored by software vendors. Hundreds of LEA staff from across the state attend the trainings. Annually, WDPI staff review and update directions and software for the Federal Student Data Report and post it to the special education team and the Individual Student Enrollment System data elements websites.

Baseline Data for FFY 2004 (2004-2005):

Environment Ages 6-21

	Student Count	Total Students	Percent
Inside the regular class 80% of the day	55,991	113,225	49.45%
Inside the regular class less than 40% of the day	13,813	113,225	12.20%
In separate schools, residential facilities, or homebound/hospital placements	1,636	113,225	1.44%

Data Source: Federal Student Data Report

Discussion of Baseline Data:

During the 2004-05 school year, nearly half (49.45%) of all children with disabilities ages 6 to 21 were educated for the majority of the school day with their nondisabled peers, the least restrictive environment (LRE) on the continuum of placement options.

As stakeholders analyzed trend data, they noted an increase in the number of children served in the least restrictive environment. Only 43.2% of the students counted on December 1, 2000, were educated for the majority of the school day with their nondisabled peers compared to 49.45%in 2004. This change represents an increase of nearly 6.25%over the last four years in the number of students receiving special education and related services in the least restrictive environment. If trends continue, the number of children served in the least restrictive environment will improve to 60% in 2010-2011.

During the 2004-05 school year, 13.64% of children with disabilities received special education and related services in either separate facilities (served in public or private separate schools, residential placements, or homebound or hospital placements) or were removed from the regular class more than 60% of the day (12.20% plus 1.44% equal 13.64%). This number is also an improvement from the December 1, 2000, total of 16.35% for the same two categories. Thus, the number of children who received special education and related services in the most restrictive placements declined over time by approximately 2.71%.

It should be noted that the chart above does not include an analysis of the number of children with disabilities removed from the regular class 21% to 60% of the day. 36.91% of children with disabilities receive special education and related services in the regular classroom between 21% and 60% of the day (100% minus 49.45%in the least restrictive categories from the table above minus 13.64% in the last two categories in the table above equals 36.91%).

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Inside the regular class 80% of day: **51%** Inside the regular class less than 40% of day: **11.5%** In separate schools, residential facilities, or homebound/hospital placements: **1.25%**
2006 (2006-2007)	Inside the regular class 80% of day: **52%** Inside the regular class less than 40% of day: **11.2%** In separate schools, residential facilities, or homebound/hospital placements: **1.2%**
2007 (2007-2008)	Inside the regular class 80% of day: **53%** Inside the regular class less than 40% of day: **10.9%** In separate schools, residential facilities, or homebound/hospital placements: **1.15%**
2008 (2008-2009)	Inside the regular class 80% of day: **55%** Inside the regular class less than 40% of day: **10.6%** In separate schools, residential facilities, or homebound/hospital placements: **1.10%**
2009 (2009-2010)	Inside the regular class 80% of day: **57.5%** Inside the regular class less than 40% of day: **10.3%** In separate schools, residential facilities, or homebound/hospital placements: **1.05%**
2010 (2010-2011)	Inside the regular class 80% of day: **60%** Inside the regular class less than 40% of day: **10%** In separate schools, residential facilities, or homebound/hospital placements: **1%**
2011 (2011-2012)	Inside the regular class 80% of day: **62.5**% Inside the regular class less than 40% of day: **9.7**% In separate schools, residential facilities, or homebound/hospital placements: **0.95%**
2012 (2012-2013)	Inside the regular class 80% of day: **65**% Inside the regular class less than 40% of day: **9.4**% In separate schools, residential facilities, or homebound/hospital placements: **0.9**%

Improvement Activities/Timelines/Resources

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
5 B D E F H	**Assistive Technology Lending Center (ATLC)** The Assistive Technology Lending Center project is a vehicle in which the DPI will improve the outcomes for students with disabilities through the provision of high end assistive technology (AT) equipment in the area of Alternate and Augmentative Communication (AAC) purchased by the state for loan to school districts to use with students at no cost. High-end alternative and augmentative communication assistive technology equipment is defined as equipment with a unit cost of $6,000 or more. The center will be available to any Wisconsin LEA staff who are looking for AAC to try with a student ages 3 to 21 with an IEP or a referral for assessment.					X	X	X		WDPI ATLC grant liaison and CESA 2 lending center staff
5 C D F	**Autism Project, http://dpi.wi.gov/sped/autcatint2.html** For more than ten years, WDPI has developed and conducted statewide trainings for school staff in the area of autism. Four trainings are held annually in various locations throughout the state. Basic level trainings are offered for school staff with limited knowledge of educational programming for students with autism spectrum disorders. The basic level training presents an overview of autism spectrum disorders and discusses topics such as functional behavioral assessment, classroom programming, sensory issues, and communication strategies. Advanced level trainings are offered for more experienced school staff. The advanced training presents more complex information about issues in early childhood education of students with autism spectrum disorders. School staff from many different disciplines attend the trainings including special education teachers, directors of special education, regular education teachers, paraprofessionals, occupational and physical therapists, social workers, psychologists and speech and language pathologists. Each of these trainings includes strategies for preventing suspensions and expulsions, obtaining a diploma, and increasing the graduation rates of students with autism.					X	X	X		WDPI Autism Consultant Contracted Experts
5 C D	**Circles Of Life Conference** The Circles of Life Conference is a WDPI sponsored event that has been in existence for twenty-four years. The annual conference is for families who have children of any age with disabilities or special health care needs and the	X	X	X	X	X	X	X	X	Parent Involvement Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	professionals who support and provide services for them. *Circles of Life* is a unique opportunity to develop new skills, garner the latest information, and form lasting friendships. The conference includes nationally known keynote speakers, topical sectionals, parent listening sessions, family fun night, roundtable discussions on such topics as individualized service plans and serving adolescents with Asperger's Syndrome through social-communication intervention.									
5 C D G	**Creating the Good Life: Improving Outcomes for Students with Cognitive Disabilities** The First Annual State-wide Conference for educators working with students with cognitive disabilities was held on August 10-21, 2007 to address issues and current trends regarding inclusive practices. This conference is cosponsored by the Department of Public Instruction, Wisconsin's 12 Cooperative Educational Service Agencies and the University of Wisconsin-Oshkosh. The conference has provided educators with a variety of relevant topics including: Using Dance & Creative Movement to Enhance Instruction in Inclusive Classrooms; Inclusive Practices: Determining Where We Belong; Stories of Elementary Inclusion: Fostering Belonging and Friendships; Friendships with Non-Disabled Peers: Unlocking Opportunities for Students with Cognitive Disabilities; and Developing Best Practice Goals: Blending Transition, Post School Outcomes and General Education for Students with Disabilities.			X	X	X	X	X	X	CD Consultant CESA #6 CESA #5 WDPI Special Education Team
5 A C D	**Data Verification Workgroup** WDPI created a Data Verification Workgroup to ensure the accuracy of educational environment data. The Data Verification Workgroup has developed, with the assistance of the National Center on Special Education Accountability and Monitoring (NCSEAM) staff, a data verification protocol to monitor the accurate reporting of school-age environment data. The workgroup conducts data verification activities in local education agencies using the protocol. A procedures manual for LEA data verification includes criteria for selection of districts for onsite monitoring. WDPI develops training materials to ensure districts accurately report early childhood and school-age environment codes. Online training (including a	X	X	X						Data Verification Workgroup

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	Powerpoint presentation) for LEAs stresses the importance of data accuracy and provides examples of how to accurately determine environment codes (http://dpi.wi.gov/sped/cc_data.html). This training is updated on a regular basis. The workgroup expanded its verification efforts to include the LEA's data management systems. First, it modified and adapted the Appendix B Verification questions from OSEP's continuous improvement and focused monitoring system (CIFMS) accountability manual to use at the LEA level. As a result of piloting this tool in local educational agencies, WDPI made further modifications to provide a more concise means of understanding the LEA's data management systems. The process also provides the LEA with a natural starting point to develop an improvement plan. To ensure accurate reporting of environment data, the Data Verification Workgroup worked collaboratively with the WDPI Procedural Compliance Workgroup to develop a worksheet to be used by LEAs in conjunction with the state's model IEP forms. This worksheet provides technical assistance to LEAs in calculating and documenting environment codes for submission on the Federal Student Data Report.									
5 B D	**Focused Performance Reviews** WDPI in collaboration with CESAs #7 and #5 developed the Special Education Data Retreat Model to provide a unique, structured forum where collaborative teams of special educators, administrators, along with regular educators evaluated their systems for design and delivery of special education and related services. Focused data analysis enables educators to identify potential root causes of the low graduation rate, leading toward the development of school/district plans to address identified needs and improve student outcomes. Some of the data analyzed includes graduation, dropout, suspension, expulsion, participation and performance on statewide assessments, and educational environments. Data is disaggregated by disability area, gender, and race/ethnicity whenever it is available. Statewide training was provided to give all Wisconsin school districts the opportunity to analyze their own data by a collaborative staff team, to identify areas of need based on the data analysis, and to work towards a		X	X	X	X	X			Data Consultant Graduation Workgroup Reading Achievement Workgroup

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	plan to address those needs building/district wide. To accomplish this statewide training, a "Train the Trainers" model was used. A two-day facilitated training was conducted for all Regional Service Network (RSN) directors and school improvement service (SIS) directors in the state. A model set of data was used for training purposes. After the RSN and SIS directors were trained, each CESA conducted trainings for its own school districts. Two follow-up meetings were conducted to provide support and technical assistance to those responsible for conducting special education data retreats. This data analysis component was further refined and integrated into Wisconsin's FM process as a beginning point for districts selected for FM and renamed the Focused Performance Review (FPR). Data continues to be disaggregated by disability area, and race/ethnicity whenever available.									
5 A D J	**High Cost Initiative** As part of the Keeping the Promise initiative, the state superintendent set aside High-Cost Special Education Aid funds (IDEA discretionary dollars) to reimburse Wisconsin schools for services to children with severe disabilities. Eligible students are those ages 3-21 who have been determined by an IEP team to have impairment and a need for special education and who because of the severity of their disabilities require multiple and/or high cost special education services, related services, assistive technology, special adaptive equipment needs, etc. Due to the cost of these services, districts are under extraordinary financial pressure. Some of the children and youth served under this initiative include those with hearing impairments, cognitive disabilities, physical impairments, autism, emotional/behavioral disorders, traumatic brain injury and other health impairments. The high-cost funds enabled schools to place and serve those with severe disabilities in their local school districts.	X	X	X	X	X	X	X	X	3 Special Education Team Consultants
5 B C D	**Least Restrictive Environment (LRE) and Separate Schools** During the 2008-09 school year, WDPI focused on monitoring placement in separate schools for students with disabilities. There are three separate schools for students with significant disabilities in Wisconsin, During the 2008-09 WDPI selected a random sample of students attending these schools and reviewed their IEPs to see how IEP teams documented their discussions about LRE				X	X	X			WDPI Education Consultants

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	placement at the separate schools. Technical Assistance was provided to each of the separate schools.									
5 A	**The Local Performance Plan (LPP) http://dpi.wi.gov/sped/lpp.html** Each school year, all Wisconsin LEAs, including charter schools, complete and submit an annual LPP to the WDPI for review. The LPP is an internet application and is the IDEA flow-through and preschool funding mechanism that must be completed in approvable form before a district may encumber and expend federal monies. Through the LPP, districts submit their IDEA flow-through and preschool budgets and provide assurance to WDPI of compliance with state and federal special education requirements. Districts are required to analyze their performance on specified indicators in the SPP, and develop and submit improvement activities for those indicators for which a district does not meet the established targets. The LPP is reviewed by a WDPI consultant assigned to work with the individual LEA. One component of the LPP is the Special Education District Profile, through which WDPI reports annually to the public on the performance of each LEA on the targets associated with Indicators #1-#14. The Special Education District Profile is used to analyze LEA performance on each of the indicators in the State Performance Plan (http://dpi.wi.gov/sped/lpp-profile.html). The Special Education District Profile includes LEA data, state data, the target for each indicator, data sources for each indicator, and a link to more information about each indicator.	X	X	X	X	X	X	X	X	Data Coordinator Data Consultant Grants Specialist
5 A B	**OSEP/Westat/DAC National Technical Assistance Overlapping Part B and Part C Data Meetings – Mega Conference** WDPI staff attends the OSEP/Westat Overlapping Part B and Part C Data Meetings and receives current information regarding collection, reporting, and technical assistance for this indicator. WDPI has presented at the Part B Data Meeting on the involvement of stakeholders in data analysis, setting of SPP targets, and improvement planning. A member of the CIFMS stakeholder group participated in the panel discussion along with WDPI staff.	X	X	X	X	X	X	X	X	Data Coordinator Data Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
5 D	**Outreach Programs** The outreach programs of the Wisconsin Center for the Blind and Visually Impaired and the Wisconsin Educational Services Program for the Deaf and Hard of Hearing provide training and technical assistance to school district staff to enable children with vision and hearing disabilities to be educated in settings with their typically developing peers. The outreach programs employ approximately 20 professional staff who provide support to schools, children, and families statewide.	X	X	X	X	X	X	X	X	Outreach Staff
5 A B C D E F G H	**Positive Behavioral Interventions and Supports (PBIS)** Positive Behavioral Interventions and Supports (PBIS) applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. Schools implementing PBIS build on existing strengths, complimenting and organizing current programming and strategies. Data-based decision-making is critical to successful PBIS implementation. PBIS is a systems model that guides schools to design, implement, and evaluate effective school-wide, classroom and student-specific behavioral/instructional plans. PBIS includes school-wide procedures and processes for: a) all students, staff, and all school settings, b) specific settings within the school environment, c) individual classrooms and teachers, d) small group and simple student interventions for those at-risk, and e) individual student supports for students who have intensive and comprehensive needs across home, school, and community. The Wisconsin Statewide PBIS Implementation Project will provide technical assistance and coordinate professional development to help Wisconsin school districts establish and sustain PBIS within their respective schools. In addition, the project will gather and analyze specific data from all schools utilizing PBIS services.				X	X	X	X	X	PBIS Internal Workgroup
5 B	**Procedural Compliance Self-Assessment Process** Each year the state gathers monitoring data from one-fifth of the LEAs in the state through an LEA self-assessment of procedural requirements related to		X	X	X	X	X	X	X	Procedural Compliance Workgroup

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	monitoring priority areas and SPP indicators. LEAs conduct the self-assessment using a sample of student individualized education program (IEP) records. Each year, the cohort of districts are representative of the state considering such variables as disability categories, age, race, and gender. Milwaukee Public Schools, the only LEA with average daily membership of over 50,000, is included in the sample each year. WDPI will include every LEA in the state at least once during the course of the SPP. The self-assessment of procedural requirements includes data on each of the SPP indicators LEAs report the self-assessment results to WDPI, along with planned corrective actions. LEAs are required to correct noncompliance as soon as possible, but no later than one year from identification. To assure valid and reliable data, WDPI provides web-based training in how to conduct the self-assessment, including how to create random samples for review. The self-assessment checklist includes standards for reviewing the procedural requirements. Information about the self-assessment is posted on the WDPI website at http://dpi.wi.gov/sped/spp-selfassmt.html. LEAs with noncompliance correct it through developing and implementing agency-wide corrective action plans. WDPI staff provide technical assistance and conduct periodic reviews of progress to ensure correction of noncompliance as soon as possible, but no later than one year from identification of noncompliance. WSTI provides training to assist with the correction of noncompliance of transition requirements. Annually, WDPI reviews all LEA self-assessments and conducts validation activities on a portion of the LEA self-assessments. Based on its review, WDPI provides technical assistance to LEAs, which may result in revisions to their planned corrective actions. LEAs report the status of their corrective actions to ensure correction within one year of identification of the noncompliance. WDPI verifies that all noncompliance has been corrected within one year. LEAs failing to correct noncompliance within one year of identification are required to report the reasons and the specific steps that will be implemented to correct the noncompliance. These LEAs are assigned to a more intensive level of oversight.									LPP Consultants

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
5 C D	**Program Support Meetings** Each year, the program consultants on the Special Education Team design and host program support meetings for interested stakeholders, including parents, school district staff, educational administration, paraprofessionals, and higher education faculty. The overarching goal of these program support meetings is to disseminate innovative information and current resources to the field. At these meetings, program consultants typically present information and training aimed at reducing the graduation gap and dropout rates. Specific topics include research-based strategies to increase student engagement, establish a positive school climate, increase options for student learning, and enhance staff knowledge and skills. These opportunities will continue in future years.						X	X	X	Program Area Consultants
5 C D	**Resource and Planning Guide for School-Based Occupational Therapy and Physical Therapy** The Department of Public Instruction created a book to explain how occupational therapists and physical therapists collaborate with educators, administrators, and parents to support the mission of education in the environment of the schools. This book answers questions about who occupational therapists and physical therapists are, what their purpose is in schools, and how, working with educators and parents, they help Wisconsin's children acquire the skills and knowledge they need to participate alongside other children in school and, eventually, assume positive adult roles in the community.					X	X			WDPI consultants Planning Committee
5 A B C D E F G H	**Response to Intervention (RtI)** RtI integrates high quality instructional practices, continuous review of student progress, and collaboration to maximize student academic and behavioral achievement. Schools provide high quality core practices and use a multi-level system of support to identify students at risk for poor learning outcomes or in need of additional challenge, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness. Wisconsin emphasizes using culturally responsive practices throughout an RtI system.				X	X	X	X	X	RTI Internal Workgroup
5 A	**School Improvement: Focused Review of Improvement Indicators (FRII)** During the 2007-08 SY, WDPI began working to expand upon the successful					X	X	X	X	FRII Workgroup

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
B C D E F G H	focused monitoring model previously utilized to provide districts a mechanism for conducting a similar process of data analysis and improvement planning around the SPP improvement indicators of math achievement, preschool outcomes, parent involvement, and post-high school outcomes. WDPI will also be working with CESA based Regional Service Network (RSN) providers to employ various technical assistance options, including statewide summits. WDPI is currently building the infrastructure to execute and support this process with statewide implementation. WDPI believes this refined school improvement process will not only address the needs of both urban and rural districts, but it will continue to promote data driven decision making as well as identifying promising practices that can be acknowledged and disseminated statewide.									FRII Coordinator
5 A B	**Technical Assistance: Timely and Accurate Data** WDPI staff participates in national opportunities whenever possible in order to receive current information regarding data collection, reporting, and technical assistance for this indicator. In turn various WDPI teams work collaboratively to provide technical assistance to local school districts on how to report timely and accurate data in addition to technical assistance on how to meet the SPP targets for this indicator.				X	X	X	X	X	Data Coordinator, Data Consultant, Assistant Director Special Education Team
5 A B C G	**Timely and Accurate Data:** Staff from the WDPI Special Education Team continue to work collaboratively with staff from the WDPI Office of Educational Accountability, WDPI Applications Development Team, and the WDPI Data Management and Reporting Team to ensure the required data are available for submission.				X	X	X	X	X	WDPI Office of Educational Accountability, WDPI Data Management and Reporting Team, Special Education Team Data Coordinator, Special Education Team Data Consultant
5 C D	**Wisconsin Assistive Technology Initiative (WATI), (http://www.wati.org/)** WATI is a nationally recognized initiative whose mission is to ensure that every child in Wisconsin who needs assistive technology (AT) has equal and timely	X	X	X	X					WATI Grant Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	access to an appropriate evaluation and the provision and implementation of any needed AT devices and services. The primary goal of the initiative is to improve outcomes and results for children and youth with disabilities through the use of assistive technology to access services, school programs and curriculum, and community activities. As a result, activities carried out by the initiative have a positive impact on graduation rates, drop-out rates, and suspension/expulsion rates. WATI is designed specifically to increase the capacity of school districts to provide AT services by making training and technical assistance available to teachers, therapists, administrators, and parents throughout Wisconsin. It accomplishes this by providing not only training and direct technical assistance but also specific strategies to increase the capacity of school districts to provide AT services. These include the development and dissemination of model forms, AT assessment manuals, recommended evaluation procedures, resource guides and other materials, and access to AT for trial use. WATI has both state-level services and regional services. Regional services are provided by 12 assistive technology consultants located in each of the 12 CESA regions in the state. Activities carried out at the state level include providing support and leadership to the regional AT consultants, providing specialized competency-based training, developing and conducting specialized summer institutes, developing resource guides or other materials for use by school personnel and parents, and arranging special buys of AT products at reduced prices. In addition, a state-level lending library of AT items that is open to all school districts is maintained. In each CESA, the assistive technology consultants work with staff from the constituent school districts to help them develop and improve their AT services. These regional AT consultants provide training, technical assistance, and support to increase the capacity of school districts to provide effective and efficient AT services. They also have smaller lending libraries of AT available to their school districts.									

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
5 C D	**Wisconsin's Annual State-Wide Institute On Best Practices in Inclusive Education** The Annual State-Wide Institute on Best Practices in Inclusive Education is co-sponsored by the Department of Public Instruction, Cardinal Stritch University and the Inclusion Institute, Inc. The institute offers timely information on Best Practices in Inclusive Education, Differentiation, Autism Spectrum Disorders, Collaboration, Assistive Technology Supporting Inclusive Education, a Team Approach for Successful Inclusion and Stories of Elementary Inclusion: Fostering Belonging & Friendships.	X	X	X	X	X	X	X	X	Inclusion Grant CD Consultant
5 A B C D E F G H	**Wisconsin School for the Visually Handicapped (WSVH),** **http://www.wcbvi.k12.wi.us/** The Wisconsin School for the Visually Handicapped (WSVH) and the Wisconsin Center for the Blind and Visually Impaired (WCBVI) work together to serve students across the state who are blind of visually impaired. Students attending WSVH are actively involved in statewide and district-wide assessments with the appropriate accommodations. The WCBVI Outreach staff work with students who are not placed at the school to ensure adequate evaluations are completed and service is provided by the school district. There is ongoing outreach consultation with district staff. The graduation rate of students who are blind or visually impaired is similar to their sighted peers. Students receive ongoing research through transition services and are given the opportunity to work with WCBVI Outreach staff in a six-week Summer Employment Program to help prepare them for the adult world. A counselor is available at WSVH to meet with students to address behaviors that may lead to suspension or expulsion and help guide students in decision making. Students are given the opportunity to meet with the counselor one-on-one to help deal with other social issues.						X	X	X	WSVH Staff WCBVI Outreach staff

Categories:	
A) Improve data collection/reporting or systems	F) Program development
B) Improve systems administration & monitoring	G) Collaboration/coordination
C) Provide training/professional development	H) Evaluation
D) Provide technical assistance	I) Increase/adjust FTE
E) Clarify/examine/develop policies & procedures	J) Other

Overview of the State Performance Plan Development:

Refer to the overview section, pages 1-7.

Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of preschool children with IEPs attending a:

A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and

B. Separate special education class, separate school or residential facility.

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

Measurement:

A. Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

Overview of Issue/Description of System or Process:

Due to changes in the indicator and measurement, States are not required to report on Indicator 6 until FFY 2010.

Baseline Data for FFY 2004 (2004-2005):

Due to changes in the indicator and measurement, States are not required to report on Indicator 6 until FFY 2010.

Discussion of Baseline Data:

FFY	Measurable and Rigorous Target
2005 **(2005-2006)**	

2006 (2006-2007)	
2007 (2007-2008)	
2008 (2008-2009)	
2009 (2009-2010)	
2010 (2010-2011)	
2011 (2011-2012)	
2012 (2012-2013)	

Improvement Activities/Timelines/Resources:

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
6 C D G	**Creating the Good Life: Improving Outcomes for Students with Cognitive Disabilities** The First Annual Statewide Conference for educators working with students with cognitive disabilities was held on August 10-21, 2007 to address issues and current trends regarding inclusive practices. This conference is cosponsored by the Department of Public Instruction, Wisconsin's 12 CESAs and the University of Wisconsin-Oshkosh. The conference has provided educators with a variety of relevant topics including: Using Dance & Creative Movement to Enhance			X	X	X	X	X	X	CESA #6 CESA #4 CESA #5 WDPI Special Education Team

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	Instruction in Inclusive Classrooms; Inclusive Practices: Determining Where We Belong; Stories of Elementary Inclusion: Fostering Belonging and Friendships; Friendships with Non-Disabled Peers: Unlocking Opportunities for Students with Cognitive Disabilities; and Developing Best Practice Goals: Blending Transition, Post School Outcomes and General Education for Students with Disabilities.									
6 A C D	**Data Verification Workgroup** WDPI created a Data Verification Workgroup to ensure the accuracy of educational environment data. The Data Verification Workgroup has developed, with the assistance of the National Center on Special Education Accountability and Monitoring (NCSEAM) staff, a data verification protocol to monitor the accurate reporting of environment data. The workgroup conducts data verification activities in local education agencies using the protocol. A procedures manual for LEA data verification includes criteria for selection of districts for onsite monitoring. WDPI developed training materials to ensure districts accurately report early childhood and school-age environment codes. Online training (including a Powerpoint presentation) for LEAs stresses the importance of data accuracy and provides examples of how to accurately determine environment codes (http://dpi.wi.gov/sped/cc_data.html). This training is updated on a regular basis. Each year, WDPI staff offer training on federal data collection at inservice meetings sponsored by software vendors. Hundreds of LEA staff from across the state attend the trainings. Annually, WDPI staff review and update directions and software for the Federal Student Data Report and post them to the special education team and the Individual Student Enrollment System data elements websites. The workgroup expanded its verification efforts to include the LEA's data management systems. First, it modified and adapted the Appendix B Verification questions from OSEP's continuous improvement and focused monitoring system (CIFMS) accountability manual to use at the LEA level. As a result of piloting this tool in local education agencies, WDPI made further modifications to provide a more concise means of understanding the LEA's data management systems. The process also provides the LEA with a natural starting point to develop an improvement plan.	X	X							Data Verification Workgroup

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	To ensure accurate reporting of environment data, the Data Verification Workgroup worked collaboratively with the WDPI Procedural Compliance Workgroup to develop a worksheet to be used by LEAs in conjunction with the state's model IEP forms. This worksheet provides technical assistance to LEAs in calculating and documenting environment codes for submission on the Federal Student Data Report. Additional resources including a decision tree for determining the appropriate educational environment code for children ages 3 through 5 along with a Q & A document were also posted on the special education team website.									
6 B D	**Focused Performance Reviews** WDPI in collaboration with CESAs #7 and #5 developed the Special Education Data Retreat Model to provide a unique, structured forum where collaborative teams of special educators, administrators, along with regular educators evaluated their systems for design and delivery of special education and related services. Focused data analysis enabled educators to develop internal accountability leading toward the development of school/district plans to address identified needs and improve student outcomes. Some of the data analyzed includes graduation, dropout, suspension, expulsion, participation and performance on statewide assessments, and educational environments. Data is disaggregated by disability area, gender, and race/ethnicity whenever it is available. Statewide training was provided to give all Wisconsin school districts the opportunity to analyze their own data by a collaborative staff team, to identify areas of need based on the data analysis, and to work towards a plan to address those needs building/district wide. To accomplish this statewide training, a "Train the Trainers"model was used. A two-day facilitated training was conducted for all Regional Service Network (RSN) directors and school improvement service (SIS) directors in the state. A model set of data was used for training purposes. After the RSN and SIS directors were trained, each CESA conducted trainings for its own school districts. Two follow-up meetings were conducted to provide support and technical assistance to those responsible for conducting special education data retreats. This data analysis component is integrated into Wisconsin's Focused Monitoring (FM) process as a beginning point for districts selected for FM and renamed the Focus Performance Review.	X	X	X	X	X	X			Data Consultant Graduation Workgroup Reading Achievement Workgroup

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
6 A B C D F G H	**Interagency Agreements** WDPI and WDHS have created an advisory workgroup to guide the revision of current state interagency agreements related to Part C and Part B. The plan for this work includes a meeting of primary state partners, regional focus groups to identify practice issues, and implementation and training on the revised interagency agreement. The intent is to utilize the state agreement as a template for local early intervention and early childhood special education programs to develop local agreements. The activities associated with transition between programs including referral, transition planning conferences, and development and implementation of IEP by the child's 3rd birthday are important aspects of the interagency agreements.				X	X	X	X	X	WDPI Indicator Consultant Cross Department Transition Team and Birth to 6 IDEA Leadership
6 C D	**Outreach Programs** The outreach programs of the Wisconsin Center for the Blind and Visually Impaired and the Wisconsin Educational Services Program for the Deaf and Hard of Hearing provide training and technical assistance to Birth to 3 staff and school district staff to enable preschool-age children with disabilities to be educated in settings with their typically developing peers. The outreach programs employ approximately 20 professional staff. Eight of the outreach staff provide support to schools, children, and families statewide ages Birth to 6.	X	X	X	X	X	X	X	X	Outreach Director Consultants
6 C D A	**Preschool Options Project** The Preschool Options Project is an ongoing statewide systems change project providing training and technical assistance to CESAs, school districts, and communities through sub-grants that focus on expanding service delivery options to young children with disabilities. Specific training and technical assistance utilize child count data for data based decisions and action planning. It is funded with preschool IDEA discretionary funds and SIG funds. (See http://www.wisconsinsig.org/ideaec/ideaecindex.htm for more information). WDPI disseminated a bulletin on preschool service delivery options and posted it on the agency website. This bulletin has served as the basis for trainings across the state as part of the Preschool Options Project. Each CESA early childhood program support teacher provides training and technical assistance utilizing the above listed training and resources and assists LEAs with accurate reporting.	X	X	X	X	X	X	X	X	Early Childhood Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	Web-based resources used in this training are available at www.prechooloptions.org and at www.collaboratingpartners.com. A video describing community approaches to expanding preschool delivery of services options has been developed and may be viewed at http://www.wisconsinsig.org/best/video.htm.									
6 B	**Procedural Compliance Self-Assessment** Each year the state will gather monitoring data from one-fifth of the LEAs in the state through an LEA self-assessment of procedural requirements related to monitoring priority areas and SPP indicators. LEAs conduct the self-assessment using a sample of student individualized education program (IEP) records. Each year the cohort of districts are representative of the state considering such variables as disability categories, age, race, and gender. Milwaukee Public Schools, the only LEA with average daily membership of over 50,000, is included in the sample each year. WDPI will include every LEA in the state at least once during the course of the SPP. The self-assessment of procedural requirements includes data on each of the SPP indicators including requirements related to Indicator #6. LEAs will report the self-assessment results to WDPI, along with planned corrective actions. LEAs will be required to correct noncompliance as soon as possible, but no later than one year from identification (see Indicator #15).		X	X	X	X	X	X	X	Procedural Compliance Workgroup
6 C D	**Program Support Meetings** Each year, the program consultants on the Special Education Team design and host program support meetings for interested stakeholders, including parents, school district staff, educational administration, paraprofessionals, and higher education faculty. The overarching goal of these program support meetings is to disseminate innovative information and current resources to the field. At these meetings, program consultants typically present information and training aimed at reducing the graduation gap and dropout rates. Specific topics include research-based strategies to increase student engagement, establish a positive school climate, increase options for student learning, and enhance staff knowledge and skills. These opportunities will continue in future years.						X			WDPI Early Childhood Special Education Consultant
6	**Ready, Set, Go…Transitions and Options**	X	X	X	X	X	X	X	X	Early Childhood

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
C	"Ready, Set, Go…Transitions and Options," is a collaborative effort of the WDPI, Department of Health and Family Services (DHFS)/Birth to 3, WSPEI, Family Assistance Center for Education, Training and Support (FACETS), and the Preschool Options Project. Community training teams have delivered this training statewide. Technical assistance to regional teams and mini-grants to support ongoing training has been established. Collaborations that have grown out of this project have been utilized in creating and updated local interagency agreements, supporting not only this indicator, but indicators #7 and #12 as well.									Consultants DHS WSPEI FACETS
6 C	**Speech and Language Pathology** WDPI published Language Sample Analysis: The Wisconsin Guide Revised. The guide describes assessment, service delivery options and monitoring progress for speech and language pathology services in natural settings. In the past, the most common service delivery method for speech and language therapy was for the speech-language pathologist to work independently as they pulled students out of their regular classrooms for individual or small-group treatment sessions. With the recent emphasis on providing service in the least restrictive environment, a child's natural environment, and better generalization of treatment, the WDPI has utilized this publication to provide a framework for SLPs to assess a child in a natural setting, implement intervention and monitor intervention in contexts that provide for natural opportunities for communication or for practicing the targeted communication behavior (for example, instruction, play, large group activities, recreation and leisure, routine, vocational settings). Numerous trainings have been provided by the WDPI's speech and language consultant locally, regionally and state-wide to facilitate assessment, service delivery and data collection for students with communicative disorders in natural and least restrictive environments.	X	X	X	X	X	X	X	X	Speech and Language Consultant
6 A B C	**State Improvement Grant (SIG), http://dpi.wi.gov/sped/sig.html** Wisconsin's State Improvement Grant (SIG) is designed to build a process that enables families, schools, and communities to work together using effective educational practices that remove barriers and result in improved outcomes for all students, particularly students with disabilities birth through age 21. At the early childhood level, SIG specifically focuses on meeting the goal to ensure that young children with disabilities, birth through 5, receive special education and related	X								SIG Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	services in age appropriate general education settings including home, child care, preschools, Head Start, 4- and 5-year-old kindergarten, and community playgroups. SIG also supports activities to enable regular and special educators to work collaboratively and with families. All local educational agencies (LEAs) that receive mini-grants through SIG are required to review and report district data relative to pre-school environment codes as part of the annual accountability reporting. SIG also funds activities at the early childhood level including "Community Collaboration Coaches." These coaches are required to keep track of environment codes as part of their "community logs.									
6 A B E G	**Technical Assistance: Timely and Accurate Data** WDPI staff participates in national opportunities whenever possible in order to receive current information regarding data collection, reporting, and technical assistance for this indicator. In turn various WDPI teams work collaboratively to provide technical assistance to local school districts on how to report timely and accurate data in addition to technical assistance on how to meet the SPP targets for this indicator.			X	X	X	X	X	X	Special Education Team Assistant Director, Special Education Team Data Coordinator, Special Education Team Data Consultant, Special Education Team Consultants
6 A B C D E F G H	**Wisconsin School for the Visually Handicapped (WSVH),** **http://www.wcbvi.k12.wi.us/** The Wisconsin School for the Visually Handicapped (WSVH) and the Wisconsin Center for the Blind and Visually Impaired (WCBVI) work together to serve students across the state who are blind of visually impaired. Students attending WSVH are actively involved in statewide and district-wide assessments with the appropriate accommodations. The WCBVI Outreach staff work with students who are not placed at the school to ensure adequate evaluations are completed and service is provided by the school district. There is ongoing outreach consultation with district staff. The graduation rate of students who are blind or visually impaired is similar to their sighted peers. Students receive ongoing research through transition services and are given the opportunity to work with WCBVI						X	X	X	WSVH Staff WCBVI Outreach staff

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	Outreach staff in a six-week Summer Employment Program to help prepare them for the adult world. A counselor is available at WSVH to meet with students to address behaviors that may lead to suspension or expulsion and help guide students in decision making. Students are given the opportunity to meet with the counselor one-on-one to help deal with other social issues.									
6 C G	**Wisconsin Statewide Parent-Educator Initiative,** **(http://dpi.wi.gov/sped/parent.html)** The WSPEI is a WDPI state discretionary project that serves parents, educators, and others interested in parent-educator partnerships for children with disabilities. Two statewide coordinators and 27 CESA-based parent liaisons collaborate with LEA staff, more than 150 LEA-based parent liaisons, and staff from the Wisconsin FACETS (WI FACETS) and the statewide Parent Training and Information Center, to facilitate positive relationships between staff and parents of children with disabilities. Wisconsin schools and Wisconsin families use the resources of WSPEI and WI FACETS to assist them in reaching out to involve families and provide information about special education in the diverse ways that diverse families require. WSPEI and WI FACETS work together closely, holding bimonthly collaboration meetings that include an MPS Special Education administrator. CESA and district parent liaisons from WSPEI also collaborate regionally and locally with WI FACETS staff and parent leaders. WSPEI's unique contribution to this collaborative structure is that parent liaisons are parents of children with disabilities, selected and hired by LEAs and CESAs to work within LEAs to promote parent involvement. WI FACETS' unique contribution is their focus on minority and underserved families, providing outreach and training to Wisconsin's communities of Native American, African American, Latino, and Hmong families. Both projects provide parent leadership on advisory committees and workgroups of WDPI's other major technical assistance initiatives. Because of this, WDPI is able to disseminate parent training and parent-focused materials that are consistent with training and materials provided to school staff. In addition, technical assistance initiatives model family-school partnerships and facilitate co-presentation by an educator and parent to combined audiences.	X	X	X	X	X	X	X	X	WSPEI Grant Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
6 C D E F G	**Young Dual Language Learners** The Dual Language Learner (DLL) Initiative provides professional development, technical assistance and resources to community partners regarding culturally and linguistically responsive practices for young children, birth-6. The DLL Leadership Team, comprised of 25 stakeholders, and its smaller Steering Committee, were created as part of this initiative to help coordinate and advance efforts on behalf of young children who are dual language learners and their families throughout the state. In addition, the DLL initiative collaborates with other state initiatives in order to include the strengths and needs of dual language learners and their families in different statewide trainings such as those provided by Wisconsin Model Early Learning Standards, Preschool Options, and Wisconsin Pyramid Model for social emotional competence.						X	X	X	WDPI ECSE Consultant EDLLI advisory team EDLLI steering committee Various WDPI Consultants (ESL/Billingual, Title I, etc.)

