

State of Wisconsin

Part B Annual Performance Report

2009-2010

**Submitted to the U.S. Dept. of Education,
Office of Special Education Programs (OSEP)**

By

**Wisconsin Department of Public Instruction
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Contents

	Page
Overview of the APR Development	3
Indicator	
1 Graduation.....	5
2 Dropout.....	38
3 Participation and Performance on State Assessment.....	67
4 Suspension/Expulsion.....	84
5 Environment, Ages 6-21.....	130
6 Environment, Ages 3-5.....	143
7 Preschool Outcomes.....	144
8 Parent Involvement	167
9 Disproportionality.....	192
10 Disproportionality in Specific Disability Areas	214
11 Timely Evaluations	237
12 Early Childhood Transition (Part C to Part B)	247
13 Postsecondary Transition Goals	263
14 Postsecondary Outcomes	273
15 General Supervision.....	285
16 Complaints	295
17 Due Process Hearings	298
18 Resolution Sessions.....	301
19 Mediation.....	304
20 Timely and Accurate Data.....	309
Appendix: Worksheet 15B	
Table 7	
Parent Survey, ages 3-5	
Parent Survey, ages 6-21	

Overview of the Annual Performance Report Development

In accordance with the Individuals with Disabilities Education Act (IDEA) of 2004, every State must have in place a State Performance Plan (SPP) that evaluates the State's efforts to implement the requirements and purposes of Part B and describes how the State will improve such implementation. The Wisconsin Department of Public Instruction (WDPI) must report annually to the public on the performance of each local educational agency (LEA) located in the state on the targets in the SPP. In addition, WDPI must annually report in the Annual Performance Report (APR) on the performance of the State to the Secretary of Education by February 1. A complete copy of the State's revised SPP is available at <http://dpi.wi.gov/sped/index.html>.

With this APR, WDPI has submitted baseline data, targets and improvement activities for Indicators 4B, 13 and 14 using the SPP template; actual target data, except where OSEP requires the state to use lag data, from FFY 2009 reporting period and other responsive APR information for Indicators 1, 2, 3, 4A, 5, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, and 20; and information to address any deficiencies identified in the Office of Special Education Programs (OSEP) letter responding to WDPI's February 1, 2010, submission of the FFY 2008 SPP/APR.

In completing the SPP and APR, WDPI used the SPP and APR Instructions, the Part B Indicator/Measurement Table with Instructions, the SPP and APR templates, Table 6 Assessment and Table 7 Report of Dispute Resolution, the Indicator 15 Worksheet, and the Indicator 20 rubric. WDPI used the supplemental Indicator 7 templates provided by the national Early Childhood Outcomes Center when completing Indicator 7. In addition, WDPI participated in SPP technical assistance conference calls with OSEP and the North Central Regional Resource Center (NCRRC).

Stakeholder Involvement in the Development of the SPP and APR

In 2009, Wisconsin was visited by the Office of Special Education Programs (OSEP) 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. Prior to the visit, OSEP collected and reviewed stakeholder input from the State advisory council (The State Superintendent's Advisory Council on Special Education). Through a comprehensive survey administered by OSEP, the Council expressed their desire for greater involvement in the development and review of the State Performance Plan. The mission of the State Superintendent's Advisory Council on Special Education is to promote the education of children with disabilities by providing broad based input to the Department of Public Instruction; thus, advising the department on the development of the State Performance Plan is in direct alignment with the mission and duties of the Council. The Council represents a diverse stakeholder group that will provide input from a variety of perspectives on the development of the State Performance Plan. After considerable deliberation, the department determined it was most efficient and effective to dissolve the previous State Performance Plan Stakeholder group and rely on the State Superintendent's Advisory Council on Special Education for any future work on the SPP. This will honor the time and commitment of all our stakeholders, as well as make the best use of the department's resources.

We acknowledge the previous SPP Stakeholders for their dedication and commitment to improving outcomes for children with disabilities as demonstrated by their contribution to the development of the State Performance Plan, setting targets and advising the State on efforts to improve graduation rates; reduce suspension, expulsion and dropout rates; improve participation and performance on statewide assessments; serve students with disabilities in the least restrictive environment; involve parents to improve educational results for children with disabilities; and ultimately transition students to post secondary schooling and competitive employment. We honor their work as the basis upon which we build systems to improve outcomes for children with disabilities.

On February 1, 2011, the State must submit a revised SPP that specifies, for each indicator, annual targets (reflecting improvement over the State's baseline data for that indicator), and improvement activities for each year through FFY 2012, thereby extending the current SPP another

two years. In November 2010, WDPI met with the State Superintendent's Advisory Council on Special Education (hereafter Council) to provide an overview of the indicators and prepare for setting targets in January. In January 2011, WDPI met with the Council to review the state's progress and obtain input from Council on the SPP targets, improvement activities, and revisions to the SPP. NCRRC facilitated the stakeholder meeting to set targets.

In addition to working with Council, the WDPI Special Education Team worked collaboratively with the lead agency for Part C, the Department of Health Services (DHS); the WDPI Office of Educational Accountability; WDPI Content and Learning and Title I Teams; and the WDPI Applications Development Team for information technology support.

Public Reporting of Performance

WDPI annually reports to the public on the State's progress and slippage in meeting the measurable and rigorous targets found in the SPP by posting the APR on the department's website at <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 annual State Superintendent's Conference on Special Education and Pupil Services Leadership Issues. Each year, 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, including assurances and budgets, before a district may encumber and expend federal monies. This budget software also allows the State to separately track the IDEA funds associated with the American Recovery and Reinvestment Act (ARRA). 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.

WDPI reports annually to the public on the performance of each LEA on the targets associated with the SPP indicators via the Special Education District Profile. This profile is used to analyze LEA performance on the indicators in the SPP and may be found at <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. Data may be accessed on each LEA for each year of the SPP beginning with FFY2005. Downloadable spreadsheets containing data on all LEAs are also available through the Special Education District Profile.

WDPI will post the performance results for each LEA on the department's website within 120 days after submitting the APR to OSEP. For FFY 2009, WDPI used the procedural compliance self-assessment monitoring cycle to identify LEAs for Indicators 7, 8, and 14 data collection. 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. 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. 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 will include 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 first five years 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.

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

Actual Target Data for 2008-09:

2008-09 SY	Regular Diploma	Certificate	HSED	Maximum Age	Cohort Dropouts	Regular Diploma Graduation Rate
Students with Disabilities	8053	143	132	122	1716	79.3%
Students without Disabilities	55254	183	426	61	4995	90.7%
All Students	63307	326	558	183	6711	89.4%

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

As instructed in the Part B Indicator Measurement Table, Wisconsin is reporting data from 2008-2009 for the FFY 2009 APR. The actual numbers used in the calculation are provided above. Targets for this indicator are the same as the annual graduation rate targets under Title I of the ESEA.

Part B State Annual Performance Report (APR) for 2009

Wisconsin
State

For FFY 2008, the State's graduation rate of students with disabilities is 79.3%. This is an increase of 0.1% from the previous reporting period. The state missed the target for this indicator by less than one percent (0.7%).

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).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2008-09:

As part of the Focused Monitoring activities conducted by the WDPI Graduation Workgroup, research-based factors that contribute to improving graduation rates were examined and addressed. These factors included student academic and social engagement, qualified staff and adequate resources, positive school climate, academic achievement, multiple options for student learning, student retention, and student mobility. Additionally, WDPI examined district policies, procedures, and practices as they related to students with disabilities including suspension/expulsion, attendance, and graduation.

While it is difficult to expect significant changes in graduation rates in one or two years, districts involved in Focused Monitoring have demonstrated a trend towards increased graduation rates of their students with disabilities. Some of these districts are now above the Indicator 1 target. All districts involved in focused monitoring receive technical assistance from WDPI to aid them in implementing their Continuous Improvement and Focused Monitoring Improvement plans and meeting interim indicators and the graduation target.

During the 2009-2010 school year, WDPI's Special Education Team initiated a significant project called the Focused Review of Improvement Indicators (FRII) to impact several of the twenty indicators by focusing on data-based improvement through a deliberate and focused review of student data, especially as it relates to the academic and other outcomes of students with disabilities. Related to Indicator 1, the Graduation Focused Monitoring process was revised and streamlined so that it can be used by Wisconsin LEAs as a form of self-assessment, with or without

assistance from WDPI consultants. In the spring of 2010, WDPI started the process of soliciting volunteers to pilot the FRII process while continuing to refine related tools and data analysis steps. Data has been consolidated in such a manner that participating districts are able to download the information needed for data analysis, including instructions and data analysis procedures, forms and questions, via the WDPI Special Education Web Portal. Utilizing many of the WDPI products and tools developed for Focused Monitoring, the process allows LEAs to examine their data, as well as policies and procedures in several areas related to the graduation of students with disabilities, including factors impacting their rate of dropping out. WDPI expects that the new FRII process will assist LEAs in determining what may be causing students with disabilities to drop out of school, and allow them to develop comprehensive improvement plans utilizing evidence-based strategies and activities, leading to positive student outcomes.

Additionally, WDPI continues to help Wisconsin LEAs better understand both compliance requirements and best practices in the area of transition, including greater awareness of the elements of effective transition plans that help keep students with disabilities engaged and successful at the secondary level and beyond. Many districts are taking advantage of both the training offered by WDPI and resources developed through the Wisconsin Statewide Transition Initiative (WSTI). This greater understanding of effective transition planning and implementation appears to be resulting in greater and more effective student engagement, which WDPI expects to help improve and increase the rates of graduation of students with disabilities in Wisconsin.

Discussion of Improvement Activities Completed in FFY 2009:

WDPI implemented the improvement activities as outlined in the SPP for 2009-10, including the activities further described in the following table. (Please see the previous APR for activities completed in FFY 2008.)

State Performance Plan Improvement Activities			
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 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.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
1 A B C D	Focused Monitoring – Graduation – Completion of Follow-up Technical Assistance	Graduation Workgroup members	During the 2009-2010 School Year, Graduation Workgroup members continued to work collaboratively with and provide technical assistance and monitoring to districts that had previous FM onsite visits. All districts implemented and evaluated their district-wide FM improvement plans to

<p>E F G H</p>			<p>address issues related to the graduation rates of their students with disabilities. During this time period, all but one district met the Indicator 1 Graduation target, completed their primary activities, and are no longer considered to be under a Focused Monitoring Improvement Plan for Graduation of Students with Disabilities.</p> <p>The remaining district continues to work with several DPI consultants specifically on issues related to improving the graduation rate of their students with disabilities. The district has revised its plan, and will continue to receive quarterly support from their FM consultant and from their Local Performance Plan consultant.</p> <p>Within the Milwaukee Public School District, DPI Special Education Team members had been working with Pulaski High School to improve the school's graduation rate of students with disabilities. Because the district is in the midst of sweeping changes, Pulaski High School's Focused Monitoring Improvement Plan has been incorporated into their building improvement plan and will no longer be a separate initiative. DPI will provide support as requested and needed.</p>
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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.

<p>Indicator and Category(s)</p>	<p>Improvement Activity Description</p>	<p>Resources</p>	<p>Status of Improvement Activity FFY 2009</p>
<p>1 A B C D E</p>	<p>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</p>	<p>School Improvement Ad-Hoc Workgroups</p>	<p>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</p> <p>During the Spring of 2010 WDPI started the process of</p>

F G H	process of data analysis and improvement planning around the SPP improvement indicators of math achievement, preschool outcomes, parent involvement, and post-high school outcomes.. The main focus has been to build an effective infrastructure to execute and support this process with statewide implementation, as a “stand alone” process.		soliciting volunteers to pilot the FRII process while continuing to refine related tools and data analysis steps. All DPI provided data has been consolidated in such a manner that participating districts will be able to download the information needed for data analysis, including instructions and data analysis procedures, forms and questions, via the Special Education Portal. WDPI believes this refined school improvement process will also focus attention on the importance of timely and accurate data.
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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-assessment using a sample of student individualized education program (IEP) records. Each year, the cohort 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, 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 provides technical assistance and conducts 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.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
1 B C D	<p>Procedural Compliance Self-Assessment Process</p> <p>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.</p>	Procedural Compliance Self-Assessment Workgroup	During the 2009-2010 school year, the fourth cohort of LEAs completed the self-assessment process; WDPI conducted verification activities with all participating LEAs to ensure correction of noncompliance.