Categories:

A) Improve data collection/reporting or systems	F) Program development
B) Improve systems administration & monitoring	G) Collaboration/coordination
C) Provide training/professional development	H) Evaluation
D) Provide technical assistance	I) Increase/adjust FTE
E) Clarify/examine/develop policies & procedures	J) Other

Overview of the State Performance Plan Development:

Refer to the overview section, pages 1-7.

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

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

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

Measurement:

Outcomes:
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.

Progress categories for A, B and C:

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.

Summary Statements for Each of the Three Outcomes (use for FFY 2008-2009 reporting):

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent of those preschool children who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 1:
Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 2: Percent = # of preschool children reported in progress category (d) plus [# of preschool children reported in progress category (e) divided by the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

Overview of Issue/Description of System or Process:

With the exception of Milwaukee Public Schools, the State uses sampling to gather census data in each district once during the course of the SPP. The Wisconsin Department of Public Instruction (WDPI) worked with North Central Regional Resource Center and Larry Wexler of Office of Special Education Programs (OSEP) to develop the sampling plan. OSEP approved the State's sampling plan prior to the FFY 2005 data collection.

Data Collection Plan

To measure early childhood outcomes, the State gathers census data from a cohort of districts each year that are representative of the State by disability categories, age, race, and gender. Data are collected each year from Milwaukee Public Schools (MPS), the only Local Education Agency (LEA) with average daily membership of over 50,000. With the exception of MPS, WDPI will census every LEA in the state at least once during the course of the Sate Performance Plan (SPP) and report to the public at the State and LEA levels. WDPI will not report to the public any information on performance that would result in the disclosure of personally identifiable information about individual children. When reporting to the public, WDPI will include the most recently available performance data on each LEA and the date the data were obtained.

Due to the size of Milwaukee Public Schools (MPS), it is not feasible to conduct a census of all preschool children who enter early childhood special education each year. Therefore, MPS central office staff randomly select every fifth preschool child ages 3-5 with an initial Individualized Education Program (IEP), and informs the appropriate district staff to complete the Child Outcome Summary Form (COSF) within 60 days of entry. Each year's cohort is comprised of one-fifth of the students who entered early childhood special education in MPS between the dates of July 1st through June 30th each year. The sample will be representative of the district for disability categories, age, race, and gender. Each child in the cohort is followed to exit from early childhood special education. The district will report each child's exit status to the State during the year of the child's exit. Each year, the sequence is repeated.

During the 2005-06 school year, WDPI collected census data from seventeen districts that are representative of the State. Entry status data was reported on all children ages 3-5 who entered Part B services between February 1, 2006, through April 30, 2006.

Beginning with the 2006-07 school year, the WDPI conducted a census of one-fifth of the districts in the state. This is the same cycle of districts included in data collection activities for indicators #8, #14, and #15, and is based on the State's monitoring cycle. Each year the sample is representative of the State for disability categories, age, race/ethnicity, and gender, and includes Milwaukee Public Schools.

During the year in which an LEA is included in the data collection, the LEA collects entry status data on all children with initial IEPs in early childhood special education. The LEAs continue to report on these children, annually, until each child exits from early childhood special education. This design ensures that data include two data points, entry and exit status, for all children in each cohort.

The data collection plan complies with the guidance from OSEP, the Early Childhood Outcomes Center (ECO), and the National Early Childhood Technical Assistance Center (NECTAC). WDPI participates in conference calls and national meetings presented by the aforementioned organizations. The following documents have assisted plan development:

1. *Frequently Asked Questions regarding the SPP/APR; Early Childhood Outcomes (Part C Indicator #3 and Part B Indicator #7) Published Oct. 4, 2005, this document answers common questions related to SPP/APR. http://www.fpg.unc.edu/~eco/pages/whatsnew.cfm#faqs*
2. *Timelines for Reporting Child Outcome Data to OSEP; Published Sept. 21, 2005, this document covers the timelines for reporting child outcome data to the Office of Special Education Programs (OSEP). http://www.fpg.unc.edu/~eco/pages/whatsnew.cfm#faqs*
3. NEW: *Part B Questions and Answers (FAQ) Part B State Performance Plan (SPP) Questions and Answers* (updated 11/16); *Part B SPP Review Checklist* (updated 11/17) http://www.federalresourcecenter.org/frc/sppb.htm; *Part B State Performance Plan (SPP) Questions and Answers*, Revised 11-16-05 at 7:00 p.m. EST.

Assessment/Measurement Tools

LEAs are permitted to select assessment/measurement tools from a list of tools recommended by the Early Childhood Outcomes Center (ECO) and the Wisconsin Model Early Learning Standards resource listing. Parent input and classroom observation are also utilized. From these multiple sources of information, teams complete the COSF and report to WDPI. The first measurement occurs within 60 days of the child's IEP implementation date. The recommended list of tools, Wisconsin's Children Moving Forward – Assessment Resources, was developed collaboratively by WDPI and the Department of Health Services (DHS) /Birth to 3 Program. Instruments used to gather data include:

- Assessment, Evaluation and Programming System (AEPS) Curriculum for Three to Six Year Vol 4,
- Battelle Developmental Inventory, Second Edition (BDI-2)
- Brigance Inventory of Early Development II
- Carolina Developmental Profile
- Creative Curriculum for Developmental Continuum
- Early Learning Accomplishment Profile (E- LAP)
- Hawaii Early learning Profile (HELP)
- High/Scope Child Observation Record (COR) for Infants And Toddlers
- High/Scope Preschool Child Observation Record (COR), Second Edition
- The New Portage Guide to Early Education
- The Work Sampling System, (preschool 3 and 4, 2004)

- The Ounce Scale

In summary, Wisconsin uses the following procedures to gather and report data for Indicator 7:

- Annually, one-fifth of the districts collect data until a census has been conducted in every LEA.
- Wisconsin uses the COSF developed by the ECO Center. Wisconsin defines "comparable to same aged peers" as a child who is rated a "6" or "7" on the form.
- Aggregate data were reported to OSEP on the progress of children with entry and exit data for FFY 2006 and 2007. Data gathered from FFY 2008 was utilized to establish baseline and targets.
- LEAs utilize at least one of the instruments from the Wisconsin's Children Moving Forward – Assessment Resources handout which have been cross-walked by ECO or are referenced in the Wisconsin Model Early Learning Standards (see list above).
- Assessments are conducted by a team that includes the child's parents, teachers, and others supporting the child in daily routines in typical environments.
- The process for completing the COSF includes a team meeting that involves the parents and professionals, and utilizes multiple sources of information.
- The first measurement or entry data occurs within 60 days of the child's IEP implementation date. The second measurement occurs within 60 days of exiting early childhood special education services.
- By September 1 annually, LEAs are required to report all data on children from their cohort year until all children have exited early childhood special education. Data is reported utilizing a web-based reporting system.
- The COSF becomes a part of the individual child record and is maintained according to applicable policies related to confidential information.

Measurement Approach

The Wisconsin Department of Public Instruction (WDPI) and the Department of Health Services (WDHS) have established a Birth to 6 approach to measure and improve child outcomes. The State utilizes the Early Childhood Outcomes (ECO) Center's 7-point COSF, customized by the State. A number of assessment instruments and practices are permitted. Recommendations are detailed at: http://www.collaboratingpartners.com/OSEP/pdf/3.6AssessRes.pdf. Authentic, on-going assessment practices are recommended. Documentation of observation and parent involvement within the process is required.

Definitions of "near entry" and "near exit: Exit ratings are completed within 60 days of the child's exit from that specific LEA. Entry, exit and other key terms are defined in the Question and Answer document http://www.collaboratingpartners.com/OSEP/OSEP_QandA.htm.

Criteria for "comparable to same-age peer": The State has adopted definition for "comparable to same-age peer" from the ECO center within the COSF. A rating of 6-7 on the 7-point scale indicates that a child's functioning meets age expectations.

Electronic Reporting: WDPI was awarded a General Supervision Enhancement Grant (GSEG) in partnership with the Department of Health Services (DHS) to build a comprehensive Birth-6 data system called the Program Participation System (PPS) that informs local and state systems and results in improved outcomes for young children and their families. This system was built upon the collaborative efforts of the two State departments that have responsibility for implementation of IDEA Parts B and C, diverse stakeholder groups, and the expertise of university and community partners. One aspect of this shared data system allows Birth to 3 agencies to share, with parent permission, Birth to 3 exit status child

outcome ratings with the district to which the child is referred for special education. LEA's may choose to use the Birth to 3 exit status when determining a child's early childhood special education entry rating. The child's Birth to 3 exit rating is obtained from PPS.

Early childhood special education entry and exit status data for Indicator #7 is reported by LEAs through the Special Education Web Portal, a secure web-based reporting tool housed and maintained by WDPI. LEAs report entry and exit status for all the children in their cohort until all children have exited early childhood special education. This may take up to three years.

Baseline Data: Preschool Children Exiting 2008-2009

A. Positive social-emotional skills (including social relationships):	**Number of children**	**% of children**
a. Percent of children who did not improve functioning	20	2.3%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	91	10.4%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	155	17.8%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	262	30.0%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	344	39.4%
Total	N=872	100%

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	**Number of children**	**% of children**
a. Percent of children who did not improve functioning	13	2.3%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	118	13.5%

c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	203	23.3%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	389	44.6%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	149	17.1%
Total	N=872	100%

C. Use of appropriate behaviors to meet their needs:	**Number of children**	**% of children**
a. Percent of children who did not improve functioning	12	1.4%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	62	7.1%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	98	11.2%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	234	26.8%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	466	53.4%
Total	N=872	100%

Baseline Data for Preschool Children Exiting 2008-2009:

Summary Statements	% of children
Outcome A: Positive social-emotional skills (including social relationships)	
1. Of those preschool children who entered the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	**79.0%**
2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program.	**69.5%**
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)	
1. Of those preschool children who entered the preschool program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	**81.9%**
2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program.	**61.7%**
Outcome C: Use of appropriate behaviors to meet their needs	
1. Of those preschool children who entered the preschool program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	**81.8%**
2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program.	**80.3%**

Discussion of Baseline Data

Annually, WDPI requires 1/5 of LEAs in the state to report entry status data. Each LEA reports on their cohort of children until all children have exited early childhood special education, moved or turned 6 years of age. The number of children being reported has increased each year. The following chart lists the number of districts reporting Indicator 7 data and the total number of children reported.

Year	# of Children	# of Districts Represented in Sample
2006-2007	30	17
2007-2008	450	91
2008-2009	872	154

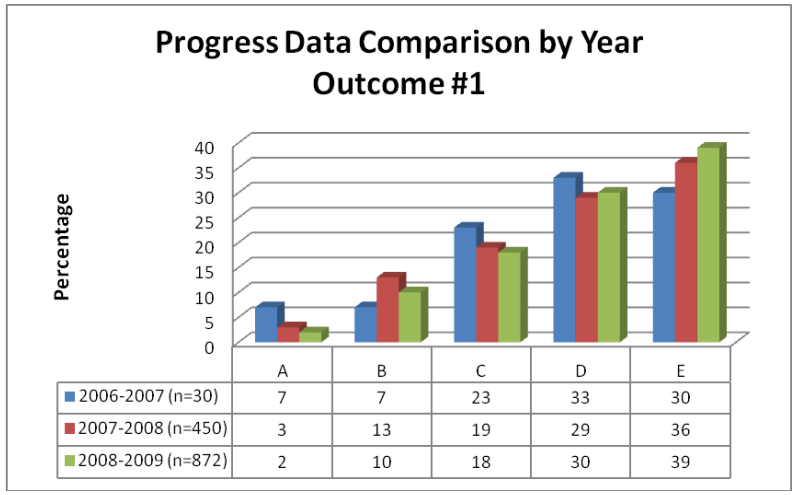
An analysis of the FFY 2008 data reveals for Outcome Area A, the majority of children either improved their positive social-emotional skills (including social relationships) to reach a level comparable to their same-aged peers (30%) or maintained functioning at a level comparable to their same-aged peers (39.4%). For Outcome Area B, the majority of children (44.6%) increased their acquisition and use of knowledge and skills (including early language/communication and early literacy) to reach a level comparable to their same-aged peers. For Outcome Area C, more

than half of the children (53.4%) maintained at a level comparable to their same-aged peers, appropriate behaviors to meet their needs. In all three outcome areas, nearly 80% of children substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Acquisition and use of knowledge and skills (including early language/communication and early literacy) had the lowest percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program. When reviewing the data, the SPP Stakeholders speculated that this may be due to the number of children with speech and language delays.

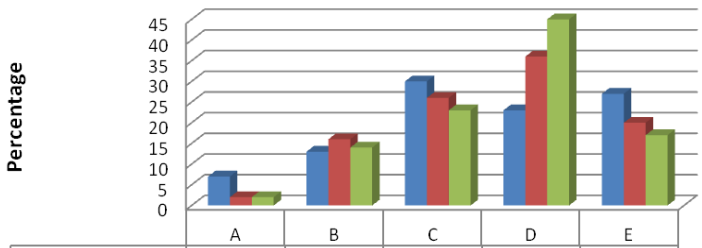
To ensure timely and accurate reporting of data, enhancements to the child outcomes training materials during the 2008-2009 school year emphasized use of the Decision Tree (http://www.collaboratingpartners.com/OSEP/pdf/4.2decision_tree.pdf) by district teams to enhance the decision-making process in determining the entry or exit rating. Additionally, a *Child Outcomes Fidelity Self Assessment* was developed for use by districts and Cooperative Education Service Agency (CESA) training and technical assistance providers. The intent of the *Child Outcomes Fidelity Self Assessment* is to provide an overview of the fourteen key points that ensure a district's system for gathering and reporting child outcomes is being implemented with fidelity. Potential action steps to enhance a district's current system are supported by State training and technical assistance staff. The *Child Outcomes Fidelity Self Assessment* can be found at: http://www.collaboratingpartners.com/OSEP/forms.htm.

Finally, the State's child outcomes database is reviewed bi-monthly for missing or inaccurate data. State training and technical assistance staff communicate with districts about needed data corrections. At the end of the 2008-2009 year, staff analyzed data for trends and/or inconsistencies. This information is used to develop statewide training and technical assistance.

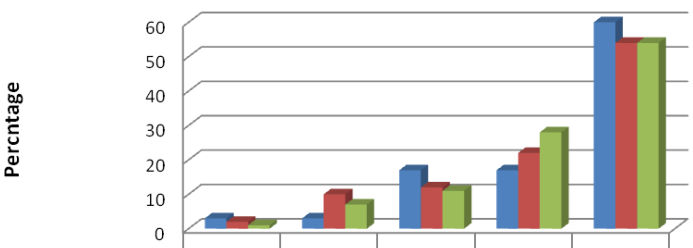
The charts below show the percentage of children by Outcome Area for the past three years.



	A	B	C	D	E
2006-2007 (n=30)	7	7	23	33	30
2007-2008 (n=450)	3	13	19	29	36
2008-2009 (n=872)	2	10	18	30	39



	A	B	C	D	E
2006-2007 (n=30)	7	13	30	23	27
2007-2008 (n=450)	2	16	26	36	20
2008-2009 (n=872)	2	14	23	45	17



	A	B	C	D	E
2006-2007 (n=30)	3	3	17	17	60
2007-2008 (n=450)	2	10	12	22	54
2008-2009 (n=872)	1	7	11	28	54

Measurable and Rigorous Targets for Indicator 7:

Summary Statements	Targets FFY 2009 (% of children)	Targets FFY 2010 (% of children)	Targets FFY 2011 (% of children)	Targets FFY 2012 (% of children)
Outcome A: Positive social-emotional skills (including social relationships)				
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	79.2	79.4	79.6	79.8
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	69.7	69.9	70.1	70.3

Summary Statements	Targets FFY 2009 (% of children)	Targets FFY 2010 (% of children)	Targets FFY 2011 (% of children)	Targets FFY 2012 (% of children)
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)				
1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	82.1	82.3	82.5	82.7
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	61.9	70.1	70.3	70.5

Summary Statements	Targets FFY 2009 (% of children)	Targets FFY 2010 (% of children)	Targets FFY 2011 (% of children)	Targets FFY 2012 (% of children)
Outcome C: Use of appropriate behaviors to meet their needs				
1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	82.0	82.2	82.4	82.6
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	80.4	80.5	80.6	80.7

Provide a rationale for your targets based on your analyses of data quality and strategies for program improvement:

A review of the Indicator #7 progress data for 2006-2007, 2007-2008 and 2008-2009 and baseline summary Statement percentages was held with the SPP Stakeholders. The following decision was made:

- Summary Statement #1: Increase targets .2% for each outcome each year.
- Summary Statement #2: Increase targets .2% for percentages below 80% and .1% for percentages at or above 80%.

Key points that influenced this decision were:
- Desire to convey the message for the need to improve outcomes.
- It is difficult to determine a pattern in the data at this point in time because Indicator #7 data have only been gathered for three years. Furthermore, the growing number of children in the sample and the time factor between entry and exit points (which can be up to 3 years) may also cause a change in data trends.
- The relative newness of the system and limited data to properly analyze and identify factors influencing results.

Beginning July 1, 2011, WDPI will collect Indicator 7 data from all districts annually. Since the State is moving from a sampling model to a census model, WDPI did not propose revising targets in FFY 2009. The targets for FFY 2011 and FFY 2012 were set using the previously established process.

Improvement Activities/Timelines/Resources:

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
7 B D E F H	**Assistive Technology Lending Center (ATLC)** The Assistive Technology Lending Center project is a vehicle in which the WDPI will improve the outcomes for students with disabilities through the provision of high end assistive technology (AT) equipment in the area of Alternate and Augmentative Communication (AAC) purchased by the state for loan to school districts to use with students at no cost. High-end alternative and augmentative communication assistive technology equipment is defined as equipment with a unit cost of $6,000 or more. The center will be available to any Wisconsin LEA staff who are looking for AAC to try with a student ages 3 to 21 with an IEP or a referral for assessment.					X	X	X	X	WDPI ATLC grant liaison CESA 2 lending center staff
7 B C D E F G E F G	**Birth-to-Six Collaborative System** The WDPI and WDHS work together to enhance the Birth to Six Child Outcomes system. A cross-department Child Outcomes Workgroup consisting of staffs from WDHS, WDPI, UW Waisman Center, the Child Outcomes Coordinator, and a consultant working with the CESA 5 grant meet monthly to develop common expectations and understanding of child outcomes requirements and procedures and to assure a “Birth to Six” perspective. Collaboration is demonstrated in the various activities including but not limited to: development and periodic review of a Q & A document, development of resource materials, training and technical assistance, and data analysis. A state B-6 Special Education Leadership group provides input to the Child Outcomes Coordinator and Workgroup on new processes, materials and statewide training. All recommendations from the aforementioned groups are discussed with WDPI and WDHS internal outcomes workgroups. WDHS and WDPI participate in the Wisconsin Early Childhood Collaboration Partners State Action Team (WECCP) and the Early Learning Committee meetings to assure involvement of the general education community.			X	X	X	X	X	X	State Child Outcomes Workgroup WDPI Internal Outcomes workgroup EC PSTs State Interagency Agreement Team WDPI staff Assistant Director WDPI Legal Services and staff

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	Each department has established web pages on their own website to serve as the primary web source for their related stakeholders. An Interagency Agreement Workgroup developed and periodically updates a State Interagency Agreement that describes the responsibilities of each department specific to implementing IDEA 2004 and State policies. Areas addressed include but not limited to: child find, transition, evaluation, environments, outcomes, service delivery, and professional development.									
7 C D E F G H I	**Culturally Responsive Education for All: Training and Enhancement (CREATE).** CREATE is a statewide systems-change initiative designed to close the achievement gap between diverse students and to eliminate race as a predictor in education, including participation in special education. CREATE will work with local systems to address ingrained school practices that contribute to perpetuating disparities in access to learning. CREATE provides technical assistance and professional development to schools and their communities, including resources related to early intervening services and resources. CREATE goals: • Synthesize and expand research-based practices for culturally and linguistically diverse students in general and special education. • Establish a racial context for all educators that is personal, local, and immediate. • Leverage the continued improvement of schools through collaborative work with existing technical assistance networks, continuous school improvement processes, and regional and state leadership academies. • Engage a statewide discourse across local, professional practice, and policy communities on improving educational outcomes for culturally and linguistically diverse students. • Develop products, with a particular focus on web-based professional development, that help schools implement effective and evidence-based teaching and school organizational practices that support successful educational outcomes for students from culturally and linguistically diverse backgrounds.				X	X	X	X	X	Disproportionality Workgroup Co Chairs CESAs LEAs National experts Approximately $890,000/yr

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	• CREATE will increase statewide capacity to train and enhance educators' understanding and application of research-based and culturally responsive policies, procedures, and practices. • CREATE will coordinate leadership, workshops, and technical assistance regarding cultural responsiveness in education; will develop and disseminate products, especially web-based professional development; and will conduct other activities based on CREATE resources.									
7 A B C D E G H	**Data Analysis** Enhancing quality of the data, specifically thorough and accurate data, has been an emphasis of the state. The Statewide Child Outcomes Coordinator works with the Milwaukee Public School and CESA Early Childhood Program Support Teachers to ensure that accurate data is submitted. Members of the Child Outcomes Workgroup analyzed the child outcome data to determine trends, data enhancements, and technical assistance needs. Staff members from WDPI and WDHS collaboratively analyzed Child Outcome data to assist in decisions on performance improvements and technical assistance. Initial data analysis has begun looking at trends and/or patterns in the data related to CESA area, age of child at entry in the child outcomes system, length of time in service, and data outliers. The State reviewed and improved activities related to data submissions. Each CESA Early Childhood Program Support Teacher/grant coordinator works monthly with the Statewide child outcomes coordinator and LEAs within the CESA to ensure that accurate data is submitted. Edit checks have been built into the software; clear instructions for data submission have been provided through training, web-links, technical assistance; data check calls have been provided and data review and analysis procedures.				X	X	X	X	X	Outcomes Coordinator, PSTS, ECSE Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
7 A B C D	**Data Collection and Reporting** Data is reported in the Indicator 7 application within the WDPI Special Education Web Portal. Data collection methods transitioned from a web-survey format to the Special Education Web Portal for child Outcomes reporting. This has enhanced the State's ability to access and monitor data, compile reports, and analyze data. Training and resources documents, as well as a database user's guide have been developed and made available at: http://www.dpi.State.wi.us/sped/spp-preout.html and http://www.collaboratingpartners.com/disabilities-indicators-3-7-requirements-forms.php. Media site (webcast) presentations were developed to address each component of the data system. Training in data entry is part of the CESA-wide child outcomes training that is provided annually to LEA's who will be entering the Self-Assessment Compliance cycle in the upcoming cycle year. The Database User Guide is part of the training materials distributed at the annual CESA trainings. State WDPI staff work with the Statewide Child Outcomes Coordinator to coordinate information updates and expand guidance to the field, as well as support timely and accurate data submissions. The Statewide Child Outcomes Coordinator is available to answer questions and receive feedback from the field, which is used to help improve the Indicator 7 application. Individual training and technical assistance is provided via email and phone. Enhancing data quality has been an emphasis since the development of the child outcomes system. Bi-monthly data reviews are conducted by the Statewide Child Outcomes Coordinator and inform individualized technical assistance to districts.		X	X	X	X	X	X	X	WDPI Data Personnel WDPI ECSE Consultant Child Outcomes Coordinator WDPI Internal Outcomes workgroup WDPI Data Coordinator CESA Early Childhood Program Support Teachers (EC PST's) CESA 5 Website Technical Support
7 B D E F	**Evaluation and Quality Improvement** The WDPI and WDHS utilize a joint approach to improvement strategies related to B-7 and C-3 including data review, policy development, and refinement of procedures. A Birth to age six perspective is used whenever appropriate. The approaches will also be individualized based on the approaches used within the			X	X	X	X	X	X	Child Outcomes Workgroup Child Outcomes Coordinator

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
H	comprehensive WDPI and WDHS compliance and monitoring systems, while recognizing the unique differences within Part B and Part C. Development of a fidelity checklist under the direction of a national expert Dr. Mary McLean, receipt of technical assistance from the NCRRC, NECTEC and ECO, and attendance at NECTAC/ECO Child and Family Outcomes conferences have been accessed in an effort to develop strategies to assure data quality, validity, and reliability.									Child Outcomes consultant CESA EC PST's
7 B E F G H	**National Technical Assistance** WDPI and the Child Outcomes Coordinator collaborate with the National Early Childhood Technical Assistance Center (NECTAC) and the Early Childhood Outcomes Center (ECO) to improve outcomes and receive assistance regarding implementation of the child outcomes requirements. Technical assistance from NECTAC, ECO, and NCRRC are utilized to assist in development and/or clarification of child outcomes policies and procedures related to data quality and evaluation. The Child Outcomes Coordinator participates in the COSF Data Community of Practice (CoP), COSF Training CoP and the State T/TA Provider CoP all facilitated by NECTAC and ECO staff.			X	X	X	X	X	X	WDPI staff Child Outcomes Coordinator
7 A B C D E F G H	**Positive Behavioral Interventions and Supports (PBIS)** Positive Behavioral Interventions and Supports (PBIS) applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. Schools implementing PBIS build on existing strengths, complimenting and organizing current programming and strategies. Data-based decision-making is critical to successful PBIS implementation. PBIS is a systems model that guides schools to design, implement, and evaluate effective school-wide, classroom and student-specific behavioral/instructional plans. PBIS includes school-wide procedures and processes for: a) all students, staff, and all school settings, b) specific settings				X	X	X	X	X	PBIS Internal Workgroup

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	within the school environment, c) individual classrooms and teachers, d) small group and simple student interventions for those at-risk, and e) individual student supports for students who have intensive and comprehensive needs across home, school, and community. The Wisconsin Statewide PBIS Implementation Project will provide technical assistance and coordinate professional development to help Wisconsin school districts establish and sustain PBIS within their respective schools. In addition, the project will gather and analyze specific data from all schools utilizing PBIS services.									
7 F G	**Pyramid Model for Social Emotional Competence in Young Children** The SEFEL (Social Emotional Foundations of Early Learning) Pyramid Model for Social Emotional competence in Young Children is a developmentally appropriate, evidence framework designed to promote social and emotional competence in young children ages birth to 5. Wisconsin was awarded a 3 year training and technical assistance grant from the national Center on the Social Emotional Foundations of Early Learning to develop the capacity to implement the Pyramid Model program wide. A cross disciplinary workgroup was convened to discuss Wisconsin's readiness to apply as a CSEFEL implementation state. This group collaboratively wrote a training and technical assistance grant application that was accepted by CSEFEL in March, 2009. A statewide CSEFEL Pyramid Model implementation leadership workgroup was convened, and a state project coordinator and trainer coordinator were appointed.					X	X	X		Wisconsin's SEFEL/ Pyramid Model leadership team, State Coordinator Training coordinator WDPI ECSE Consultant
7 A B C D E F G	**Response to Intervention (RtI)** RtI is a process for achieving higher levels of academic and behavior success for all students through high quality instruction, collaboration, and continuous review of student progress. RtI integrates assessment and intervention to maximize student achievement and to reduce behavior problems. Schools provide high quality, culturally responsive core instruction, and implement systems to identify students at risk for poor learning outcomes or in need of accelerated enrichment, monitor student progress, provide evidence-based				X	X	X	X	X	RTI Internal Workgroup

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
H	interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness.									
7 C D G	**Training and Technical Assistance System** **Statewide Early Childhood Outcome Coordinator Position** This position provides coordination of the Statewide child outcome system and State performance plan child outcomes indicators for children in Part B and Part C services. A major role is the coordination of the Wisconsin Birth to Six Child Outcomes System. The Child Outcome Statewide Coordinator's responsibilities for improvement activities include: 1. Develop and revise training and technical assistance materials. Identify and promote the use of evidence-based practices related to child outcomes, transition, and environments in all improvement activities. 2. Annually provides 9-12 CESA-wide and/or regional trainings by on the Child Outcome System. 3. Develop and utilize a Child Outcomes Fidelity Self-Assessment instrument for assuring reliability in carrying out the child outcomes requirements. Provide information and support to districts to implement strategies that result in valid and reliable data. 4. Participate in the Birth to 6 Child Outcome State Team that includes representatives from WDPI and WDHS. 5. Provide information, training, and support technical assistance to regional training network (Early Childhood Program Support Teachers in each CESA and the RESource Birth to 3 personnel). Facilitate a monthly Indicator conference call / web-conference with State training and technical assistance (t/ta) personnel. 6. Provide or coordinate training at regional and statewide meetings and conferences (such as Wisconsin Early Childhood Collaborating Partners, Regional Services Network, Early Childhood Program Support/Leadership meetings). 7. Participate in professional development activities provided at the national and regional levels to maintain current knowledge (e.g., the National Early Childhood Outcomes Center and the North Central Regional Resource			X	X	X	X	X	X	Outcomes Coordinator DPI and DHS Consultants WDPI/WDHS Child Outcomes Workgroup Wisconsin Birth-6 Special Education Leadership Team

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	Center). 8. Provide materials for the CESA 5 Wisconsin Early Childhood Collaborating Partners website www.collaboratingpartners.com. This site is the primary Birth-6 site for all local providers to obtain current information about assessment, child outcomes reporting, and professional development experiences. All Child Outcome materials are provided at this website. 9. Develop and implement a plan to evaluate the effectiveness of improvement activities. Annually modify improvement plans at the State, regional, and local levels based upon evaluation information. 10. Work with DPI Special Education Team and Information Technology staff to develop and support the Statewide electronic child outcome reporting system. 11. Analyze the early childhood outcome data and provide reports to assist in data collection and interpretation related to Child Outcomes and SPP Indicators #6 and #12. Utilize annual data to develop and/or revise improvement activities. 12. Coordinate work with other professional development initiatives that support State and local improvement activities in all early childhood indicators. a. #6 Educational Environment for Preschool b. #8 Parent Outcomes c. #12 Transition from Part C									
7 A B C D E F G	**Training and Technical Assistance System** *Wisconsin's Children Moving Forward*, Wisconsin's child outcomes training materials, were developed with a Birth to Six perspective. The materials are reviewed and updated annually based on enhancements and/or new information presented by the National Early Childhood Technical Assistance Center (NECTAC) and the Early Childhood Outcomes (ECO) center. The training includes 1) History and Overview of the Statewide Child Outcomes system; 2) Overview of the Three Child Outcomes; 3) Basics of Ongoing Assessment Practices; 4) The Child Outcomes Summary Form (COSF) / Decision Tree Rating Process; and 5) Data Entry. Materials have been developed to enhance communication and fidelity of the child outcomes process.			X	X	X	X	X	X	State Child Outcomes Workgroup Child Outcomes Coordinator WDPI ECSE Consultant WDPI Internal

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	Annual trainings are provided at 12 CESAs. Both LEA staff and county B-3 staff are encouraged to attend the trainings, which are conducted by the Statewide Child Outcomes Coordinator, EC Program Support Teachers (PSTs), WDPI/WDHS Outcomes workgroup, and RESource B-3 T/TA staff. Individualized T/TA is provided to LEA's unable to attend the CESA-wide trainings and/or to provide follow-up in developing the LEA-specific child outcomes system. Additional workshops and/or presentations are done on an as needed basis to a variety of other stakeholder groups within the state including but not limited to: State Superintendent's Special Education Leadership Conference, WCASS, FACETS, WI RSN, FACETS, and the state Early Childhood Training and Technical Assistance Network. A model for training, technical assistance, and professional development assure TA resources and follow-up activities has been adopted. The WI Personnel Development Model serves as the basis for integrating professional development to support training and technical assistance. This model is being addressed in the State Personnel Development Grant (SPDG) and the work scope reflects Wisconsin Model Early Learning Standards (as related to child outcomes) as one of three primary focus areas. The other areas are early educational environments and transition. Monthly indicator calls are available for those providing direct support to LEAs and counties. This system of support utilizes PSTs in each CESA and Milwaukee Public Schools (MPS), as well as Birth to 3 RESource personnel, to ensure a coordinated Birth-6 Child Outcomes effort. Additionally, PSTs and the ECSE Consultant have meetings to sharing and update resources, policies, and procedures related to Outcomes. Training and technical assistance documents can be found at WDPI's Indicator 7 webpage at: http://www.dpi.wi.gov/sped/spp-preout.html. The Wisconsin Early Childhood Collaborating Partners (WECCP) website serves as an informative website for general information and links to the WDPI web pages. Information on Indicator 7 may be found on this website at:									Outcomes workgroup EC PSTs B-3 RESource Staff

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	http://www.collaboratingpartners.com/disabilities-indicators-3-7-about.php.									
7 F G	**WESP-DHH Outreach** The number one identified need in Wisconsin for 200 children born per year with hearing loss and their families is increased access to appropriate intervention services provided by qualified professionals regarding the unique needs of infants, toddlers and preschoolers who have a hearing loss. Many families, statewide, cannot access services from early intervention professionals who lack resources in their communities and/or travel hours to connect with early intervention professionals who are knowledgeable about the needs of deaf and hard of hearing infants. In part, this is due to the relative low incidence of hearing loss, and the difficulty in serving a population through our current system of services provided by individual counties and/or school districts. In many cases, there is not a “critical mass” of children with hearing loss; a county or school district may only have one or two children in their program with hearing loss, which may not justify a full or even part-time staff member with the necessary training and breadth of knowledge necessary to serve this population. In addition, other factors may contribute to the lack of access to appropriate intervention services, including: 1)Lack of understanding of eligibility criteria as it applies to children with hearing loss; 2) lack of understanding and experience amongst service providers that infants and toddlers who are deaf and hard of hearing have a unique set of needs (including access to sign language and listening skills development strategies); and 3) even with enough resources to support a staff member, a void in qualified professionals that can support young children who are deaf or hard of hearing and their families. Because our Birth to 3 and early childhood programs are not able to consistently provide intervention services from a provider who has a broad and in-depth understanding for the needs of children with hearing loss, there is a need to provide “supports” to our current system. Parents do not have access to the critical information that will assist them in making educated decisions about educational and communication options for their child and advocating for services that will support these choices. The Guide By Your Side Program (GBYS) will support the provision of this information. In addition, while the Deaf				X	X	X	X	X	WDPI Outreach staff

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	Mentor Program (DMP) addresses the need to support families who choose sign language as a primary communication mode, WI is not currently able to provide similar in-depth support for the needs of families who choose to develop listening and spoken language skills (LSLS), thus there is a need to provide LSLS supports to families through the Home Early Listening Program (HELP).									
7 F G	**Young Dual Language Learners (DLL):** The Dual Language Learners Initiative provides professional development, technical assistance and resources to community partners regarding culturally and linguistically responsive practices for young children, birth-6. The DLL Leadership Team, comprised of 25 stakeholders, and its smaller Steering Committee, were created as part of this initiative to help coordinate and advance efforts on behalf of young children who are dual language learners and their families throughout the state. In addition, the DLL initiative collaborates with other state initiatives in order to include the strengths and needs of dual language learners and their families in different statewide trainings such as those provided by Wisconsin Model Early Learning Standards, Preschool Options, and Wisconsin Pyramid Model for social emotional competence							X	X	Early Dual Language Learner Leadership Committee

Categories:

A) Improve data collection/reporting or systems	F) Program development
B) Improve systems administration & monitoring	G) Collaboration/coordination
C) Provide training/professional development	H) Evaluation
D) Provide technical assistance	I) Increase/adjust FTE
E) Clarify/examine/develop policies & procedures	J) Other

Overview of the State Performance Plan Development:

Refer to the overview section, pages 1-7.

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.

The Wisconsin Department of Public Instruction (WDPI) worked with the National Center on Special Education Accountability Monitoring (NCSEAM) and the North Central Regional Resource Center (NCRRC), national and regional technical assistance centers established by the Office of Special Education Programs (OSEP), to develop a method for data collection in Wisconsin. OSEP approved the State's sampling plan prior to the FFY 2005 data collection. WDPI utilized a parent survey created by NCSEAM that included the Part B scale, "Schools' Efforts to Partners with Parents," and the 619 scale, "Preschool Special Education Partnership Efforts and Quality of Services."

Description of Methodology

Sample and Stratification Types

WDPI implemented a sampling design to collect information on this indicator from parent and primary caregivers throughout the state. The annual sample for this indicator consists of parents and primary caregivers of children with disabilities reported to WDPI on the annual child count. The sampling plan incorporated five unique aspects of all types of educational entities. Children and youth with disabilities receive Part B special education services through education entities in Wisconsin that can be operationally defined by five specific categories. These include:

Category 1—LEAs in which all schools are charter schools

Category 2—LEAs with one or more charter schools

Category 3—LEAs containing no charter schools

Category 4—Milwaukee Public Schools (MPS)

Category 5—State schools, Department of Health and Family Services (DHFS), and Department of Corrections (DOC)

Table 1 below shows the general configuration of these categories, along with information about the number of entities in each category ("N"), percent of entities in the state (Percent of N), and percent of children and youth aged 3-21 in the state served within each categorical area (Percent Served in Part B). Wisconsin has 12 cooperative educational service agencies (CESAs) distributed geographically throughout the state

that serve as regional resource providers to their member districts in such areas as special education, instructional services, and instructional technology. CESAs assist with the data collection process.

Table 1: Wisconsin Educational Entities

LEA Category	Entity Status	N	Percent of N	Percent Served in Part B
1	LEAs are Charter Schools	11	2.49%	Less than 1%
2	LEAs have some Charter Schools	72	16.52%	33%
3	LEAs do not have Charter Schools	354	81.00%	53%
4	Milwaukee Public Schools	1	>1	13%
5	State Schools, DHFS, and DOC	4	>1	Less than 1%
Totals		**442**	**100%**	**100%**

Table 1 describes the various educational entities in which data is collected from members of the "sampling frame," that is, eligible parents and primary caregivers whose children and youth with disabilities received special education services based on the 2004 child count. To ensure that all eligible parents and primary caregivers are included in the sample, WDPI employs a data collection strategy that involves a sampling process proportionally drawn to be representative of three major stratification types:

1. **Stratification Based on LEA Enrollment.** Selection based on LEAs in Category 2 and Category 3. The total number of LEAs that compose this stratification level is 426, which includes about 96% of the LEAs in the state and accounts for 86% of Part B children and youth served in special education programs statewide.

2. **Stratification Based on Milwaukee Public Schools (MPS).** Selection based on LEAs in Category 4. States are required to annually sample from all LEAs with an Average Daily Membership that exceeds 50,000 children. In Wisconsin, this stratification level includes one LEA (MPS) and accounts for 13% of children and youth served in special education programs statewide.

3. **Stratification Based on Educational Entity Category.** Selection based on educational entities in Category 1 and Category 5. This stratification level includes 15 LEAs and accounts for approximately 1% of children and youth served in special education programs statewide.

The purpose for clustering the LEA categories into the three strata is: (1) to ensure that parents whose children and youth with disabilities were receiving services in all types of education entities could be included in the sample, (2) to ensure that the widest range of educational entities could be included in the sampling pool, particularly those that serve low-incidence disabilities and (3) to facilitate the overall logistics involved with data collection. Because one data collection strategy cannot be employed to serve all of these purposes simultaneously, the following section will describe the sample selection and data collection strategy for each level of stratification.

Sample Selection and Data Collection Strategy for Baseline Sample (2005-06 SY)

Baseline data from the 2005-06 school year for the sampling indicators (indicator #8) is collected from seventeen LEAs, including MPS. Parents of children and youth with disabilities were randomly selected from each LEA by WDPI. WDPI assigned the children and youth with disabilities in each of the LEAs with a random number. The numbers were sorted numerically from low to high. WDPI then selected the required number of children and youth for the LEA sample size. This cohort is representative of the state for such variables as disability categories, age, race, and gender. The cycle includes LEAs from rural and urban areas of the state, as well as small, medium, and large school districts. Milwaukee Public Schools, the only LEA with an average daily membership of over 50,000, is included in the sample. (See respondent characteristics in Tables 4-7 below.)

Sample Selection and Data Collection Strategy Beginning with the 2006-2007 School Year

1. Stratification Based on LEA Enrollment

Stratification based on LEA enrollment involves a process in which LEAs in Categories 2 and 3 are combined and sampled according to student enrollment of all general and special education students. LEAs in these two categories are classified in Table 2 according to enrollment groups identified previously by stakeholders (see indicator #1). The column entitled “Number of LEAs in Level” reflects the total number of LEAs in each enrollment group or level, minus the LEAs sampled for the 2005-2006 baseline data. The column entitled “Number Sampled Per Year” reflects approximately one-fifth of the number of LEAs in each enrollment level that will be selected annually over a five-year period. For example, of the 224 LEAs in Level F, 45 entities will be randomly selected each year without replacement. All LEAs will be included in the sample within the six-year period (the course of the SPP), but once an LEA has been selected for sampling in any given year, it will not be “eligible” for selection again.

Table 2: Enrollment Levels of Category 2 and 3 LEAs

Enrollment Level	Total Student Enrollment	Number of LEAs in Level	Number Sampled Per Year
A	10,000 - 25,000	8	2
B	5,001 - 10,000	14	3
C	3,001 - 5,000	32	7
D	2,001 - 3,000	29	6
E	1,001 - 2,000	102	20
F	0 - 1,000	224	45
Totals		**409**	**83**

Selecting the sample for this stratification level involves a two-stage process. The first stage involves selecting LEAs by the same “roster” method of sampling as in the Public Agency Procedural Compliance Self-assessment (see indicator #15). Each year of the SPP cycle beginning in 2006-2007, a cohort of one-fifth of all LEAs completes a Public Agency Procedural Compliance Self-assessment. Each cohort is representative of the State for pupil enrollment, areas of disability, gender, ethnicity, and race. MPS is involved each year. The same roster of LEAs gathers parent

involvement data in the year that they complete the Procedural Compliance Self-assessment. Every LEA in the state is involved in the parent involvement data collection once during the course of the SPP.

Following selection of one-fifth of the LEAs for the respective year of data collection, a second stage ensues to select eligible parents of children and youth with disabilities. WDPI assigns the children and youth with disabilities in each of the LEAs with a random number. The numbers are sorted numerically from low to high. WDPI then selects the required number of children and youth for the LEA sample size. WDPI ensures a sample is randomly selected that is representative of parents of children and youth with disabilities by race/ethnicity and disability categories.

2. Stratification Based on MPS

To ensure that parents and primary caregivers of children and youth with disabilities living in large metropolitan areas are adequately represented in the sample and to adhere to OSEP requirement, MPS is sampled every year because it has an average daily membership of over 50,000. Each of the other LEAs in the state collects the data in one year only. The annual sample of parents randomly selected from MPS is proportionate in size and representative of race/ethnicity when compared to the random sample of parents from the cohort of other LEAs selected for a given fiscal year.

A roster method is used to select randomly a proportionate number of MPS schools per year without replacement until all schools have been selected. Following selection of schools for the respective year of data collection, WDPI ensures a sample of eligible parents of children and youth with disabilities is randomly selected that is representative of all parents of children and youth with disabilities by race/ethnicity and disability categories.

3. Stratification Based on Educational Entity Type

Stratification by educational entity type includes LEAs in which all schools are charter schools; the state schools, including the Wisconsin School for the Visually Handicapped (WSVH) and the Wisconsin School for the Deaf (WSD); the Department of Corrections (DOC); and the Department of Health and Family Services (DHFS). While these entities serve only about 1% of the of the children and youth with disabilities receiving special education services in Wisconsin, they represent low incidence disabilities as well as incarcerated youth with disabilities.

Sample Size

In the 2005 FFY, seventeen LEAs collected baseline data for Indicator #8. A sample size of 383 students was determined by using the 2004 annual statewide child count and a sampling calculator made available on the web by Creative Research Systems (http://www.surveysystem.com/sscalc.htm#ssneeded). The number of parents selected for this sample reflected a confidence level of 95%, with a confidence interval of + or – 5%. The remainder of LEAs in the state were distributed among the remaining five fiscal years in accordance with the monitoring cycle established as part of the Public Agency Procedural Compliance Self-assessment (Indicator #15). Subsequent to the State's development of its Indicator #8 sampling plan and the plan's approval by the Office of Special Education Programs (OSEP), OSEP required that the State publicly report individual LEA results for Indicator #8. To ensure a consistent process that randomly selected students by LEA, the sampling calculator made available on the web by Creative Research Systems was employed again for each LEA sample. The number of parents selected for individual LEA samples reflects a confidence level of 95%, with a confidence interval of + or – 10%. The result was a larger random sample of parents who were requested to complete the Parent Survey in FFY 2006, and a larger group of respondents. The size of the groups of respondents at the LEA level ensures that confidentiality of the parents and students will not be breached in the required public reporting by LEA. As indicated previously, the sample of schools and districts will be selected without replacement, and the size of the sample of parents that the

State randomly selects should remain fairly consistent for the remaining four sampling years. Respondent group size may increase with improved follow up strategies.

Instrumentation

WDPI used the Part B Parent Survey and the 619 Parent Survey developed by NCSEAM. A copy of the internet version of the two surveys is attached. Survey directions instruct the parent to provide one of six responses to each item to report the extent to which the item was performed by their school during the previous school year. The six response options are: very strongly disagree, strongly disagree, disagree, agree, strongly agree, and very strongly agree. Beginning in FFY 2008, the size of the Part B Parent Survey was reduced to include only demographic items and the first 25 items in the Part B Parent Survey developed by NCSEAM. The 619 Parent Survey includes only demographic items and the items that correspond to the revised Part B Survey items. These items comprise the items used for the data analysis described below. The length of the original Part B survey was cited by parents, survey helpers, and other stakeholders as a deterrent to participation, so the CIFMS stakeholders advised the WDPI to shorten the survey.

Data Collection Procedures

Data collection procedures involve the utilization of an internet parent survey, along with a range of other options to ensure widest coverage and return rate possible. Internet and non-internet options are described below:

1. Internet Survey. The WDPI worked with the NCRRC to provide the NCSEAM Parent Survey online. The WDPI ensures an adequate response rate to the survey, including responses from under-represented populations and families of color, by working with local school districts, Wisconsin's Parent Training and Information Center and Milwaukee Community Parent Resource Center (both at Wisconsin Family Assistance Center for Education, Training, and Support (WI FACETS)), the Parent Service Center in Milwaukee Public Schools, and WDPI's Wisconsin Statewide Parent-Educator Initiative (WSPEI) Parent Liaisons. Initial questions on the internet survey direct respondents to either the Part B (ages 6-21) items or the 619 (ages 3-5) items, both of which are available online in English, Spanish and Hmong.

2. Non-Internet Options. In the event the parent or primary caregiver indicates they do not have access to the internet, or would prefer not to participate using the internet, the following options are offered: (1) mail the parent survey to the parent or primary caregiver, or (2) administer and record survey responses over the phone or in person. Multiple contacts are made to ensure a high response rate. Mailed surveys are available for both age groups in English, Spanish and Hmong.

Data Analysis Procedures

The Wisconsin Department of Public Instruction is employing a performance measurement approach to assessing the quality of school efforts to facilitate parent involvement. Methodologies for performance measurement in public agencies and programs are described in publications by the United States Government Accountability Office (2005), the United States Office of Management and Budget (2004), the National Institute of Standards and Technology (2006), and the Oak Ridge Associated Universities (2005). The NCSEAM national stakeholder group set a standard that was defined as a .95 likelihood of a parent response of 'agree,' 'strongly agree,' or 'very strongly agree' with 18 of the 25 items from the Part B survey scale described above. WDPI adopted this national standard of eighteen items as measures of performance. The items include:

- The school explains what options parents have if they disagree with school.
- The school communicates regularly with parents regarding their child's progress.
- Parents discuss with school staff how their child will participate in assessments.

- Schools provide written justification to parents for services provided to the student outside regular classes.
- Teachers and administrators seek out parent input.
- Teachers and administrators ensure that parents have fully understood the Procedural Safeguards.
- Parents are considered an equal partner with teachers and professionals.
- All of parents' concerns and recommendations are documented on the IEP.
- Teachers and administrators show sensitivity to the needs of students with disabilities.
- The school offers parents different ways to communicate with teachers.
- Teachers and administrators encourage parents to participate in the decision-making process.
- Each child's evaluation report is written in terms that parents understand.
- Parents discuss accommodations and modifications for their child with school staff.
- Teachers treat parents as team members
- Teachers and administrators respect the culture and language of parents.
- Written information parents receive is written in a way understandable to parents.
- Teachers are available to speak with parents.
- Information is provided to parents in a language they understand.

Determination of whether the state special education system is meeting performance goals for school efforts to involve parents is determined by using a version of process capability analysis. The OMB (2003) defines performance goals and targets:

- *Performance goals* are the target levels of performance expressed as a measurable objective, against which actual achievement can be compared. Performance goals can be stated as either outcomes or outputs, but to be complete they should incorporate targets and timeframes into a performance measure.

- *Targets* are the quantifiable or otherwise measurable characteristics that tell how well a program must accomplish a performance measure.

A capability analysis is defined by the National Institutes of Standards and Technology (NIST; 2006): "Process capability analysis entails comparing the performance of a process against its specifications. We say that a process is capable if virtually all of the possible variable values fall within the specification limits." Process capability is assessed by plotting process specification limits on a histogram with observations. A specification limit marks the minimum or maximum tolerable value for a performance measure. The NIST describes the conclusion that may be determined with this form of analysis: "If the histogram falls within the specification limits, then the process is capable."

The capability analysis employed by WDPI uses the observed lowest performance limit on any of the performance measures, and a lower specification limit determined by the Continuous Improvement and Focused Monitoring System (CIFMS) stakeholders. The lower performance limit represents the lowest level of performance on any of the 18 performance indicators addressed in the statewide survey. Minimum limits, or "lower specification limits," may be set for performance indicators to identify the lowest level of performance on any indicator that is tolerable. The lower performance limit may be compared to a lower specification limit to determine whether performance is within a tolerable range, if an increase in the lower performance limit indicating improvement has occurred, or if a decrease in the lower performance limit indicating performance slippage has occurred. In 2006, the CIFMS stakeholders identified annual targets for the lower specification limit. In coming years, the lower performance limit may be compared to the lower specification limit to determine progress or slippage. The CIFMS stakeholders determined that by

2011, the lower specification limit would be 87.5%, meaning that the lower performance limit should be equal to or greater than 87.5%, and that performance on all 18 of the performance indicators, as measured by a statewide survey of parents, would fall between 87.5% and 100%. The advantages of this approach over target setting utilizing measures of central tendency – mean, median, and mode - is that it ensures that the most difficult performance indicators are addressed in the process of improvement and that an expected high level of performance across all the performance indicators in the long-run.

Both internet and non-internet methods of data collection were processed in the manner in which the raw data were obtained. In the case of the internet, where the majority of completed surveys were obtained, responses were processed through a web-based database. In the case of mailed or parent surveys completed "face-to-face," responses were scanned for entry into a database. In the case of phone surveys, the survey administrator entered data into the web-based survey form. This data was processed essentially the same as data collected through having parents or primary caregivers complete the survey over the internet. A question on the survey permits analysis according to who entered the data.

For each of the 18 performance measures, the proportion of parents who agreed that schools had performed that measure during the previous school year by responding to that item with "agree," "strongly agree," or "very strongly agree" was calculated. The distribution of performance measure percentages was used to calculate the lower performance limit. WDPI determined that fifteen of the 619 survey items were the same as 15 of the 18 performance measures previously listed. The proportion of parents of preschoolers who agreed that schools had performed each of those measures during the previous school year was calculated on the 15 performance measures separately and used to determine the 619 lower performance limit. The two calculations were weighted by the respective number of respondents and added to determine the percent of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Results

Respondent Characteristics

The 2005-2006 baseline was established from 348 respondent parents and primary caregivers drawn from seventeen LEAs. Three-hundred and nine (309) parents provided valid responses to the Wisconsin Part B Survey. Chart 1 summarizes the representation of grades in the Part B respondent group.

Figure 1: Percent Representation of Grades in Respondent Group

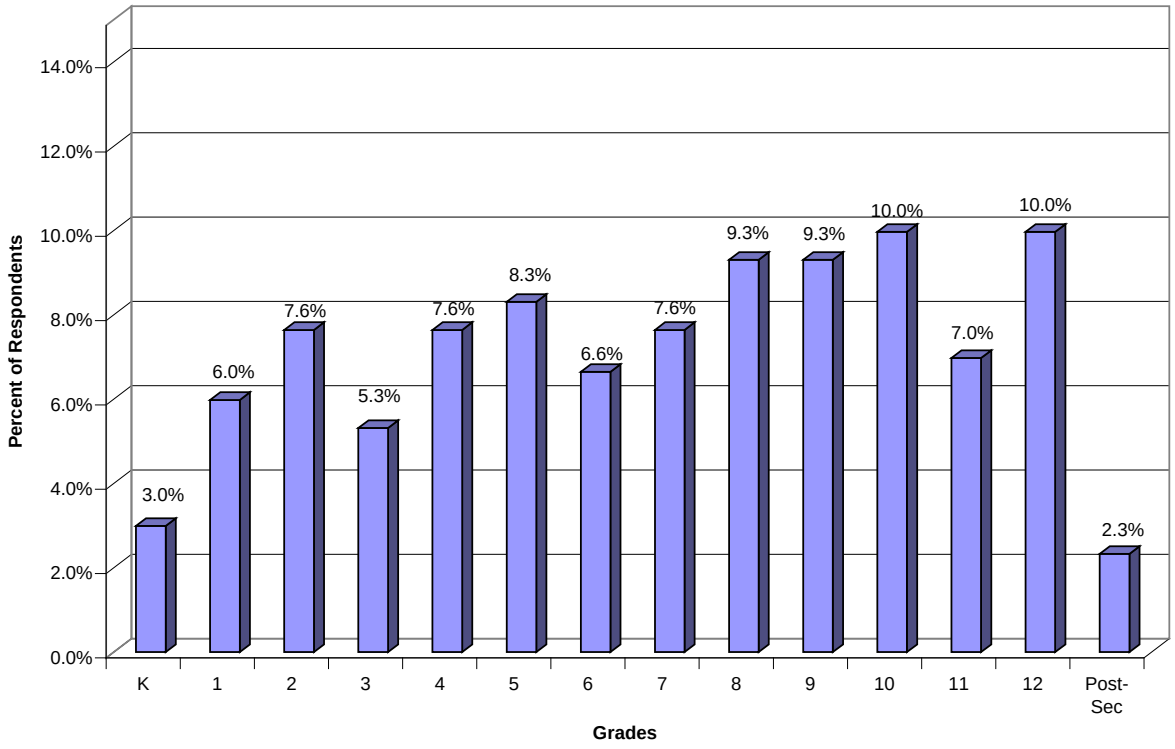


Table 4 summarizes the representation of children in race and ethnic categories in the Part B respondent group, as reported by parents completing the survey.

Table 4: Percent Representation of Race/Ethnicity Categories in Respondent Group

Race/Ethnicity	Percent Representation in Respondent Group
Black or African American	7.7%
American Indian or Native Alaskan	7.7%
Asian or Pacific Islander	1.3%
White	75%
Hispanic or Latino	3%
Multi-racial	3.7%
Other	1.7%

Table 5 summarizes the representation of children in disability categories in the Part B respondent group, as reported by parents completing the survey.

Table 5: Percent Representation of Disability Categories in Respondent Group	
Disability	Percent Representation in Respondent Group
Autism	5.9%
Cognitive Disability	7.7%
Emotional Behavioral Disability	12.2%
Hearing Impairment	2.1%
Orthopedic Impairment	1.0%
Other Health Impairment	10.1%
Significant Developmental Delay	1.0%
Specific Learning Disability	27.9%
Speech/Language Impairment	18.5%
Traumatic Brain Injury	1.4%
Visual Impairment	0.0%
Multiple/Don't Know	12.2%

Thirty-nine (39) parents provided valid responses to the Wisconsin 619 Survey.

Table 6 summarizes the representation of children in race and ethnic categories in the 619 respondent group, as reported by parents completing the survey.

Table 6: Percent Representation of Race/Ethnicity Categories in Respondent Group	
Race/Ethnicity	Percent Representation in Respondent Group
Black or African American	5.1%
American Indian or Native Alaskan	0%
Asian or Pacific Islander	2.6%
White	79.5%
Hispanic or Latino	2.6%
Multi-racial	10.3%
Other	0%

Table 7 summarizes the representation of children in disability categories in the 619 respondent group, as reported by parents completing the survey.

Table 7: Percent Representation of Disability Categories in Respondent Group	
Disability	Percent Representation in Respondent Group
Autism	10.3%
Cognitive Disability	5.1%
Emotional Behavioral Disability	0%
Hearing Impairment	2.6%
Orthopedic Impairment	2.6%
Other Health Impairment	0%
Significant Developmental Delay	2.6%
Specific Learning Disability	5.1%
Speech/Language Impairment	64.1%
Traumatic Brain Injury	0%
Visual Impairment	0%
Multiple/Don't Know	7.7%

Survey Reliability Analysis

The reliability of the statewide survey conducted by WDPI was determined using WINSTEPS (Linacre, 2006). WINSTEPS provides an analysis of "person reliability" and "item reliability," which designer Linacre identifies are "equivalent to KR-20, Cronbach Alpha, and the Generalizability Coefficient" (p. 193). Person reliability is "equivalent to the traditional 'test reliability,'" and low item reliability is an indication that the sample size is "too small for stable item estimates based on the current data" (p. 320). The reliability estimates calculated for the performance measures in the Part B survey are a person reliability of 0.96, and an item reliability of 0.97. The reliability estimates calculated for the performance measures in the 619 survey are a person reliability of 0.93 and an item reliability of 0.88. These estimates indicate that the survey has sufficient reliability according to levels previously suggested in evaluation research (Peterson, 1994).

Performance Measure Percentages

Figure 2 presents the distribution of percent parent agreement to the 15 performance measures of the 619 survey. The item performance measures range from the lower (79.5%) to upper (100%) performance limits

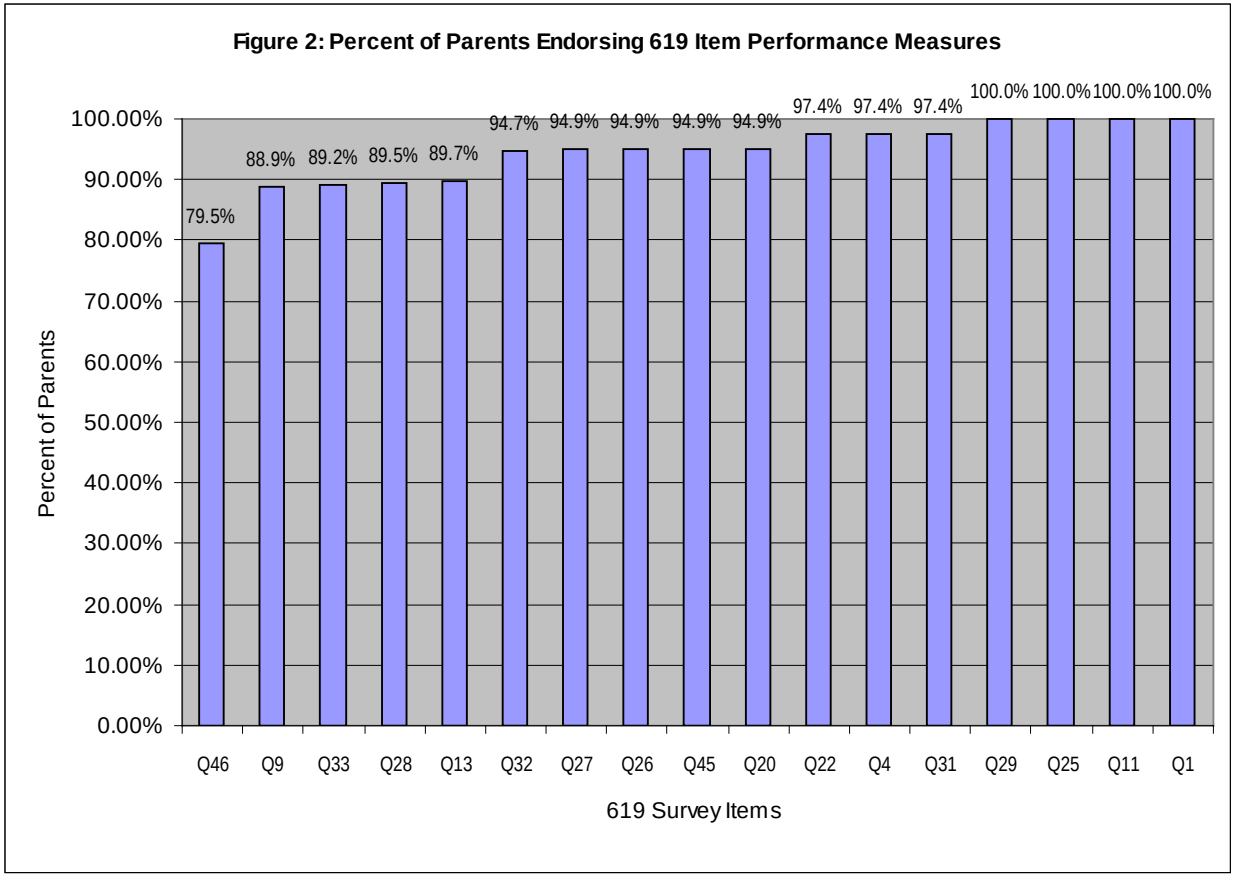
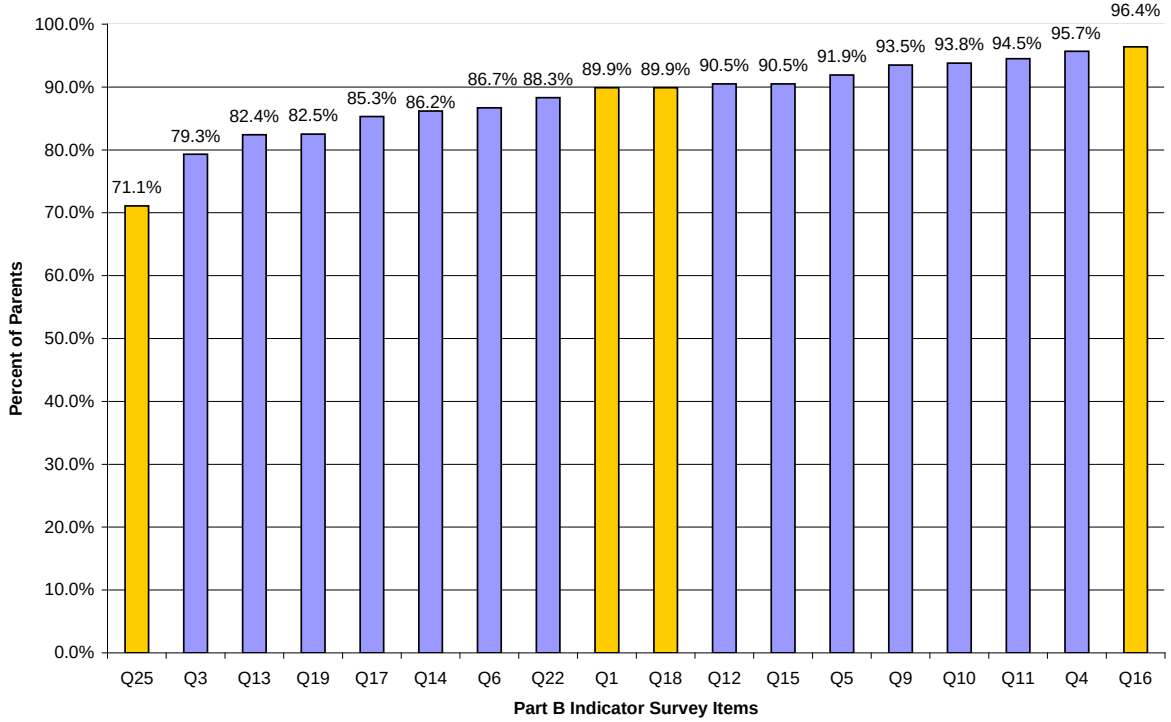


Figure 3 presents the distribution of percent parent agreement to the 18 performance measures. In this presentation of the distribution, the item performance measures range from the lower (71.1%) to upper (96.4%) performance limits with the median at 89.9% of this distribution.

Figure 3: Percent of Parents Endorsing Part B Item Performance Indicators



Overview of Issue/Description of System or Process:

Students with involved parents, regardless of background, are more likely to:

- Earn higher grades and test scores;
- Enroll in higher-level programs;
- Be promoted and earn credits;
- Adapt well to school and attend regularly;
- Have better social skills and behavior; and
- Graduate and go on to higher education. (Peterson, L. & Kreider, H., 2005)

The involvement of families in the education of their children is therefore a factor in achieving the desired outcomes in indicators #1 through #14. Family involvement research has demonstrated repeatedly that schools' efforts to involve families are essential for school-wide family involvement

to occur. Indicator #8 is a direct measure of family perceptions of how schools facilitated parent involvement. The NCSEAM Part B Parent Survey and 619 Parent Survey, used to collect Wisconsin's data, elicit responses that correspond to communication between school and home, equal partnership between parents and educators, and provision of information about special education rights and issues.