Wisconsin Statewide Transition Initiative (WSTI), (www.wsti.org)

WSTI is a statewide 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. A project director, eight project-based transition consultants, and the WDPI transition consultant provide transition support services, information dissemination, and staff development to parents, education professionals, and community agency professionals throughout Wisconsin. 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 collaborates with the National Secondary Transition Technical Assistance Center (NSTTAC) to improve outcomes for Indicator 13. NSTTAC provides training to CESA and LEA personnel on Indicator 13 at the 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.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
1 A B C D E G H J	<p>Wisconsin Statewide Transition Initiative (WSTI)- Statewide Training</p> <p>Offered training statewide for districts on compliance standards.</p>	<p>WDPI Transition Consultant</p> <p>WDPI Assistant Director of Special Education</p> <p>WSTI Director</p> <p>Wisconsin Post High School Outcomes Survey (PHSOS) Coordinator</p> <p>FACETS Coordinator</p> <p>DHS Consultant</p> <p>DVR Representative</p>	<ul style="list-style-type: none"> • WDPI transition and procedural compliance consultants continue to collaborate with WSTI project director to improve technical assistance provided to LEAs through WSTI. • WDPI requires LEAs participate in Indicator 13 technical assistance at least once during the procedural compliance cycle. A total of 442 educators participated at 59 different sites. • WSTI implemented a data entry and retrieval system for the Indicator 13 checklist to allow LEAs to access and evaluate LEA-specific Indicator 13 data. • Transition e-Newsletters of December 2009 and May 2010 were developed and disseminated via the WSTI website. The e-Newsletter communicates information about Indicator 13 compliance, provides practice tips, and promotes Indicator 13 technical assistance opportunities. • WDPI collected a listing of common errors on the Indicator 13 checklist by frequency as reported by LEAs on the Procedural Compliance Self-Assessment. This data assists LEAs and WDPI in prioritizing professional development activities. • WSTI hosted an annual state-wide transition conference in February 2010. Over 700 educators, parents, service providers, and youth participated. The Statewide Transition Conference focused on age appropriate transition assessment for students with disabilities. The Youth track continued for the 2010 Transition conference.

			<ul style="list-style-type: none"> • A statewide workgroup created and disseminated an age-appropriate transition assessment guide. • WDPI participated in the National Community of Practice on Transition hosted by the National Association of State Directors of Special Education (NASDSE) at http://www.sharedwork.org/. • WSTI used effective-practice professional development training modules regarding summary of performance and creating meaningful postsecondary goals for students with severe disabilities. These trainings were provided through regional meetings statewide. Modules are available on the WSTI web site to assist in meeting Indicator 13. The modules provide uniform information to LEAs, provider agencies, parents, and youth about transition requirements and effective practices. CESA-based trainings were conducted, funded by a Medicaid Infrastructure Grant (MIG) awarded by the Wisconsin Department of Health and Family Services. • The Transition Coordinator Network meetings continued in October 2009, February 2010, and May 2010. They provide LEAs with current up to date information regarding Indicator 13. • In response to concerns about consistency in WSTI's communication with LEAs, the project was restructured. The 12 CESA-based transition coordinators were replaced with eight transition coordinators, each focused on a particular area of compliance deficits identified through data collection and LEA input. The transition consultants focus on topics such as measurable postsecondary goals for students with significant disabilities, age-appropriate transition assessment, and the needs of students in urban LEAs. The restructuring also included greater coordination with the Regional Service Network (RSN) in publicizing and delivering Indicator 13 technical assistance to LEAs.
1 A B C D F G	<p>Wisconsin Statewide Transition Initiative (WSTI)- Wisconsin Post High School Outcomes Survey (WPHSOS) – Web-based activities and resources developed to connect Indicators 1, 2, 13 & 14.</p>	WSTI Director Post Secondary Outcomes Survey Project Director	<p>WSTI and WPHSOS continued to collaborate to develop and refine a web-based data analysis/school improvement process that allows districts to see the connection between and impact of Indicators 1, 2, 13, & 14 as they develop their school improvement plans.</p> <ul style="list-style-type: none"> • A web-based data toolkit has been developed and will be available October 15, 2010 • A web-based transition resources repository, TransitionResources4youth.com has been developed and will be available January 15, 2011

<p>1 A B C D E G J</p>	<p>Wisconsin Statewide Transition Initiative (WSTI) – interagency collaboration WDPI initiated activities to impact student graduation rates improved employment outcomes within transition efforts.</p>	<p>WDPI Transition Consultant</p>	<ul style="list-style-type: none"> • Three regional meetings were held with interagency partners to promote transition to postsecondary education. ADA, documentation of disability, summary of performance, and self-advocacy skills were areas of focus. • The interagency agreement with the Division of Vocational Rehabilitation of the Wisconsin Department of Workforce Development and the Wisconsin Department of Health Services to coordinate services for individuals transitioning from education to employment. The agreement can be viewed at http://dwd.wisconsin.gov/dvr/pdf_files/dip_interagency_agreement.pdf • The interagency agreement was reviewed and revised to include adult services providers. The new interagency agreement will be implemented in FFY 2010. • Wisconsin State Capacity Building Plan – Secondary Education and Transition Services for NSTTAC. Wisconsin’s team used and discussed portions of a team planning tool for state capacity building. The Wisconsin group worked on identifying past, current and future statewide systems change efforts and technical assistance efforts related to statewide capacity building; related to improving transition services and related to post high school results for students with disabilities. 10,000 “Transition Action Guides for Post-School Planning” produced by interagency partners were distributed statewide.
<p>1 C D F G</p>	<p>Wisconsin Statewide Transition Initiative (WSTI)- Participation in National Community of Practice on Transition Participation in National Community of Practice on Transition.</p>	<p>WDPI Transition Consultant NASDSE</p>	<p>WDPI continues to participate in the National Community of Practice on Transition hosted by NASDSE at http://www.sharedwork.org. Developed an interagency facilitators group as part of this process.</p>

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

<p>Services and Response to Intervention (RtI).</p> <p>The REACH Initiative includes:</p> <ul style="list-style-type: none"> ▪ 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. 			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
<p>1 A B C D E F G H</p>	<p>Responsive Education for All Children (REACH) http://www.reachwi.com/ - Participation Information Each year REACH works with new districts in implementing school improvement activities.</p>	<p>WDPI REACH Consultant</p>	<ul style="list-style-type: none"> • Sixty-six (66) REACH incentive grants were awarded to school districts, representing 171 early childhood, elementary, middle, and high schools. Grants were awarded to schools with priorities in reading and math achievement, social emotional and behavior factors, graduation gap, and disproportionate identification of student of color as students with disabilities. • Educators and family members participated in REACH statewide workshops. Workshops were offered at no charge to school districts, both grant and non-grant recipients. • Professional mentors trained in the REACH framework assisted REACH grant recipients in implementing the REACH framework components at the school and district levels. • Four regional centers representing all 12 CESAs offered REACH workshops. • REACH Regional Center Coordinators and mentors provided ongoing technical assistance to help schools: <ul style="list-style-type: none"> • Enhance options to support student learning in general education; • Address reading and math achievement concerns to meet the needs of students using evidence based options; • Address social emotional and behavioral concerns to meet the needs of students using proactive approaches to behavior challenges; • Address the root causes of disproportionate identification of minority students as students with disabilities; • Address focused monitoring areas of graduation rates and reading achievement for students with disabilities; and • Enhance family involvement as a mechanism for improving student outcomes. • The REACH Regional Centers developed regional REACH advisory teams, conducted needs assessments to target training and technical assistance priorities for each region, provided ongoing training to meet regional needs, and provided targeted technical assistance to school

			<p>districts identified by WDPI.</p> <ul style="list-style-type: none"> The REACH mentor and training network increases the capacity of the WDPI and CESAs to provide high quality professional development, technical assistance and support to school communities that lead to improved student outcomes. REACH technical assistance products were developed and refined to meet the needs of Wisconsin schools with respect to implementing REACH Framework components. Schools receiving REACH grants submitted the following data pieces: REACH Action Plan, special education prevalence and referral data, intervention and prevention methods (schools in year 2 of the grant project), and an end of year grant activities report. This data assists WDPI in determining the impact of the REACH Initiative. <p>The capacity of the REACH Initiative to serve school districts was expanded through additional funding and activities under the Wisconsin Personnel Development System Grant.</p>
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Autism Project, <http://dpi.wi.gov/sped/autism.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 attends 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.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
1 C D F	<p>Autism Project (http://dpi.wi.gov/sped/autcatint2.html)</p> <p>For more than 10 years, WDPI has developed and conducted statewide trainings for school staff in the area of autism.</p>	<p>WDPI Autism Consultant</p> <p>Contracted Experts</p>	<p>In 2009-2010, five trainings were held in various locations throughout the state. Two basic level trainings were offered for school staff with limited knowledge of educational programming for students with autism spectrum disorders. The basic level training presented an overview of autism spectrum disorders and discussed topics such as functional behavioral assessment, classroom programming, sensory issues, and communication strategies.</p> <p>Three advanced level trainings were offered for more experienced school staff. One advanced training presented information about issues around</p>

			<p>assessment of students with autism spectrum disorders; the second advanced level training addressed issues around dealing with challenging behavior. The training on challenging behaviors was offered in two different locations across the state.</p> <p>Each of these trainings includes strategies for preventing suspensions and expulsions, obtaining a diploma, and increasing the graduation rates of students with autism.</p> <p>563 school staff attended basic or advanced level autism training during FFY 2009. School staff from many different disciplines attended 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.</p>
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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 conducts 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.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
1 B D F H	Schools Identified for Improvement (SIFI)/ Districts Identified for Improvement (DIFI)- Identification and Assistance WDPI initiated activities to	Title I WDPI Urban Special Education Consultant	During 2009-2010, only one district within the state continues to be labeled as DIFI. Working within the agency, WDPI continues to work collaboratively to address issues related to student success as found in Indicators 1, 2, 3, and 4. Collaboratively, the Title 1 and Special Education teams of WDPI worked with MPS to continue to progress on the Corrective Action Requirements directed

assist districts deemed to be DIFI.	FM co-chairs FM Graduation Technical Assistance Provider – Beloit	by WDPI as part of Milwaukee Public Schools DIFI requirements. 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 Grade 12.
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Wisconsin Post High School Outcomes Survey (WPHSOS) www.posthighsurvey.org
 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 to exit. St. Norbert College Survey Center (De Pere, Wisconsin) conducts a phone interview with former students one year after exiting. The survey center makes multiple attempts to survey former students. The WPHSOS provides training and technical assistance to St. Norbert and school districts to increase the accuracy of the data collected and utilized.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
1 A B C D E F G	<p>1) Wisconsin Post High School Outcomes Survey (WPHSOS)</p> <p>To increase response rates and improve outcomes</p> <ul style="list-style-type: none"> • Response rates will increase • Indicator 14 outcomes will increase 	<p>Wisconsin PHSOS Director</p> <p>WI DPI Transition Consultant</p>	<p>Response rates increased from 28.6% in FFY 2007 to 28.8% in FFY 2008 and 31.1% in FFY 2009. This improvement was a direct result of increased assistance to local districts. In FFY 2009, there was an increase in the respondent percentage of minority youth and youth who dropped-out as a direct result of increased efforts by districts to ensure that the survey included their input.</p> <ul style="list-style-type: none"> • To increase response rates, the post high director and program assistant provided more concentrated monitoring of response rates as they occurred, and they worked with district personnel to get viable phone numbers, both before the interviewing began and after St. Norbert exhausted the district-provided list of phone numbers. The largest district hired a person to make home visits of former students to obtain viable phone numbers; that district's response rate increased from 15% to 19%. • Two resources were updated to assist districts: <ul style="list-style-type: none"> • Improving Response Rates for Indicator 14: Special Note to Wisconsin Directors of Special Education and Special Education Teachers • Wisconsin Post High School Outcomes Survey: A Special Note to Youth and Families!