Baseline Data for FFY 2005 (2005-2006):

Based on the 2005-2006 distribution of proportionate agreement, 72.04% of respondent parents reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Calculation:

309/348 (Part B respondents) x 71.1 (Part B lower performance limit) = 21969.9
39/348 (619 respondents) x 79.5 (619 lower performance limit) = 3100.5
21969.9 + 3100.5= 25070.4
25070.4÷ 348 (total respondents) = 72.04%

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**72.04% 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.**
2006 (2006-2007)	**72.3% 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.**
2007 (2007-2008)	**76.1% 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.**
2008 (2008-2009)	**79.9% 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.**
2009 (2009-2010)	**70.0% 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.**
2010 (2010-2011)	**72.5% 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.**
2011 (2011-2012)	**75.0% 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.**

2012 (2012-2013)	**77.5% 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.**

Improvement Activities/Timelines/Resources:

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
8 B C D F G	**Children Come First (CCF) Advisory Committee** The Children Come First (CCF) Advisory Committee is established in state statute and is a cabinet-level committee with members appointed by the Secretary of the Department of Health and Family Services. In its ninth year of operation, this council is committed to improving services for children with severe emotional disturbance. Its vision is to create a comprehensive, flexible array of services and natural supports ensuring that children with SED remain with their families and in the community. Its primary role is to provide counsel and oversight to these programs. The Assistant State Superintendent of the Division for Learning Support: Equity and Advocacy and the State Director of Special Education serve on this council. Children from all parts of the state are served through integrated services projects.						X	X		WDPI Administration
8 C G	**The Circles Of Life Conference** The Circles of Life Conference is a WDPI sponsored event that has been in existence for twenty-four years. The annual conference is for families who have children of any age with disabilities or special health care needs and the professionals who support and provide services for them. *Circles of Life* is a unique opportunity to develop new skills, garner the latest information, and form lasting friendships. The conference includes nationally known keynote speakers, topical sectionals, parent listening sessions, family fun night, roundtable discussions on such topics as individualized service plans and serving adolescents with Asperger's Syndrome through social-communication intervention.	X	X	X	X	X	X	X	X	Parent Involvement Consultant
8 C D E	**Culturally Responsive Education for All: Training and Enhancement (CREATE).** CREATE is a statewide systems-change initiative designed to close the achievement gap between diverse students and to eliminate race as a predictor				X	X	X	X	X	Disproportionality Workgroup Co Chairs, CESAs,

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
F G H I	in education, including participation in special education.									LEAs, National experts
8 A B C D E F G H	**Focused Performance Reviews** WDPI in collaboration with CESAs #7 and #5 originally developed the Special Education Data Retreat Model to provide a unique, structure forum where collaborative teams of special educators, administrators, along with regular educators evaluated their systems for design and delivery of special education and related services. Focused data analysis enables educators to identify potential root causes of the low graduation rate, leading toward the development of school/district plans to address identified needs and improve student outcomes. Some of the data analyzed includes graduation, dropout, suspension, expulsion, participation and performance on statewide assessments, and educational environments. Data is disaggregated by disability area, gender, and race/ethnicity whenever it is available. Statewide training was provided to give all Wisconsin school districts the opportunity to analyze their own data by a collaborative staff team, to identify areas of need based on the data analysis, and to work towards a plan to address those needs building/district wide. To accomplish this statewide training, a "Train the Trainers" model was used. A two-day facilitated training was conducted for all Regional Service Network (RSN) directors and school improvement service (SIS) directors in the state. A model set of data was used for training purposes. After the RSN and SIS directors were trained, each CESA conducted trainings for its own school districts. Two follow-up meetings were conducted to provide support and technical assistance to those responsible for conducting special education data retreats. This data analysis component was further refined and integrated into Wisconsin's FM process as a beginning point for districts selected for FM and renamed the Focused Performance Review (FPR). Data continues to be disaggregated by disability area, and race/ethnicity whenever available.						X	X		FRII Coordinator Data Consultant DPI Assistant Director of Special Education FRII Workgroup FRII Pilot District Teams
8 C	**Parent Leadership Corps** State Superintendent Elizabeth Burmaster appointed a Parent Leadership	X	X							State Special Education Director

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
G	Corps (PLC) to seek out successful practices of family-school-community partnerships within the state and nation, share information on positive programs and resources, and help parents network with each other to initiate school-wide student achievement projects. The Corps is an active, committed group of 20 parents from across Wisconsin who have a passion for helping children succeed. Members of the PLC identified examples of practices that works in their school districts (http://dpi.wi.gov/fscp/pdf/ssplcsum.pdf). State Special Education Director Stephanie Petska and Assistant State Superintendent Carolyn Stanford-Taylor participate in the meetings. In addition, the State Superintendent requires all WDPI councils to include parent membership.									Assistant State Superintendent
8 C D	**Responsive Education for All Children (REACh), http://www.reachwi.org (Technical Assistance and Resource Clearinghouse)** In 2006, two WDPI initiatives, the Reading Excellence and Demonstration of Success Initiative (READS) and the Early Ongoing Collaboration and Assistance Initiative (EOCA), were combined into a new initiative, the Responsive Education for All Children (REACh) initiative. This initiative is a collaborative effort between the WDPI Special Education and Title I Teams. The purpose of this statewide initiative is to help Wisconsin schools establish and sustain the capacity to make systemic improvement needed to reduce barriers to learning and enable all students to experience success, including students with disabilities. REACh provides a research-based framework and professional development resources for Wisconsin schools to use to support school improvement. Within the framework, instructional options, professional development and collaborative partnerships help to support all members of the system (teachers, families, others) as they identify and implement strategies that promote positive student outcomes. A multi-tier prevention/intervention model including universal, selected, and targeted options serves as the basis for decision making. All students, including students with disabilities, are addressed through the initiative. REACh serves as a vehicle to assist schools in implementing	X	X	X	X	X	X			REACh Grant REACh Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	Early Intervening Services and "response to intervention" (RTI). The REACh Initiative includes: ▪ A REACh Technical Assistance Center to develop tools and processes supporting the ten school improvement components which make up the REACh framework. The Technical Assistance Center also trains expert mentors to guide schools through the implementation of the framework. ▪ Four REACh regional centers to provide training and technical assistance supporting the REACh framework and tools throughout the state. ▪ District incentive grants to a limited number of high needs schools to support REACh framework implementation.									
8 A B C D E G	**Regional Service Network (RSN),** **http://www.wi-rsn.org/** The state regional service network (RSN) consists of directors from each of the 12 CESAs. The major focus for the RSN is to provide a comprehensive system of personnel development to assure the quality of personnel and services for children with disabilities. Activities may include resource and technical assistance, a network of communication, and staff development and program assistance in the areas of planning, coordination, and implementation of special education and related services. The mission of the RSN is to improve the quality of educational services to students with disabilities through a statewide network of representatives from each CESA in cooperation with WDPI. Each RSN provides a comprehensive system of personnel development that unites communication, staff development, and leadership. The goals of the RSN include: • To maintain and expand a communication network for purposes of liaison among LEAs, CESAs, the WDPI and others including, but not limited to, parents and related agencies. • To provide leadership to a continuing statewide initiative to assure a comprehensive staff development program. To model teamwork and collaboration in decision making and service delivery						X	X	X	RSN Grant Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	to generate creative solutions to mutually defined problems.									
8 A B C D E F G H	**School Improvement: Focused Review of Improvement Indicators (FRII)** Wisconsin has developed a Continuous Improvement and Focused Monitoring System (CIFMS) to achieve positive results for children with disabilities in Wisconsin while ensuring continued procedural compliance with state and federal laws and regulations. WDPI involves stakeholders in the ongoing development of the CIFMS including the identification of priority areas for focused monitoring in Wisconsin. The CIFMS stakeholders analyzed statewide student outcome data to determine that improving graduation rates of students with disabilities should be a priority in Wisconsin. The CIFMS stakeholders identified student enrollment groups within the state from which a select number of school districts are identified for FM. WDPI uses trend data over a three-year period to identify districts for FM. The districts within each enrollment group most in need of improvement are selected for FM. During the 2009-2010 SY, WDPI expanded upon the successful focused monitoring model and incorporated materials to allow for the inclusion of all improvement indicators. This new process is called the Focused Review of Improvement Indicators (FRII).					X	X	X	X	FRII Workgroup FRII Coordinator
8 A C D F H	**Wisconsin Statewide Parent-Educator Initiative** **(http://dpi.wi.gov/sped/parent.html)** The Wisconsin Statewide Parent-Educator Initiative (WSPEI) is a WDPI state discretionary project that serves parents, educators, and others interested in parent-educator partnerships for children with disabilities. Two statewide coordinators and 27 Cooperative Educational Service Agencies (CESA) based parent liaisons collaborate with LEA staff, more than 150 LEA-based parent liaisons, and staff from Wisconsin Family Assistance Center for Education Training and Support (WI FACETS) a nonprofit organization serving Wisconsin children and adults with disabilities, their families**;** and the statewide Parent Training and Information Center, to facilitate positive relationships between staff and parents of children with disabilities. One of the goals of WSPEI is to help parents and school districts find or create the resources that will help them build positive working relationships that lead	X	X	X	X	X	X	X	X	WSPEI Grant Grant Coordinator Parent Involvement Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	to shared decision making and children's learning. It supports increased sharing of information among parents, schools, projects, organizations and agencies through networking meetings, conferences, person-to-person contact, and media. It is based on: • Support and leadership for parents and local school districts • Collaboration with the twelve CESAs • Information exchange and referral to other agencies and organizations • Cooperation with the WDPI Community Learning and Partnerships Team • Alignment with and access to state and federal initiatives Wisconsin schools and Wisconsin families use the resources of WSPEI and WI FACETS to help involve families and provide information about special education in the diverse ways that diverse families require. WSPEI and WI FACETS work together closely, holding bimonthly collaboration meetings that include an Milwaukee Public Schools (MPS) Special Education administrator. CESA and district parent liaisons from WSPEI also collaborate regionally and locally with WI FACETS staff and parent leaders. WSPEI's unique contribution to this collaborative structure is that parent liaisons are parents of children with disabilities, selected and hired by LEAs and CESAs to work within LEAs to promote parent involvement. WI FACETS' unique contribution is their focus on minority and underserved families, providing outreach and training to Wisconsin's communities of Native American, African American, Latino, and Hmong families. Both projects provide parent leadership on advisory committees and workgroups of WDPI's other major technical assistance initiatives. Because of this, WDPI is able to disseminate parent training and parent-focused materials that are consistent with training and materials provided to school staff. In addition, technical assistance initiatives model family-school partnerships and facilitate co-presentation by an educator and parent to combined audiences. WDPI will continue to provide the following technical assistance throughout the									

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	course of the State Performance Plan:									
	Group training at conferences: WSPEI in collaboration with REACh will provide educator training in Parent Involvement to LEAs. WDPI will cosponsor the Annual Parent Leadership Conference, the Milwaukee Latino Family Special Education Forum and the annual Circles of Life conference for families of students with disabilities in the spring. WDPI will provide scholarships for parents to attend the annual statewide Transition Conference. The WDPI Disproportionality Summer Institute will include information on fostering school-parent partnerships with families of color. The Special Education and Pupil Services Leadership Conference will inform directors of special education and parent leaders about the practices measured in the Wisconsin Parent Involvement Survey, the results of the last survey, and successful parent involvement practices.	X	X	X	X	X	X	X	X	
	Product development and dissemination: Current versions of the WDPI *Procedural Safeguards Notice*, *Special Education in Plain Language*, *Introduction to Special Education* and *Involving Families in Meeting Student Needs: A Guide for School Staff* will be disseminated to LEAs, families, and parent information organizations in print and electronic forms. Training for parents will be made available by WSPEI and WI FACETS in diverse media, including print, CD/DVD, online web casts, by telephone, by videoconferencing, and in person.	X	X	X	X	X	X	X	X	
	Individualized LEA supports: The number of LEAs that identify a district parent liaison in conjunction with WSPEI will increase continuously. LEAs that have not identified a district parent	X	X	X	X	X	X	X	X	

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	liaison will identify a parent advisory representative or staff person who serves as a contact for special education parent information dissemination. CESA parent liaisons, district parent liaisons, and WI FACETS staff and parent leaders will assist LEAs and district parents on request with gathering Parent Involvement Survey data for indicator #8. Effective practices for reaching families will be evaluated and disseminated. Technical assistance that WDPI provides to LEAs in any part of its Continuous Improvement Focused Monitoring System will address parent involvement as part of the LEA action plan.									

Categories:

A) Improve data collection/reporting or systems	F) Program development
B) Improve systems administration & monitoring	G) Collaboration/coordination
C) Provide training/professional development	H) Evaluation
D) Provide technical assistance	I) Increase/adjust FTE
E) Clarify/examine/develop policies & procedures	J) Other

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

Overview of the State Performance Plan Development:

Refer to the overview section, pages 1-7.

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."

Based in its review of the 618 data for FFY 2008, describe how the State made its annual determination that the disproportionate representation it identified (consider both over and under representation) of racial and ethnic groups in special education and related services was the result of inappropriate identification as required by §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum 'n' size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY2008 reporting period, i.e., after June 30, 2009. If inappropriate identification is identified, report on corrective actions taken.

Overview of Issue/Description of System or Process:

Wisconsin annually collects district-level data, disaggregated by race/ethnicity, for students aged 6 through 21 in special education and in all disability categories. Wisconsin Department of Public Instruction (WDPI) uses child count data to complete the *Report of Children with Disabilities Receiving Special Education under Part B of the Individuals with Disabilities Education Act*. All children with disabilities as reported on the state's child count are included when determining disproportionality. As directed by OSEP, WDPI includes under-representation, as well as over-representation, in the definition of disproportionate representation.

WDPI reports and analyzes data consistent with the Department's Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education, issued on October 19, 2007 (Final Guidance,) 72 Fed. Reg. 59265. Because WDPI uses a three-year

longitudinal analysis to identify LEAs with disproportionate representation, WDPI is using a bridging method to analyze its 618 data for the 2010-11 and 2011-12 school years. WDPI selected a single bridging methodology based on the characteristics of local populations as well as data processing capabilities. Beginning with the 2012-2013 school, WDPI will report using seven racial and ethnic categories and consider whether disproportionate representation of children in the "two or more races" category is occurring. WDPI will analyze data for the "two or more races" category in the same manner as it analyzes the other six racial and ethnic categories.

The State's definition of disproportionate representation is based on the following criteria:

1. **Risk Ratio of 2.0 or Greater:** In calculating the risk ratio for over-representation, WDPI will use the Westat developed equation for risk ratio (risk for racial/ethnic group for disability category / risk for comparison group for disability category) with a comparison group of the remaining race/ethnic categories. WPDI does not use a risk ratio in determining under-representation but uses a calculation of risk as described below.

2. **Calculating Risk:** Because white students have been the unit of comparison used by the National Research Council in their analysis of this issue, and because white students in Wisconsin have never been regarded as an over-represented racial group in special education, or in any disability category, their risk level for the state is used as the comparison group for this second factor.

   For each racial group, over-representation may be considered where the risk level for the given group exceeds the state's risk level of white students in that category by at least one percent. This additional measure also ensures that districts will not be considered for the highest level of review where the risk for a given group is low. To ensure that white students could be regarded as over-represented at the district level, white student risk level at the district level will be compared to white student risk level at the state level in the same manner as every other racial or ethnic group.

   To be identified for under-representation based on statistical data, the district risk for a particular race/ethnic category must be one-fifth or less than the statewide risk for all students.

3. **Cell size:** To be identified for over-representation based on statistical data, a racial or ethnic group must have at least ten members in a given cell used for risk ratio analysis, and a total enrollment of 100 students for any given racial group. The cell size of 10 is not used in calculating under-representation because, with under-representation, we are addressing the issue of low number of students identified in special education.

Consecutive Years: Because of changing demographics, anomalies in data collection, and other factors, WDPI requires districts to meet the above criteria for three consecutive years.

WDPI developed the definition of disproportionate representation (including both over-representation and under-representation) with assistance from Daniel Losen, a nationally recognized expert and editor of the book, *Racial Inequality in Special Education*, and the National Center for Culturally Responsive Educational Systems (NCCRESt). WDPI was selected as one of nine states to partner with NCCRESt to receive technical assistance and build capacity to address racial disproportionality in special education at both the state and district level.

Determination of Inappropriate Identification

Based on the above criteria, which includes use of multiple methods to calculate disproportionality, districts are identified after the first of the calendar year. Once districts are identified as having over-representation, they are required to form district wide teams comprised of staff from both general education and special education, including the Director of Special Education. The district teams meet with department staff to review the policies, procedures, and practices used in identification or placement of students with disabilities to determine they are race neutral and in compliance with Part B of IDEA 2004. District teams and department staff specifically review policies, procedures, and practices related to the requirements of 34 CFR 300.111, 300.201, and 300.301 through 300.311 to determine whether disproportionate representation is the result of inappropriate identification. The review process also includes consideration of the use of eligibility criteria checklists developed by WDPI program consultants in six disability areas (cognitive disabilities, visual impairments, hearing impairments, speech/language impairments, specific learning disabilities, and emotional behavioral disabilities).These checklists are included in the evaluation guides posted on the WDPI website and have been widely disseminated. When school districts use the eligibility criteria worksheets, the IEP team documentation of eligibility criteria is more likely to adequately address all of the required elements and result in fewer cases of inappropriate identification. Use of the eligibility checklists has been strongly encouraged as one measure for improving Wisconsin's performance related to the disproportionate representation of racial and ethnic groups in specific disability categories. Regional training opportunities exist for all LEAs on proper use of the eligibility criteria checklists conducted by WDPI consultant with categorical expertise.

LEAs identified with under-representation are required to conduct the same review of policies, procedures, and practices through a self-assessment process. LEAs submit an assurance that they have completed the self-assessment and identify whether the district has policies, procedures, and practices that result in inappropriate identification.

The review process for each district is documented and filed with the WDPI. If identified with inappropriate identification, districts revise written policies and procedures and develop improvement plans to address inappropriate identification practices. Any identified procedural noncompliance is corrected as soon as possible but no later than one year from identification. The district works with the WDPI assigned liaison to correct the noncompliance. The WDPI liaison further provides technical assistance to the district when implementing the improvement plan, and conducts periodic progress monitoring and verification of correction of noncompliance.

All districts identified with over-representation are also required to attend WDPI's annual Summer Institute on Addressing Disproportionality. This institute features both national and local efforts, initiatives, and issues involved in understanding, identifying, and addressing disproportionality.

Baseline Data for FFY 2005 (2005-2006):

The percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification for the 2005-06 SY is 0%.

During the 2005-06 SY, WDPI identified ten districts with disproportionate over-representation and no districts with disproportionate under-representation in special education and related services based on Wisconsin's definition of disproportionate representation. Of the ten districts with disproportionate over-representation in special education, five of the districts have disproportionate representation of American Indian students, and five have disproportionate representation of African American students.

In its review of the policies, procedures, and practices of the ten districts with data indicating disproportionate over-representation, the department did not identify any areas of noncompliance with Part B. WDPI determined that the districts were in compliance with Part B by conducting a review of each districts' policies, procedures, and practices related to the requirements of 34 CFR 300.111, 300.201, and 300.301 through 300.311. The districts have either adopted WDPI's model policies and procedures or have submitted policies and procedures that have been reviewed and approved by WDPI staff. In addition, the districts have either adopted the department's model IEP forms or use forms approved by WDPI. In determining eligibility for special education, the districts use state eligibility criteria. Further, all policies, procedures, and practices are race neutral. Consequently, WDPI determined that there were no districts with disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.

Calculation

To determine the percent of districts, WDPI adds the number of districts identified with over-representation to the number of districts identified with under-representation (in this case 0 + 0 = 0). This numerator is then divided by 444, the total number of LEAs, times 100 (in this case 0%). The total number of LEAs includes 426 public school districts, 16 independent charter schools, Department of Corrections, and the Department of Health and Family Services. The percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification for the 2005-06 SY is 0%.

Discussion of Baseline Data:

Because the criteria for identifying districts is based on three consecutive years of data, WDPI used data from 2002-2003, 2003-04, and 2004-2005 school years to calculate the baseline and identify districts with disproportionate representation that was a result of inappropriate identification during the 2005-2006 school year.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**0%**
2006 (2006-2007)	**0%**
2007 (2007-2008)	**0%**
2008 (2008-2009)	**0%**
2009 (2009-2010)	**0%**
2010 (2010-2011)	**0%**

2011 (2011-2012)	**0%**
2012 (2012-2013)	**0%**

Improvement Activities/Timelines/Resources:

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
9 C D E F G H I	**Culturally Responsive Education for All: Training and Enhancement (CREATE).** CREATE is a statewide systems-change initiative designed to close the achievement gap between diverse students and to eliminate race as a predictor in education, including participation in special education.				X	X	X	X		Disproportionality Workgroup Co Chairs CESAs LEAs National experts
9 A C F G	**Disproportionality Demonstration Grants** WDPI funds disproportionality demonstration grants. The purpose of these grants is to fund large scale and systems-wide projects with an explicit goal of creating tools or guides so other districts can replicate success reducing disproportionality in special education.			X	X	X	X	X	X	Disproportionality workgroup LEAs CESAs
9 D F	**Disproportionality Mini-grants** WDPI provides mini-grants to LEAs, CESAs, and experts to address disproportionality on the local and regional level. The grants are for one year and are awarded in the fall. Grant projects must offer a unique product, process or tool that can be replicated in other districts or statewide. Products from these mini-grants have included a disproportionality tool kit and an exclusionary factors checklist. These products, and other products developed will be shared throughout the state. WDPI offers regional training opportunities on eligibility criteria, cultural competency, and other topics for the purpose of providing statewide technical assistance to LEAs.	X	X	X	X	X	X	X	X	Disproportionality Workgroup

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
9 A B C D F H	**Linguistically Culturally Diverse (LCD) II Populations: American Indian and Spanish Speaking** The original Linguistically Culturally Diverse (LCD) guides were written as companion guides to the publication *Language Sample Analysis (LSA), the Wisconsin Guide.* LSA was first published in 1992 and then revised and updated in 2005. The LCD companion guides were added to provide speech language pathologists (SLPs) a process to differentiate a language disorder from a language difference. Given the cultural bias within most formal measures, the LSA was expanded to document current language status in English or three other languages and their dialects. These included Spanish, Hmong and African American. The LCD workgroup reviewed the LCD guides in August of 2009 to determine if the material could be utilized not only for SLPs but also for general educators to address over identification of various minority students in special education. LCD I was published in 1997) and LCD II was published in 2003. The workgroup found the guides to contain outdated terminology regarding the various cultures described in the guides. This language was determined to be insulting in today's environment. As a result the guides were removed from publication sales. However, it was determined that the information regarding language, dialects and sound system of typically developing English Language Learners from the various populations identified was a continued need. As a result the normal development of the groups identified will be updated. The first section to be updated will be the section in the LCD guide regarding the language, dialects and sound system of typically developing Spanish speaking children.					X	X	X		LCD Workgroup
9 A B C D	**Positive Behavioral Interventions and Supports (PBIS)** Positive Behavioral Interventions and Supports (PBIS) applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. Schools implementing PBIS build on existing strengths,				X	X	X	X		PBIS Internal Workgroup

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
E F G H	complimenting and organizing current programming and strategies. Data-based decision-making is critical to successful PBIS implementation. PBIS is a systems model that guides schools to design, implement, and evaluate effective school-wide, classroom and student-specific behavioral/instructional plans. PBIS includes school-wide procedures and processes for: a) all students, staff, and all school settings, b) specific settings within the school environment, c) individual classrooms and teachers, d) small group and simple student interventions for those at-risk, and e) individual student supports for students who have intensive and comprehensive needs across home, school, and community. The Wisconsin Statewide PBIS Implementation Project will provide technical assistance and coordinate professional development to help Wisconsin school districts establish and sustain PBIS within their respective schools. In addition, the project will gather and analyze specific data from all schools utilizing PBIS services.									
9 E	**Response to Intervention (RtI)** RtI is a process for achieving higher levels of academic and behavior success for all students through high quality instruction, collaboration, and continuous review of student progress. RtI integrates assessment and intervention to maximize student achievement and to reduce behavior problems. Schools provide high quality, culturally responsive core instruction, and implement systems to identify students at risk for poor learning outcomes or in need of accelerated enrichment, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness.			X	X	X	X	X		Special Education Team Content and Learning Team Student Services Prevention and Wellness Team Title 1 School Support Team
9 C D	**Responsive Education for All Children (REACh), http://www.reachwi.org (Technical Assistance and Resource Clearinghouse)**	X	X	X	X	X	X	X		REACh Grant REACh Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	The purpose of this statewide initiative is to help Wisconsin schools establish and sustain the capacity to make systemic improvement needed to reduce barriers to learning and enable all students to experience success, including students with disabilities. REACh provides a research-based framework and professional development resources for Wisconsin schools to use to support school improvement. Within the framework, instructional options, professional development and collaborative partnerships help to support all members of the system (teachers, families, others) as they identify and implement strategies that promote positive student outcomes. A multi-tier prevention/intervention model including universal, selected, and targeted options serves as the basis for decision making. All students, including students with disabilities, are addressed through the initiative. REACh serves as a vehicle to assist schools in implementing Early Intervening Services and Response to Intervention (RtI). The REACh Initiative includes: • Four REACh regional centers provide training and technical assistance supporting the REACh framework and tools throughout the state. • A limited number of high needs schools receive district incentive grants to support REACh framework implementation.									
9 A C D	**WDPI Disproportionality Institute** Annually, WDPI sponsors an institute on addressing disproportionality for districts identified with over-representation and under-representation. The first half of the institute is for a general audience that includes representatives from LEAs, parents, stakeholders and WDPI staff. Districts identified with disproportionate over-representation are required to bring to the institute teams comprised of general and special education staff. Keynote speakers at the institute have included Beth Harry and Janette Klingner, co-authors of the book "Why Are So Many Minority Students in Special Education?"; Shelley Zion, Project Coordinator for NCCRESt; Allen Coulter, then Director of the National Center for Special Education Accountability Monitoring (NCSEAM); and Dan Losen, Senior Legal and Policy Research Associate for the Harvard Civil Rights Project. Presentations were given on national and local efforts, initiatives, and	X	X	X	X	X	X	X	X	Disproportionality Workgroup NCCRESt, North Central Regional Resource Center The Access Center

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	issues involved in understanding, identifying, and addressing racial disproportionality. The second half of the institute is for a targeted audience comprised of teams from districts identified with significant disproportionality and representatives from each of the 12 cooperative educational service agencies (CESAs). Department liaisons work with the district teams to analyze data and develop improvement plans. In addition to assistance from department staff, assistance is provided by national experts (i.e., Dan Losen and representatives from NCCRESt, the Equity Alliance at Arizona State University, North Central Regional Resource Center, and the Access Center). Following the institute, districts submit an evaluation and improvement plan. The department liaison provides ongoing technical assistance with implementation of the plan. This may include onsite visits, conference calls, and other support as required. The department liaison also conducts progress monitoring, including both reviewing data and implementation of the plan. WDPI's positive approach to addressing issues of disproportionality paired with individualized technical assistance based on each districts' needs has resulted a general sense of acceptance and willingness on the part of most districts, to reflectively analyze data and commit to examining issues that may contribute to disproportionality. This attitude of ownership is reflected in the development and implementation of district improvement plans and initiatives.									
9 C D A E	**WDPI Disproportionality Workgroup** WDPI commits significant staff time and resources to addressing disproportionality. The Disproportionality Workgroup consists of 11 Special Education Team staff members, as well as cross-agency staff who serve in an advisory capacity and assist with providing technical assistance. The workgroup is involved in analyzing data and identifying LEAs with disproportionate representation; reviewing policies, procedures, and practices; planning and conducting the Disproportionality Institute, updating information on the Disproportionality website, and issuing grants.	X	X	X	X	X	X	X	X	Disproportionality Workgroup

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	WDPI provides on-going targeted technical assistance and conducts monitoring activities if districts are identified as having disproportionate representation (both under-representation and over-representation) that is a result of inappropriate identification. WDPI also provides general technical assistance to other districts within the state and other pertinent stakeholders. WDPI has established a disproportionality webpage (dpi.state.wi.us/sped/spp-disp.html) that provides information and resources for all districts, but is especially beneficial to districts that have been identified as having significant disproportionality.									

Categories:

A) Improve data collection/reporting or systems	F) Program development
B) Improve systems administration & monitoring	G) Collaboration/coordination
C) Provide training/professional development	H) Evaluation
D) Provide technical assistance	I) Increase/adjust FTE
E) Clarify/examine/develop policies & procedures	J) Other

Overview of the State Performance Plan Development:

Refer to the overview section, pages 1-7.

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."

Based on its review of the 618 data for FFY2008, describe how the State made its annual determination that the disproportionate representation it identified (consider both over and under representation) of racial and ethnic groups in specific disability categories was the result of inappropriate identification as required by §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum 'n' size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in specific disability categories is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2008, i.e., after June 20, 2009. If inappropriate identification is identified, report on corrective actions taken.

Overview of Issue/Description of System or Process:

Wisconsin annually collects district-level data, disaggregated by race/ethnicity, for students aged 6 through 21 in special education and in all disability categories. Wisconsin Department of Public Instruction (WDPI) uses child count data to complete the *Report of Children with Disabilities Receiving Special Education under Part B of the Individuals with Disabilities Education Act*. All children with disabilities as reported on the state's child count are included when determining disproportionality. As directed by OSEP, WDPI includes under-representation, as well as over-representation, in the definition of disproportionate representation.

WDPI reports and analyzes data consistent with the Department's Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education, issued on October 19, 2007 (Final Guidance,) 72 Fed. Reg. 59265. Because WDPI uses a three-year longitudinal analysis to identify LEAs with disproportionate representation, WDPI is using a bridging method to analyze its 618 data for the 2010-11 and 2011-12 school years. WDPI selected a single bridging methodology based on the characteristics of local populations as well as data processing capabilities. Beginning with the 2012-2013 school, WDPI will report using seven racial and ethnic categories and consider whether

disproportionate representation of children in the "two or more races" category is occurring. WDPI will analyze data for the "two or more races" category in the same manner as it analyzes the other six racial and ethnic categories.

The State's definition of disproportionate representation is based on the following criteria:

1. **Risk Ratio of 2.0 or Greater:** In calculating the risk ratio for over-representation, WDPI will use the Westat developed equation for risk ratio (risk for racial/ethnic group for disability category / risk for comparison group for disability category) with a comparison group of the remaining race/ethnic categories. WDPI does not use a risk ratio in determining under-representation but uses a calculation of risk as described below.

2. **Calculating Risk:** Because white students have been the unit of comparison used by the National Research Council in their analysis of this issue, and because white students in Wisconsin have never been regarded as an over-represented racial group in special education or in any disability category, their risk level for the state is used as the comparison group for this second indicator.

   For each racial group, over-representation may be considered where the risk level for the given group exceeds the state's risk level of white students in that category by at least one percent. This additional measure also ensures that districts will not be considered for the highest level of review where the risk for a given group is low. To ensure that white students could be regarded as over-represented at the district level, white student risk level at the district level will be compared to white student risk level at the state level in the same manner as every other racial or ethnic group.

   To be identified for under-representation based on statistical data, the district risk for a particular race/ethnic category must be one-fifth or less than the statewide risk for all students.

3. **Cell size:** To be identified for over-representation based on statistical data, a racial or ethnic group must have at least ten members in a given cell used for risk ratio analysis, and a total enrollment of 100 students for any given racial group. The cell size of ten is not used in calculating under-representation because, with under-representation, we are addressing the issue of low number of students identified in a given disability category.

Consecutive Years: Because of changing demographics, anomalies in data collection, and other factors, WDPI requires districts to meet the above criteria for three consecutive years.

WDPI developed the definition of disproportionate representation (including both over-representation and under-representation) with assistance from Daniel Losen, a nationally recognized expert and editor of the book, *Racial Inequality in Special Education*, and the National Center for Culturally Responsive Educational Systems (NCCRESt). WDPI was selected as one of nine states to partner with NCCRESt to receive technical assistance and build capacity to address racial disproportionality in special education at both the state and district level.

Determination of Inappropriate Identification

Based on the above criteria, which includes use of multiple methods to calculate disproportionality, districts are identified after the first of the calendar year. WDPI applies the criteria disaggregated by each of the six specific disability categories (mental retardation, specific learning

disabilities, emotional disturbance, speech or language impairments, other health impairments, and autism). Once districts are identified as having over-representation they are required to form district wide teams comprised of staff from both general education and special education, including the Director of Special Education. The district teams meet with department staff to review the policies, procedures, and practices used in identification or placement of students with disabilities to determine they are race neutral and in compliance with Part B of IDEA 2004. District teams and department staff specifically review policies, procedures, and practices related to the requirements of 34 CFR 300.111, 300.201, and 300.301 through 300.311 to determine whether disproportionate representation is the result of inappropriate identification. The review process also includes consideration of the use of eligibility criteria checklists developed by WDPI program consultants in six disability areas (cognitive disabilities, visual impairments, hearing impairments, speech/language impairments, specific learning disabilities, and emotional behavioral disabilities). These checklists are included in the evaluation guides posted on the WDPI website and have been widely disseminated. When school districts use the eligibility criteria worksheets, the IEP team documentation of eligibility criteria is more likely to adequately address all of the required elements and result in fewer cases of inappropriate identification. Use of the eligibility checklists has been strongly encouraged as one measure for improving Wisconsin's performance related to the disproportionate representation of racial and ethnic groups in specific disability categories. Regional training opportunities exist for all LEAs on proper use of the eligibility criteria checklists conducted by WDPI consultants with categorical expertise.

LEAs identified with under-representation are required to conduct the same review of policies, procedures, and practices through a self-assessment process. LEAs submit an assurance that they have completed the self-assessment and identify whether the district has policies, procedures, and practices that result in inappropriate identification.

The review process for each district is documented and filed with the WDPI. If identified with inappropriate identification, districts revise written policies and procedures and develop improvement plans to address inappropriate identification practices. Any identified procedural noncompliance is corrected as soon as possible but no later than one year from identification. The district works with the WDPI assigned liaison to correct the noncompliance. The WDPI liaison further provides technical assistance to the district when implementing the improvement plan, and conducts periodic progress monitoring.

All districts identified with over-representation are also required to attend WDPI's annual summer institute on addressing disproportionality. This institute features both national and local efforts, initiatives, and issues involved in understanding, identifying, and addressing disproportionality.

Baseline Data for FFY 2005 (2005-2006):

The percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification for the 2005-06 SY is 0%.

Based on the definition of disproportionate representation established by Wisconsin, WDPI identified 25 districts with disproportionate over-representation and 15 districts with disproportionate under-representation in one or more special education disability categories. Twelve districts were identified as having disproportionate over-representation of American Indians students in a special education disability category, and twelve districts were identified as having disproportionate over-representation of African American students. One district was identified with over-representation for both of these racial categories. Ten districts were identified as having under-representation of Asian students in a special

education disability category. Eight districts were identified as having under-representation of Hispanic students in a special education disability category. Three districts were identified with under-representation for both of these racial categories.

In its review of the policies, procedures, and practices of the districts, the department did not identify any areas of noncompliance with Part B. WDPI determined that the districts were in compliance with Part B by conducting a review of each districts' policies, procedures, and practices related to the requirements of 34 CFR 300.111, 300.201, and 300.301 through 300.311. The districts have either adopted WDPI's model policies and procedures, or have submitted policies and procedures that have been reviewed and approved by WDPI staff. In addition, the districts have either adopted the department's model IEP forms or use forms approved by WDPI. In determining eligibility for special education, the districts use state eligibility criteria. Further, all policies, procedures, and practices are race neutral. Consequently, WDPI determined that there were no districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Calculation

To determine the percent of districts, WDPI divided 0 (0 districts with over-representation plus 0 districts with under-representation) by 444, the total number of LEAs, times 100. The total number of LEAs includes 426 public school districts, 16 independent charter schools, , the Department of Corrections, and Department of Health and Family Services. The percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification for the 2005-06 SY is 0%.

Discussion of Baseline Data

Because the criteria for identifying districts is based on three consecutive years of data, WDPI used data from the 2002-2003, 2003-2004, and 2004-2005 school years to calculate the baseline and identify districts with disproportionate over- and under-representation that was a result of inappropriate identification during the 2005-2006 school year.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**0%**
2006 (2006-2007)	**0%**
2007 (2007-2008)	**0%**
2008 (2008-2009)	**0%**
2009 (2009-2010)	**0%**

2010 (2010-2011)	**0%**
2011 (2011-2012)	**0%**
2012 (2012-2013)	**0%**

Improvement Activities/Timelines/Resources:

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
10 C D E F G H I	**Culturally Responsive Education for All: Training and Enhancement (CREATE).** CREATE is a statewide systems-change initiative designed to close the achievement gap between diverse students and to eliminate race as a predictor in education, including participation in special education.				X	X	X	X	X	Disproportionality Workgroup Co Chairs CESAs LEAs National experts
10 A C F G	**Disproportionality Demonstration Grants** WDPI funds disproportionality demonstration grants. The purpose of these grants is to fund large scale and systems-wide projects with an explicit goal of creating tools or guides so other districts can replicate success reducing disproportionality in special education.			X	X	X	X	X	X	Disproportionality workgroup LEAs CESAs
10 D F	**Disproportionality Mini-grants** WDPI provides mini-grants to LEAs, CESAs, and experts to address disproportionality on the local and regional level. The grants are for one year and are awarded in the fall. Grant projects must offer a unique product, process or tool that can be replicated in other districts or statewide. Products from these mini-grants have included a disproportionality tool kit and an exclusionary factors checklist. These products, and other products developed will be shared throughout the state. WDPI offers regional training opportunities on eligibility criteria, cultural competency, and other topics for the purpose of providing statewide technical assistance to LEAs.	X	X	X	X	X	X	X	X	Disproportionality Workgroup

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
10 A B C D F H	**Linguistically Culturally Diverse (LCD) II Populations: American Indian and Spanish Speaking** The original Linguistically Culturally Diverse (LCD) guides were written as companion guides to the publication *Language Sample Analysis (LSA), the Wisconsin Guide.* LSA was first published in 1992 and then revised and updated in 2005. The LCD companion guides were added to provide speech language pathologists (SLPs) a process to differentiate a language disorder from a language difference. Given the cultural bias within most formal measures, the LSA was expanded to document current language status in English or three other languages and their dialects. These included Spanish, Hmong and African American. The LCD workgroup reviewed the LCD guides in August of 2009 to determine if the material could be utilized not only for SLPs but also for general educators to address over identification of various minority students in special education. LCD I was published in 1997) and LCD II was published in 2003. The workgroup found the guides to contain outdated terminology regarding the various cultures described in the guides. This language was determined to be insulting in today's environment. As a result the guides were removed from publication sales. However, it was determined that the information regarding language, dialects and sound system of typically developing English Language Learners from the various populations identified was a continued need. As a result the normal development of the groups identified will be updated. The first section to be updated will be the section in the LCD guide regarding the language, dialects and sound system of typically developing Spanish speaking children.					X	X	X		LCD Workgroup
10 A B C D	**Positive Behavioral Interventions and Supports (PBIS)** Positive Behavioral Interventions and Supports (PBIS) applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. Schools implementing PBIS build on existing strengths,				X	X	X	X	X	PBIS Internal Workgroup

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
E F G H	complimenting and organizing current programming and strategies. Data-based decision-making is critical to successful PBIS implementation. PBIS is a systems model that guides schools to design, implement, and evaluate effective school-wide, classroom and student-specific behavioral/instructional plans. PBIS includes school-wide procedures and processes for: a) all students, staff, and all school settings, b) specific settings within the school environment, c) individual classrooms and teachers, d) small group and simple student interventions for those at-risk, and e) individual student supports for students who have intensive and comprehensive needs across home, school, and community. The Wisconsin Statewide PBIS Implementation Project will provide technical assistance and coordinate professional development to help Wisconsin school districts establish and sustain PBIS within their respective schools. In addition, the project will gather and analyze specific data from all schools utilizing PBIS services.									
10 E	**Response to Intervention (RtI)** RtI is a process for achieving higher levels of academic and behavior success for all students through high quality instruction, collaboration, and continuous review of student progress. RtI integrates assessment and intervention to maximize student achievement and to reduce behavior problems. Schools provide high quality, culturally responsive core instruction, and implement systems to identify students at risk for poor learning outcomes or in need of accelerated enrichment, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness.			X	X	X	X	X	X	Special Education Team Content and Learning Team Student Services Prevention and Wellness Team Title 1 School Support Team
10 C D	**Responsive Education for All Children (REACh), http://www.reachwi.org (Technical Assistance and Resource Clearinghouse)**	X	X	X	X	X	X	X		REACh Grant REACh Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	The purpose of this statewide initiative is to help Wisconsin schools establish and sustain the capacity to make systemic improvement needed to reduce barriers to learning and enable all students to experience success, including students with disabilities. REACh provides a research-based framework and professional development resources for Wisconsin schools to use to support school improvement. Within the framework, instructional options, professional development and collaborative partnerships help to support all members of the system (teachers, families, others) as they identify and implement strategies that promote positive student outcomes. A multi-tier prevention/intervention model including universal, selected, and targeted options serves as the basis for decision making. All students, including students with disabilities, are addressed through the initiative. REACh serves as a vehicle to assist schools in implementing Early Intervening Services and Response to Intervention (RtI). The REACh Initiative includes: ▪ Four REACh regional centers provide training and technical assistance supporting the REACh framework and tools throughout the state. ▪ A limited number of high needs schools receive district incentive grants to support REACh framework implementation.									
10 A C D	**WDPI Disproportionality Institute** Annually, WDPI sponsors an institute on addressing disproportionality for districts identified with over-representation. The first half of the institute is for a general audience that includes representatives from LEAs, parents, stakeholders and WDPI staff. Districts identified with disproportionate over-representation are required to bring to the institute teams comprised of general and special education staff. Keynote speakers at the institute have included Beth Harry and Janette Klingner, co-authors of the book "Why Are So Many Minority Students in Special Education?"; Shelley Zion, Project Coordinator for NCCRESt; Allen Coulter, then Director of the National Center for Special Education Accountability Monitoring (NCSEAM); and Dan Losen, Senior Legal and Policy Research Associate for the Harvard Civil Rights Project. Presentations were given on national and local efforts, initiatives, and issues involved in understanding,	X	X	X	X	X	X	X	X	Disproportionality Workgroup NCCRESt, North Central Regional Resource Center The Access Center

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	identifying, and addressing racial disproportionality. The second half of the institute is for a targeted audience comprised of teams from districts identified with significant disproportionality and representatives from each of the 12 cooperative educational service agencies (CESAs). Department liaisons work with the district teams to analyze data and develop improvement plans. In addition to assistance from department staff, assistance is provided by national experts (i.e., Dan Losen and representatives from NCCRESt, the Equity Alliance at Arizona State University, North Central Regional Resource Center, and the Access Center). Following the institute, districts submit an evaluation and improvement plan. The department liaison provides ongoing technical assistance with implementation of the plan. This may include onsite visits, conference calls, and other support as required. The department liaison also conducts progress monitoring, including both reviewing data and implementation of the plan. WDPI's positive approach to addressing issues of disproportionality paired with individualized technical assistance based on each districts' needs has resulted a general sense of acceptance and willingness on the part of most districts, to reflectively analyze data and commit to examining issues that may contribute to disproportionality. This attitude of ownership is reflected in the development and implementation of district improvement plans and initiatives.									
10 C D A E	**WDPI Disproportionality Workgroup** WDPI commits significant staff time and resources to addressing disproportionality. WDPI's workgroup to address disproportionality consists of 11 staff members. These staff members serve as liaisons to identified districts. The workgroup also consists of cross-agency staffs that serve in an advisory capacity and assist with providing technical assistance. WDPI provides on-going targeted technical assistance and conducts monitoring activities if districts are identified as having disproportionate representation (both under-representation and over-representation) that is a result of inappropriate	X	X	X	X	X	X	X	X	Disproportionality Workgroup

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	identification. WDPI also provides general technical assistance to other districts within the state and other pertinent stakeholders. WDPI has established a disproportionality webpage (www.dpi.state.wi.us/sped/spp-disp.html) that provides information and resources for all districts, but is especially beneficial to districts that have been identified as having significant disproportionality.									

Categories:

A) Improve data collection/reporting or systems	F) Program development
B) Improve systems administration & monitoring	G) Collaboration/coordination
C) Provide training/professional development	H) Evaluation
D) Provide technical assistance	I) Increase/adjust FTE
E) Clarify/examine/develop policies & procedures	J) Other

Overview of the State Performance Plan Development:

Refer to the overview section, pages 1-7.

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

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

Measurement:

a. # of children for whom parental consent to evaluate was received.
b. # of children whose evaluations were completed within 60 days (or State-established timeline).

Account for children included in a but not included in b. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

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

Overview of Issue/Description of System or Process:

Since 1973, Wisconsin state law has required an evaluation for initial eligibility be completed and a placement notice to be sent to parents within 90 days of receipt of a referral for evaluation by the local educational agency (LEA). In interim guidance issued by the WDPI in May 2005, LEAs were advised to observe both the state-established timeline and the federal 60-day requirement. In July 2006, the Wisconsin Statutes were amended to repeal the 90-day time limit and establish the 60-day time limit at 34 CFR 300.301(c)(1)(i).

The State uses its procedural compliance monitoring system to collect data on the 60-day time limit for initial evaluations. Each year beginning in 2006-2007, the state will gather monitoring data from one-fifth of the LEAs in the state through an LEA self-assessment of procedural requirements related to monitoring priority areas and SPP indicators. Each year the cohort of districts are representative of the state considering such variables as disability categories, age, race, and gender. Milwaukee Public Schools, the only LEA with average daily membership of over 50,000, is included in the sample each year. WDPI will include every LEA in the state at least once during the course of the SPP. The self-assessment of procedural requirements includes data on each of the SPP indicators including the number 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 post-secondary goals (indicator #13). LEAs will report the self-assessment results to WDPI, along with planned corrective actions. LEAs will be required to correct noncompliance as soon as possible, but no later than one year from identification. The State ensures data are valid and reliable by conducting statewide training for LEAs on how to conduct the self-assessment of procedural requirements and report results. This training is posted on the WDPI website for easy access when needed. The self-assessment includes standards for reviewing the requirement to ensure consistency of application. LEAs submit data electronically; WDPI staff review reports and conduct verification activities.

Sampling is not used to gather indicator #11 data within each LEA; LEAs report the data for all students whose parents provided consent to evaluate as part of an initial evaluation. LEAs do not use an average, but look at each case and determine the number of days. The self-assessment includes reporting the required measurements (a., b., and c. above) to WDPI. LEAs report the range of days beyond the timeline when eligibility was determined and any reasons for the delays. 2005-2006 data was collected in the fall of 2006, and data will be collected in this manner for each year of the cycle. To ensure reliability of data, WPDI provides training and standards in conducting the self-assessment. WDPI further conducts verification activities as part of the procedural compliance self-assessment process.

Baseline Data for FFY 2005 (2005-2006):

Data was collected from one-fifth (88/440) of the LEAs in the state. The percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days during the 2005-06 SY was 88.41%. The number of cases evaluated within the 60 days include cases meeting the 60-day time limit requirement at 34 CFR 300.301(c) and the exception at 34 CFR 300.301(d). Consent was received for 9,837 children. 2,984 children whose evaluations were completed with 60 days were determined not eligible. 5,713 children whose evaluations were completed within 60 days were determined eligible. 1,140 children were not evaluated and their eligibility determined within 60 days.

Measurement:

• # of children for whom parental consent to evaluate was received:	9,837
• # determined not eligible whose evaluations and eligibility determinations were completed within 60 days:	2,984
• # determined eligible whose evaluations and eligibility determinations were completed within 60 days:	5,713
• # of children not evaluated and their eligibility determined within 60 days:	1,140

Formula:
Percent = b + c divided by a times 100.
88.41% = (2984 + 5713) ÷ 9837 x 100

Indicate the range of days beyond the timeline when eligibility was determined and any reasons for the delays.

The range of days beyond the 60-day time line is 1 day to 290 days. Over half of the districts that did not complete the initial evaluation within the 60 day time line did so within 30 days or less beyond the 60-day time line. There was only one instance where the time frame extended to 290 days.

A significant number of districts reported the reason for the delay was that during FFY 2005 districts continued to follow only the 90-day time limit under prior state law. Over half of the districts that did not complete the initial evaluation within the 60-day time line did so within the prior state law 90-day time limit. Districts reported that the 60-day timeline is now being fully implemented. Consequently, WDPI expects that the percentage of timely initial evaluations will increase next FFY.

Account for children included in a. but not included in b. or c.

1,140 children, or 11.59 %, were not evaluated and their eligibility determined within 60 days. Reasons for the delays include: change in state and federal law, unavailability of staff, outside evaluation data unavailable, scheduling problems, additional testing required, and school holidays.

Discussion of Baseline Data:

LEAs reported data on their total population of children for whom parental consent to evaluate was received as part of an initial evaluation. Sampling is not used to gather indicator #11 data within each LEA; LEAs report the data for all students whose parents provided consent to evaluate as part of an initial evaluation. LEAs do not use an average, but examine each case and determine the number of days. The data collected was from FFY 2005.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**N/A**
2006 (2006-2007)	**100%**
2007 (2007-2008)	**100%**
2008 (2008-2009)	**100%**
2009 (2009-2010)	**100%**
2010 (2010-2011)	**100%**
2011 (2011-2012)	**100%**
2012 (2012-2013)	**100%**

Improvement Activities/Timelines/Resources:

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
11 B D E	**Model Local Educational Agency Special Education Policies and Procedures** As a condition of funding under the Individuals with Disabilities Education Act (IDEA), local educational agencies are required to establish written policies and procedures for implementing federal special education laws. In addition, Wisconsin law requires local educational agencies to establish written policies and procedures for implementing state and federal special education requirements. WDPI developed *Model Local Educational Agency Special Education Policies and Procedures* to help local educational agencies meet their obligation to establish and implement special education requirements. A local educational agency may establish special education requirements by adopting the model policies and procedures. The document may also be used as a reference tool and for staff development activities to promote understanding of and compliance with special education requirements. All LEAs are required to assure the department that they have adopted the model policies and procedures, or submit locally developed policies and procedures to the WDPI for review and approval.	X	X	X	X	X	X	X	X	Procedural Compliance Workgroup
11 A B C D G	**Procedural Compliance Self-assessment** Each year, the state gathers monitoring data from one-fifth of the LEAs in the state through an LEA self-assessment of procedural requirements related to monitoring priority areas and SPP indicators. For indicator 11, LEAs conduct a review of all initial evaluations where parental consent was received during the reporting period. Each year, the cohort districts are representative of the state considering such variables as disability categories, age, race, and gender. Milwaukee Public Schools, the only LEA with average daily membership of over 50,000, is included in the sample each year. WDPI will include every LEA in the state at least once during the course of the SPP. The self-assessment of procedural requirements includes data on each of the SPP indicators including the percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	X	X	X	X	X	X	X	X	Procedural Compliance Workgroup LPP Consultants

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	(Indicator #11). LEAs report the self-assessment results to WDPI, along with planned corrective actions. LEAs are required to correct noncompliance as soon as possible, but no later than one year from identification.									
	To assure valid and reliable data, WDPI provides web-based training in how to conduct the self-assessment. The self-assessment checklist includes standards for reviewing the procedural requirements. Information about the self-assessment is posted on the WDPI website at http://dpi.wi.gov/sped/spp-selfassmt.html.	X	X	X	X	X	X	X	X	
	LEAs in each cohort of the Procedural Compliance Self-assessment conduct the self-assessment and report the percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days. For children found eligible whose evaluations and eligibility determinations do not meet the 60-day time limit requirement, LEAs must consider compensatory services as soon as possible. Each LEA's noncompliance is corrected through developing and implementing agency-wide corrective actions. The self-assessment process requires districts to have an internal district control system that further ensures future compliance with this requirement. WDPI staff provides technical assistance and conduct verification activities to ensure correction of noncompliance as soon as possible, but no later than one year after identification. WDPI annually publishes a report summarizing the findings of monitoring activities for districts to use as a technical assistance document.	X	X	X	X	X	X	X	X	
	Annually, WDPI reviews all LEA self-assessments and conduct validation activities on a portion of the LEA self-assessments. Based on its review, WDPI provides technical assistance to LEAs, which may result in revisions to their planned corrective actions. LEAs report the status of their corrective actions to ensure correction within one year of identification of the noncompliance. WDPI verifies that all noncompliance has been corrected within one year. LEAs failing to correct noncompliance within one year of	X	X	X	X	X	X	X	X	

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	identification are required to report the reasons and the specific steps that will be implemented to correct the noncompliance. These LEAs are assigned to a more intensive level of oversight.									
11 B D E	**Sample IEP Forms** WDPI provides sample forms and notices for use in the individualized education program (IEP) team process to assist districts in complying with state (Chapter 115) and federal (IDEA) special education requirements, including the 60-day time limit. The Sample Forms and the Reference Materials posted on the department's web site have been updated to reflect changes in the Individuals with Disabilities Education Improvement Act of 2004 that became effective July 1, 2005, and the regulations that became effective October 13, 2006. All LEAs are required to assure WDPI they have adopted the model forms and notices or submit their locally developed forms to the department for review and approval.	X	X	X	X	X	X	X	X	Procedural Compliance Workgroup
	Information regarding the 60-day time limit was disseminated at the statewide leadership conference and the Wisconsin Council of Administrators of Special Services Conference. Information is also distributed through department bulletins and web site training.	X	X	X	X	X	X	X	X	

Categories:

A) Improve data collection/reporting or systems
B) Improve systems administration & monitoring
C) Provide training/professional development
D) Provide technical assistance
E) Clarify/examine/develop policies & procedures
F) Program development
G) Collaboration/coordination
H) Evaluation
I) Increase/adjust FTE
J) Other

Overview of the State Performance Plan Development:

Refer to the overview section, pages 1-7.

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 Part B eligibility determination.
b. # of those referred determined to be NOT eligible and whose eligibility was 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.
e. # of children who were referred to Part C less than 90 days before their third birthdays.

Account for children included in a but not included in b, c, d or e. 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 - e) times 100.

Overview of Issue/Description of System or Process:

The Wisconsin Department of Health and Family Services (DHFS) serves as the Part C lead agency and collects Birth to 3 data. While there are long-standing collaboration and communication efforts between the departments, there is currently no coordinated data collection system between DHFS and the Wisconsin Department of Public Instruction (WDPI). WDPI is now working with DHFS to develop a coordinated data collection system. To that end, WDPI, in partnership with DHFS, has received a General Supervision Enhancement Grant (GSEG) to build a comprehensive Birth-6 longitudinal data collection system. This collaborative grant is in implementation phase and includes plans to develop a process to link data between the two agencies. Additionally, WDPI has created a new web based reporting system that allows LEAs to report annual aggregate data on this indicator.

Baseline Data for FFY 2004 (2004-2005) (reporting period July 1, 2004, through June 30, 2005)**:**

a. # of children who have been served in Part C and referred to Part B for eligibility determination:	2,717
b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays:	375

c. # of those found eligible who have an IEP developed and implemented by their third birthdays: This data set does not allow WDPI to determine if the IEP was developed and implemented by their third birthdays or if a parent refused services.	1,847

Data Source: DHFS

Actual Target Data for 2005-06:

The 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 for the 2005-06 SY was 65.6%.

a. # of children who have been served in Part C and referred to Part B for eligibility determination:	2,829
b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays:	215
c. # of those found eligible who have an IEP developed and implemented by their third birthdays:	1,618
d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services:	147

Calculation: 1,618/(2,829-215-147) = 65.6%
Data Source: Local Performance Plan (LPP).

Account for children included in a but not included in b, c, or d:

90 of those referred were determined to be NOT eligible and whose eligibilities were determined after the third birthdays.
715 of those referred were found eligible and had an IEP developed and implemented after their third birthday.
44 of those referred reported delays in their eligibility determination for reasons other than parent refusal to provide consent.

The range of days beyond the third birthday when eligibility was determined and the IEP developed: 1 to 365.

The reasons for the delays include:

- The referral was not made by Part C to the school district at least 90 days prior to the child's third birthday.
- The child was not available for the evaluation due to various circumstances such as being hospitalized, moving out of district, or family circumstances.
- The child moved into the district after the initial referral had been made.
- Parents did not provide timely consent for the evaluation.

Data Source: Local Performance Plan (LPP)

To ensure valid and reliable data for the required measurement, WDPI developed an electronic data collection system as part of the Local Performance Plan (LPP) for the purpose of collecting data for this indicator. Beginning with the 2005-06 school year, all districts are required to submit this data annually via their LPP for all children referred from Part C. The following data elements are collected through this electronic system:

- The number of referrals received from Part C to Part B between July, 1, 2005, and June 30, 2006.
- The number of students whose eligibility was not determined and the reasons for the determination not being made.
- The number of students found to be not eligible by their third birthday.
- The number of students found to be not eligible after their third birthday, the range of days beyond their third birthday, and the reasons for the delays.
- The number of students found to be eligible and whose IEP was developed and implemented by their third birthday.
- The number of students found to be eligible and whose IEP was developed and implemented after their third birthday, the range of days beyond their third birthday, and the reasons for the delays.

These data elements collected through this electronic data collection system allow WDPI to report the percent of children referred by Part C prior to age 3, who were eligible for Part B and who had an IEP developed and implemented by their third birthdays. WDPI staff reviewed the submitted data and contacted districts when reporting errors are identified. Districts resubmitted corrected data as necessary.

Discussion of Baseline Data:

Baseline data reported for the 2004-05 SY above was collected by DHFS and reported to WDPI. In an effort to determine the number of children found eligible who have an IEP developed and implemented by their third birthdays, DHFS conducted a review of exit codes for children turning 3 as reported by county agencies during 2004. DHFS determined the state average of children reported under “Code 24 – turned 3, special education eligibility not determined," and identified 18 counties that used this code at a percentage higher than the state average. Code 24 may be used for a child who was referred for an evaluation to determine special education eligibility, but eligibility was not determined by an IEP team by the time the child exited the Birth to 3 system. The 18 counties were contacted by DHFS and asked to identify the reasons that children in their county were reported under Code 24. They were asked to consider: 1) Did the county program make the referral to the school at least 90 days prior to the child's third birthday? 2) Did the child have a summer birthday? 3) Was the child ultimately found eligible for special education services? 4) Does this closing reason more typically apply to children who reside in certain districts?

DHFS determined three primary reasons why Code 24 was used: 1) 60% of the counties used the code incorrectly to report children who were not referred either because parents refused or the Birth to 3 team felt a referral was not appropriate. The codes have since been revised to capture this information. 2) The child was referred later than the 90-day timeline because parents had not made a decision or the child came in contact with the Birth to 3 program after age 33 months. 3) Schools did not complete the IEP process in time, usually because of the summer break. This occurred primarily in districts that have little experience with Birth to 3 transitions. WDPI will work collaboratively with DHFS to provide training and technical assistance to ensure that children found eligible have an IEP developed and implemented by their third birthdays (see improvement activities below).

The number of children referred from Part C to Part B appears to be holding steady for the past two years. Further analysis indicates a lower percentage of referrals were found not eligible than the previous year. However, due to an incomplete data set, it is not possible to make additional comparisons between the 2004-05 baseline data and the 2005-06 progress data. For the 2004-05 baseline data, WDPI did not use the required

measurement in reporting data. The State provided data regarding the percent of children referred by Part C who were found eligible by their third birthday, not, as required, the percent of children referred by Part C prior to age 3, who were found eligible for Part B, and who had an IEP developed and implemented by their third birthday. WDPI relied on data collected by the Department of Health and Family Services (DHFS). DHFS did not have firsthand knowledge as to whether or not an IEP was developed and implemented by a child's third birthday since this is WDPI's responsibility. For the 2005-06 SY, WDPI developed its own data collection system in order to include the required data and calculations in reporting performance on this indicator. WDPI collected this data from LEAs with direct access to placement data. WDPI provided written instructions and technical assistance to assist LEAs in their data reporting. LEAs were required to report data for the 2005-06 SY by December 2006.

With the submission of the State's FFY 2005 APR, the State requested permission from the Office of Special Education Programs to use the 2005-06 data to set a new baseline of 65.6% due to missing data elements not collected during the 2004-05 SY (see reasons above). OSEP accepted the revision to the baseline.

FFY	Measurable and Rigorous Target
2005 - (2005-2006)	**100%**
2006 - (2006-2007)	**100%**
2007 - (2007-2008)	**100%**
2008 - (2008-2009)	**100%**
2009 - (2009-2010)	**100%**
2010 - (2010-2011)	**100%**
2011 - (2011-2012)	**100%**
2012 - (2012-2013)	**100%**

Improvement Activities/Timelines/Resources:

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
12 G E C D	**Collaboration with Department of Health Services (Part C)** WDPI and the Department of Health Services (DHS) are committed to a joint effort to improve the transition of children between Part C and Part B 619. These efforts include activities which range from state infrastructure and policy initiatives, to support and professional development at the local level. WDPI will work collaboratively with DHS to provide training on accurate reporting of exit codes. WDPI will notify LEAs in the 18 counties described earlier and will provide training on the requirement to ensure all children found eligible have an IEP developed and implemented by their third birthdays.	X	X	X	X	X	X	X	X	DHS Consultants DPI Consultants
12 D G H	**Coordinated Data Analysis and Improvement Planning** One of the functions of the Cross Department Transition Team is to review transition data and coordinate local improvement efforts. For example, determination letters from both departments encourage local programs to communicate and jointly plan improvement strategies. Both DPI and DHS have included expectations for their contracted training and technical assistance staff to include facilitating local interagency agreements and professional development on early childhood transition as a part of their on-going work. Districts that do not meet the required target of 100% for this indicator are directed to submit a plan to improve their performance. These plans include the district analysis of the reason for delays in the transition process and local strategies to correct timelines. The Cross Department Transition Team meets to review and analyze these plans and to develop a coordinated approach to improvement activities. This team will continue to monitor progress of transition data by examining data and analyzing strategies that result in improvement.	X	X	X	X	X	X	X	X	Cross Department Transition Team

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
12 A B E	**Data Collection System** While Wisconsin is developing a coordinated electronic data collection system between Birth to 3 and Part B, LEAs will annually report the required measurements to WDPI using their Local Performance Plans. WDPI will work to incorporate the needed data elements into an individual student record data collection system. This work will be accomplished through the General Supervision Enhancement Grant (GSEG) in partnership with DHS to build a comprehensive birth-6 longitudinal data system. The GSEG will allow WDPI to accomplish the following goals: 1. Create a data system with a single identifier number to better inform state and local providers and schools. 2. Develop an accountability measurement method that enables local providers to reliably, efficiently, and consistently collect and report information related to the transition from Part C to Part B services. 3. Develop a technology solution that bridges existing data systems, provides a mechanism to collect and disaggregate child and family outcome data, is responsive to local providers and families, and maintains high levels of confidentiality. 4. Build the state and local infrastructure that includes policies and professional development to ensure that data-based decisions result in program improvements. Both WDHS and WDPI have made efforts to improve their existing data systems to more accurately capture the specific required elements of the transition indicators. Although these systems have significant limitations, they represent improvement over the capacity in previous years. WDHS and WDPI through their General Supervision Enhancement Grant (GSEG) have made great progress in developing a shared data system to capture more accurately transition information. This system will allow for encounter reporting through web access. The system is being created by WDHS under the leadership of a cross department technology and program workgroup.	X	X	X	X					GSEG GSEG Consultant DHS & DPI Consultants DHS & DPI IT (cross department technology and program workgroups)

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	This system is built upon a Birth to 3 program database in which service providers enter identifying information about a child that is preparing for transition, including dates of the Transition Planning Conference. This shared data system will inform the LEA that they will receive a referral for this child. As the LEA moves through the eligibility determination process, they will enter information regarding eligibility status and date of IEP implementation for children determined to be eligible. The system will generate both monitoring and summary reports for both WDHS and WDPI.									
12 D E G	**Interagency Agreements** WDPI and WDHS have created an advisory workgroup to guide the revision of current state interagency agreements related to Part C and Part B. The plan for this work includes a meeting of primary state partners, regional focus groups to identify practice issues, and implementation and training on the revised interagency agreement. The intent is to utilize the state agreement as a template for local early intervention and early childhood special education programs to develop local agreements. The activities associated with transition between programs including referral, transition planning conferences, and development and implementation of IEP by the child's 3rd birthday are important aspects of the interagency agreements. The Interagency Agreement Workgroup with members from DPI and DHS is preparing a new state interagency agreement that describes the responsibilities of each department specific to implementing IDEA 2004 and state policy. The transition of children between Birth to 3 and LEAs including LEA notification and transition planning conferences are major components of the revised agreement. Drafts of the Agreement will be finalized based upon issuance of IDEA Part C final regulations. The group has gathered input from local school districts and Birth to 3 programs, including tribal programs, regarding suggested content for the new interagency agreement. The departments will issue a joint bulletin/memo to county Birth to 3 programs and LEAs when the interagency agreement is finalized.	X	X	X	X	X	X	X	X	WDPI & WDHS Cross-Agencies Workgroup
12 A	**Program Participation System (PPS)** PPS was developed jointly by the WDPI and WDHS (Part C) to collect data					X	X	X	X	Cross Department Transition Team

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
B	on children who transition from Part C to Part B. County Birth to 3 programs make electronic referrals to LEAs via PPS. LEAs record data for Indicator 12 in PPS.									
12 C D	**Program Support Meetings** Each year, the program consultants on the Special Education Team design and host program support meetings for interested stakeholders, including parents, school district staff, educational administration, paraprofessionals, and higher education faculty. The overarching goal of these program support meetings is to disseminate innovative information and current resources to the field. At these meetings, program consultants typically present information and training aimed at reducing the graduation gap and dropout rates. Specific topics include research-based strategies to increase student engagement, establish a positive school climate, increase options for student learning, and enhance staff knowledge and skills. These opportunities will continue in future years.						X	X		WDPI Early Childhood Special Education Consultant
12 C D	**Training and Technical Assistance** The Cross Department Transition Team is working to deliver common expectations regarding timely referral from Part C to B, participation of LEA in the transition planning conferences, IFSPs with transition steps, and LEA notification. One of the strategies for creating these common expectations and understanding of IDEA 2004 requirements is through the network of training and technical assistance providers. This network includes the Regional Service Network Directors, Birth to 3 RESource regional staff and early childhood program support teachers located in larger school districts and the CESAs. This network facilitates local meetings of Birth to 3, LEAs, and other community programs such as child care and Head Start as they develop interagency agreements. This network also coordinates the delivery of the *Ready, Set, Go* trainings which are presented by a team that includes representation from parents, Birth to 3, and LEAs. Wisconsin utilizes the Early Childhood Collaborating Partners website at http://www.collaboratingpartners.com/transition/index.htm as a central point of information for transition agreement examples, Ready Set Go training power points and handouts and other resources related to transition.	X	X	X	X	X	X	X	X	Cross Department Transition Team Birth to 3 RESource regional staff Early Childhood Program Support Teachers Regional Service Network Directors

Categories:	
A) Improve data collection/reporting or systems	F) Program development
B) Improve systems administration & monitoring	G) Collaboration/coordination
C) Provide training/professional development	H) Evaluation
D) Provide technical assistance	I) Increase/adjust FTE
E) Clarify/examine/develop policies & procedures	J) Other

Overview of the State Performance Plan Development:

Refer to the overview section, pages 1-7.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

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

Measurement:

Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measureable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

Overview of Issue/Description of System or Process:

The Wisconsin Department of Public Instruction (WDPI) has a long history of providing leadership and funding for a statewide systems change grant project known as the Wisconsin Statewide Transition Initiative (WSTI). The primary purpose of this project is to assist local educational agencies (LEAs) in addressing the transition requirements of the Individuals with Disabilities Education Act (IDEA). The WSTI state discretionary project features a comprehensive approach to providing transition services in Wisconsin. Twelve Cooperative Educational Service Agency (CESA) transition coordinators, a Milwaukee Public Schools transition coordinator, a project director, and a WDPI transition consultant offer comprehensive transition support services, information dissemination, and staff development to parents, students, education professionals, and community agency professionals throughout Wisconsin. WSTI coordinators provide technical assistance for Indicator 13 through CESA networking meetings.