			<ul style="list-style-type: none"> • To improve data collection efforts. The post high project director provided LEA personnel with an overview of the data collection efforts required for federal reporting. The SEA and the post high project director used webcasts and direct assistance to districts to familiarize districts with the available resources at www.posthighsurvey.org. • “Tips for Completing Indicator 14” was developed for the May 2009 Wisconsin Council of Administrators of Special Services (WCASS) state conference, distributed to directors, and posted on the WPHSOS website. • WDPI resources related to Indicator 14 were updated <p>• To better assess the outcomes of under-represented groups, an effort was made at the end of the survey period to locate and interview additional exiters from Milwaukee, and this decreased survey non-responders.</p> <p>• To improve district use of data and ultimately the outcomes of youth with disabilities, the WDPI continued the development of the Focused Review of Improvement Indicators (FRII) process, with Indicator 14 as a part of that process. Additional data analysis tools were developed, and concentrated technical assistance will be provided to districts identified with low response rates (during survey period) and low engagement rates (post survey data collection) as this system is finalized in FFY 2010.</p> <ul style="list-style-type: none"> • Developed an SEA/LEA Indicator 14 report that can be sorted to easily determine high, average and low performing districts on response rates, participation in postsecondary education, competitive employment, or both, and Indicator 14 for the FRII process. • Districts need to increase local response rates to make the FRII process a viable method of evaluating local outcomes, and will continue to receive technical assistance to ensure this occurs.
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			<ul style="list-style-type: none"> • Outcomes Accomplished and Products Developed During 2009-10 (FFY 2009): <ul style="list-style-type: none"> • Website completion: The definition of Indicator 14 changed beginning with the 2010 interviews. This necessitated updating the survey instrument, all portions of the post high website, all training tools, and all reports. The statewide Wisconsin Post High School Outcomes Survey (WPHSOS) website and resources used by districts for all data collection and reporting activities have been updated. • Reports and materials developed: Districts have access to a Gender, Ethnicity/Race, Disability, and Exit Type (GEDE) table, a District Summary Report, a District Report Starter, Indicator 14 Report, Data Analysis Charts, and Improvement Planning Forms. • Reports and materials developed. All post high and CESA web-based reports were completed and resources added to post high website: <ul style="list-style-type: none"> • 2009 Statewide Gender, Ethnicity/Race, Disability and Exit Type (GEDE) Report • 2009 Statewide Summary Report • 2009 Statewide Report • 2009 SEA/LEA Indicator 14 Report (<i>submitted to the WDPI</i>) • 2009 Indicator 14 Brochure/Targets • 2009 Indicator 14 DPI webcast • Each school district received a district GEDE Report, Summary Report, Report Starter, Indicator 14 Report. Other Updated Materials: <ul style="list-style-type: none"> • 2009-10 At-A-Glance • Indicator 14 SPP written and submitted • 2010 Indicator 14 Survey Questions • New Indicator 14 definition calculations completed for OSEP baseline and reporting • 2010 DPI Letter to Former Students • 2010 District's Student Letter Template • 2010 Year 1 Directions to Districts
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			<ul style="list-style-type: none"> • 2010 Year 2 Directions to Districts • 2010 LEA and Milwaukee School Sample • Data analysis tools developed: 158 Districts were assisted in completing their Indicator 14 data collection and reporting requirements; 100% of cohort-year districts participated. To assist districts in using local outcomes data to determine areas of needed improvement, district data (i.e. survey responses and open-ended comments) can be viewed and disaggregated by gender, ethnicity/race, disability, and exit type. Districts can use this information to review local outcomes in relation to state data and local planning and improvement activities. The Data Analysis templates and District Improvement Plan template can be used at a district data retreat so districts can easily incorporate post high school outcomes data into analysis and improvement planning, in both the district and the classroom. <ul style="list-style-type: none"> • A new resources repository and data analysis tools website is in development • NSTTAC shared their database of effective practice with the WPHSOS project director, and effective, evidence-based practices were entered. • Met with NSTTAC & NPSO on rubric and use of their resources <ul style="list-style-type: none"> • 7/22 – 7/23 piloted the NPSO data use PowerPoint w/ Hudson School District • Conference calls and continuing work with NSTTAC on the new Transition Rubric • Collaborating with Ed O’Leary on Indicator 13 rubric • Collaborating with NDPC-SD on a Drop-out Rubric • Additional improvement planning tools were developed, including a district Indicator 14 report (sort by gender, ethnicity/race, disability and exit reason). • Together with the NPSO, a data-use Toolkit and Facilitator’s Guide was developed and piloted. • Outcomes data use format prepared and ready to post to post high website
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			<ul style="list-style-type: none"> • (7/22 – 7/23/09) Piloted state Indicator 14 power point • (7/15) Personalized State Indicator 14 PowerPoint presentation for LEA use • Updated SEA / LEA Outcomes Data Use Power Point and Facilitator’s Guide (Feb. ’10) <ul style="list-style-type: none"> • To facilitate data use and increase post high school outcomes, a data-use practice group has been formed within the Wisconsin Community on Transition (WiCoT) (www.sharedwork.org). During the 2009-10 school year, the Data Use Practice Group was initiated to assist the state in developing a comprehensive, evidence-based process districts can use for improvement planning.
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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.

SPDG 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 Professional 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.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
1 A B C	Wisconsin’s Statewide Personnel Development Grant (SPDG): Beginning Activities	SPDG Consultant	<ul style="list-style-type: none"> • The 5 coordinated Hubs were formed during FFY 2007. • The 5 Hubs have identified leaders and leadership teams and have begun providing training not only on the WPDM but on content that is directly aligned with the 20 Indicators.

<p>E F G H</p>	<p>SPDG initiated activities throughout the state.</p>		<ul style="list-style-type: none"> • In conjunction with the Wisconsin State Transition Initiative, SPDG hosted networking meetings in each CESA that have provided training, sustained through scientific or evidence-based instructional/behavioral practices, and included the collection of formative and summative data focused on Indicator 13. • The SPDG supported the annual Wisconsin State Transition Conference to help bring cutting-edge research and information pertaining to Transition in Wisconsin. • As a result of the May 2010 SPDG IHE Summer Institute, "Reaching all Educators for All Learners: Research to Practice", faculty teams from 33 Wisconsin private colleges, public universities and alternative licensing programs wrote plans to reform teacher education in these areas of emergent practices: <ul style="list-style-type: none"> • *measuring and raising academic achievement of all learners, • *reducing special education referrals through universally accessible and differentiated instruction, • *developing collaborative teaching and learning partnerships, and • *reducing over-identification of students of color through culturally responsive and relevant pedagogy. <p>Seventeen IHEs were awarded \$5,000 mini-grants; the remaining 16 teams that attended the IHE Summer Institute wrote action plans or submitted unfunded mini-grant applications. The mini-grant recipients who demonstrate performance towards their project goals will be eligible for continued funding in the next year.</p> <p>Primary efforts of the SPDG EC hub focused on OSEP Indicators 6 (environments), 7 (child outcomes), and 12 (transition); including: content development for a on-line training and technical assistance module related to determining and implementing services in least restrictive environments, expansion of the content template to other professional development modules, increased focus on utilization of the new transition data from the PPS system, improving the transition technical assistance available to districts and counties, and convening a technical assistance network among the various state early childhood systems.</p> <p>Secondary efforts included: developing the Early Dual Language Learners Initiative (EDLLI) and resources for EC practitioners and IHE staff, participation in system redesign associated with the Governor's Early Childhood Advisory Council, support for the Social Emotional Foundations for</p>
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			<p>Early Learning (SEFEL) project, and collaboration in designing and implementing PD opportunities on early identification.</p> <p>A new webpage on the Parent Leadership Hub website was created to house a repository of resources, called 'Just in Time Information' (JITI). Currently the Transition to Adult Life info is available and the Parent Leadership info is developing. This year we will also add Early Childhood info and School Age Years info. Visit: http://www.wispdg.org/pl/resources.html</p> <p>A formal Product Review Committee of (15) stakeholders was assembled to provide input to the development of a training toolkit designed to support parents in decision making roles on local, regional and state entities.</p>
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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.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
1 A B E	Graduation Rate Workgroup	FM Graduation Chair	<p>In preparation for the peer review of Wisconsin's graduation rate by the US Department of Education, a cross-agency workgroup has been convened and proposed graduation targets submitted in January 2010. This process included examining how the agency uses data specific to students with disabilities and issues related to the change in graduation rate definition. Based on the results of the peer review, WDPI was required to increase its graduation target. The workgroup provided short-term technical assistance to districts regarding this new target.</p> <p>During the Spring and early Summer of 2010 the workgroup has been developing a projected target for a four-year graduation rate, a transitional extended rate and an eventual permanent extended (six year) graduation rate for accountability purposes. An updated amendment to the Wisconsin Consolidated application will be submitted in October 2010.</p>

Wisconsin Graduation Summit			
<p>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.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
1 C D E F	Wisconsin Graduation Summit	FM Graduation Chair Assistant Director of Special Education	<p>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 March 2010. Districts invited to attend were selected based on high rates and/or disparities in dropouts. A related district-specific summit was also held in Milwaukee by the Milwaukee School District. 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.</p> <p>Several resources related to increasing graduation rates and decreasing dropouts have been developed in conjunction with the Summit. A state and national policy document was compiled by DPI and Learning Points Associates staff. An additional resource page has been created with annotated lists of local, state and national research-based and best practices.</p>
Response to Intervention (Rtl)			
<p>Rtl 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 Rtl system.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
1 A B	Wisconsin Response to Intervention Initiatives (RTI) Continuing work on statewide	RTI Internal Workgroup	<ul style="list-style-type: none"> The internal, cross-divisional WDPI workgroup continued to meet one to two times monthly. The purpose of the workgroup is to solidify messaging and provide guidance to the field through technical assistance tools.

<p>C D E F G H</p>	<p>implementation of RTI.</p>		<ul style="list-style-type: none"> • WDPI created and released an Rtl Roadmap as a visual overview of an enacted Rtl system. • WDPI partnered with the Wisconsin Educational Communications Board (ECB) to plan a video project that will provide real examples of teams in Wisconsin schools at various points in their Rtl implementation. • Over 1000 Wisconsin educators attended the second annual Rtl Summit. School and district teams learned about Rtl systems and examined their plans for scaling up their local Rtl systems. • An IDEA Discretionary Grant was awarded to the CESA Statewide Network to establish the WI Rtl Center. The WI Rtl Center’s purpose is to develop, coordinate and provide statewide professional development and technical assistance delivered regionally through a trainer of trainer model, as well as to gather, analyze and report Rtl implementation data. The work of the WI Rtl Center adheres to and operationalizes the messaging and guidance from WDPI. <ul style="list-style-type: none"> ○ A Statewide Director and Program Assistant were hired ○ Policies and procedures were developed ○ A regional service delivery model was established ○ A statewide needs assessment was conducted and analyzed ○ Results from the statewide needs assessment were used to prioritize content development ○ Contracting for content development began ○ Coordination of the Wisconsin Positive Behavioral Interventions and Supports (PBIS) Network began ○ This project will train participating LEA school staff to identify and implement evidence based practices that address increasing graduation rates of students with disabilities. Resources and technical assistance addressing increasing graduation rates will also be provided to regional mentors and schools by this project.
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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.

<p>The Wisconsin Statewide PBIS Network provides technical assistance and coordinates professional development to help Wisconsin school districts establish and sustain PBIS within their respective schools. In addition, the project gathers, analyzes and disseminates implementation data from all schools using PBIS services.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
1 A B C D E F G H	<p>Wisconsin Positive Behavior Interventions and Supports (PBIS)</p> <p>Continuing work on statewide implementation of PBIS.</p>	<p>PBIS Internal Workgroup</p>	<ul style="list-style-type: none"> • The internal WDPI PBIS workgroup continued to meet monthly to plan statewide roll-out of a coordinated service delivery plan. • 473 schools had been trained in PBIS. • Over 100 days of PBIS training occurred throughout the state (14 administrative overviews, 13 coaches training days, 57 tier 1 training days, 15 tier 2 training days, 2 tier 3 training days, 1 district planning day, 3 SWIS facilitator training days). • An IDEA Discretionary Grant was awarded to the CESA Statewide Network to establish the WI PBIS Network through the WI RtI Center. The purpose of the WI PBIS Network is to coordinate and provide statewide professional development and technical assistance delivered regionally through a trainer of trainer model, as well as to gather, analyze and report PBIS implementation data. The work of the WI PBIS Network adheres to and operationalizes the messaging and guidance from WDPI. <ul style="list-style-type: none"> ○ A Statewide Coordinator, Data and Evaluation Coordinator, and Program Assistant were hired ○ Policies and procedures were developed ○ A regional service delivery model was established ○ Four Wisconsin trainers were trained, with three others beginning their training ○ One advisory Committee meeting was held ○ This project will train participating LEA school staff to identify and implement evidence based practices that address increasing graduation rates of students with disabilities. Resources and technical assistance addressing increasing graduation rates will also be provided to regional mentors and schools by this project
<p>Disproportionality Mini-grants WDPI provides mini-grants to LEAs, disproportionality experts, and CESAs to address disproportionality at the local and regional level.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
1 C	<p>Disproportionality Mini-grants</p>	<p>Disproportionality workgroup</p>	<p>FFY 09 Grants awarded to:</p>

<p>F G</p>	<p>WDPI provides mini-grants to LEAs, disproportionality experts, and CESAs to address disproportionality at the local and regional level. The small grants (\$5,000-\$15,000) are for one year and awarded in the fall. Grant projects offer a unique product, process or tool that could be replicated in other districts or statewide. These products, and other products developed, are shared throughout the state and many of the products are on the WDPI Disproportionality website.</p>	<p>LEAs Disproportionality experts CESAs</p>	<p>Dr. Lisa Bardon, UW-Stevens Point.. Dr. Bardon is conducting a review of evaluation tools used in 6 school districts including 4 districts with disproportionality in the area of Emotional Behavioral Disabilities (EBD). This evaluation includes a review of literature, a list of evaluation tools used and a brief summary of each too. Dr. Bardon is also developing a list of recommended practices based on this review.</p> <p>Dr. Jeffrey Lewis, UW-Madison. Dr. Lewis conducted a series of data sessions for staff, African American boys and supportive adults from two schools in the Beloit School District. Dr. Lewis extended this project by adding additional data and conducting further data analysis sessions. Using the “academic connection time” (AST) once a week as a “pre-college and careers” project for a group of 12 boys, data is being collected and analyzed for the purpose of creating safe and productive space for the boys in this school and potentially others.</p> <p>Nine districts, all identified with disproportionate over-representation, received mini-grants to support their ongoing work to address disproportionality: Bayfield, Crandon, DeForest, Eau Claire, Hayward, Keshena, Madison, Pulaski, and West Allis.</p>
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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.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
<p>1 A, C, F, G</p>	<p>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. Districts identified as having disproportionate over-representation and/or</p>	<p>Disproportionality workgroup LEAs CESAs</p>	<p>FFY 09 Grants awarded to:</p> <p>Madison Metropolitan School District (\$76,000) Products: Protocol for problem solving conversations that ensures focused discussion regarding the impact of race and culture on the student’s performance; aggregated data reporting formats for behavior in software to allow problem-solving teams to analyze the effects of an intervention for a group of students; protocol for a culturally responsive interview process; research-based curriculum and lesson plans.</p> <p>In addition, WDPI partnered with the Equity Alliance at Arizona State University to provide intensive and customized technical assistance to districts identified with both disproportionate over-representation and</p>