WDPI conducts regional meetings with LEAs to ensure compliance with the transition requirements measured by Indicator 13. WDPI developed a LEA *Procedural Compliance Self-Assessment* for monitoring compliance that includes compliance standards and examples based on the National

Secondary Transition Technical Assistance Center's (NSTTAC) Checklist. LEAs are required to attend ITV training/distance learning on the transition requirements prior to conducting their *Self-Assessment*. Onsite technical assistance is also provided to districts.

In FFY 2006, WDPI established a 5-year monitoring cycle and collected Indicator 13 data through a *Procedural Compliance Self-Assessment* from one-fifth of the LEAs (approximately 87 agencies) in the state each year. The cycle of districts is representative of the state considering such variables as disability categories, age, race, and gender. Milwaukee Public Schools, the only LEA with average daily membership of over 50,000, conducts an annual Self-Assessment and is included in the sample each year. WDPI will include every LEA in the state at least once during the five-year cycle and report to the public at the State and LEA levels. WDPI will not report to the public any information on performance that would result in the disclosure of personally identifiable information about individual children. When reporting to the public, WDPI will include the most recently available performance data on each LEA and the date the data were obtained.

To measure the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs; and there is evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority, the State will gather data from a cohort of districts in FFY 2009 and FFY 2010, thus completing the five-year cycle. Beginning with FFY 2011, WDPI will collect Indicator 13 data from every LEA annually.

LEAs conduct the *Self-Assessment* using a sample of student individualized education program (IEP) records. LEAs apply the National Secondary Transition Technical Assistance Center's (NSTTAC) checklist to review transition requirements. LEAs electronically report the *Self-Assessment* results to WDPI, along with planned corrective actions. LEAs are required to correct noncompliance as soon as possible, but no later than one year from identification. WDPI has two-pronged procedures for verifying correction of identified noncompliance, consistent with OSEP Memo 09-02 (see http://dpi.wi.gov/sped/pdf/spp-sa-verif-procedures.pdf for a complete description of the verification procedures). WDPI verifies (1) each individual case of noncompliance had been corrected and (2) the LEA is currently in compliance.

Annually, WDPI reviews LEA *Self-Assessments*, conducts validation activities to ensure LEAs are properly conducting the *Self-Assessment*, and verifies all identified noncompliance has been corrected. Based on its review, WDPI provides technical assistance to LEAs, which may result in revisions to their planned corrective actions. LEAs report the status of their corrective actions to ensure correction within one year of identification of the noncompliance. WDPI verifies all noncompliance has been corrected within one year. LEAs failing to correct noncompliance within one year of identification will be required to report the reasons and the specific steps that will be implemented to correct the noncompliance. These LEAs will be assigned to a more intensive level of oversight.

Baseline Data for FFY 2009 (2009-2010):

With the revised Indicator 13 measurement in FFY 2009, OSEP directed States to set a new baseline. WDPI gathered data for Indicator 13 from 87 LEAs that performed the *Procedural Compliance Self-Assessment* (including Milwaukee Public Schools) during 2009-2010. LEAs were instructed to create a random sample of IEPs of youth 16 and above. During the 2009-10 school year, IEPs of 1,202 youth aged 16 and above were reviewed using the NSTTAC Indicator 13 Checklist. Of these IEPs, 856 met the standards for Indicator 13. The percent of youth aged 16 and above with an IEP that includes appropriate measureable postsecondary goals that are annually updated and based upon an age appropriate

transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs; evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority for the 2009-10 school year is 71.21% (856/1202).

Indicator 13 Measurable and Rigorous Targets:

The targets for this indicator are set by OSEP.

FFY	Measurable and Rigorous Target
2010 - (2010-2011)	100% of youth with IEPs aged 16 and above have an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.
2011 - (2011-2012)	100% of youth with IEPs aged 16 and above have an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.
2012 - (2012-2012)	100% of youth with IEPs aged 16 and above have an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

Improvement Activities/Timelines/Resources:

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
13 G	**Interagency Agreement** A new interagency agreement was developed among the Department of Public Instruction, the Division of Vocational Rehabilitation of the Wisconsin Department of Workforce Development, and the Wisconsin Department of Health and Family Services to coordinate services for individuals transitioning from education to employment.	X	X	X	X	X	X	X	X	Transition Consultant
13 B E	**Model Local Educational Agency Special Education Policies and Procedures** As a condition of funding under the Individuals with Disabilities Education Act (IDEA), local educational agencies are required to establish written policies and procedures for implementing federal special education laws. In addition, Wisconsin law requires local educational agencies to establish written policies and procedures for implementing state and federal special education requirements. WDPI developed *Model Local Educational Agency Special Education Policies and Procedures* to help local educational agencies meet their obligation to establish and implement special education requirements. A local educational agency may establish special education requirements by adopting the model policies and procedures. The document may also be used as a reference tool and for staff development activities to promote understanding of and compliance with special education requirements. All LEAs are required to assure the department that they have adopted the model policies and procedures, or submit locally developed policies and procedures to the WDPI for review and approval.	X	X	X	X	X	X	X	X	Procedural Compliance Workgroup
13 C D	**National Technical Assistance** WDPI has worked collaboratively with Dr. Ed O'Leary of the Mountain Plains Regional Resource Center to develop technical assistance on the correct implementation of transition requirements in IDEA. WDPI also collaborates with the National Secondary Transition Technical Assistance Center (NSTTAC) to improve outcomes for indicator #13. NSTTAC provided training to WDPI, CESA, and LEA personnel on secondary transition requirements at	X	X	X	X	X	X	X	X	WSTI Grant WSTI Director Transition Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	WDPI's February 2007 state-wide transition conference. WDPI attended NSTTAC's spring 2007 transition forum and developed Wisconsin's strategic plan for improving secondary transition. WDPI participates in the national community of practice on transition hosted by National Association of State Directors of Special Education. The Office of Special Education Programs has recognized Wisconsin's work in the area of transition as a national model.									NSTTAC
13 A B C D E G	**Procedural Compliance Self-Assessment** Indicator #13 data is taken from State monitoring data, collected as part of the public agency *Procedural Compliance Self-Assessment*. To assure valid and reliable data, WDPI provides web-based training in how to conduct the Self-Assessment, including how to create random samples for review. The Self-Assessment checklist includes standards for reviewing the procedural requirements. Information about the Self-Assessment is posted on the WDPI website at http://dpi.wi.gov/sped/spp-selfassmt.html. LEAs participating in the *Procedural Compliance Self-Assessment* are required to conduct IEP team meetings as soon as possible to revise IEPs that do not meet the standards for indicator #13. LEAs with noncompliance develop and implement agency-wide corrective action plans. WDPI staff provide technical assistance and conduct periodic reviews of progress to ensure correction of noncompliance as soon as possible, but no later than one year from identification of noncompliance. WSTI provides training to assist with the correction of noncompliance.		X	X	X	X	X	X	X	Procedural Compliance Workgroup LPP Consultants
13 C D	**Program Support Meetings** Each year, the program consultants on the Special Education Team design and host program support meetings for interested stakeholders, including parents, school district staff, educational administration, paraprofessionals, and higher education faculty. The overarching goal of these program support meetings is to disseminate innovative information and current resources to the field. At these meetings, program consultants typically present information and training aimed at reducing the graduation gap and dropout rates. Specific topics include research-based strategies to increase student engagement, establish a positive school climate, increase options for student learning, and enhance staff knowledge and skills. These opportunities will continue in future						X	X	X	Program Area Consultants

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	years.									
13 A B C D E G	**Regional Service Network (RSN),** **http://www.wi-rsn.org/** The state regional service network (RSN) consists of directors from each of the 12 CESAs. The major focus for the RSN is to provide a comprehensive system of personnel development to assure the quality of personnel and services for children with disabilities. Activities may include resource and technical assistance, a network of communication, and staff development and program assistance in the areas of planning, coordination, and implementation of special education and related services. The mission of the RSN is to improve the quality of educational services to students with disabilities through a statewide network of representatives from each CESA in cooperation with WDPI. Each RSN provides a comprehensive system of personnel development that unites communication, staff development, and leadership. The goals of the RSN include: • To maintain and expand a communication network for purposes of liaison among LEAs, CESAs, the WDPI and others including, but not limited to, parents and related agencies. • To provide leadership to a continuing statewide initiative to assure a comprehensive staff development program. To model teamwork and collaboration in decision making and service delivery to generate creative solutions to mutually defined problems.						X	X	X	RSN Grant Consultant
13 B	**Sample IEP Forms** WDPI provides sample forms and notices for use in the individualized education program (IEP) team process to assist districts in complying with state (Chapter 115) and federal (IDEA) special education requirements. The Sample Forms and the Reference Materials posted on the department's web site have been updated to reflect changes in the Individuals with Disabilities Education Improvement Act of 2004 that became effective July 1, 2005, and the regulations that became effective October 13, 2006. State statute requires all youth aged 14 and above have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably	X	X	X	X	X	X	X	X	Procedural Compliance Workgroup

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	enable the student to meet the post-secondary goals. WDPI provided model forms to all LEAs to assist with implementing the transition requirements. All LEAs are required to assure WDPI they have adopted the model forms and notices or submit their locally developed forms to the department for review and approval. Information regarding the transition requirements is disseminated at the annual Statewide Leadership Conference for Special Education and Pupil Services and the Wisconsin Council of Administrators of Special Services Conference. Information is also distributed through department bulletins and web site training.									
13 A B C D E F G J	**Wisconsin Statewide Transition Initiative (WSTI); www.wsti.org** The Wisconsin Statewide Transition Initiative (WSTI) provides technical assistance and support to improve performance related to indicator #13. WSTI is a WDPI state-wide systems change project and offers a comprehensive approach to providing transition services in the State of Wisconsin. WSTI utilizes a two-tiered service delivery model consisting of local school district Transition Action Teams and County Transition Advisory Councils. Point of Entry Manuals were developed for each CESA to identify county agency linkages. A Transition Resource Directory is being developed for each CESA to identify county activities providing transition services as well as agency contacts. Twelve CESA-based transition coordinators, a project director, and a WDPI transition consultant provide transition support services, information dissemination, and staff development to parents, education professionals, and community agency professionals throughout Wisconsin. LEA personnel who participate in WSTI receive training in how to review transition requirements in IEPs using a transition checklist. The checklist includes a review of IEPs for coordinated, measurable, annual IEP goals and transition services that will reasonably enable youth with disabilities aged 16 and above to meet post-secondary goals. Currently each of the twelve CESAs receives mini-grants to improve transition services. WSTI hosts a state-wide transition conference each year. Networking meetings in each CESA are used to provide training on indicator #13. Effective-practice	X	X	X	X	X	X	X	X	WSTI Grant WSTI Director Transition Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	professional development training modules are available on the WSTI web site to assist in meeting indicator #13 requirements. WSTI assists LEAs in using data from indicators #1, #2, #13, and #14 to develop local improvement plans. WSTI is establishing a Youth Advisory Council to promote youth empowerment through self-advocacy.									

Categories:

A) Improve data collection/reporting or systems
B) Improve systems administration & monitoring
C) Provide training/professional development
D) Provide technical assistance
E) Clarify/examine/develop policies & procedures
F) Program development
G) Collaboration/coordination
H) Evaluation
I) Increase/adjust FTE
J) Other

Overview of the State Performance Plan Development:

Refer to the overview section, pages 1-7.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

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

Measurement:

A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school) times 100.
B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school) times 100.
C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school) times 100.

Overview of Issue/Description of System or Process:

With the change in measurement in FFY 2009, Indicator 14 is considered a new indicator. Wisconsin has developed a new baseline using the language of the revised measurement table (May 2010), set new measurable and rigorous targets, and identified related improvement activities.

In preparation for the revised Indicator 14 data collection for the SPP, the Wisconsin Department of Public Instruction (WDPI) participated in teleconferences with the National Post School Outcomes Center (NPSO) and with the Office of Special Education Programs (OSEP), as well as

utilized materials and technical assistance from the NPSO Center and OSEP websites. The post high school outcomes survey questions, survey design, information dissemination, and improvement activities are discussed at monthly meetings of the Wisconsin State Community on Transition (WiCoT). Input was received from state and local educational agencies, representatives from the two state parent advocacy agencies, representatives from the labor market, institutes of higher education, vocational rehabilitation, and individuals with disabilities, including former and current high school students with disabilities.

Input on setting the targets was obtained by the State Superintendent's Advisory Council on Special Education. Ann Bailey of the North Central Regional Resource Center facilitated the Council meeting, discussion, and setting of the targets for Indicator 14. The Council represents a diverse stakeholder group including parents of children with disabilities, regular education, special education, school boards, charter schools, private schools, institutions of higher education, the Wisconsin Department of Corrections, the Wisconsin Department of Children and Families, and the Wisconsin Department of Health Services.

Procedures for Establishing a Representative Sample

The U.S. Department of Education, Office of Special Education Programs (OSEP), requires states to report the percent of youth who had individualized education programs (IEPs), are no longer in secondary school, and who have completed at least one term in a higher education program, been competitively employed, completed at least one term in a some type of postsecondary school or training program, or have been participated in some other type of employment at least one year of leaving high school. In order to collect this information, states may conduct a census of “leavers”, or use a sample of “leavers”, but every local educational agency (LEA) in the state must be included in the sample within the period of the State Performance Plan (SPP). Furthermore, any district with an average daily membership of more than 50,000 students must be included in the sample each year.

For purposes of this survey, local educational agency (LEA*)* includes Wisconsin public school districts, the Wisconsin School for the Deaf (WSD), the Wisconsin School for the Visually Handicapped (WSVH), the Department of Corrections (DOC), and the Department of Health Services (DHS). “Leaver” means the student exited their high school education setting with a regular diploma, a modified diploma or certificate of attendance, left at maximum age of eligibility for special education and related services, or exited prior to graduation (dropped out).

Wisconsin has elected to implement a sampling plan to collect Indicator 14 data from LEAs. Sampling is completed without replacement, meaning each district participates once during a six-year period of the SPP. One district, Milwaukee Public Schools (MPS), has more than 50,000 students and is included in the survey each year. Each LEA sample is representative of all LEA ““leavers”” for race/ethnicity, disability categories and exit type. The State ensures each of the LEAs participates at least once every six years and annually includes Milwaukee Public Schools in the data collection. To create the sample, Wisconsin’s LEAs were divided into five cohorts of approximately 88 LEAs. Each year, the sample is representative of the state population of “leavers” with disabilities. Averages were computed for incidence of gender, race/ethnicity, disability categories, and district size across one-fifth of the districts in the state and for the state as a whole. Comparisons between the selected LEA averages and the state averages are calculated to assure there are no statistical differences between the sample and the statewide averages on any of the demographic variables. If differences in the incidence of students with disabilities are present among districts, it will be possible to sample in a manner that accounts for those differences in the composition of the sample. This will ensure the distribution of students with IEPs form a representative sample when aggregated statewide. The goal in the sampling process is to maximize the similarity between the sample and the population while minimizing the differences and sampling error. If warranted, the analysis and correction of non-responders, poor response

rate, and selection bias will be conducted. The amount of acceptable sampling error will be plus or minus 3% at the 95% confidence level. Prior to sampling, the State's sampling plan was submitted to OSEP and approved. There has been no change in the approved sampling plan.

Results are reported annually to the public to guide program improvement efforts that will positively affect the educational achievement of students with IEPs.

Survey Methods

The Department contracts with Cooperative Educational Service Agency (CESA) 11 to conduct the Wisconsin Statewide Post High School Outcomes Survey. Each year, student data is entered into an Excel database through direct data transfer from the WDPI to CESA 11, and includes the sampling variables used to select the representative sample for the school year. All students with IEPs who are "leavers" in the selected districts are included when creating the representative sample. The survey includes all students with disabilities who completed school during the prior school year, who dropped out during the prior school year or who were expected to return but did not return for the current school year. Students who complete the spring semester of the previous school year but were not enrolled by the third Friday in September of the current school year are considered summer dropouts or "no shows." Summer dropouts are not counted as dropouts for the previous year. A dropout would be counted for the current school year if the student is not re-enrolled by the count date of the following school year.

Since 2000, data for Indicator 14 have been collected via a telephone survey by St. Norbert College Survey Center. Working under the direction of CESA 11, St. Norbert has conducted the interviews for the Wisconsin Statewide Post High School Outcomes Survey to ensure consistent inter-rater reliability. The data collection system is designed to ensure a strong response rate from former students and to provide valuable district data in addition to statewide data.

The following data collection activities occurred during the 2009-10 school year:

- Contact information on the exiting students was gathered by LEAs and reported to CESA 11 or securely held by the individual district.
- Between June 4 and Sept 17, 2010, data was collected on students who left school during 2008-2009. These students were contacted by telephone for an interview, timing the data collection so that at least one year had passed since the students left school.
- Responses were entered by St. Norbert College Survey Center on a web-based survey site (www.posthighsurvey.org) that allows for immediate data entry and retrieval.
- The interviews assessed former students' participation in adult living activities, participation in higher education and other types of postsecondary education and training, and participation in competitive and other employment at least one year of exiting high school.
- Additionally, youth participation in high school employment and IEP preparation were assessed.
- Data results may be disaggregated by the SEA and LEA by gender, ethnicity/race, disability and exit type.

Response Rates

Baseline data from the FFY 2009 interviews for Indicator 14 were collected from 143 LEAs, including Milwaukee Public Schools. All 2008-09 school year "leavers" with disabilities from these districts were included in the FFY 2009 survey, and were attempted to be contacted by St. Norbert's.

A response rate is one measure of the level of success or quality achieved in collecting survey data. It is the ratio of the number of completed surveys (the Respondent Group) to the total number of surveys intended to be completed (the Target Leaver Group). The table below summarizes what is known about the 2008-09 school "leavers".

Table 1. FFY 2009 Survey Response Status of 2008-09 School "leavers"		
	Count	Percent
Total School "leavers" in Sample	2982	100%
"leavers" successfully contacted	1198	42%
Ineligible Contacts	-125	4%
Total Eligible "leavers" in Sample	2857	100%
No Contact/Lost to Follow-up	1784	62.4%
Eligible: Refused/Unavailable	183	6.4%
Eligible: Completed Survey	890	31.2%

Table 1 indicates all 2008-09 "leavers" in the statewide sample (2982) were attempted to be contacted. Of the 1198 (42%) school "leavers" successfully contacted, 125 (4%) had returned to high school, never actually graduated, graduated more than one year from the survey date or were deceased, and therefore ineligible to participate in the post school outcomes survey. Another 183 (6%) declined to complete the survey, and 1784 (62%) of the school "leavers" were unable to be located. At the end of the survey period, there were 890 (31%) completed surveys for FFY 2009. This is 2% higher than for FFY 2008.

The response rate for the FFY 2009 survey is 31%, and reflects a confidence level of 95% +/- 2.73%, which meets the desired 95% +/-3% level. The confidence level indicates the data present a statistically valid level of confidence from which to draw comparisons between the target leaver group and the respondent group.

A review of the reasons for unsuccessful contacts indicates a high percentage of youth (44%) who were attempted to be contacted could not be reached because the interviewer was unable to locate a current phone number and the phone number provided by the district was not successful (e.g. the former student moved, the phone was disconnected, there was no forwarding phone number, the phone number was unable to be located, or there was no contact after more than six attempts). This is much lower than FFY 2008 reporting of 59%, and reflects much hard work on the part of the LEA in verifying at least one valid phone number prior to the beginning of the interviews. However, successfully contacting "leavers" one year after leaving high school continues to be a challenge.

Representativeness and Selection Bias

The validity of the data determines whether the respondent group (Statewide Respondents) is representative of the target group (Statewide Sample) and allows for more generalization of those results back to the target group. Collecting data from a sufficient number of individuals from either a census or a representative sample allows representation of what is actually occurring in the state and enables more accurate programmatic decisions to be made during state and/or local decision-making. Table 2 shows this comparison.

Table 2. Representativeness of FFY 2009 Wisconsin Statewide Sample and Statewide Respondents

NPSO Response Calculator **Representativeness**

	Overall	LD	ED	MR	AO	Female	Minority	ELL	Dropout
Target Leaver Totals	2857	1476	519	335	527	968	684	0	327
Response Totals	890	477	110	125	178	292	142	0	14
Target Leaver Representation		51.66%	18.17%	11.73%	18.45%	33.88%	23.94%	0.00%	11.45%
Respondent Representation		53.60%	12.36%	14.04%	20.00%	32.81%	15.96%	0.00%	1.57%
Difference		1.93%	-5.81%	2.32%	1.55%	-1.07%	-7.99%	0.00%	-9.87%

Note: positive difference indicates over-representation, negative difference indicates under-representation. A difference of greater than +/-3% is highlighted in red. We encourage users to also read the Westat/NPSO paper Post-School Outcomes: Response Rates and Non-response Bias, found on the NPSO website at http://www.psocenter.org/collecting.html.

Wisconsin Disability Categories Equivalents: LD = Learning Disability (LD), ED = Emotional/Behavioral Disability (EBD), MR = Cognitive Disability (CD), AO = Low Incidence Disabilities (LI)

The NPSO Indicator 14 Response Calculator was used to calculate the representativeness of the respondent group on the characteristics of gender, ethnicity/race, disability, and exit type. The Response Calculator identifies significant differences between the Respondent Group and the Target Leaver Group. Negative (-) differences indicate an under-representation of the group and positive (+) differences indicate over-representation. In the Response Calculator, red color is used to indicate a difference that exceeds a ±3% interval.

- Gender – Male and Female respondents are equally represented.
- Ethnicity/Race - Minority respondents are underrepresented when compared to white respondents. When reviewing the response rates for subcategories of race, it is noted that Asian and Hispanic youth are representative of the Target Leaver Group, while African American youth are underrepresented; this trend is noted mainly in the state's largest districts. Minority youth were much more likely to have a non-viable phone number than white youth. Caution should be used when interpreting outcomes of minority youth, as their responses may not be representative of all minority youth with disabilities.
- Disability – Youth with Emotional/Behavioral Disabilities are slightly underrepresented. Caution should be used when interpreting outcomes of youth with EBD, as their responses may not be representative of all "leavers" with EBD.
- Exit Type – "leavers" who dropped out are significantly underrepresented when compared to "leavers" with a regular diploma, who reached the maximum age of eligibility for services, or received a certificate of attendance. Caution should be used when interpreting outcomes of youth who dropped out of school, as their responses may not be representative of all youth with disabilities who dropped-out.

The under-representativeness of youth in the categories of minority, EBD and drop-out could be attributed to the fact that these youth, in general, are difficult populations to locate, a trend that has been observed consistently throughout prior survey years. Respondents were not overrepresented in other categories, strategies will be developed that specifically addresses locating these populations. Current improvement strategies to contact minority and drop-out individuals seem to be effective, as evidenced by a closer representativeness from FFY 2008 to FFY 2009. These strategies will continue to be implemented in future data collections, and new districts will be alerted to this difficulty prior to interviewing so an extra effort can be made to locate at least one valid, working phone number for these youth.

Missing Data

An analysis of the missing data is conducted to determine patterns of missing information (i.e., did missing data vary across districts, disability categories, etc.). To address the missing and invalid contact information, to continue to improve response rates, and to address selection bias, several strategies were implemented.

- LEAs were asked to verify former student phone numbers in March and April after the student exited but prior to interviewing in June – September. To assist districts in strategies for locating current leaver phone numbers, the document "Improving Response Rates: A Special Message to Wisconsin Director of Special Education and Special Education Teachers" (based on the National Post School Outcomes Center resource "*Collecting Post-School Outcomes Data: Strategies for Increasing Response Rates*") was created and shared with districts in their outcomes data collection year.

- District directors of special education were contacted when the survey center finished contacting all district "leavers" and given additional time to locate a working phone number. The survey center then attempted to again contact former students with the updated phone numbers.

- To better help youth and families understand the purpose and importance of participating in the survey, a document entitled "A Special Note to Youth and Families" (based on the National Post School Outcomes Center resource "*Post-School Outcomes Survey: Coming Soon to a Student Near You!*") was created. LEAs included in the sample year were encouraged to share the Wisconsin document, along with a copy of the survey questions, with youth and families during the youth's senior or final IEP meeting. By informing youth and parents about the upcoming survey, it seems that fewer declined to participate in the survey this year than last year when successfully contacted. A lower percent of youth declined to be interviewed this year (8%) than last year (9%) and the previous survey year (12%). This practice will be continued.

- Prior to beginning the survey, time was spent identifying possible sources of respondent and non-response bias. The statewide sample was selected consistent with the other sampling indicators. St. Norbert College Survey Center, an independent survey center, was hired to make the calls. They made up to six attempts to contact each former student in the sample, calling early morning, daytime, evenings and weekends to avoid selecting only those respondents home during the day. To prevent language barrier selection bias, interviewers conducted the interviews in other languages when requested (St. Norbert College Survey Center is housed next to the International Studies Program, where they have trained bilingual interviewers), and a special operator (TTY) was used in one interview. Youth were contacted in jail and the military when possible.

- Even with the concentrated efforts to call former students at various times throughout the day and evening, the largest school districts have had the lowest response rates. To address this, Milwaukee Public Schools hired four special education staff members to go to the homes of former youth to get current phone numbers. This effort resulted in additional completed surveys. While still under-represented when grouped as "minority," American Indian, Asian and Hispanic respondents were representative of the youth in the sample. These extra steps have resulted in an increase in response rate from 15% for FFY 2008 to 20% in FFY 2009.

Baseline Data for FFY 2009 (2009-10):

Table 3 presents the Indicator 14 data components of youth engagement at least one year after leaving high school. To better understand this data, previous survey data was reviewed, including reviewing the responses of those who were never engaged or under-engaged. The current percentage of respondents who do not meet one of the criteria of Indicator 14 is 20.1%, which is close to the percentage of 21.2% who did not meet one of the criteria of Indicator 14 for FFY 2008 (2008-09). A closer review of this percentage indicates 14.0% have never been engaged in postsecondary education or employment, and 6.1% either had missing data elements or participated, but not to the level of the Indicator 14 criteria. FFY 2008 indicates 20.7% and .56%, respectively. This indicates fewer youth in FFY 2009 are reporting they never participated in any type of continuing education, training or employment than youth who were surveyed in FFY 2008.

Table 3. 2010 Wisconsin Statewide Indicator 14 Data for 2008-2009 “leavers”

All percentages based on current total of 890 statewide respondents

Data for Indicator 14 Categories	Count	Percentage
1. Higher Education • Completion of at least one term at a 2-yr College or Technical College or 4-yr College or University - Regardless of participation in Employment or other Postsecondary Education or Training	351	39.44%
2. Competitive Employment • 90 consecutive or cumulative days in a community setting, working 20 hours or more per week and earning minimum wage or greater AND Never engaged in Higher Education and regardless of engagement in other Postsecondary Education or Training or Other Employment	241	27.08%
3. Other Postsecondary Education or Training • Completion of at least one term at any other short-term education or training program, humanitarian program or high school completion program AND Never engaged in Higher Education OR Competitive Employment and regardless of engagement in Other Employment	18	2.02%
4. Other Employment • 90 consecutive or cumulative days of employment in any setting AND Never Engaged in Higher Education OR Competitive Employment OR Postsecondary Education or Training Program	101	11.35%

A. Higher Education	A = 1	351	39.44%
B. Higher Education and Competitive Employment	B = 1 + 2	592	66.52%
C. Higher Education and Competitive Employment and Other Postsecondary Education or Training and Other Employment	C = 1 + 2 + 3 + 4	711	79.89%
5. Not Engaged • *Never participated in higher education or other postsecondary education or training; never been competitively employed or otherwise employed; (c) have been underemployed; (d) have missing data elements*		179	20.11%

Post School Outcomes by Gender, Race/Ethnicity, Disability and Exit Reason
Much time and effort is spent reviewing outcomes by gender, ethnicity/race, disability and exit reason, and several reports are written which provide an in depth analysis on multiple levels. The WDPI has worked with the NPSO Center to create and implement a post high school data use toolkit and facilitator's guide to assist individual districts in data analysis of their local outcomes compared to statewide outcomes. Several reports are written which provide an in depth analysis on multiple levels.

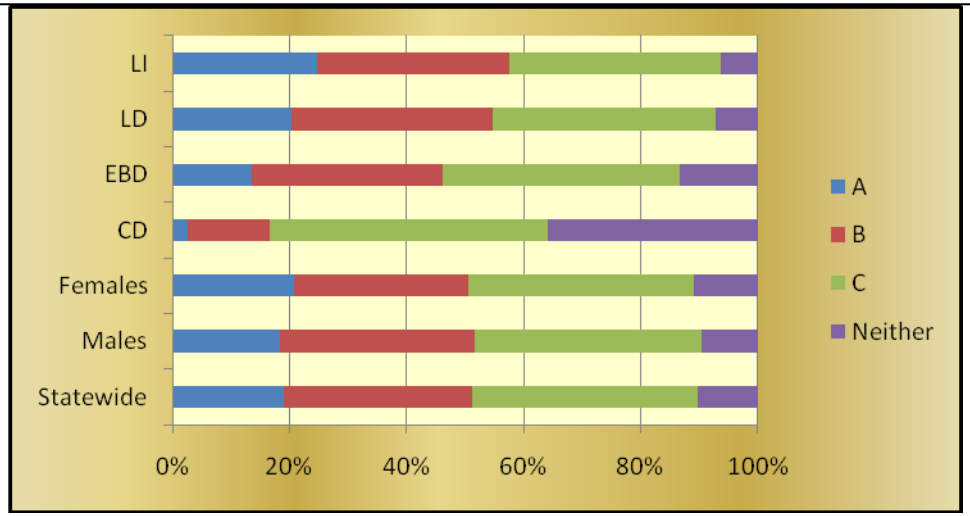
Graph 1 shows the post high school engagement rate of youth with disabilities for gender and for disability areas. More females than males participate in all types of higher education programs; this is consistent with FFY 2008. In addition, a higher percentage of female youth than males had a paying job in the community while in high school, and more female youth than male youth disclose their disability and use accommodations and/or assistive technology at their place of postsecondary education. A significantly higher percentage of males than females are competitively employed, though more females report "other employment"; they are presumably working less than competitively to supplement their participation in post secondary education. When all areas of engagement are combined, males and females are engaged at approximately the same rate.

Graph 1 also indicates youth with cognitive disabilities are engaged in all post high school activities at a lower rate than other disability areas. A much higher percentage have never been engaged in higher education, other education, training or any type of employment. A significantly lower percentage report having a paying job in the community while they were in high school. A greater percentage of youth with low incidence disabilities participate in higher education than other disability areas, while fewer are competitively employed; again, presumably because they are engaged in a postsecondary education program.

While the outcomes of youth with emotional/behavioral disabilities should be interpreted cautiously because of underrepresentation of respondents, historically and for this survey year, outcomes indicate these youth are employed and are positively represented in competitive employment. However, many fewer youth with EBD report having a paying job in the community while they were in high school. Fewer also report have a valid driver's license one year after exiting high school or attending any type of postsecondary training program.

To address this, the Wisconsin Community on Transition (WICoT) has been working to serve difficult to reach youth with disabilities. The mission of WICoT is to build and support sustainable community partnerships that ensure youth and young adults with disabilities and special health care needs will transition successfully to adult life, including: competitive employment, education, training and lifelong learning, community participation, and adult health care. WICoT council members include high school and post high school members, so efforts and planning span from services for youth into young adulthood. In addition, this theme was carried forward into the Wisconsin Transition Conference in March 2010, where there was a record high participation rate.

Graph 1. Wisconsin FFY 2009 Indicator 14 Engagement Rates by Gender and Ethnicity



It should be noted that in addition to viewing outcomes data by the Indicator 14 components, which is a hierarchical unduplicated count of engagement, the SEA and LEA is provided with a duplicated count of participation in post high school activities. This way, the districts can view all the activities in which youth are engaged regardless of participation in just one thing. For example, if a youth was competitively employed during the summer months prior to college, then attended a 4-year college while maintaining a part-time job (e.g. 15 hours per week), the district can view all of these activities; under Indicator 14, only participation in higher education would be represented. Viewing the data two ways further assists the districts in developing improvement strategies.

Baseline and Measurable Indicator 14 Targets from FFY 2009 – FFY 2012

With input from the Wisconsin State Superintendent's Advisory Council on Special Education, WDPI set annual measureable and rigorous targets through FFY 2012. Ann Bailey, of the North Central Regional Resource Center, facilitated the discussion and setting of the targets for Indicator 14.

To assist in the consideration of the target options, WDPI presented baseline data and graphic representations of <1%, 5% and 8% increases over time. Minimal progression over time was immediately ruled out as all Council members believed more progress than that could be expected given the volume of transition-related activities occurring in the state for the past several years. After much consideration and discussion, the Council supported a 3% increase as most achievable within the timeframe, with all members understanding that obtaining an even higher rate of engagement would be the best outcome.

Graph 2 represents the baseline engagement rates of the Indicator 14 components of (A) higher education, (B) higher education plus competitive employment, and (C) education plus competitive employment plus other postsecondary education or training, plus other employment. The graph and table show steady gains for each of the Indicator 14 targets, with a total engagement rate that is just over 3% higher in FFY 2012 than FFY 2009.

Graph 2. Wisconsin FFY 2009 Baseline and FFY 2010, FFY2011 and FFY2012 Targets of Engagement in Indicator 14 Postsecondary Activities

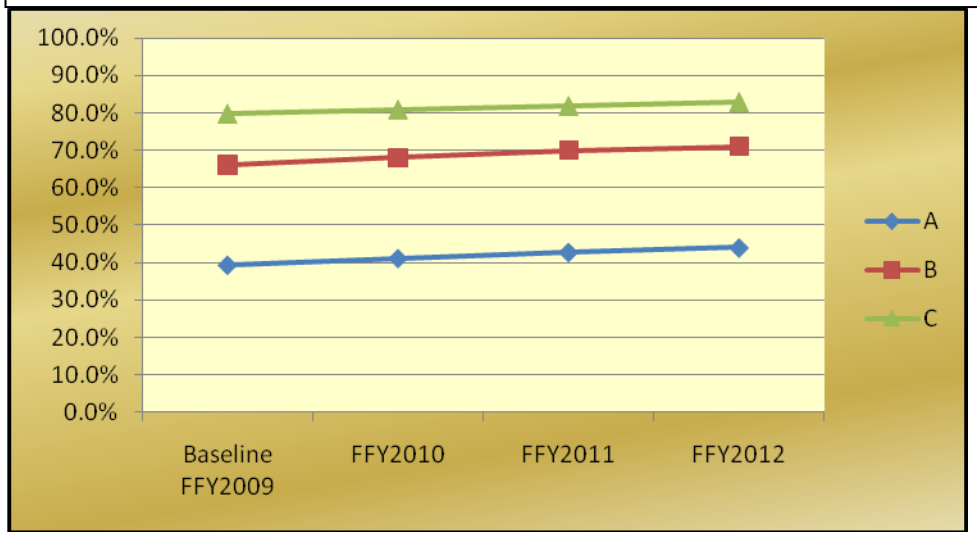


Table 4 provides the actual target percentages.