	<p>significant disproportionality (or district-led consortiums) competed for grants ranging from \$25,000 to \$50,000 to support their work on disproportionality. Highly competitive districts or district-led consortiums will have implemented a process or project specific to disproportionality – including projects in pilot status – and have data demonstrating that the process or project is likely to reduce disproportionality, based on race, in special education. The district or consortium must have a clear and realistic plan to institutionalize the process or project, collect and analyze project-related data, and capture the process and/or project in a teachable format so other districts or consortiums can replicate such project or process.</p> <p>Priority Areas:</p> <ul style="list-style-type: none"> • Large districts identified as having significant disproportionality based on more than one race and more than one disability category. The district’s model for addressing disproportionality will focus on developing strategies that are effective in a highly- 		<p>significant disproportionality for a minimum of three years. Staff from the Equity Alliance conducted onsite needs assessments and professional development for district administration and other staff.</p>
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	<p>complex environment with traditional and compartmentalized educational services and systems.</p> <ul style="list-style-type: none"> Rural districts or district-led consortiums of small and rural districts that have been identified as disproportionate based on one race. The districts' model for addressing disproportionality will focus on issues that affect a particular minority population within the context of a rural community. 		
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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.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
1 C D E F G H I	<p>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</p>	<p>Disproportionality Workgroup Co Chairs</p> <p>CESAs</p> <p>LEAs</p> <p>National experts</p> <p>Approximately \$890,000/yr</p>	<p>CREATE Coordination (CESA 6)</p> <p>Statewide coordination and project management, including third-party evaluation. http://createwisconsin.net/</p> <p>Consortium on Racial Equity in PreK-12 Education (CESA 6) (\$52,700)</p> <p>The Consortium on Racial Equity in PK-12 Education in Wisconsin combines the insight of Courageous Conversation with the power of Systemic Equity Leadership to assist six districts, CESAs, and WDPI in analyzing their systems and exercising leadership to eliminate racial disparities in education.</p> <ul style="list-style-type: none"> School Districts Involved: Fond du Lac School District, Eau Claire Area School District, School District of Beloit, School District of Janesville, Kenosha Unified School District, School District of

	<p>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:</p> <ul style="list-style-type: none"> • 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 		<p>Waukesha. Staff from all twelve CESAs participated in a 5-day intensive apprenticeship program to build their capacity around:</p> <ul style="list-style-type: none"> • a theory of anti-racist school leadership; • how multiple threads (e.g., Courageous Conversation, critical race theory, learning organizations, and Adaptive Leadership™) are integrated into a coherent program design—and how coaching and leadership consultations support this design; • a model for leadership consultation, which is based on the Annenberg Institute’s Critical Friends Protocol and informed by Cambridge Leadership Associate’s leadership consultation protocols. <ul style="list-style-type: none"> • Over thirty WDPI staff participated in five days of intensive training along with staff from the school districts and CESAs. • Two, 2-day Beyond Diversity Seminars for Principals we held and attended by approximately 40 building level principals <p>http://www.createwisconsin.net/districtpractices/consortiumk12_racial.cfm</p> <p>Annual institute on disproportionality (CESA 9) (\$81,750)</p> <ul style="list-style-type: none"> • CREATE a Culturally Responsive Environment statewide conference was held April 27-28, 2010, at the Radisson Hotel and Conference Center (Green Bay, WI). 310 people, including representatives from the Great Lakes Intertribal Council, the Wisconsin Department of Corrections, private schools, universities and several Wisconsin school districts, participated. This number also includes teams from school districts identified as having disproportionate over representation. • Keynote Address: Dr. Samuel Betances, a sociologist, educator and professor of 20 years with expertise in the area of race relations presented: <i>Ensuring the Success of All Students through Culturally Responsive Education</i> • Conference workshops included: <ol style="list-style-type: none"> 1. <i>Symbiotic, Serendipitous, Successful Schools: Positive Effects of Culturally Responsive Family/Community Engagement</i> 2. <i>The Centrality of Trust in Positive School Change</i> 3. <i>Understanding Your Relationship with Students by Examining</i>
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	<p>communities on improving educational outcomes for culturally and linguistically diverse students.</p> <ul style="list-style-type: none"> • 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. <p>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</p>		<p><i>Your Cultural Lens</i></p> <ol style="list-style-type: none"> 4. <i>Anti-racist Leaders: Building Capacity, Particularly in White Allies</i> 5. <i>Another Look at Eligibility Criteria for EBD and OHI</i> 6. <i>African Americans and Standardized Tests: The Real Reason for Low Test Scores</i> 7. <i>Cognitive Disabilities: Definition, Eligibility Criteria and IEP Team Determinations</i> 8. <i>ROUND TABLE LUNCH</i> 9. <i>Relationship Building at the Core: Working with African American Youth</i> 10. <i>Creating Culturally Responsive Classrooms</i> 11. <i>Working with Students of Color and Students in Economically Disadvantaged Areas: Perspectives from Higher Education that Will Stimulate Achievement</i> 12. <i>Response to Intervention in Wisconsin and the Specific Learning Disabilities Criteria</i> 13. <i>Addressing the Challenges of Equity through Online Professional Development</i> <p>http://www.createwisconsin.net/events/create_conference.cfm</p> <p>American Indian Student Achievement Network (CESA 12) (\$81,205) Re-establish and invigorate a community of practice for the twenty-five school districts with the highest percentage of Native students. The first AISAN meeting of the 2009–10 funding year was held in conjunction with the National Indian Education Association (NIEA) Convention, held October 22–25, 2009. AISAN met on October 21, 2009, the day before the convention. Nine people attended. The following districts were represented: Tomah Area, Ashland, Bayfield, Webster, Siren, Washburn, and Green Bay Area.</p> <p>AISAN hosted the Wisconsin Tribal Language Network and American Indian Student Achievement Network Conference on March 1–2, 2010, at the University of Wisconsin–Stevens Point. The AISAN Coordinator, a consultant from DPI, and two independent consultants, planned the conference with support from a staff member from CESA 12. The conference focused on establishing a community of support for American Indian students and infusing American language and culture into the curriculum and classrooms—AISAN's three priority areas. A total of 123</p>
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	<p>development; and will conduct other activities based on CREATE resources.</p>		<p>participants attended from more than 30 school districts, including 24 of the 26 districts that are members of AISAN. Participants from several tribal communities also attended.</p> <p>Dr. Thomas Peacock, Associate Professor of Education at the University of Minnesota–Duluth and member of the Fond du Lac Band of Lake Superior Chippewa, presented the keynote address, “The Role of Education in Promoting Hope in Native Students.” Sectionals focused on: understanding and eliminating racism, increasing attendance and reducing truancy, creating change in Indian education, best practices in Title VII, tribal language planning, assessment of tribal language learners, and the new DPI Tribal Language Revitalization Grant Program. In addition, two discussion sessions were held focusing on next steps for AISAN and a proposed Wisconsin tribal language consortium. A language technology demonstration was also presented.</p> <p>Additional activities for the American Indian Achievement Network include:</p> <p>Online Community of Practice. CESA 12 created a Moodle site which contains an online discussion board for AISAN members.</p> <p>Identifying and Sharing Resources</p> <p>Professional Development and Training Opportunities:</p> <ul style="list-style-type: none"> • The Minnesota Indigenous Language Symposium, May 18–19, 2009 (4 grants) • The 13th Annual American Indian Studies Summer Institute, June 22–26, 2009 (6 grants) • The CREATE Conference, June 29–July 1, 2009 (14 grants) • The NEIA Convention, October 22–25, 2009 (14 grants) <p>CREATE e-newsletter (CESA 4) Electronic newsletters regarding culturally responsive education that include articles, resources, and professional development opportunities relevant to cultural responsiveness in education For the 2009–10 funding year, the CREATE newsletter has been published each month since September 2009; ten issues were published in 2009–10. The number of newsletter recipients increased in 2009–10; as of April 2010 there were 332 subscribers. The contents of the e-newsletters include:</p> <ul style="list-style-type: none"> • CREATE News
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			<ul style="list-style-type: none"> • CREATE Resources • Professional Development • A feature highlighting CREATE projects and events • A calendar of events related to disproportionality and culturally responsive education • National research, resources, and professional development opportunities <p>http://www.createwisconsin.net/enewsletter/</p> <p><i>Culturally Responsive Classroom Practices (CESA 1) 128,000</i> Part F of the CREATE grant concentrates on culturally responsive classroom practices. This component of the CREATE initiative provides a series of training workshops for district teams that are interested in implementing effective culturally responsive classroom practices. The training is designed for teams of six classroom teachers and one administrator from the same school. The series of four two-day training sessions assists participants in identifying new ways to reach students from culturally and linguistically diverse backgrounds. Graduate-level course credit is provided for participants who complete the course and make arrangements to pay course fees through Cardinal Stritch University.</p> <p>Staff from CESAs 1 and 2 are responsible for coordinating the training sessions. Dr. Shelley Zion and Dr. Elizabeth Kozleski serve as trainers for the sessions. Dr. Zion is Executive Director of Continuing Education and Professional Development at the University of Colorado-Denver where her responsibilities include helping teachers to understand the influence of culture, class, power, and privilege on curriculum, pedagogy, and classroom practices. Dr. Kozleski is a professor at Arizona State University and has expertise in the area of systems change, inclusive education, and professional development in urban education. Dr. Kozleski is currently a co-principal investigator with the National Center for Culturally Responsive Educational Systems (NCCRESt); Dr. Zion was formerly a project coordinator with NCCRESt.</p> <p>Training sessions have been offered to two cohorts of school-based teams from the following school districts: Ashland, Waukesha, Fond du Lac, and Monona Grove.</p> <p>A total of 34 participants have attended the workshops over the past two years. Ashland and Fond du Lac each sent five staff members to the</p>
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			<p>training, and Monona Grove sent six staff members. A total of 18 participants from Waukesha have participated over the course of two years; five participated in Cohort 1, and 13 participated in Cohort 2. Two staff members from DPI, and the CREATE coordinator from CESA 6, also participated</p> <p>Training Dates Cohort 1 Trainings (Ashland and Waukesha)</p> <p>February 11–12, 2009 May 26–27, 2009 September 22–23, 2009 November 3–4, 2009</p> <p>Cohort 2 Trainings (Fond du Lac, Monona Grove, and Waukesha)</p> <p>September 24–25, 2009 November 5–6, 2009 February 23–24, 2010 April 14–15, 2010</p> <p>http://www.createwisconsin.net/classroompractices/classrooms_training.cfm</p> <p>Checklist for Addressing Racial Disproportionality in Special Education (CESA 4) (\$21,800) Published, disseminated, and provided technical assistance around <i>Checklist for Addressing Racial Disproportionality in Special Education</i> (D. Losen, 2008). http://www.createwisconsin.net/districtpractices/addressing_disproportion.cfm</p> <p>Needs assessment and professional development strategic plan for districts identified with disproportionate over-representation (CESA 11) (\$54, 140) School districts in Wisconsin identified as having a disproportionate representation of racial and ethnic groups in special education and related services or in specific disability categories are required to participate in an <u>evidence-based process</u> of assessment of district policies, procedures, and practices. District teams must examine policies, procedures, and practices in general and special education that have been shown to</p>
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			<p>contribute to institutional factors that surround disproportionality.</p> <p>School districts identified by WDPI as having significant disproportionality are required to participate in an annual needs assessment process that includes a review of policies and practices that have been shown to contribute to disproportionality. The districts are also required to develop a comprehensive disproportionality improvement plan based on the results of this review. CESA 11 is coordinating the work related to the district needs assessments. The National Center for Culturally Responsive Educational Systems (NCCRESt) is assisting districts in completing the needs assessment process.</p> <p>The major activities of this component include:</p> <ul style="list-style-type: none"> • Organizing a day-long meeting in conjunction with the annual CREATE conference to assist identified districts in completing the initial needs assessment or updating the previous year's assessment. • Developing needs assessment tools, or modifying existing tools, to assist districts in completing the needs assessment process and developing district disproportionality improvement plans. • Developing and administering a needs assessment survey to participating districts to obtain recommendations for future professional development offerings and technical assistance services related to disproportionality. • Summarizing and disseminating the results of the needs assessment survey to coordinators of other CREATE components for use the results in planning future professional development offerings and to districts participating in the needs assessment. <p>Participants</p> <p>In 2009, 27 districts identified as having significant disproportionality were invited to attend the CREATE conference and to participate in preconference sessions designed to assist district teams in completing the needs assessment process. Districts identified as having significant disproportionality are required to attend the CREATE pre-conference needs assessment unless they made prior arrangements with WDPI. In 2009, two districts that had been identified as having significant disproportionality did not attend the CREATE pre-conference sessions. In</p>
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			<p>2010, 37 districts were invited to attend; eight of these districts were newly identified as having significant disproportionality.</p> <p>District teams, consisting of the following team members, were asked to attend:</p> <ul style="list-style-type: none"> • Directors of Special Education • Curriculum and Instruction Coordinators or Assessment Coordinators • School Psychologists • At least one elementary school teacher (general education or special education) <p>Districts also were given access to the needs assessment Website which requires a username and password for log-in. On the Website, districts are provided with several resources to further assist them with planning, including the following:</p> <ul style="list-style-type: none"> • A needs assessment overview • An NCCRESt PowerPoint presentation that includes an overview the steps involved in completing the needs assessment rubric • A copy of the NCRESt needs assessment rubric • A list of possible data sources that might be used to address specific focus areas • A list of rubric definitions and examples • Instructions and blank worksheets for each step of the needs assessment process <p>Once districts completed the needs assessment rubric, they submitted their district improvement plans. In 2009, districts could submit the plans in one of the following ways: (1) a paper or electronic copy State Performance Plan Annual Disproportionality Improvement Plan; (2) a paper or electronic district improvement plan with related (and highlighted) goals and activities; completion of the online needs assessment, which generates the district's improvement plan for addressing disproportionality. In 2010, districts were required to complete and submit the online needs assessment.</p> <p>http://www.createwisconsin.net/districtpractices/addressing_disproportion.cfm</p>
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Wisconsin Special Education Paraprofessional Training Initiative: http://www.dpi.wi.gov/sped/paraprof.html Since 1995, the WDPI has provided statewide and regional professional development opportunities to Wisconsin special education paraprofessionals. For the 2008-09 fiscal year, the overarching purpose of the training initiative was to provide support for ongoing professional development opportunities in the twelve Cooperative Educational Service Agencies (CESA), and to provide access to current paraprofessional resources and career information. With the provision of the initiative goals and activities, it is anticipated special education paraprofessionals will attain improved knowledge and skills that will enable them to more effectively support the academic and behavioral instruction of students with disabilities.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
1 C D F	<p>Wisconsin Special Education Paraprofessional Training Initiative Goals:</p> <p>Goal 1: To examine, develop and implement strategies that will promote a continuation of future statewide professional development opportunities for Wisconsin Special Education Paraprofessionals via the CESAs, the Wisconsin Paraprofessional Advisory Group, and other invested organizations.</p> <p>Goal 2: To provide access to current resources and information via the Wisconsin Paraprofessional Website and the Para Post Newsletters where paraprofessional will gain knowledge, information and resources that will <u>lead to a</u> positive impact on the student they serve.</p>	<p>WDPI Liaison Consultant to the Initiative</p> <p>CESA#4 Project Coordinator</p>	<p>As of FY 2009-2010, this activity is no longer a funded initiative by the department. The State will provide direct training and information to the twelve CESAs.</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009:

To have greater statewide impact on graduation rates, Focused Monitoring has been expanded to Focused Review of Improvement Indicators.

State Performance Plan Improvement Activities			
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.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
1 C D F	Occupational Therapy and Physical Therapy Resource Guide	WDPI consultants Planning Committee	Completed Draft of Resource and Planning Guide for School-Based Occupational Therapy and Physical Therapy.

Categories:		Color Code:
A) Improve data collection/reporting or systems	F) Program development	Completed
B) Improve systems administration & monitoring	G) Collaboration/coordination	Continuing as stated in SPP
C) Provide training/professional development	H) Evaluation	New or revised activity
D) Provide technical assistance	I) Increase/adjust FTE	Activity Description
E) Clarify/examine/develop policies & procedures	J) Other	

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.

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

Actual Target Data for 2008-09:

2008-2009 SY Grades 7-12	Dropouts	Expected to Complete School Term	Dropout Rate
Students with Disabilities	1338	56184	2.38%
Students without Disabilities	5340	353271	1.51%
All Students	6678	409455	1.63%

Data Source: From Wisconsin's Individual Student Enrollment System (ISES).

As instructed in the Part B Indicator Measurement Table, Wisconsin is reporting data from 2008-2009 for the FFY 2009 APR. The actual numbers used in the calculation are provided above. The 2008-2009 result was 2.38% compared to 2.59% reported for 2007-2008. For 2008-2009, the State's percent of youth with IEPs dropping out of school decreased by 0.21% from the previous APR. The State met the target for this indicator by .11%.

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 non-disabled students 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.

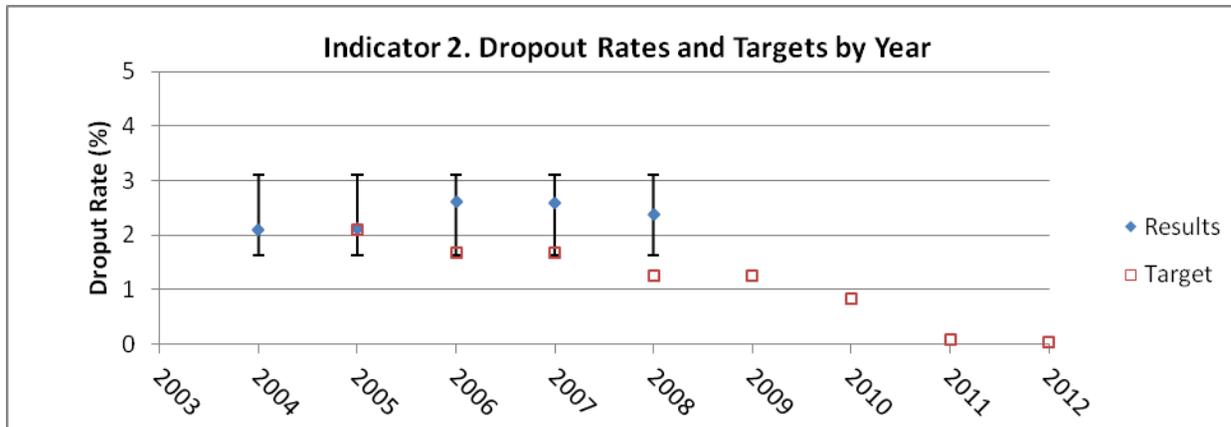
In Wisconsin, a dropout is defined as a student who was enrolled in school at some time during the previous school year, was not enrolled at the reporting time of the current school year (third Friday in September), has not graduated from high school or completed a state- or district-approved educational 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.

Measurable and Rigorous Targets

In January 2011, WDPI met with 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).



Part B State Annual Performance Report (APR) for 2009

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.

2008 (2008-2009)	No more than 2.49% of students with disabilities will drop out
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

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2008-2009:

As part of the Focused Monitoring conducted by the Wisconsin Department of Public Instruction (WDPI) Graduation Workgroup, possible research-based factors that contribute to dropout were examined and addressed. These factors include student academic and social engagement, qualified staff and adequate resources, positive school climate, academic achievement, multiple options for student learning, student retention, and student mobility. Additionally, WDPI examined district policies, procedures, and practices as they related to students with disabilities including suspension/expulsion, attendance, and dropout.

During the 2009-2010 school year, WDPI's Special Education Team initiated a significant project called the Focused Review of Improvement Indicators (FRII) to impact several of the twenty indicators by focusing in data-based improvement through a deliberate and focused review of student data, especially as it relates to the academic and other outcomes of students with disabilities. Related to Indicator 2, portions of the Graduation Focused Monitoring process was revised and streamlined so that it can be used by Wisconsin LEAs as a form of self-assessment to examine the issue of the dropout rates of students with disabilities, with or without assistance from WDPI consultants. Utilizing many of the WDPI products and tools developed for Focused Monitoring, the process allows LEAs to examine their data, policies and procedures in several areas related to factors that may be impacting their rate of student dropout. WDPI expects the new FRII process will assist LEAs in determining what may be causing students with disabilities to drop out of school, and allow LEAs to develop comprehensive improvement plans utilizing evidence-based strategies and activities, leading to positive student outcomes.

Additionally, WDPI continues to help Wisconsin LEAs better understand both compliance requirements and best practices in the area of transition, including greater awareness of the elements of effective transition plans that help keep students with disabilities engaged and successful at the secondary level and beyond. Many districts are taking advantage of the training offered by WDPI and resources developed through the Wisconsin

Part B State Annual Performance Report (APR) for 2009

Statewide Transition Initiative (WSTI). This greater understanding of effective transition planning and implementation appears to be resulting in greater and more effective student engagement, which WDPI expects to help improve and increase the rates of graduation and reduce the rates of dropping out of students with disabilities in Wisconsin.

Many factors contribute to student dropout rates over time; it is difficult to determine a causal connection between any single factor and a student's decision to quit school. However, the current data is indicating a reduction in the dropout rate of students with disabilities in Wisconsin. WDPI will continue with its current improvement activities and add more in the future to sustain progress in this area.

Discussion of Improvement Activities Completed in FFY 2009:

WDPI implemented the improvement activities as outlined in the SPP, including the activities further described in the following table. (Please see the previous APR for activities completed in FFY 2008.)

State Performance Plan Improvement Activities			
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 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.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
2 A B C D E F G H	Focused Monitoring – Graduation – Completion of Follow-up Technical Assistance	Graduation Workgroup members	During the 2009-2010 School Year, Graduation Workgroup members continued to work collaboratively with and provide technical assistance and monitoring to districts that had previous FM onsite visits. All districts implemented and evaluated their district-wide FM improvement plans to address issues related to the graduation rates of their students with disabilities. During this time period, all but one district met the Indicator 1 Graduation target, completed their primary activities, and are no longer considered to be under a Focused Monitoring Improvement Plan for Graduation of Students with Disabilities. The remaining district continues to work with several DPI

			<p>consultants specifically on issues related to improving the graduation rate of their students with disabilities. The district has revised its plan, and will continue to receive quarterly support from their FM consultant and from their Local Performance Plan consultant.</p> <p>Within the Milwaukee Public School District, DPI Special Education Team members had been working with Pulaski High School to improve the school's graduation rate of students with disabilities. Because the district is in the midst of sweeping changes, Pulaski High School's Focused Monitoring Improvement Plan has been incorporated into their building improvement plan and will no longer be a separate initiative. DPI will provide support as requested and needed.</p>
<p>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.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
2 A B C D E F G H	<p>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. The main focus has been to build an effective infrastructure to execute and support this</p>	School Improvement Ad-Hoc Workgroups	<p>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</p> <p>During the Spring of 2010 WDPI started the process of soliciting volunteers to pilot the FRII process while continuing to refine related tools and data analysis steps. All DPI provided data has been consolidated in such a manner that participating districts will be able to download the information needed for data analysis, including instructions and data analysis procedures, forms and questions, via the Special Education Portal. WDPI believes this refined school improvement process will also focus attention on the importance of timely and accurate data.</p>

process with statewide implementation, as a "stand alone" process..			
<p>Procedural Compliance Self-Assessment Process http://dpi.wi.gov/sped/spp-selfassmt.html.</p> <p>Each year the State gathers monitoring data from one-fifth of the local educational agencies (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 involved in the self-assessment 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, 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 provides technical assistance and conducts 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.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
2 B C D	<p>Procedural Compliance Self-Assessment Process</p> <p>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.</p>	Procedural Compliance Self-Assessment Workgroup	During the 2009-2010 school year the fourth cohort of LEAs completed the self-assessment process; WDPI conducted verification activities with all participating LEAs to ensure correction of noncompliance.
<p>Wisconsin Statewide Transition Initiative (WSTI), (www.wsti.org)</p> <p>WSTI is a statewide 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. A project director, eight project-based transition consultants, and the WDPI transition consultant provide transition support services, information dissemination, and staff development to parents, education professionals, and community agency professionals throughout Wisconsin. WSTI participates in a state-wide transition</p>			

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 collaborates with the National Secondary Transition Technical Assistance Center (NSTTAC) to improve outcomes for Indicator 13. NSTTAC provides training to CESA and LEA personnel on Indicator 13 at the 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.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
2 A B C D E G H J	<p>Wisconsin Statewide Transition Initiative (WSTI)-Statewide Training</p> <p>Offered training statewide for districts on compliance standards.</p>	<p>WDPI Transition Consultant</p> <p>WDPI Assistant Director of Special Education</p> <p>WSTI Director</p> <p>Wisconsin Post High School Outcomes Survey (PHSOS) Coordinator</p> <p>FACETS Coordinator</p> <p>DHS Consultant</p> <p>DVR Representative</p>	<ul style="list-style-type: none"> • WDPI transition and procedural compliance consultants continue to collaborate with WSTI project director to improve technical assistance provided to LEAs through WSTI. • WDPI requires LEAs participate in Indicator 13 technical assistance at least once during the procedural compliance cycle. A total of 442 educators participated at 59 different sites. • WSTI implemented a data entry and retrieval system for the Indicator 13 checklist to allow LEAs to access and evaluate LEA-specific Indicator 13 data. • Transition e-Newsletters of December 2009 and May 2010 were developed and disseminated via the WSTI website. The e-Newsletter communicates information about Indicator 13 compliance, provides practice tips, and promotes Indicator 13 technical assistance opportunities. • WDPI collected a listing of common errors on the Indicator 13 checklist by frequency as reported by LEAs on the Procedural Compliance Self-Assessment. This data assists LEAs and WDPI in prioritizing professional development activities. • WSTI hosted an annual state-wide transition conference in February 2010. Over 700 educators, parents, service providers, and youth participated. The Statewide Transition Conference focused on age appropriate transition assessment for students with disabilities. The Youth track continued for the 2010 Transition conference. • A statewide workgroup created and disseminated an age-appropriate transition assessment guide. • WDPI participated in the National Community of Practice on