Table 4. Wisconsin FFY 2009 Baseline and FFY 2010, FFY2011 and FFY2012 Targets of Engagement in Indicator 14 Postsecondary Activities

Indicator Component	Baseline FFY2009	FFY2010	FFY2011	FFY2012
A= Higher Ed	39.4%	41.2%	42.8%	44.0%
B = Higher Ed. + Competitive Employment	66.0%	68.0%	70.0%	71.0%
C = Higher Ed. + Competitive Employment + Other Ed. or Training + Other Employment	79.9%	81.0%	82.0%	83.0%

Measurable and Rigorous Target:

FFY	Measurable and Rigorous Targets
2005 (2005-2006)	**N.A.**
2006 (2006-2007)	**N.A.**
2007 (2007-2008)	**N.A.**
2008 (2008-2009)	**N.A.**
2009 (2009-2010)	**N.A.**
2010 (2010-2011)	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. 41.2% enrolled in higher education within one year of leaving high school.** **B. 68.5% enrolled in higher education or competitively employed within one year of leaving high school.** **C. 81% enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**

2011 **(2011-2012)**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. 42.8% enrolled in higher education within one year of leaving high school.** **B. 70% enrolled in higher education or competitively employed within one year of leaving high school.** **C. 82% enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**
2012 **(2012-2013)**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:** **A. 44.5% enrolled in higher education within one year of leaving high school.** **B. 71.5% enrolled in higher education or competitively employed within one year of leaving high school.** **C. 83% enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**

Improvement Activities/Timelines/Resources:

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
14 G	**Collaboration with Statewide Projects** Results of the WPHSOS are used to inform the development of: • State Improvement Grant (SIG) and State Personnel Development Grant	X	X	X	X	X	X	X	X	Transition Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	(SPDG) • Medicaid Infrastructure Grant (MIG) to develop a Youth Leadership Council (YLC) and Youth Leadership Forum • DPI/DVR/DHFS Joint Agreement and Technical Assistance Guide.									
14 A B C D E F G H	**Focused Performance Reviews** WDPI in collaboration with CESAs #7 and #5 originally developed the Special Education Data Retreat Model to provide a unique, structure forum where collaborative teams of special educators, administrators, along with regular educators evaluated their systems for design and delivery of special education and related services. Focused data analysis enables educators to identify potential root causes of the low graduation rate, leading toward the development of school/district plans to address identified needs and improve student outcomes. Some of the data analyzed includes graduation, dropout, suspension, expulsion, participation and performance on statewide assessments, and educational environments. Data is disaggregated by disability area, gender, and race/ethnicity whenever it is available. Statewide training was provided to give all Wisconsin school districts the opportunity to analyze their own data by a collaborative staff team, to identify areas of need based on the data analysis, and to work towards a plan to address those needs building/district wide. To accomplish this statewide training, a "Train the Trainers" model was used. A two-day facilitated training was conducted for all Regional Service Network (RSN) directors and school improvement service (SIS) directors in the state. A model set of data was used for training purposes. After the RSN and SIS directors were trained, each CESA conducted trainings for its own school districts. Two follow-up meetings were conducted to provide support and technical assistance to those responsible for conducting special education data retreats. This data analysis component was further refined and integrated into Wisconsin's FM process as a beginning point for districts selected for FM and renamed the Focused Performance Review (FPR). Data continues to be disaggregated by disability area, and race/ethnicity whenever available.	X	X	X	X	X	X	X	X	FRII Coordinator Data Consultant DPI Assistant Director of Special Education FRII Workgroup FRII Pilot District Teams
14	**Information Dissemination**	X	X	X	X	X	X	X	X	WPHSOS

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
A B C D E F J	Information from the WPHSOS is shared with parents, youth with disabilities, public and private adult services providers, teachers, school administrators, and the WI CIFMS Stakeholder Group at conferences and meetings including: • State Superintendent's Conference for Special Education Leadership Personnel • Wisconsin Council of Administrators of Special Services (WCASS) • Wisconsin School Psychology Conference • Wisconsin Transition Conference • Rehabilitation and Transition Conference of Wisconsin • Cooperative Educational Services Agency (CESA) Meetings • County Councils on Transition Meetings • In-district transition planning meetings • Department of Workforce Development Board Meetings • Division of Vocational Rehabilitation (DVR) Meetings • Department of Health and Family Services (DHFS) Meetings • Parent Organizations Conferences • Wisconsin Youth Leadership Council Meetings • Wisconsin Community of Practice on Transition • Employment Practice Group (EPG) Information on state and local communities of practice, as well as technical assistance documents, are also shared with the National Community of Practice on Transition via the website www.sharedwork.org.									Director WPHSOS Grant Transition Consultant
14 A C D F G	**National Participation** Wisconsin benefits from participation in a variety of national organizations focused on improving post high school outcomes of youth with disabilities. Wisconsin also shares information learned from the WPHSOS through these various organizations. • WDPI utilizes technical assistance guides, conference calls and resources provided through the National Post High School Outcomes Center (NPSO). • WDPI is working with the NPSO Center to expand the use of results of the	X	X	X	X	X	X	X	X	WPHSOS Director Transition Consultant WDPI Graduation/ Dropout Prevention Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	WPHSOS for school-based planning. • Mary Kampa, director of the WPHSOS, is a member of the NPSO Advisory Group and the National Community of Practice on Transition. • WDPI participates in the National Secondary Training and Technical Assistance Center (NSTTAC). • WDPI presents information on the WI Statewide Transition Initiative and the WI Post High School Outcomes Study at national transition forums. • WDPI developed and annually updates a statewide strategic transition plan for Wisconsin. • The Secondary Transition State Capacity Building Initiative Grant is utilized to further provide information to teachers, parents, youth, administrators, and adult services agencies on implementing transition strategies that improve outcomes. WDPI will work with the National Drop-out Prevention Center – Students with Disabilities (NDPC-SD) on connecting school-based strategies and graduation rates with post high school outcomes. Speakers from the NDPC-SD conference are invited to participate in the Urban Schools Conference.									
14 C D	**Program Support Meetings** Each year, the program consultants on the Special Education Team design and host program support meetings for interested stakeholders, including parents, school district staff, educational administration, paraprofessionals, and higher education faculty. The overarching goal of these program support meetings is to disseminate innovative information and current resources to the field. At these meetings, program consultants typically present information and training aimed at reducing the graduation gap and dropout rates. Specific topics include research-based strategies to increase student engagement, establish a positive school climate, increase options for student learning, and enhance staff knowledge and skills. These opportunities will continue in future years.						X	X	X	Program Area Consultants
14 A B	**Wisconsin Post High School Outcomes Survey (WPHSOS)** Annually, from 1/5 of LEAs, WDPI collects data on post high school outcomes of youth with disabilities. Districts provide contact data of students the year prior	X	X	X	X	X	X	X	X	WPHSOS Director

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
C D E F	to exit. St. Norbert Survey Center conducts a phone interview with students one year after exiting. The survey center makes multiple attempts to survey students. The WPHSOS provides training and technical assistance to St. Norbert and school districts to increase the accuracy of the data. Annually, a statewide Wisconsin Post High School Outcomes Survey (WPHSOS Summary Report (www.posthighsurvey.org) is published in September and widely distributed throughout the year. To assist with determining improvement activities, data are disaggregated by gender, ethnicity, disability, and exit type. Districts have access to a Gender, Ethnicity, Disability, and Exit Type data chart, District Summary Report, District Report, Data Analysis Charts, and Improvement Planning Forms. Districts use the information to review their local outcomes in relation to local planning and improvement activities. The data analysis forms may be used in conjunction with the state-developed data retreat procedures, so districts can easily incorporate post high school outcomes data into analysis and improvement planning.									WPHSOS Grant Transition Consultant
14 C D G	**Wisconsin Statewide Transition Initiative (WSTI)** The Wisconsin Statewide Transition Initiative (WSTI), a statewide system's change grant funded by the WDPI, assists LEAs in using data from indicators #1, #2, #13, and #14 to develop local improvement plans. WSTI hosts an annual state-wide transition conference which provides an opportunity to share the post high school outcomes with parents, teachers, administrators, adult service agencies, and youth. WSTI hosts networking meetings to provide training on Indicator #13 in each CESA, and invites information sharing on Indicator #14 and the WPHSOS. These meetings are open to all public agencies. WSTI and WPHSOS share a web programmer so that data are connected through the database.	X	X	X	X	X	X	X	X	WSTI Grant WSTI Director Transition Consultant

Categories:	
A) Improve data collection/reporting or systems	F) Program development
B) Improve systems administration & monitoring	G) Collaboration/coordination
C) Provide training/professional development	H) Evaluation
D) Provide technical assistance	I) Increase/adjust FTE
E) Clarify/examine/develop policies & procedures	J) Other

Overview of the State Performance Plan Development:

Refer to the overview section, pages 1-7.

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:

ercent 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.

States are required to use the "Indicator 15 Worksheet" to report data for this indicator (see Attachment A).

Overview of Issue/Description of System or Process:

Elements of the General Supervision System

The Wisconsin Department of Public Instruction (WDPI) worked in collaboration with the National Center for Special Education Accountability Monitoring (NCSEAM) to develop a general supervision system based on the six critical elements of general supervision described below. The details of the various elements are discussed in a number of the other indicators.

1) Measurable priorities – Through a stakeholder process, WDPI identified measurable priorities to address through its general supervision system. The priority areas include State Performance Plan (SPP) indicators and priority areas to be addressed through continuous improvement and focused monitoring. The measurable priority areas identified by stakeholders are the gap in graduation rates between students with disabilities and students without disabilities and the gap in 8th grade reading achievement between students with disabilities and students without disabilities. In addition, WDPI has identified racial disproportionality as a priority area to be addressed through a statewide initiative.

2) Establishment of effective model policies and procedures – WDPI ensures all local educational agencies (LEAs) have adopted policies and procedures that comply with IDEA 2004 and state law. Special education forms in use in LEAs will be reviewed to ensure compliance. Wisconsin's statewide initiative targeting racial disproportionality will also include a review of LEA policies, procedures, and practices that may be related to inappropriate identification.

As a condition of funding under the Individuals with Disabilities Education Act (IDEA), local educational agencies are required to establish written policies and procedures for implementing federal special education laws. In addition, Wisconsin law requires local educational agencies to establish written policies and procedures for implementing state and federal special education requirements. WDPI developed *Model Local Educational Agency Special Education Policies and Procedures* to help local educational agencies meet their obligation to establish and implement special education requirements. A local educational agency may establish special education requirements by adopting the model policies and procedures. The document may also be used as a reference tool and for staff development activities to promote understanding of and compliance with special education requirements. All LEAs are required to assure the department that they have adopted the model policies and procedures, or submit locally developed policies and procedures to the WDPI for review and approval.

WDPI provides sample forms and notices for use in the individualized education program (IEP) team process to assist districts in complying with state (Chapter 115) and federal (IDEA) special education requirements. The Sample Forms and the Reference Materials posted on the department's web site have been updated to reflect changes in the Individuals with Disabilities Education Improvement Act of 2004 that became effective July 1, 2005, and the regulations that became effective October 13, 2006. State statute requires all youth aged 14 and above have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals. WDPI provided model forms to all LEAs to assist with implementing the transition requirements. All LEAs are required to assure WDPI they have adopted the model forms and notices or submit their locally developed forms to the department for review and approval.

3) Data collection and analysis of program progress and results – WDPI collects data related to SPP indicators and priority areas through the LEA 618 data report, the Individual Student Enrollment System (ISES), and the LEA Local Performance Plan (LPP). For each school year, all Wisconsin LEAs, including charter schools, complete and submit an annual LPP to the WDPI for review. The LPP is an internet application and is the IDEA flow-through and preschool funding mechanism that must be completed in approvable form before a district may encumber and expend federal monies. Through the LPP, districts submit their IDEA flow-through and preschool budgets and provide assurance to WDPI of compliance with state and federal special education requirements. Districts are required to analyze their performance on specified indicators in the State Performance Plan, and develop and submit improvement activities for those indicators for which a district does not meet the established targets. The LPP is reviewed by a WDPI consultant assigned to work with the individual LEA. One component of the LPP is the Special Education District Profile, through which WDPI reports annually to the public on the performance of each LEA on the targets associated with Indicators #1-#14. The Special Education District Profile is used to analyze LEA performance on each of the indicators in the State Performance Plan (https://www2.dpi.state.wi.us/DistrictProfile/Pages/DistrictProfile.aspx). The Special Education District Profile includes; LEA data, state data, the target for each indicator, data sources for each indicator, and a link to more information about each indicator.

WDPI ensures the accuracy of data collected from LEAs through a variety of measures. In addition, WDPI reviews data from IDEA complaints, due process hearing decisions, and procedural compliance monitoring. The data collected through these systems has informed WDPI's establishment of priority areas, goals, and activities designed to achieve the goals and targets set out in the SPP.

4) Targeted training and technical assistance – Training and technical assistance focuses on priority areas established by stakeholders and SPP indicators. LEAs identified using the data systems described above receive targeted training and technical assistance to improve results for children, correct noncompliance, and address inappropriate identification resulting in racial disproportionality. IDEA funds support this targeted training.

5) Effective, responsive complaint process - The State has established effective, responsive systems for IDEA complaints, due process hearings, and mediation. These are described in indicator #15 below and indicator #19. Issues raised in these systems are considered in designing self assessment of procedural requirements required of all LEAs.

6) Meaningful focused monitoring – WDPI's Continuous Improvement and Focused Monitoring System (CIFMS) targets LEAs identified for improvement in the priority areas of graduation and 8th grade reading gap using data collected from LEAs. LEAs identified for improvement participate in a Focused Performance Review, drilling down in the data to develop hypotheses about poor outcomes for children. WDPI staff conduct onsite reviews to assist LEAs in identifying issues related to outcomes for children. LEA staff and WDPI staff collaboratively review results of these activities and develop an improvement plan. WDPI staff facilitate technical assistance for the LEA to meet the goals of its improvement plan. If noncompliance is identified during the CIFMS activities, the LEA is required to correct the noncompliance as soon as possible, but no later than one year after identification (see indicators #1 and #3). Also WDPI requires each LEA in the state to conduct a *Procedural Requirements Self-Assessment* focused on SPP indicators and other issues of statewide significance. LEAs develop a corrective action plan to timely correct noncompliance when it is identified. WDPI verifies LEA self-assessments through desk audits and site visits. The LEA self-assessment of procedural requirements is described below.

Compliance Monitoring

OSEP's March 10, 2010 verification letter required the State to, within 60 days from the date of OSEP's letter, provide to OSEP written documentation demonstrating that it revised its policies and procedures for determining timely correction of noncompliance, so that it determines that a finding of noncompliance has been corrected only if the LEA has both: 1. Is correctly implementing the specific regulatory requirements; and 2. Corrected each individual case of student-specific noncompliance (although late for timeline requirements) and verifies correction consistent with sections 612(a)(11) and 616 of the IDEA, 34 CFR §§300.149 and 300.600, and 20 U.S.C. 1232d(b)(3)(E), and with OSEP Memo 09-02.

In its April 15, 2010 response to OSEP, the State provided its revised policies and procedures (posted at http://dpi.wi.gov/sped/osep-verif-visit.html) for determining timely correction of noncompliance. With respect to the State's revised policies and procedures for determining timely correction of noncompliance, OSEP has determined that they are consistent with sections 612(a)(11) and 616 of the IDEA, 34 CFR §§300.149 and 300.600, and 20 U.S.C. 1232d(b)(3)(E), and with OSEP Memo 09-02. April 15, 2010, WDPI implemented these revised policies and procedures for determining timely correction of noncompliance.

Procedural Compliance Self-Assessment

Each year beginning in 2006-2007, the state will gather monitoring data from one-fifth of the LEAs in the state through an LEA self-assessment of procedural requirements related to monitoring priority areas and SPP indicators. LEAs conduct the self-assessment using a sample of student individualized education program (IEP) records. Each year the cohort of districts are representative of the state considering such variables as disability categories, age, race, and gender. Milwaukee Public Schools, the only LEA with average daily membership of over 50,000, is included in the sample each year. WDPI will include every LEA in the state at least once during the course of the SPP. The self-assessment of procedural requirements includes data on each of the SPP indicators including the number 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 post-secondary goals (indicator #13) and the percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (indicator #11). LEAs will report the self-assessment results to WDPI, along with planned corrective actions. LEAs will be required to correct noncompliance as soon as possible, but no later than one year from identification.

Annually, WDPI will review all LEA self-assessments, conduct validation activities on a portion of the LEA self-assessments, and verify all identified noncompliance has been corrected. Based on its review, WDPI will provide technical assistance to LEAs, which may result in revisions to their planned corrective actions. LEAs will report the status of their corrective actions to ensure correction within one year of identification of the noncompliance. WDPI will verify that all noncompliance has been corrected within one year. LEAs failing to correct noncompliance within one year of identification will be required to report the reasons and the specific steps that will be implemented to correct the noncompliance. These LEAs will be assigned to a more intensive level of oversight.

State IDEA Complaints, Due Process Hearings, Mediations

Complaints

WDPI is responsible for investigating complaints and issuing decisions within 60 calendar days of receipt of the complaint. WDPI staff review all relevant information and make an independent determination, based upon a preponderance of the evidence, about whether the district has met a requirement. WDPI's decision includes findings of fact and a conclusion for each issue. When the district already has taken child-specific or general action to correct noncompliance, the decision reflects the district's corrective measures. If the district must take additional corrective action, generally the decision includes a directive for the agency to submit to WDPI, within a specified time, generally within 30 days of the decision, a corrective action plan. The plan addresses each violation and specifies the time period, not to exceed one year from the date of the decision, within which compliance will be achieved. Complaint decisions occasionally specify the action to be taken and a time for correction. The directive addresses corrective actions appropriate to the specific child or children whose education is the subject of the complaint and corrective actions to insure appropriate future provision of services for all children with disabilities. If no corrective action is required, the letter includes a statement closing the complaint. The CAP or decision will include a date for submission of documentation that corrective activities have been completed. The complaint is closed when the WDPI verifies the LEA: 1.) is correctly implementing the specific regulatory requirements; and 2.) corrected each individual case of student-specific noncompliance**.**

Due Process

Currently there is a one-year state statute of limitations for due process hearing requests. A hearing is requested by sending a letter or a completed sample form to WDPI. The parent request includes the name and address of the child, the name of the school the child is attending, a description of the nature of the problem relating to the hearing request including the facts relating to such problem, and a proposed resolution of the problem to the extent known and available to the parents at the time. WDPI acknowledges receipt of a hearing request in a letter describing district responsibilities including the holding of a resolution session within 15 days of receiving the hearing request. When a hearing is requested, WDPI, by contract with the Wisconsin Department of Administration--Division of Hearings and Appeals (DHA), appoints an impartial hearing officer to conduct the hearing. Hearing officers are attorneys who receive an initial, and at least annual, training from WDPI regarding special education requirements. Except in cases requiring an expedited hearing, the hearing officer must issue a written decision based solely upon the evidence presented at the hearing within 45 days following completion of the 30-day resolution period or the day after one of the following events: (1) both parties agree in writing to waive the resolution meeting; (2) after either the mediation or resolution meeting starts but before the end of the 30-day period, the parties agree in writing that no agreement is possible; (3) if both parties agree in writing to continue the mediation at the end of the 30-day resolution period, but later, the parent or public agency withdraws from the mediation process. The hearing officer may extend the 45-day timeline, for cause, if the parent or the school district requests an extension. The hearing decision notifies the parties that, within 45 days after the

administrative law judge's decision has been issued, either party may appeal the decision to the circuit court for the county in which the child resides or to federal district court.

Baseline Data for FFY 2004 (2004-2005):

See Tables 15A, 15B and 15C.

Monitoring

See Tables 15A and 15C attached.

Complaints

In 33 of 34 investigations with findings, noncompliance was corrected within one year. (See below.)

Due process

There was one fully-adjudicated decision with a finding of noncompliance. WDPI did not determine whether correction was completed within one year. WDPI has since confirmed with the district that corrective action required through the hearing decision has been completed and noncompliance has been corrected.

Discussion of Baseline Data:

Compliance Monitoring

Baseline data was obtained from on-site monitoring of 22 LEAs during the 2003-2004 school year and correction of noncompliance within one year of identification during the 2004-2005 school year. These activities occurred prior to OSEP's development of the SPP priority areas and indicators. Therefore, many requirements monitored during the period are not related to an SPP indicator. The compliance monitoring system was redesigned to focus on assessing requirements related to the priority areas and indicators and other statewide issues. Based on OSEP's draft guidance on requirements related to indicators, WDPI performed an analysis of requirements monitored during the baseline period to determine if they were related to SPP indicators. Requirements were assigned to SPP indicators as appropriate.

Until 2004-05, WDPI's monitoring procedures did not require WDPI to verify correction of noncompliance within one year after the identification of the LEA's noncompliance. If the initial corrective action plan was not successful in correcting noncompliance, the LEA was required to implement a second or a third plan. The baseline percentage of noncompliance corrected within one year reflects WDPI monitoring procedures prior to 2004-05. Although procedures did not require WDPI to verify that noncompliance was corrected within one year of identification, more than one-third of noncompliance related to monitoring priority areas was corrected within one year of identification. Similarly, the low percentage for requirements not related to indicators reflects WDPI's procedures in place at the time. WDPI has since then required LEAs to correct all noncompliance within one year of identification. WDPI verifies correction using their two-pronged procedures ensuring current compliance and each individual case of noncompliance is corrected.

Complaints

During the baseline period, WDPI's complaint procedures did not require WDPI staff to verify the correction of noncompliance within a year of identification. During the period, 60 complaints were filed. The investigations of these complaints resulted in 34 decisions with findings that the districts' actions did not meet requirements for at least one issue. While WDPI's procedures did not require correction of noncompliance within one year of identification, WDPI verified correction of noncompliance for 33 decisions with findings within one year of identifying noncompliance. Often the investigations were closed within a matter of two to three months. In one investigation noncompliance was fully corrected six weeks beyond the one year deadline; however, child-specific corrective action was completed within several months following issuance of the decision.

Measurable and Rigorous Target

Targets for this indicator are set by OSEP.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of findings of noncompliance are corrected as soon as possible, but in no case later than one year from identification.
2006 (2006-2007)	100% of findings of noncompliance are corrected as soon as possible, but in no case later than one year from identification.
2007 (2007-2008)	100% of findings of noncompliance are corrected as soon as possible, but in no case later than one year from identification.
2008 (2008-2009)	100% of findings of noncompliance are corrected as soon as possible, but in no case later than one year from identification.
2009 (2009-2010)	100% of findings of noncompliance are corrected as soon as possible, but in no case later than one year from identification.
2010 (2010-2011)	100% of findings of noncompliance are corrected as soon as possible, but in no case later than one year from identification.
2011 (2011-2012)	100% of findings of noncompliance are corrected as soon as possible, but in no case later than one year from identification.

2012 **(2012-2013)**	100% of findings of noncompliance are corrected as soon as possible, but in no case later than one year from identification.

Improvement Activities/Timelines/Resources:

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
15 B	**Complaints** WDPI has complaint procedures to verify correction of noncompliance within one year of identification. An additional tracking mechanism alerts staff that an open complaint investigation is approaching the one-year anniversary of a finding of noncompliance.	X	X	X	X	X	X	X	X	Complaint Consultants
15 B	**Due Process Hearings** WDPI staff responsible for coordinating the due process hearing system review all fully-adjudicated hearing decisions to determine whether noncompliance was identified. WDPI staff contact the district after the relevant appeal period has passed to confirm that corrective action related to findings of noncompliance was completed within any ordered time frame and no later than one year after the finding of noncompliance. The dates when noncompliance was determined and when corrective measures were completed are noted in WDPI's electronic log to enable reporting in each APR that correction was completed within one year.	X	X	X	X	X	X	X	X	Due Process Consultant
15 B E D	**Model IEP Forms** • Develop and distribute model IEP forms and notices. • Verify that LEAs have adopted IEP team forms that comply with IDEA 2004 and state law.	X	X	X	X	X	X	X	X	Procedural Compliance Workgroup
15 B E D	**Model Policies and Procedures** • Develop and distribute LEA Model Policies and Procedures. • Verify that LEAs have adopted policies and procedures that comply with IDEA 2004 and state law.	X	X	X	X	X	X	X	X	Procedural Compliance Workgroup
15 B E	**Procedural Compliance Self-Assessment Monitoring** The state gathers monitoring data from the LEAs in the state through an LEA self-assessment of procedural requirements related to monitoring priority areas	X	X	X	X	X	X	X	X	Procedural Compliance Workgroup

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
C D	and SPP indicators. Wisconsin LEAs have been divided into five cohorts. One cohort is monitored each year beginning with the 2006-07 school year. All LEAs will be monitored for procedural compliance during the SPP six-year period. WDPI undertakes the activities below to ensure it reaches 100 percent correction of noncompliance within one year of identification. • Disseminate information on IDEA 2004 requirements. • Develop and maintain a reporting system for LEA compliance monitoring. • Establish and implement a six-year cycle of procedural compliance monitoring. • Assist LEAs to comply with transition requirements through WSTI (Wisconsin Statewide Transition Initiative). • Train staff of LEAs scheduled for monitoring on self-assessment of procedural requirements and reporting. • Initiate and maintain a system for LEAs to report self-assessment of procedural requirements results and planned corrective activities. • Review LEA self-assessments of procedural requirements. • Validate the procedures of a sample of LEAs required to conduct the *Procedural Compliance Self-Assessment* and provide technical assistance as needed. • Verify that LEAs conducting a self-assessment of procedural requirements have corrected noncompliance within one year of identification. • Prepare and distribute a bulletin on the results of the annual *Procedural Compliance Self-Assessment.*									LPP Consultants

Categories:

A) Improve data collection/reporting or systems	F) Program development
B) Improve systems administration & monitoring	G) Collaboration/coordination
C) Provide training/professional development	H) Evaluation
D) Provide technical assistance	I) Increase/adjust FTE
E) Clarify/examine/develop policies & procedures	J) Other

Monitoring information for Part B Indicator #15 in the SPP.
See "Related Requirements" for statutory and regulatory requirements related to each indicator.

Table for #15 A

Monitoring Priority: Effective General Supervision Part B		
Indicator	Measurement Calculation	Explanation
15. A. Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification: c. # of findings of noncompliance made related to monitoring priority areas and indicators. d. # of corrections completed as soon as possible but in no case later than one year from identification. Percent = b divided by a times 100.	See attached Calculation Chart for specifications of data included here. a = 51 b = 18 b/a = 18/51 = .35 x 100 = 35% Note: As of December, 2005, 100% of the noncompliance findings have been corrected.	

Compilation Table

Indicator	Monitoring Mechanism	# LEAs Reviewed	# LEAs with Findings	a. # of Findings	b. # of Findings Corrected w/in 1 yr	% Corrected w/in 1 yr
1. Percent of youth with IEPs graduating from high school with a regular diploma.	Self-Assessment	0	NA	NA	NA	NA
	On-site Visit	0	NA	NA	NA	NA
	Data Review	0	NA	NA	NA	NA
	Other: Specify	0	NA	NA	NA	NA
2. Percent of youth with IEPs dropping of high school	Self-Assessment	0	NA	NA	NA	NA
	On-site Visit	0	NA	NA	NA	NA
	Data Review	0	NA	NA	NA	NA
	Other: Specify	0	NA	NA	NA	NA
3. Participation and performance of children with disabilities on statewide assessments	Self-Assessment	0	NA	NA	NA	NA
	On-site Visit	22	16	19	3	16%
	Data Review	0	NA	NA	NA	NA
	Other: Specify	0	NA	NA	NA	NA
4. Rates of suspension and expulsion	Self-Assessment	0	NA	NA	NA	NA
	On-site Visit	22	1	1	0	0%
	Data Review	0	NA	NA	NA	NA
	Other: Specify	0	NA	NA	NA	NA
5. Percent of children with IEPs aged 6 through 21 – educational placements	Self-Assessment	0	NA	NA	NA	NA
	On-site Visit	22	12	31	15	48%
	Data Review	0	NA	NA	NA	NA

Indicator	Monitoring Mechanism	# LEAs Reviewed	# LEAs with Findings	a. # of Findings	b. # of Findings Corrected w/in 1 yr	% Corrected w/in 1 yr
	Other: Specify	0	NA	NA	NA	NA
6. Percent of preschool children who received special education and related services in settings with typically developing peers	Self-Assessment	0	NA	NA	NA	NA
	On-site Visit	0	NA	NA	NA	NA
	Data Review	0	NA	NA	NA	NA
	Other: Specify	0	NA	NA	NA	NA
7. Percent of preschool children with IEPs who demonstrated improved outcomes **NEW INDICATOR NO DATA 2004-05**	Self-Assessment					
	On-site Visit					
	Data Review					
	Other: Specify					
8. Percent of parents with a child receiving special education services who report that schools facilitated parents involvement **NEW INDICATOR NO DATA 2004-05**	Self-Assessment					
	On-site Visit					
	Data Review					
	Other: Specify					
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education **NEW INDICATOR NO DATA 2004-05**	Self-Assessment					
	On-site Visit					
	Data Review					
	Other: Specify					
10. Percent of children with parental consent to	Self-Assessment					

Indicator	Monitoring Mechanism	# LEAs Reviewed	# LEAs with Findings	a. # of Findings	b. # of Findings Corrected w/in 1 yr	% Corrected w/in 1 yr
evaluate, evaluated within State established timelines **NEW INDICATOR NO DATA 2004-05**	On-site Visit					
	Data Review					
	Other: Specify					
12. Percent of children referred by Part C prior to age 3 have an IEP developed and implemented by their third birthday	Self-Assessment	0	NA	NA	NA	NA
	On-site Visit	0	NA	NA	NA	NA
	Data Review	0	NA	NA	NA	NA
	Other: Specify	0	NA	NA	NA	NA
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals **NEW INDICATOR NO DATA 2004-05**	Self-Assessment					
	On-site Visit					
	Data Review					
	Other: Specify					
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 **NEW INDICATOR NO DATA 2004-05**	Self-Assessment					
	On-site Visit					
	Data Review					
	Other: Specify					

Indicator	Monitoring Mechanism	# LEAs Reviewed	# LEAs with Findings	a. # of Findings	b. # of Findings Corrected w/in 1 yr	% Corrected w/in 1 yr
TOTALS	SUM COLUMNS A AND B			51	18	

Table for #15B

Monitoring Priority: Effective General Supervision Part B		
Indicator	Measurement Calculation	Explanation
15 B. Percent of noncompliance related to areas not included in the above monitoring priority areas and indicators corrected within one year of identification: a. # of findings of noncompliance made related to such areas. 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.	a = 200 b = 29 b/a = 29/200 = .15 .15 x 100 = 15% Note: As of December, 2005, 100% of the noncompliance findings have been corrected.	Areas of noncompliance citations: Evaluation IEP team composition IEP team meeting IEP content Notice Availability of Resources

Table for Indicator #15C

Monitoring Priority: Effective General Supervision Part B		
Indicator	**Measurement Calculation**	**Explanation**
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. C. Percent of noncompliance identified through other mechanisms (complaints, due process hearings, mediations, etc.) corrected within one year of identification: a. # of agencies in which noncompliance was identified through other mechanisms. b. # of findings of noncompliance made. c. # of corrections completed as soon as possible but in no case later than one year from identification. Percent = c divided by b times 100. Note: As of December, 2005, 100% of the noncompliance findings have been corrected.	a = 24 b = 48 c = 47 47/48 = 98% 98% of noncompliance identified through other mechanisms were corrected in a timely manner.	24 agencies had issues in the dispute resolution system where findings were made. There were 48 findings of noncompliance in the following areas – 8 proper IEP 7 evaluation 4 records 3 transfer 3 suspension 23 properly implemented IEP 47 of the findings were corrected within one year of identification The areas in which correction was not completed within one year were evaluation, suspension and IEP properly implemented (child-specific correction was completed within one year in all instances) Note: There were 4 additional findings made in due process. These are not included in the calculation because during the relevant time period there was no requirement for the department to ensure correction.

Overview of the State Performance Plan Development:

Refer to the overview section, pages 1-7.

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, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.

(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:

The Wisconsin Department of Public Instruction (WDPI) is responsible for investigating complaints and issuing a decision within 60 calendar days of receipt of the complaint. A complaint must be in writing and signed, it must allege a violation of subchapter V of Chapter 115, Stats., state rules, the Individuals with Disabilities Education Act (IDEA) and/or 34 CFR Part 300, and it must set out sufficient facts to permit WDPI to initiate an investigation of the allegation. Parents periodically decide to withdraw complaints, often in light of action taken by the district in response to the complaint; and in such cases WDPI closes the investigation. WDPI sets aside a complaint issue when a due process hearing has been requested on the same issue. A complaint alleging an agency's failure to implement a due process decision will be resolved through the complaint procedures. WDPI may extend the 60-day time limit for exceptional circumstances such as the unavailability of necessary parties or information. WDPI carries out an independent investigation, on site if necessary. Department staff review all relevant information and make an independent determination, based upon a preponderance of the evidence, about whether the district has violated a requirement. WDPI's decision includes findings of fact and a conclusion for each issue.

Baseline Data for FFY 2004 (2004-2005):

See attachment 1.

Discussion of Baseline Data:

WDPI received 66 complaints during the period July 1, 2004, to June 30, 2005. Five complaints were withdrawn. One complaint was set aside because the issues were being addressed in due process, but has since been decided. Fifty-one complaints were resolved within 60 days of receipt. Ten complaints were not resolved within 60 days. During the reporting period, the percentage of complaint investigations completed within required time limits is 84%.