			<p>Transition hosted by the National Association of State Directors of Special Education (NASDSE) at http://www.sharedwork.org/.</p> <ul style="list-style-type: none"> • WSTI used effective-practice professional development training modules regarding summary of performance and creating meaningful postsecondary goals for students with severe disabilities. These trainings were provided through regional meetings statewide. Modules are available on the WSTI web site to assist in meeting Indicator 13. The modules provide uniform information to LEAs, provider agencies, parents, and youth about transition requirements and effective practices. CESA-based trainings were conducted, funded by a Medicaid Infrastructure Grant (MIG) awarded by the Wisconsin Department of Health and Family Services • The Transition Coordinator Network meetings continued in October 2009, February 2010, and May 2010. They provide LEAs with current up to date information regarding Indicator 13. • In response to concerns about consistency in WSTI's communication with LEAs, the project was restructured. The twelve CESA-based transition coordinators were replaced with eight transition coordinators, each focused on a particular area of compliance deficits identified through data collection and LEA input. The transition consultants focus on topics such as measurable postsecondary goals for students with significant disabilities, age-appropriate transition assessment, and the needs of students in urban LEAs. The restructuring also included greater coordination with the Regional Service Network (RSN) in publicizing and delivering Indicator 13 technical assistance to LEAs.
2 A B C D F G	<p>Wisconsin Statewide Transition Initiative (WSTI)-Wisconsin Post High School Outcomes Survey (WPHSOS)</p> <p>– Web-based activities and resources developed to connect Indicators 1, 2, 13 & 14.</p>	<p>WSTI Director Post Secondary Outcomes Survey Project Director</p>	<p>WSTI and WPHSOS continued to collaborate to develop and refine a web-based data analysis/school improvement process that allows districts to see the connection between and impact of Indicators 1, 2, 13, & 14 as they develop their school improvement plans.</p> <ul style="list-style-type: none"> • A web-based data toolkit has been developed and will be available October 15, 2010 <p>A web-based transition resources repository,</p>

			TransitionResources4youth.com has been developed and will be available January 15, 2011
2 C D F G	Wisconsin Statewide Transition Initiative (WSTI)-Participation in National Community of Practice on Transition Participation in National Community of Practice on Transition.	WDPI Transition Consultant NASDSE	WDPI continues to participate in the National Community of Practice on Transition hosted by NASDSE at http://www.sharedwork.org . As part of this process an interagency facilitators group was developed.
2 A B C D E G J	Wisconsin Statewide Transition Initiative (WSTI) – interagency collaboration WDPI initiated activities to impact student graduation rates improved employment outcomes within transition efforts.	WDPI Transition Consultant	<ul style="list-style-type: none"> • Three regional meetings were held with interagency partners to promote transition to postsecondary education. ADA, documentation of disability, summary of performance, and self-advocacy skills were areas of focus. • The interagency agreement with the Division of Vocational Rehabilitation of the Wisconsin Department of Workforce Development and the Wisconsin Department of Health Services to coordinate services for individuals transitioning from education to employment. The agreement can be viewed at http://dwd.wisconsin.gov/dvr/pdf_files/dip_interagency_agreement.pdf • The interagency agreement was reviewed and revised to include adult services providers. The new interagency agreement will be implemented in FFY 2010. • Wisconsin State Capacity Building Plan – Secondary Education and Transition Services for NSTTAC. Wisconsin's team used and discussed portions of a team planning tool for state capacity building. The Wisconsin group worked on identifying past, current and future statewide systems change efforts and technical assistance efforts related to statewide capacity building; related to improving transition services and related to post high school results for students with disabilities. <p>10,000 "Transition Action Guides for Post-School Planning" produced by interagency partners were distributed statewide.</p>
<p>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 <u>all</u> students to experience success, including students with disabilities.</p>			

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 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.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
2 A B C D E F G H	<p>Responsive Education for All Children (REACH) http://www.reachwi.com/ - Participation Information</p> <p>Each year REACH works with new districts in implementing school improvement activities.</p>	WDPI REACH Consultant	<ul style="list-style-type: none"> • Sixty-six (66) REACH incentive grants were awarded to school districts, representing 171 early childhood, elementary, middle, and high schools. Grants were awarded to schools with priorities in reading and math achievement, social emotional and behavior factors, graduation gap, and disproportionate identification of student of color as students with disabilities. • Educators and family members participated in REACH statewide workshops. Workshops were offered at no charge to school districts, both grant and non-grant recipients. • Professional mentors trained in the REACH framework assisted REACH grant recipients in implementing the REACH framework components at the school and district levels. • Four regional centers representing all 12 CESAs offered REACH workshops. • REACH Regional Center Coordinators and mentors will provide ongoing technical assistance to help schools: <ul style="list-style-type: none"> • Enhance options to support student learning in general education; • Address reading and math achievement concerns to meet the needs of students using evidence based options; • Address social emotional and behavioral concerns to meet the needs of students using proactive approaches to behavior challenges;

			<ul style="list-style-type: none"> • Address the root causes of disproportionate identification of minority students as students with disabilities; • Address focused monitoring areas of graduation rates and reading achievement for students with disabilities; and • Enhance family involvement as a mechanism for improving student outcomes. • The REACH Regional Centers will develop regional REACH advisory teams, conduct needs assessments to target training and technical assistance priorities for each region, provide ongoing training to meet regional needs, and provide targeted technical assistance to school districts identified by WDPI. • The REACH mentor and training network increases the capacity of the WDPI and CESAs to provide high quality professional development, technical assistance and support to school communities that lead to improved student outcomes. • REACH technical assistance products will continue to be developed and refined to meet the needs of Wisconsin Schools with respect to implementing REACH Framework components. • Schools receiving REACH grants will submit the following data pieces: REACH Action Plan, special education prevalence and referral data, intervention and prevention methods (schools in year 2 of the grant project), and an end of year grant activities report. This data will assist WDPI in determining the impact of the REACH Initiative. <p>The capacity of the REACH Initiative to serve school districts will be expanded through additional funding and activities under the Wisconsin Personnel Development System Grant.</p>
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Autism Project, <http://dpi.wi.gov/sped/autism.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 attends 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.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
2 C D F	<p>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.</p>	<p>WDPI Autism Consultant Contracted Experts</p>	<p>In 2009-2010, five trainings were held in various locations throughout the state. Two basic level trainings were offered for school staff with limited knowledge of educational programming for students with autism spectrum disorders. The basic level training presented an overview of autism spectrum disorders and discussed topics such as functional behavioral assessment, classroom programming, sensory issues, and communication strategies.</p> <p>Three advanced level trainings were offered for more experienced school staff. One advanced training presented information about issues around assessment of students with autism spectrum disorders; the second advanced level training addressed issues around dealing with challenging behavior. The training on challenging behaviors was offered in two different locations across the state.</p> <p>Each of these trainings includes strategies for preventing suspensions and expulsions, obtaining a diploma, and increasing the graduation rates of students with autism.</p> <p>563 school staff attended basic or advanced level autism training during FFY 2009. School staff from many different disciplines attended 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.</p>

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 conducts 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.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
2 B D F H	Schools Identified for Improvement (SIFI)/ Districts Identified for Improvement (DIFI)-Identification and Assistance WDPI initiated activities to assist districts deemed to be DIFI.	Title I WDPI Urban Special Education Consultant FM co-chairs FM Graduation Technical Assistance Provider – Beloit	During 2009-2010, only one district within the state continues to be labeled as DIFI. Working within the agency, WDPI continues to work collaboratively to address issues related to student success as found in Indicators 1, 2, 3, and 4. Collaboratively, the Title 1 and Special Education teams of WDPI worked with MPS to continue to progress on the Corrective Action Requirements directed by WDPI as part of Milwaukee Public Schools DIFI requirements. 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.

Wisconsin Post High School Outcomes Survey (WPHSOS) www.posthighsurvey.org
 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 to exit. St. Norbert College Survey Center (De Pere, Wisconsin) conducts a phone interview with former students one year after exiting. The survey center makes multiple attempts to survey former students. The WPHSOS provides training and technical assistance to St. Norbert and school districts to increase the accuracy of the data collected and utilized.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
2 A B C D E F	2) Wisconsin Post High School Outcomes Survey (WPHSOS) To increase response rates and improve outcomes <ul style="list-style-type: none"> Response rates will increase Indicator 14 outcomes will increase 	Wisconsin PHSOS Director WI DPI Transition Consultant	Response rates increased from 28.6% in FFY 2007 to 28.8% in FFY 2008 and 31.1% in FFY 2009. This improvement was a direct result of increased assistance to local districts. In FFY 2009, there was an increase in the respondent percentage of minority youth and youth who dropped-out as a direct result of increased efforts by districts to ensure that the survey included their input.

<p>G</p>			<ul style="list-style-type: none"> • To increase response rates, the post high director and program assistant provided more concentrated monitoring of response rates as they occurred, and they worked with district personnel to get viable phone numbers, both before the interviewing began and after St. Norbert exhausted the district-provided list of phone numbers. The largest district hired a person to make home visits of former students to obtain viable phone numbers; that district's response rate increased from 15% to 19%. • Two resources were updated to assist districts: <ul style="list-style-type: none"> • <i>Improving Response Rates for Indicator 14: Special Note to Wisconsin Directors of Special Education and Special Education Teachers</i> • <i>Wisconsin Post High School Outcomes Survey: A Special Note to Youth and Families!</i> • To improve data collection efforts. The post high project director provided LEA personnel with an overview of the data collection efforts required for federal reporting. The SEA and the post high project director used webcasts and direct assistance to districts to familiarize districts with the available resources at www.posthighsurvey.org. • "Tips for Completing Indicator 14" was developed for the May 2009 Wisconsin Council of Administrators of Special Services (WCASS) state conference, distributed to directors, and posted on the WPHSOS website. • WDPI resources related to Indicator 14 were updated • To better assess the outcomes of under-represented groups, an effort was made at the end of the survey period to locate and interview additional exiters from Milwaukee, and this decreased survey non-responders. • To improve district use of data and ultimately the outcomes of youth with disabilities, the WDPI continued the development of the Focused Review of Improvement
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			<p>Indicators (FRII) process, with Indicator 14 as a part of that process. Additional data analysis tools were developed, and concentrated technical assistance will be provided to districts identified with low response rates (during survey period) and low engagement rates (post survey data collection) as this system is finalized in FFY 2010.</p> <ul style="list-style-type: none"> • Developed an SEA/LEA Indicator 14 report that can be sorted to easily determine high, average and low performing districts on response rates, participation in postsecondary education, competitive employment, or both, and Indicator 14 for the FRII process. • Districts need to increase local response rates to make the FRII process a viable method of evaluating local outcomes, and will continue to receive technical assistance to ensure this occurs. <p>• Outcomes Accomplished and Products Developed During 2009-10 (FFY 2009):</p> <ul style="list-style-type: none"> • Website completion: The definition of Indicator 14 changed beginning with the 2010 interviews. This necessitated updating the survey instrument, all portions of the post high website, all training tools, and all reports. The statewide Wisconsin Post High School Outcomes Survey (WPHSOS) website and resources used by districts for all data collection and reporting activities have been updated. • Reports and materials developed: Districts have access to a Gender, Ethnicity/Race, Disability, and Exit Type (GEDE) table, a District Summary Report, a District Report Starter, Indicator 14 Report, Data Analysis Charts, and Improvement Planning Forms. • Reports and materials developed. All post high and CESA web-based reports were completed and resources added to post high website: <ul style="list-style-type: none"> • 2009 Statewide Gender, Ethnicity/Race, Disability and Exit Type (GEDE) Report • 2009 Statewide Summary Report • 2009 Statewide Report
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			<ul style="list-style-type: none"> • 2009 SEA/LEA Indicator 14 Report (<i>submitted to the WDPI</i>) • 2009 Indicator 14 Brochure/Targets • 2009 Indicator 14 DPI webcast • Each school district received a district GEDE Report, Summary Report, Report Starter, Indicator 14 Report. <p>Other Updated Materials:</p> <ul style="list-style-type: none"> • 2009-10 At-A-Glance • Indicator 14 SPP written and submitted • 2010 Indicator 14 Survey Questions • New Indicator 14 definition calculations completed for OSEP baseline and reporting • 2010 DPI Letter to Former Students • 2010 District's Student Letter Template • 2010 Year 1 Directions to Districts • 2010 Year 2 Directions to Districts • 2010 LEA and Milwaukee School Sample <ul style="list-style-type: none"> • Data analysis tools developed: 158 Districts were assisted in completing their Indicator 14 data collection and reporting requirements; 100% of cohort-year districts participated. To assist districts in using local outcomes data to determine areas of needed improvement, district data (i.e. survey responses and open-ended comments) can be viewed and disaggregated by gender, ethnicity/race, disability, and exit type. Districts can use this information to review local outcomes in relation to state data and local planning and improvement activities. The Data Analysis templates and District Improvement Plan template can be used at a district data retreat so districts can easily incorporate post high school outcomes data into analysis and improvement planning, in both the district and the classroom. • A new resources repository and data analysis tools website is in development • NSTTAC shared their database of effective practice with the WPHSOS project director, and effective, evidence-based practices were entered.
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			<ul style="list-style-type: none"> • Met with NSTTAC & NPSO on rubric and use of their resources <ul style="list-style-type: none"> • 7/22 – 7/23 piloted the NPSO data use PowerPoint w/ Hudson School District • Conference calls and continuing work with NSTTAC on the new Transition Rubric • Collaborating with Ed O’Leary on Indicator 13 rubric • Collaborating with NDPC-SD on a Drop-out Rubric • Additional improvement planning tools were developed, including a district Indicator 14 report (sort by gender, ethnicity/race, disability and exit reason). • Together with the NPSO, a data-use Toolkit and Facilitator’s Guide was developed and piloted. • Outcomes data use format prepared and ready to post to post high website <ul style="list-style-type: none"> • (7/22 – 7/23/09) Piloted state Indicator 14 power point • (7/15) Personalized State Indicator 14 PowerPoint Presentation for LEA use • Updated SEA / LEA Outcomes Data Use Power Point and Facilitator’s Guide (Feb. ’10) • To facilitate data use and increase post high school outcomes, a data-use practice group has been formed within the Wisconsin Community on Transition (WiCoT) (www.sharedwork.org). During the 2009-10 school year, the Data Use Practice Group was initiated to assist the state in developing a comprehensive, evidence-based process districts can use for improvement planning.
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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.

Part B State Annual Performance Report (APR) for 2009

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 Professional 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.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
2 A B C E F G H	Wisconsin’s Statewide Personnel Development Grant (SPDG): Beginning Activities SPDG initiated activities throughout the state.	SPDG Consultant	<ul style="list-style-type: none"> • The 5 coordinated Hubs were formed during FFY 2007. • The 5 Hubs have identified leaders and leadership teams and have begun providing training not only on the WPDM but on content that is directly aligned with the 20 Indicators. • In conjunction with the Wisconsin State Transition Initiative, SPDG hosted networking meetings in each CESA that have provided training, sustained through scientific or evidence-based instructional/behavioral practices, and included the collection of formative and summative data focused on Indicator 13. • The SPDG supported the annual Wisconsin State Transition Conference to help bring cutting-edge research and information pertaining to Transition in Wisconsin. • As a result of the May 2010 SPDG IHE Summer Institute, "Reaching all Educators for All Learners: Research to Practice", faculty teams from 33 Wisconsin private colleges, public universities and alternative licensing programs wrote plans to reform teacher education in these areas of emergent practices: <ul style="list-style-type: none"> • *measuring and raising academic achievement of all learners, • *reducing special education referrals through universally accessible and differentiated instruction, • *developing collaborative teaching and learning partnerships, and

		<ul style="list-style-type: none"> *reducing over-identification of students of color through culturally responsive and relevant pedagogy. <p>Seventeen IHEs were awarded \$5,000 mini-grants; the remaining 16 teams that attended the IHE Summer Institute wrote action plans or submitted unfunded mini-grant applications. The mini-grant recipients who demonstrate performance towards their project goals will be eligible for continued funding in the next year.</p> <p>Primary efforts of the SPDG EC hub focused on OSEP Indicators 6 (environments), 7 (child outcomes), and 12 (transition); including: content development for a on-line training and technical assistance module related to determining and implementing services in least restrictive environments, expansion of the content template to other professional development modules, increased focus on utilization of the new transition data from the PPS system, improving the transition technical assistance available to districts and counties, and convening a technical assistance network among the various state early childhood systems.</p> <p>Secondary efforts included: developing the Early Dual Language Learners Initiative (EDLLI) and resources for EC practitioners and IHE staff, participation in system redesign associated with the Governor’s Early Childhood Advisory Council, support for the Social Emotional Foundations for Early Learning (SEFEL) project, and collaboration in designing and implementing PD opportunities on early identification.</p> <p>A new webpage on the Parent Leadership Hub website was created to house a repository of resources, called ‘Just in Time Information’ (JITI). Currently the Transition to Adult Life info is available and the Parent Leadership info is developing. This year we will also add Early Childhood info and School Age Years info. Visit: http://www.wispdq.org/pl/resources.html</p> <p>A formal Product Review Committee of (15) stakeholders was assembled to provide input to the development of a training toolkit designed to support parents in decision making roles on local, regional and state entities.</p>
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Wisconsin Special Education Paraprofessional Training Initiative: http://www.dpi.wi.gov/sped/paraprof.html Since 1995, the WDPI has provided statewide and regional professional development opportunities to Wisconsin special education paraprofessionals. For the 2008-09 fiscal year, the overarching purpose of the training initiative was to provide support for ongoing professional development opportunities in the twelve Cooperative Educational Service Agencies (CESA), and to provide access to current paraprofessional resources and career information. With the provision of the initiative goals and activities, it is anticipated special education paraprofessionals will attain improved knowledge and skills that will enable them to more effectively support the academic and behavioral instruction of students with disabilities.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
2 C, D, F	<p>Wisconsin Special Education Paraprofessional Training Initiative Goals:</p> <p>Goal 1: To examine, develop and implement strategies that will promote a continuation of future statewide professional development opportunities for Wisconsin Special Education Paraprofessionals via the CESAs, the Wisconsin Paraprofessional Advisory Group, and other invested organizations.</p> <p>Goal 2: To provide access to current resources and information via the Wisconsin Paraprofessional Website and the Para Post Newsletters where paraprofessional will gain knowledge, information and resources that will <u>lead to</u> a positive impact on the student they serve.</p>	WDPI Liaison Consultant to the Initiative CESA#4 Project Coordinator	<p>(1) During the 2008-09 FFY, the WDPI held two annual advisory committee meetings, which included special education paraprofessionals and teachers, representatives from the UW and private colleges, Regional Service Networks (RSN), and the Wisconsin Education Educator Association. Recommendations were made regarding how to continue future professional development efforts statewide and regionally via the CESAs after the conclusion of the training grant. During this fiscal year, each of the twelve CESAs developed and conducted paraprofessional training depending upon their individual regional needs.</p> <p>(2) A Paraprofessional Resource Kit was developed and distributed to each of the twelve CESAs. The resource kit will contain training materials and other resources.</p> <p>(3) The Wisconsin Paraprofessional Website at CESA #4 was updated to reflect current resources. The number of hits increased from the prior years.</p> <p>(4) Three Para Post newsletters were developed, disseminated and posted on the CESA #4 website for free access. The Para Post is a newsletter for paraprofessionals that provides practical information and resources to paraprofessionals that they can apply to their positions immediately. All of the Para Posts are archived and downloadable on the website. The Para Post is posted to the Paraprofessional Website at www.cesa4.k12.wi.us/paraprof.htm</p> <p>As of FY 2009-2010, this activity is no longer a funded initiative by the department. The responsibility of providing professional development and the provision of informational resources for special education paraprofessionals has shifted to the Wisconsin twelve Cooperative Educational Service Agency (CESA). The twelve CESAs are in a logistically better position with staff and</p>

			resources to provide professional development services to paraprofessionals located in regional districts.
<p>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.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
2 A C F G	<p>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. Districts identified as having disproportionate over-representation and/or significant disproportionality (or district-led consortiums) competed for grants ranging from \$25,000 to \$50,000 to support their work on disproportionality. Highly competitive districts or district-led consortiums will have implemented a process or project specific to disproportionality – including projects in pilot status – and have data demonstrating that the process or project is likely to reduce disproportionality, based on race, in special education. The district or consortium must have a clear and realistic plan to institutionalize the process or project, collect and analyze project-related data, and capture the process and/or project in a teachable format so other districts or consortiums can replicate such project or process. Priority Areas:</p>	<p>Disproportionality workgroup LEAs CESAs</p>	<p>FFY 09 Grants awarded to: Madison Metropolitan School District (\$76,000) Products: Protocol for problem solving conversations that ensures focused discussion regarding the impact of race and culture on the student’s performance; aggregated data reporting formats for behavior in software to allow problem-solving teams to analyze the effects of an intervention for a group of students; protocol for a culturally responsive interview process; research-based curriculum and lesson plans. In addition, WDPI partnered with the Equity Alliance at Arizona State University to provide intensive and customized technical assistance to districts identified with both disproportionate over-representation and significant disproportionality for a minimum of three years. Staff from the Equity Alliance conducted onsite needs assessments and professional development for district administration and other staff.</p>

	<ul style="list-style-type: none"> Large districts identified as having significant disproportionality based on more than one race and more than one disability category. The district's model for addressing disproportionality will focus on developing strategies that are effective in a highly-complex environment with traditional and compartmentalized educational services and systems. Rural districts or district-led consortiums of small and rural districts that have been identified as disproportionate based on one race. The districts' model for addressing disproportionality will focus on issues that affect a particular minority population within the context of a rural community. 		
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Disproportionality Mini-grants

WDPI provides mini-grants to LEAs, disproportionality experts, and CESAs to address disproportionality at the local and regional level.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
2 C F G	<p>Disproportionality Mini-grants</p> <p>WDPI provides mini-grants to LEAs, disproportionality experts, and CESAs to address disproportionality at the local and regional level. The small grants (\$5,000-\$15,000) are for one year and awarded in the fall. Grant projects offer a unique product, process or tool that could be replicated in other districts or statewide. These products, and other products developed, are shared throughout the state and many of the products are on the WDPI Disproportionality website.</p>	<p>Disproportionality workgroup</p> <p>LEAs</p> <p>Disproportionality experts</p> <p>CESAs</p>	<p>FFY 09 Grants awarded to:</p> <p>Dr. Jeffrey Lewis, UW-Madison. Dr. Lewis extended this project by adding additional data and conducting further data analysis sessions. Using the "academic connection time" (AST) once a week as a "pre-college and careers" project for a group of 12 boys, data is being collected and analyzed for the purpose of creating safe and productive space for the boys in this school and potentially others.</p> <p>Dr. Lisa Bardon, UW-Stevens Point. Dr. Bardon is conducting a review of evaluation tools used in 6 school districts including 4 districts with disproportionality in the area of Emotional Behavioral Disabilities (EBD). This evaluation includes a review of literature,</p>

			a list of evaluation tools used and a brief summary of each too. Dr Bardon is also developing a “cheat sheet” of recommended practices base on this review.
<p>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.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
2 C D E F G H I	<p>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:</p> <ul style="list-style-type: none"> • 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 	<p>Disproportionality Workgroup Co Chairs</p> <p>CESAs</p> <p>LEAs</p> <p>National experts</p> <p>Approximately \$890,000/yr</p>	<p>Consortium on Racial Equity in PreK-12 Education (CESA 6) (\$109,000)</p> <p>The Consortium on Racial Equity in PK–12 Education in Wisconsin combines the insight of Courageous Conversation with the power of Systemic Equity Leadership to assist six districts, CESAs, and WDPI in analyzing their systems and exercising leadership to eliminate racial disparities in education.</p> <ul style="list-style-type: none"> • School Districts Involved: Fond du Lac School District, Eau Claire Area School District, School District of Beloit, School District of Janesville, Kenosha Unified School District, School District of Waukesha. Staff from all 12 CESAs participated in a 10-day intensive apprenticeship program to build their capacity around: <ul style="list-style-type: none"> • a theory of anti-racist school leadership; • how multiple threads (e.g., Courageous Conversation, critical race theory, learning organizations, and Adaptive Leadership™) are integrated into a coherent program design—and how coaching and leadership consultations support this design; • a model for leadership consultation, which is based on the Annenberg Institute’s Critical Friends Protocol and informed by Cambridge Leadership Associate’s leadership consultation protocols. • Over 30 WDPI staff participated in seven days of intensive training along with staff from the school districts and CESAs. <p>http://www.createwisconsin.net/districtpractices/consortiumk12_racial.cfm</p>