WDPI reported in the APR dated March 2005 that 60 of 61 complaint investigations received during the period July 1, 2003, to June 30, 2004, were completed within required time periods and that the one untimely decision was one day late. The percent of investigations not completed within time requirements for 2004-2005 is similar to what it had been for several years prior to the period covered in the March 2005 APR. Several factors may account for late decisions. In several cases materials requested from school districts by complaint investigators did not arrive in a timely manner. Several of the decisions which were issued late contain multiple and complex issues. The decisions in all but one of the late decisions were due after April 2005. Several of the staff who investigate complaints also were responsible for developing and providing information to districts and parents about the December 2004 revisions to IDEA and for developing forms for district use in meeting the new requirements. These tasks may have impacted unfavorably on their ability to resolve complaints within time limits.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**100%**
2006 (2006-2007)	**100%**
2007 (2007-2008)	**100%**
2008 (2008-2009)	**100%**
2009 (2009-2010)	**100%**
2010 (2010-2011)	**100%**
2011 (2011-2012)	**100%**
2012 (2012-2013)	**100%**

Improvement Activities/Timelines/Resources:

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
16 B	**Complaints** WDPI has complaint procedures to verify correction of noncompliance within one year of identification. The Complaint Workgroup analyzes data and	X	X	X	X	X	X	X	X	Complaint Workgroup

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	determines how to meet the 60-day timeline. The letter sent to the school district acknowledging the complaint specifies a date by which materials are needed from the district. WDPI ensures complaint staff follow the internal complaint procedures for receiving information from the district when materials have not been received in a timely manner. Electronic reminders for the due date are sent to complaint staff. Periodically and prior to the submission of each APR during the SPP period, WDPI reviews the timeliness of complaint decisions to ensure timely decisions. If a complaint decision is not timely, WDPI will analyze the reasons to determine appropriate corrective actions. A lead complaint coordinator oversees the progress of all complaints to ensure that timelines are followed and that reviews of such complaints are expedited. An additional tracking mechanism alerts staff that an open complaint investigation is approaching the one-year anniversary of a finding of noncompliance.									Lead Complaint Coordinator

Categories:

A) Improve data collection/reporting or systems
B) Improve systems administration & monitoring
C) Provide training/professional development
D) Provide technical assistance
E) Clarify/examine/develop policies & procedures
F) Program development
G) Collaboration/coordination
H) Evaluation
I) Increase/adjust FTE
J) Other

Overview of the State Performance Plan Development:

Refer to the overview section, pages 1-7.

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

(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:

When a hearing is requested, the Wisconsin Department of Public Instruction (WDPI), by contract with the Department of Administration--Division of Hearings and Appeals (DHA), appoints an impartial hearing officer to conduct the hearing. Hearing officers are attorneys who receive initial, and at least annual, training from WDPI regarding special education requirements. Except in cases requiring an expedited hearing, the hearing officer must issue a written decision based solely upon the evidence presented at the hearing within 45 days following completion of the 30-day resolution period or the day after one of the following events: (1) both parties agree in writing to waive the resolution meeting; (2) after either the mediation or resolution meeting starts but before the end of the 30-day period, the parties agree in writing that no agreement is possible; (3) if both parties agree in writing to continue the mediation at the end of the 30-day resolution period, but later, the parent or public agency withdraws from the mediation process. The hearing officer may extend the 45-day timeline, for cause, if the parent or the school district requests an extension. The vast majority of hearing requests have been settled informally or by settlement agreements rather than by hearing officers' decisions. The hearing decision notifies the parties that, under state law, within 45 days after the administrative law judge's decision has been issued, either party may appeal the decision to the circuit court for the county in which the child resides or to federal district court.

Since 1996, WDPI has contracted with DHA to complete IDEA due process hearings. DHA maintains an electronic tracking system which monitors decision due dates. The system tracks extensions of the initial 45-day time limit and the dates when the hearing is to occur and the decision is due. This information is available to each hearing officer. WDPI has maintained an electronic log of critical information related to receipt of due process hearing requests for many years. The information includes elements such as the names of the parties, filing date, initial 45-day time limit, dates of extensions and date of the decision. During the year department staff also track hearing due dates. In preparing reports to OSEP, department staff confer with DHA staff prior to reporting the timeliness of completed due process hearings. For several years, including for each annual performance report (APR), WDPI has determined that all hearings were held within required time limits.

Baseline Data for FFY 2004 (2004-2005):

See attachment 1.

Discussion of Baseline Data:

All four fully adjudicated due process hearing requests resulted in decisions within the 45-day timeline or a timeline that was properly extended by the hearing officer at the request of either party.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**100%**
2006 (2006-2007)	**100%**
2007 (2007-2008)	**100%**
2008 (2008-2009)	**100%**
2009 (2009-2010)	**100%**
2010 (2010-2011)	**100%**
2011 (2011-2012)	**100%**
2012 (2012-2013)	**100%**

Improvement Activities/Timelines/Resources:

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
17 A B	**Due Process Hearings** WDPI will maintain the 100% compliance reported in current and previous reporting periods utilizing WDPI's and DHA's electronic tracking systems and through continuing coordination with DHA staff.	X	X	X	X	X	X	X	X	Due Process Hearing Consultant DHA

Categories:	
A) Improve data collection/reporting or systems	F) Program development
B) Improve systems administration & monitoring	G) Collaboration/coordination
C) Provide training/professional development	H) Evaluation
D) Provide technical assistance	I) Increase/adjust FTE
E) Clarify/examine/develop policies & procedures	J) Other

Overview of the State Performance Plan Development:

Refer to the overview section, pages 1-7.

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:

Prior to the opportunity for an impartial due process hearing, a local educational agency (LEA) must convene a meeting with the parents and the relevant member(s) of the IEP Team who have specific knowledge of the facts identified in the complaint within 15 days of receiving notice of the parents' complaint unless the parents and the LEA agree in writing to waive the meeting, or agree to use mediation. During the resolution session, the parents of the child discuss their complaint, and the facts that form the basis of the complaint, and the LEA is provided the opportunity to resolve the complaint.

Since 1996, WDPI has contracted with the Wisconsin Department of Administration--Division of Hearings and Appeals (DHA) to complete IDEA due process hearings. When a hearing is requested, WDPI, by contract with DHA, appoints an impartial hearing officer to conduct the hearing. Hearing officers are attorneys who receive initial, and at least annual, training from WDPI regarding special education requirements. When a hearing file is returned to WDPI by the Department of Administration--Division of Hearings and Appeals (DHA), WDPI staff reviews the file to locate information needed to accurately report indicator #18.

WDPI has collected in electronic log critical information related to due process hearing requests for many years. The information includes elements such as the names of the parties, filing date, initial 45-day time limit and date of the decision. WDPI has modified this log to capture the information required for this data element.

In October 2006, CIFMS stakeholders considered information on due process hearing resolution sessions to assist WDPI in setting measurable and rigorous targets. WDPI met with stakeholders and presented baseline data. Stakeholders entered into discussion regarding setting appropriate targets for Wisconsin.

Baseline Data for FFY 2005 (2005-2006):

During the baseline year (July 1, 2005, and June 30, 2006), Wisconsin had 31 hearing requests (see Table 7). Four were dismissed by a hearing officer, eight were resolved through mediation, five were decided following a full hearing and seven were resolved through resolution session agreement. The stakeholders agreed the department should consider seven of 14 (31 minus 4 minus 8 minus 5) requests led to resolution agreements, resulting in a baseline for this indicator of 50%.

Discussion of Baseline Data:

To assure valid and reliable data, when a hearing file is returned to WDPI by the Department of Administration--Division of Hearings and Appeals (DHA), which conducts the hearings, WDPI staff reviews the file to locate information needed to accurately report indicator #18. Discussions were held with administrators at the DHA regarding maintaining this information. WDPI staff has worked closely with DHA staff during the current school year to ensure that required data is available in the returned file. When additional information was required, WDPI staff contacted district staff and, as necessary, the parent to complete the log entry.

Stakeholders agreed that other than providing training to those involved in resolution sessions and developing awareness of the option, the department has very limited options for effecting change in the percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. Further, factors outside the department's control will impact the outcome of resolution sessions. These factors include past history between the parties and the unique nature of each dispute. Keeping these considerations in mind, the stakeholders concluded targets should be set to reflect encouragement of the resolution session process. Stakeholders determined to set the annual targets at 1% increments per year with a 2010-11 school year goal of 55% of hearing requests that go to resolution sessions are resolved through resolution session settlement agreements.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**50%**
2006 (2006-2007)	**51%**
2007 (2007-2008)	**52%**
2008 (2008-2009)	**53%**
2009 (2009-2010)	**54%**
2010 (2010-2011)	**55%**
2011 (2011-2012)	**56%**
2012 (2012-2013)	**57%**

Improvement Activities/Timelines/Resources:

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
18 C	**Resolution Sessions** WDPI will provide training to those involved in resolution sessions and develop awareness of the option. WDPI will work with the Wisconsin Family Assistance Center for Education, Training and Support (WI-FACETS) and the Wisconsin Statewide Parent-Educator Initiative (WSPEI) to develop awareness among parents. WDPI will present information on resolution sessions to LEAs at the statewide leadership conference, on the WDPI website, and in WDPI publications.	X	X	X	X	X	X	X	X	Due Process Hearing Consultant WSPEI FACETS

Categories:

A) Improve data collection/reporting or systems	F) Program development
B) Improve systems administration & monitoring	G) Collaboration/coordination
C) Provide training/professional development	H) Evaluation
D) Provide technical assistance	I) Increase/adjust FTE
E) Clarify/examine/develop policies & procedures	J) Other

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Overview of the State Performance Plan Development:

Refer to the overview section, pages 1-7.

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:

The Wisconsin Department of Public Instruction (WDPI) provides mediation, as a dispute resolution option, through the Wisconsin Special Education Mediation System (WSEMS). WSEMS models district and parent collaboration. It is directed by a Special Education Director for a cooperative educational service agency (CESA), who provides a school district perspective, and a Co-Director of a Parent Training and Information Center, who provides a parent perspective. WSEMS maintains a list of mediators who are from a wide range of professional backgrounds. Each mediator is required to complete five days of training on special education mediation and annually to complete an additional day of training. The system also provides a facilitated individualized education program (IEP) meeting process. Mediation and the IEP meeting facilitation are provided at no cost to the parties. Participants are requested to complete a survey following the mediations. Survey data consistently indicates that participants are overwhelmingly satisfied with the mediation process.

Baseline Data for FFY 2004 (2004-2005):

For the 2004-2005 federal fiscal year, 88% of mediations held resulted in a mediation agreement. See attachment 1 for baseline data for the 2004-2005 year.

Data Source: WSEMS

Discussion of Baseline Data:

For the 2004-2005 year, there were 66 cases that went to mediation. Sixteen of the mediated cases related to due process. Of those 16 cases, 15 resulted in a mediation agreement. Fifty of the mediated cases were not related to due process. Of those 50 cases, 43 resulted in a mediation agreement. Thus, for the 2004-2005 federal fiscal year, 88% of mediations held resulted in mediation agreements. The percentage was calculated using the formula for measurement of indicator #19.

The targets for this indicator were unanimously decided by the continuous improvement and focused monitoring system (CIMFS) stakeholders. In setting the targets, the stakeholders were concerned that setting the target rates too high might result in coercive tactics which would undermine the voluntary nature of mediation. Stakeholders recognized that this voluntary or self-determination component is essential to a successful

mediation system. Furthermore, stakeholders relied on input from Eva Soeka, the Director of the Marquette University Center for Dispute Resolution Education. Professor Soeka, in a memorandum provided to stakeholders, states that "[h]igh target rates send a message to mediators that they are expected to 'get a settlement' if they are to be viewed favorably by the system's administration. This type of implicit pressure violates the Model Standards of Mediators." Stakeholders also relied on guidance from OSEP in the document titled "Part B State Performance Plan Questions and Answers," which directed states to look at previous annual performance report (APR) attachments to set targets. Stakeholders reviewed targets in previous APR attachments and settlement rates for the previous five school years. For the 2002-2003 reporting period, the target was a settlement range which began at 65%. This was increased to 75% for the 2003-2004, and 2004-2005 reporting periods. The stakeholders began with the 75% target rate, and increased it to 80% over the six-year period.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**At least 75% of mediations held will result in mediation agreements.**
2006 (2006-2007)	**At least 76% of mediations held will result in mediation agreements.**
2007 (2007-2008)	**At least 77% of mediations held will result in mediation agreements.**
2008 (2008-2009)	**At least 78% of mediations held will result in mediation agreements.**
2009 (2009-2010)	**At least 79% of mediations held will result in mediation agreements.**
2010 (2010-2011)	**At least 80% of mediations held will result in mediation agreements.**
2011 (2011-2013)	**At least 81% of mediations held will result in mediation agreements.**
2012 (2012-2013)	**At least 82% of mediations held will result in mediation agreements.**

Improvement Activities/Timelines/Resources:

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
19 C D G	**Wisconsin's Special Education Mediation System** is recognized as an exemplary national model by the Consortium for Appropriate Dispute Resolution in Special Education (CADRE). WSEMS partners have been requested to present information on this model at national conferences throughout the United States. To maintain the success of the mediation system, mediators receive annual training each spring and on-going professional development opportunities, and technical assistance upon request.	X	X	X	X	X	X	X	X	Mediation Grant CADRE WSEMS Mediation Consultant
	Awareness of Wisconsin's mediation system is made available through trainings conducted by the partners, brochures (with translations in Spanish and Hmong), and websites.	X	X	X	X	X	X	X	X	
	Surveys are used and analyzed in collecting data about the system. These surveys, which measure such things as participant satisfaction and issue trends, are reviewed and procedures revised as necessary. Continual evaluation of the mediation system will ensure that the WSEMS will remain effective and will continue to meet its targets as well as other measures of a successful system.	X	X	X	X	X	X	X	X	

Categories:

A) Improve data collection/reporting or systems	F) Program development
B) Improve systems administration & monitoring	G) Collaboration/coordination
C) Provide training/professional development	H) Evaluation
D) Provide technical assistance	I) Increase/adjust FTE
E) Clarify/examine/develop policies & procedures	J) Other

Overview of the State Performance Plan Development:

Refer to the overview section, pages 1-7.

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 dispute resolution; and February 1 for Annual Performance Reports and assessment); and
b. Accurate, including covering the correct year and following the correct measurement.

States are required to use the "Indicator 20 Scoring Rubric" for reporting data for this indicator (see Attachment B).

Overview of Issue/Description of System or Process:

The Wisconsin Department of Public Instruction's (WDPI) data collection procedures have been revised to improve the accuracy of federal data reports and the timely submission of all reports. See the discussion of the baseline data and the improvement activities below for more information about the mechanisms implemented to ensure accuracy.

Baseline Data for FFY 2004 (2004-2005):

90% of State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. Baseline data from the required year (2004-05) was not available for indicators #1 and #2 when the SPP was submitted on December 1, 2005.

Measurements:

A) Submission: During the 2004-05 baseline reporting period, all 618 data reports were submitted on or before the due dates. However, the necessary graduation and dropout data for the required baseline data year of 2004-05 was not available at the time of submission of the SPP. This was because WDPI was using two data collection reports, the Federal Student Data Report (child count) and Individual Student Enrollment System (ISES). The Federal Student Data Report was used to accurately and timely complete the 618 Data Table 4 – Exiting Special Education. ISES data was used to report baseline data for SPP indicators #1 and #2 because a comparison of all students was

required and the child count report only includes students with disabilities. With ISES being a new data collection system, WDPI allowed districts as much time as possible to submit the data which meant it was not available by December 1, 2005, to include in the SPP. ISES uses a unique student identification number for every student which will allow a cohort of children with and without disabilities to be tracked over time. This data will enable staff to gather reliable data on how children with disabilities perform or improve as compared to their nondisabled peers.

B) Accuracy: During the 2004-05 baseline reporting period, WDPI's Federal Student Data Report was used to collect individual student records which form the basis of the Child Count, FAPE, and Exiting special education data reports submitted to OSEP. A new internet application was launched in 2002 to replace the diskette collection system. This application was designed to improve the accuracy and efficiency of the federal data collection.
Accuracy: Beginning in 2005-06 SY, WDPI's Individual Student Enrollment System (ISES) formed the basis of the Child Count, FAPE, and Exiting Special Education data reports submitted to OSEP. ISES collects individual student records for all students (students with and without disabilities) using a unique student identifier (number). This system is designed to improve the accuracy and efficiency of the federal data collection. This system allows students to be tracked over time and for like comparisons to be made for students with and without disabilities. ISES was first used for collecting the Exiting Special Education data during the 2005-06 SY and for the Child Count and FAPE data during the 2007-08 SY.

Environment Data Accuracy
In the 2003-04 SY, during the six-year onsite compliance monitoring cycle, WDPI identified LEA confusion regarding the meaning of two data concepts: 1) the amount of time a child with a disability is removed from the regular classroom and 2) the amount of special education a child receives according to his or her individualized education program (IEP). As a result of this confusion, WDPI required all districts with identified errors to submit a corrective action plan and correct all noncompliance. During the 2004-2005 school year, WDPI concluded its verification activities, having verified correction of all previously identified noncompliance including requirements related to amount of removal.

WDPI created an internal workgroup to train the field on how to ensure the accuracy of placement/ environment data. Each year, WDPI staff offer training on federal data collection at inservice meetings sponsored by software vendors. Hundreds of LEA staff from across the state attend the trainings. Additionally, WDPI staff review and update directions and software for the Federal Student Data Report and post it to the special education team website.

New Data Collection – ISES
Beginning with the 2006-07 SY, in an effort to collect data for Indicators #1 and #2, eliminate duplication of effort and ease the data collection burden on LEAs, the Department began the process of eliminating its separate special education child count software and began collecting common data used by the state through the Wisconsin Student Locator System (WSLS) and Individual Student Enrollment System (ISES) data collections. ISES includes the assignment of a number to each student name to act as a unique student identifier. This number follows a student throughout the student's enrollment in the public education system, including when a student transfers to another district. This allows for more accurate reporting of exit data.

Previously, the Special Education Team collected the child count of students with disabilities separately, but this did not allow the State to accurately compare the graduation and dropout rates of students with disabilities with all students. Beginning with the 2007-08 SY, all required data for Tables 1, 3, 4, and 5 are now collected through WSLS and ISES, and the Special Education Team no longer supports a separate data

collection system. WDPI established a cross-team workgroup consisting of members of the Special Education Team and the Applications Development Team to manage issues of timely and accurate data.

Discussion of Baseline Data:

WDPI has met all deadlines for submitting 618 data reports for many years and will continue to do so. The implementation of ISES as described above, as well as the ongoing improvement activities described below, will ensure the data submitted with the SPP and APR are timely and accurate.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**100%**
2006 (2006-2007)	**100%**
2007 (2007-2008)	**100%**
2008 (2008-2009)	**100%**
2009 (2009-2010)	**100%**
2010 (2010-2011)	**100%**
2011 (2011-2012)	**100%**
2012 (2012-2013)	**100%**

Improvement Activities/Timelines/Resources:

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
20 A B C	**Academy for New Special Education Leadership** An academy for personnel new to special education leadership positions was developed. The purpose of this professional development opportunity is to increase the knowledge, skills, and dispositions of new directors of special education regarding current special education issues, including the SPP Indicators.				X	X	X	X	X	WDPI Special Education Team
20 A B C G	**Cross-Department Data Workgroup** Beginning with the 2007-08 SY, all required data for Tables 1, 3, 4, and 5 are now collected through the Wisconsin Student Locator System (WSLS) and Individual Student Enrollment System (ISES). This has helped to ensure timely and accurate data collections from all local education agencies across the state. However, because this data collection is done outside of the Special Education Team, it was important to establish cross-department procedures for data verification and accuracy. During the 2007-08 SY, WDPI established a cross-department data workgroup consisting of members of the WDPI Special Education Team as well as the WDPI Data Management and Reporting Team. The purpose of this workgroup is to examine incoming LEA data and help identify possible reporting errors and then assist districts with the correction. Based upon the data collected, this workgroup will also develop training materials to assist LEAs with the reporting of accurate and timely data.			X	X	X	X	X	X	WDPI Applications Development Team WDPI Data Management and Reporting Team Special Education Team Data Coordinator
20 A C D	**Data Collection – ISES and Child Count** In its February 9, 2007, verification letter, OSEP found that the State was not in compliance with the requirements of 34 CFR 300.641(a), which requires that, for purposes of the annual report required by section 618 of the Act and 34 CFR 300.640, the State must count and report the number of children with disabilities receiving special education and related services on any date between October 1 and December 1 of each year. OSEP's letter required the State to submit, within 60 days, its plan for correcting this noncompliance, and ensuring that the		X							Team Director Assistant Director Data Coordinator Data Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	State's next submission of child count data under section 618 meets the requirements in 34 CFR 300.641(a) for a count date between October 1 and December 1. On April 4, 2007, the State submitted its plan for ensuring compliance with that requirement. OSEP accepted the State's plan.									
20 A C D	To achieve compliance with 34CFR 300.641(a), the State required LEAs to conduct a child count of children with disabilities on October 1 of each year, beginning with the 2007-08 school year. Each LEA compared their 3rd Friday of September enrollment statement with their October 1 child count of students with disabilities. If the child count of students with disabilities has changed, the LEA submitted such changes to the state. In addition, all LEAs certified the data are accurate and the number of students reported as eligible represents an unduplicated count of students with disabilities receiving special education and related services who meet eligibility criteria for the IDEA child count. Thus, for the purpose of the annual report required by section 618 and 300.641(a), the State will count and report the number of children with disabilities receiving special education and related services on October 1 of each year.			X	X	X	X	X	X	WDPI Data Management & Reporting Team Data Coordinator Data Consultant
20 A, C, D	**Data Collection and Reporting: Program Participation System (Indicator 12)** Activities surrounding the Program Participation System (PPS), the new data collection system for indicator 12, have previously been reported under Indicator #12 in the APR and SPP. With the implementation of this new system, the timeliness and accuracy of the data will be enhanced as it will allow for child-specific reporting, rather than aggregate student counts. Due to this outcome, WDPI felt it was important to include this information under indicator #20 as well. Through their General Supervision Enhancement Grant (GSEG), WDHS and WDPI continued their collaborative work to build and launch a coordinated web-based data collection system to allow for electronic referrals from Part C to B and to ensure a timely, smooth, and effective transition. This new cross-department system will also serve as the data collection mechanism for Indicator B12/C8.				X	X	X	X	X	Special Education Team Assistant Director Special Education Team Data Coordinator Special Education Team Data Consultant Special Education Team Consultants WDPI Early Childhood Consultant WDPI Applications Development Team Independent

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
										software development vendors Wisconsin Department of Health Services Staff
20 A H	**Data Management Steering Committee** A Special Education Assistant Director is a member of the department-wide data management steering committee which is developing guiding principles for data collection and reporting. The committee is monitoring the development of a comprehensive longitudinal data system to increase the WDPI's data system capacity, including the ability to generate and use accurate and timely data and engage in data-driven decision-making to improve student achievement. The Special Education Data Coordinator and Special Education Data Consultant are members of several of the Data Management subcommittees. The Special Education Applications Development Staff is dedicated to developing applications to collect special education data and works collaboratively with the subcommittees.	X	X	X	X	X	X	X	X	Assistant Director Data Consultant Data Coordinator Special Education Applications Development Staff
20	**Data Verification Workgroup** WDPI created a Data Verification Workgroup that continues to examine educational environment data and trends over the prior three years. The Data Verification workgroup developed a data verification protocol for school-age environment data with the assistance of the National Center on Special Education Accountability and Monitoring (NCSEAM) staff, and piloted it in local education agencies. As a result of these onsites, WDPI will continue to develop training materials for statewide dissemination to assist districts in accurately reporting student placement data. A policies and procedures manual has been developed that includes criteria for selection of districts for onsite monitoring. Districts will be selected according to the highest and lowest percentages of students on the three sub-indicators.	X	X	X						Data verification workgroup

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	In November 2004, the workgroup produced a statewide Wisline (online) training to ensure local district personnel's understanding of the early childhood and school-age environment codes. The training stressed the importance of data accuracy and provided participants with working examples. A PowerPoint presentation of the training was subsequently posted on the WDPI's website to serve as a resource for all school districts. See http://dpi.wi.gov/sped/cc_data.html. WDPI has updated this statewide training to reflect the environment code changes as outlined in IDEA 2004. The PowerPoint presentation is posted on WDPI's website. The workgroup expanded its verification efforts to include the LEA's data management systems. First, it modified and adapted the Appendix B Verification questions from OSEP's continuous improvement and focused monitoring system (CIFMS) accountability manual to use at a local agency level. As a result of piloting this tool in local educational agencies, WDPI made further modifications to provide a more concise means of understanding the LEA's data management systems. The process also provides the LEA a natural starting point to develop an improvement plan for their data.									
20 A B C D E G	**Focused Performance Review** During the 2003-2004 SY, WDPI in collaboration with CESAs #7 and #5 developed the Special Education Data Retreat Model to provide a unique, structured forum where collaborative teams of special educators, administrators, along with regular educators evaluated their systems for design and delivery of special education and related services. Focused data analysis enabled educators to develop internal accountability leading toward the development of school/district plans to address identified needs and improve student outcomes. Some of the data analyzed includes graduation, dropout, suspension, expulsion, participation and performance on statewide assessments, and educational environments. Data is disaggregated by disability area, gender, and race/ethnicity whenever it is available. During the 2004-2005 SY, statewide training was provided to give all Wisconsin school districts the opportunity to analyze their own data by a collaborative staff team, to identify areas of need based on the data analysis, and to work towards a plan	X	X	X	X					Graduation and Reading FM workgroups Data Consultant CESA #5 staff

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	to address those needs building/district wide. To accomplish this statewide training, a "Train the Trainers"model was used. A two-day facilitated training was conducted for all RSN directors and school improvement service (SIS) directors in the state. A model set of data was used for training purposes. After the RSN and SIS directors were trained, each CESA conducted trainings for its own school districts. Two follow-up meetings were conducted to provide support and technical assistance to those responsible for conducting special education data retreats. Beginning with the 2005-2006 SY, this data analysis component was integrated into Wisconsin's Focused Monitoring (FM) process as a beginning point for districts selected for focused monitoring and renamed the Focus Performance Review. For the 2006-2007 SY, the Focused Performance Review continues to be an integral piece of Wisconsin's Focused Monitoring process. Further refinements to the data analysis and improvement plan writing processes were made. Data continues to be disaggregated by disability area, and race/ethnicity whenever available. Findings identified during the Focused Monitoring visits are integrated into the district-wide improvement plans to directly address those needs.									
20 A C D	**Indicator #12** To ensure valid and reliable data are collected for Indicator #12, WDPI developed an electronic data collection system as part of the Local Performance Plan (LPP) for the purpose of collecting data for this indicator. Beginning with the 2005-06 school year, all districts are required to submit this data annually via their LPP for all children referred from Part C. The following data elements are collected through this electronic system: • The number of referrals received from Part C to Part B between July, 1, 2005, and June 30, 2006. • The number of students whose eligibility was not determined and the reasons for the determination not being made. • The number of students found to be not eligible by their third birthday. • The number of students found to be not eligible after their third birthday, the range of days beyond their third birthday, and the reasons for the delays.	X	X	X						Data Coordinator Data Consultant

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	• The number of students found to be eligible and whose IEP was developed and implemented by their third birthday. • The number of students found to be eligible and whose IEP was developed and implemented after their third birthday, the range of days beyond their third birthday, and the reasons for the delays. These data elements collected through this electronic data collection system allow WDPI to report the percent of children referred by Part C prior to age 3, who were eligible for Part B and who had an IEP developed and implemented by their third birthdays. WDPI staff reviewed the submitted data and contacted districts when reporting errors are identified. Districts resubmitted corrected data as necessary.									
20 A B C E F G	**Internal Research Committee** The WDPI Special Education Team works collaboratively with staff from other DPI Teams to set WDPI-wide education research agendas and priorities. To positively impact on student outcomes, the committee works to create parameters for data-sharing with outside research organizations that are in-line with the advancement of education research and applicable federal and state laws, and to ensure that data and research products produced by WDPI are aligned with education priorities, are scientifically rigorous and meet standardized conventions.						X	X	X	WDPI Office of Educational Accountability WDPI Student Services Prevention and Wellness Team WDPI Title I and School Support team WDPI Data Management and Reporting Team WDPI Office of Legal Services Team

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
										WDPI Special Education Team-Data Consultant
20 A B C E F G H	**MAVENS (Master Analysts of Various Educational Numbers) Workgroup:** The WDPI Special Education Team works collaboratively with staff from other DPI Teams to ensure that WDPI is producing scientifically rigorous research and analyses that utilizes state-of-the-art quantitative methods for descriptive and inferential statistics and regression analysis.						X	X		WDPI Office of Educational Accountability WDPI Student Services Prevention and Wellness Team WDPI Title I and School Support team WDPI Data Management and Reporting Team Special Education Team-Data Consultant
20 A, B, C, D, E, G	**School Improvement: Focused Review of Improvement Indicators (FRII)** During the 2007-08 SY, WDPI began working to expand upon the successful focused monitoring model previously utilized to provide districts a mechanism for conducting a similar process of data analysis and improvement planning around the SPP improvement indicators of math achievement, preschool outcomes, parent involvement, and post-high school outcomes. WDPI will also be working with CESA based Regional Service Network (RSN) providers to employ various technical assistance options, including statewide summits.					X	X	X	X	FRII Workgroup FRII Coordinator

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	WDPI is currently building the infrastructure to execute and support this process with statewide implementation. WDPI believes this refined school improvement process will not only address the needs of both urban and rural districts, but it will continue to promote data driven decision making as well as identifying promising practices that can be acknowledged and disseminated statewide.									
20	**The Special Education Web Portal / Local Performance Plan (LPP),** http://www.dpi.state.wi.us/sped/lpp.html For each school year, all Wisconsin LEAs, including charter schools, complete and submit an annual LPP to the WDPI for review. The LPP is an internet application and is the IDEA flow-through and preschool funding mechanism that must be completed in approvable form before a district may encumber and expend federal monies. Through the LPP, districts submit their IDEA flow-through and preschool budgets and provide assurance to WDPI of compliance with state and federal special education requirements. Districts will be required to analyze their performance on specific indicators in the State Performance Plan and develop and submit improvement activities for those indicators for which a district does not meet the established targets through the Special Education Web Portal. The improvement plan is reviewed by a WDPI consultant assigned to work with the individual LEA. One component of the Special Education Web Portal is the Special Education District Profile, through which WDPI reports annually to the public on the performance of each LEA on the targets associated with Indicators #1-#14. The Special Education District Profile is used to analyze LEA performance on each of the indicators in the State Performance Plan (https://www2.dpi.state.wi.us/DistrictProfile/Pages/DistrictProfile.aspx). The Special Education District Profile includes LEA data, State data, the target for each indicator, data sources for each indicator, and a link for more information about each indicator.	X	X	X	X	X	X	X	X	LPP Consultants Data Coordinator Data Consultant WDPI Applications Development Team
20	**Timely and Accurate Data:** Staff from the WDPI Special Education Team continue to work collaboratively with staff from the WDPI Office of Educational Accountability, WDPI Applications Development Team, and the WDPI Library and Statistical	X	X	X	X	X	X	X	X	WDPI Office of Educational Accountability

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
	Information Center to ensure the required data (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports) are available for submission. WDPI ensures the reliability and validity of the data collected using: • Defined values for data elements • Automated validations/edit checks to prevent data mismatches to be submitted • Edit checks to prevent null and invalid values to be submitted • Written technical instructions outlining application use • Basic collected data and calculating derived data in a consistent manner for all LEAs • Statewide technical training in the use of the specific data applications provided to LEAs and vendors • Disability specific identification checklists • Data dictionary with common definitions across data collections (being developed) • Statewide training on specific data elements (for example, educational environment, eligibility criteria) • Web posting of statewide training for ongoing user access (for example, educational environment) • Review of submitted data by WDPI staff for anomalies and contacts to districts when anomalies are identified • Summary reports generated after data has been submitted and LEAs provided a window of time for data corrections. • New data collection system for Indicator 12 which allows districts to report data at an individual student level rather than in aggregate									WDPI Applications Development Team WDPI Data Management & Reporting Team Data Coordinator Data Consultant
20 A B E	**Timely & Accurate Data –** **National Technical Assistance** WDPI staff participate in national technical assistance opportunities whenever possible in order to receive current information regarding timely and accurate			X	X	X	X	X	X	Special Education Team Assistant Director

Category	Improvement Activity Description	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY2011	FFY2012	Resources & Responsibility
G	data collection and reporting for both the SPP Indicators and 618 data.									Special Education Team Data Coordinator Special Education Team Data Consultant Special Education Team Consultants
20 A C D	**Webcasts** Webcasts, Q&A documents, and corresponding materials on PPS will be developed and accessible through a variety of means. These various technical assistance resources will be reviewed and updated as changes are made to PPS.						X	X	X	

Categories:

A) Improve data collection/reporting or systems
B) Improve systems administration & monitoring
C) Provide training/professional development
D) Provide technical assistance
E) Clarify/examine/develop policies & procedures
F) Program development
G) Collaboration/coordination
H) Evaluation
I) Increase/adjust FTE
J) Other

Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act Complaints, Mediations, Resolution Sessions, and Due Process Hearings

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	66
(1.1) Complaints with reports issued	61
(a) Reports with findings	45
(b) Reports within timeline	50
(c) Reports within extended timelines	1
(1.2) Complaints withdrawn or dismissed	5
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0

SECTION B: Mediation requests	
(2) Mediation requests total	95
(2.1) Mediations	
(a) Mediations related to due process	16
(i) Mediation agreements	15
(b) Mediations not related to due process	50
(i) Mediation agreements	43
(2.2) Mediations not held (including pending)	29

SECTION C: Hearing requests	
(3) Hearing requests total	34
(3.1) Resolution sessions	NA
(a) Settlement agreements	NA
(3.2) Hearings (fully adjudicated)	4
(a) Decisions within timeline	4
(b) Decisions within extended timeline	0
(3.3) Resolved without a hearing	25

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

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