	<p>processes, and regional and state leadership academies.</p> <ul style="list-style-type: none"> 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. <p>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.</p>		<p>American Indian Student Achievement Network (CESA 12) (\$81,205) Re-establish and invigorate a community of practice for the twenty-five school districts with the highest percentage of Native students.</p> <ul style="list-style-type: none"> December 15, 2008, conference call: twenty of the twenty-five districts participated. Three other districts indicated they want to participate in the activities of the initiative but could not be part of the conference call. The results of this activity were: <ul style="list-style-type: none"> Need to continue collaboration between schools with high number of Native American Students was reaffirmed. Priorities of initial group in 2004 needed to be revisited and possibly revised. Determination for the need of face-to-face meetings of schools was made to identify priorities. Discussion regarding the charge to get Native American Language and Culture Teaching staff together was held. The feeling of the group was that individual districts needed to identify what their priority is before getting these individuals together. Discussion of bringing Home School Coordinator/Liaison/Advocates together was also held. January 27, 2009, face-to-face meeting: Representatives from 20 of the 25 school districts attended. Outcomes include: <ul style="list-style-type: none"> Three priorities identified: Native American Students Sense of Belonging; How is Native American Culture and Language infused into the curriculum of the school; and Impact, responsibilities and enforcement of Act 31. A template (Action Plan) was developed to assist in consistency of response and sent out to schools to assist them in developing a plan. http://www.createwisconsin.net/about/#American_Indian_Student_Achievement_Network.
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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.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
2 A B C D E F G H	<p>Wisconsin Response to Intervention Initiatives (RTI) Continuing work on statewide implementation of RTI.</p>	RTI Internal Workgroup	<ul style="list-style-type: none"> • The internal, cross-divisional WDPI workgroup continued to meet one to two times monthly. The purpose of the workgroup is to solidify messaging and provide guidance to the field through technical assistance tools. • WDPI created and released a RtI Roadmap as a visual overview of an enacted RtI system. • WDPI partnered with the Wisconsin Educational Communications Board (ECB) to plan a video project that will provide real examples of teams in Wisconsin schools at various points in their RtI implementation. • Over 1000 Wisconsin educators attended the second annual RtI Summit. School and district teams learned about RtI systems and examined their plans for scaling up their local RtI systems. • An IDEA Discretionary Grant was awarded to the CESA Statewide Network to establish the WI RtI Center. The WI RtI Center's purpose is to develop, coordinate and provide statewide professional development and technical assistance delivered regionally through a trainer of trainer model, as well as to gather, analyze and report RtI implementation data. The work of the WI RtI Center adheres to and operationalizes the messaging and guidance from WDPI. <ul style="list-style-type: none"> ○ A Statewide Director and Program Assistant were hired ○ Policies and procedures were developed ○ A regional service delivery model was established ○ A statewide needs assessment was conducted and analyzed ○ Results from the statewide needs assessment were used to prioritize content development ○ Contracting for content development began ○ Coordination of the Wisconsin Positive Behavioral Interventions and Supports (PBIS) Network began ○ This project will train participating LEA school staff to identify and implement evidence based practices that

			address decreasing dropout rates of students with disabilities. Resources and technical assistance addressing decreasing dropout rates will also be provided to regional mentors and schools by this project.
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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 PBIS Network provides technical assistance and coordinates professional development through a trainer of trainer model to help Wisconsin public school districts establish and sustain PBIS within their schools. In addition, the project gathers, analyzes and disseminates implementation data from all schools utilizing PBIS services.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
2 A B C D E F G H	<p>Wisconsin Positive Behavior Interventions and Supports (PBIS)</p> <p>Continuing work on statewide implementation of PBIS.</p>	PBIS Internal Workgroup	<ul style="list-style-type: none"> • The internal WDPI PBIS workgroup continued to meet monthly to plan statewide roll-out of a coordinated service delivery plan. • 473 schools had been trained in PBIS. • Over 100 days of PBIS training occurred throughout the state (14 administrative overviews, 13 coaches training days, 57 tier 1 training days, 15 tier 2 training days, 2 tier 3 training days, 1 district planning day, 3 SWIS facilitator training days). • An IDEA Discretionary Grant was awarded to the CESA Statewide Network to establish the WI PBIS Network through the WI Rtl Center. The purpose of the WI PBIS Network is to coordinate and provide statewide professional development and technical assistance delivered regionally through a trainer of trainer model, as well as to gather, analyze and report PBIS implementation data. The work of the WI PBIS Network adheres to and operationalizes the messaging and guidance from WDPI. <ul style="list-style-type: none"> ○ A Statewide Coordinator, Data and Evaluation

			<ul style="list-style-type: none"> ○ Coordinator, and Program Assistant were hired ○ Policies and procedures were developed ○ A regional service delivery model was established ○ Four Wisconsin trainers were trained, with three others beginning their training ○ One advisory Committee meeting was held ○ This project will train participating LEA school staff to identify and implement evidence based practices that address decreasing dropout rates of students with disabilities. Resources and technical assistance addressing decreasing dropout rates will also be provided to regional mentors and schools by this project.
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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.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
2 A, B, E	Graduation Rate Workgroup	FM Graduation Chair	<p>In preparation for the peer review of Wisconsin’s graduation rate by the US Department of Education, a cross-agency workgroup has been convened and proposed graduation targets submitted in January 2010. This process included examining how the agency uses data specific to students with disabilities and issues related to the change in graduation rate definition. Based on the results of the peer review, WDPI was required to increase its graduation target. The workgroup provided short-term technical assistance to districts regarding this new target.</p> <p>During the Spring and early Summer of 2010 the workgroup has been developing a projected target for a four-year graduation rate, a transitional extended rate and an eventual permanent extended (six year) graduation rate for accountability purposes. An updated amendment to Wisconsin Consolidated application will be submitted in October 2010.</p>

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.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
2 C D E F	Wisconsin Graduation Summit	FM Graduation Chair Assistant Director of Special Education	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 March 2010. Districts invited to attend were selected based on high rates and/or disparities in dropouts. A related district-specific summit was also held in Milwaukee by the Milwaukee School District. 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. Several resources related to increasing graduation rates and decreasing dropouts have been developed in conjunction with the Summit. A state and national policy document was compiled by DPI and Learning Points Associates staff. An additional resource page has been created with annotated lists of local, state and national research-based and best practices.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009:

Revised Targets

In January 2011, WDPI met with stakeholders to review progress on this indicator. 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 a 5% margin of error and three standard deviations from the trend mean. The five years of trend data were used to set the realistic, yet rigorous targets below. WDPI provided stakeholders 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. With stakeholder input, WDPI set new annual targets for FFY 2008 through FFY 2012.

New Improvement Activities

To have greater statewide impact on graduation rates, Focused Monitoring has been expanded to Focused Review of Improvement Indicators.

State Performance Plan Improvement Activities			
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.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
2 C D F	Occupational Therapy and Physical Therapy Resource Guide	WDPI consultants Planning Committee	Completed Draft of Resource and Planning Guide for School-Based Occupational Therapy and Physical Therapy.

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	Color Code:
		Completed
		Continuing as stated in SPP
		New or revised activity
		Activity Description

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)].

FFY	Measurable and Rigorous Target
<p>2009 (2009-2010)</p>	<p>Percent of districts meeting AYP in reading: 80% Percent of districts meeting AYP in math: 80%</p> <p>Participation rate for children in reading: 95% Participation rate for children in math: 95%</p> <p>Proficiency for children in reading: 74% Proficiency for children in math: 58%</p>

Part B State Annual Performance Report (APR) for 2009

Actual Target Data for 2009-10:

A. Percent of Districts Making Adequate Yearly Progress (AYP)

Percent = # of districts, by subject, that met 2009-2010 AYP requirements for students with disabilities, divided by total number of districts that met minimum students with disabilities cell size (40 full academic year (FAY) tested) times 100:

Subject	# of Districts Meeting 2009-10 AYP Requirements	# of Districts Meeting Min. SwD Cell Size	% of Districts Meeting AYP Objectives for Disability Subgroup
Reading	44	47	94
Math	46	47	98

B. Participation Rate

Please note: Wisconsin did not have any children with IEPs participating in alternate assessments against grade level standards for SY 2009-10.

Grade / Subject	# of Children with IEPs	# of Children with IEPs Participating in the Assessment	# of Children with IEPs Not Participating in the Assessment	2009-10 Overall Participation Rate
3rd Gr. Reading	8,531	8,437	94	99%
3rd Gr. Math	8,531	8,481	50	99%
4th Gr. Reading	8,770	8,699	71	99%
4th Gr. Math	8,770	8,726	44	99%
5th Gr. Reading	8,762	8,687	75	99%
5th Gr. Math	8,762	8,710	52	99%
6th Gr. Reading	8,538	8,473	65	99%
6th Gr. Math	8,538	8,488	50	99%
7th Gr. Reading	8,322	8,263	59	99%
7th Gr. Math	8,322	8,275	47	99%
8th Gr. Reading	8,660	8,562	98	99%
8th Gr. Math	8,660	8,575	85	99%
10th Gr. Reading	9,111	8,871	240	97%
10th Gr. Math	9,111	8,863	248	97%

Data Source: From Wisconsin Student Assessment System (WSAS) 2009-10 SY.

Part B State Annual Performance Report (APR) for 2009

C. Performance Rates

Please note: Wisconsin did not have any children with IEPs participating in alternate assessments against grade level standards for SY 2009-10.

A comparison of the achievement of students with disabilities with all students, including students with disabilities may be found at the Wisconsin Information Network for Successful Schools (WINSS) website located at <http://data.dpi.state.wi.us/data/>. Select "View By: All Students" and then "View By: Disability."

Grade / Subject	# of Children with IEPs Enrolled for a Full Academic Year	# of Children Scoring Proficient or Above	2009-10 Overall Proficiency Rate
3rd Gr. Reading	7,140	3,624	51%
3rd Gr. Math	7,140	4,080	57%
4th Gr. Reading	7,303	3,692	51%
4th Gr. Math	7,303	4,260	58%
5th Gr. Reading	7,351	3,359	46%
5th Gr. Math	7,351	3,748	51%
6th Gr. Reading	7,401	3,767	51%
6th Gr. Math	7,401	3,264	44%
7th Gr. Reading	7,088	3,780	53%
7th Gr. Math	7,088	3,324	47%
8th Gr. Reading	7,415	3,592	48%
8th Gr. Math	7,415	3,116	42%
10th Gr. Reading	7,648	2,885	38%
10th Gr. Math	7,648	2,239	29%

Data Source: Wisconsin Student Assessment System (WSAS) 2009-10 SY.

Analysis of Actual Target Data

A. Percent of districts meeting State's AYP objectives:

Subject	2008-09	2009-10	Outcome
Reading	92.00%	94%	Met Target
Math	96.00%	98%	Met Target

Wisconsin continues to meet the target for the percent of districts meeting the State's AYP objectives in Reading and Math for progress for disability subgroups. There was an increase of 2% in Reading and Math when comparing the results of 2009-2010 to those from 2008-2009.

Wisconsin Information Network for Successful Schools (WINSS) website <http://data.dpi.state.wi.us/data/>

Wisconsin Adequate Yearly Progress Report website <http://www2.dpi.state.wi.us/sifi/default.asp>

For this indicator, the Wisconsin Department of Public Instruction (WDPI) is required to report the percentage of districts that met the state's AYP objectives for progress for the disability subgroup. Under Wisconsin's accountability plan, AYP at the *district* level for students with disabilities (SwD) in Reading and Math is determined by whether the district (a) met the minimum cell size of 40 and if so, whether it (b) met annual measurable objectives of 74% in Reading and 58% in Math for 2009-10. In order to miss AYP at the district level for the SwD subgroup in Reading or Math, a district must miss AYP for that subject in all relevant grade spans (e.g., all grade spans in which the district has tested students). For most Wisconsin districts, there are three relevant grade spans (elementary, middle, and high). Many districts are K-12 districts and thus have students tested in all three spans. A small number of districts, however, such as union high school districts or K-8 districts, have only two or even one relevant grade span for AYP purposes, since they have tested students in fewer than three spans. The use of grade spans for determining AYP is unique to the district level. At the school level, no grade spans are used for accountability purposes. AYP can be met by meeting the annual measurable objectives (AMO) (e.g., by having at least 74% of students counted as proficient in Reading and 58% in Math), or through the use of confidence intervals or Safe Harbor if the AMO is not met.

2009-2010 Data:

Forty K-12 districts that enroll students in all three grade spans (elementary, middle and high) met the SwD cell size of 40 in all three spans. Another seven districts that are not K-12 (and thus do not enroll students in all three spans) met the SwD cell size in all relevant spans (e.g., those spans in which they have tested students). This makes a total of 47 districts that met the SwD cell size of 40 in all relevant grade spans for fall 2009. Among these 47 districts, 44 met AYP for SwD in all grade spans for reading, and 46 districts met AYP for SwD in all grade spans for math. Three districts did not meet AYP for SwD in all relevant grade spans for reading. One district did not meet AYP for SwD in all grade spans for math. In both reading and math, the number of districts not meeting AYP for SwD in all relevant grade spans went down by one. Wisconsin once again exceeded the target for this part of Indicator 3.

Part B State Annual Performance Report (APR) for 2009

B. Participation Rate for Children with Disabilities

	2008-09	2009-10	Outcome
3 rd Gr. Reading	98.96%	98.90%	met target
3 rd Gr. Math	99.52%	99.41%	met target
4 th Gr. Reading	99.04%	99.19%	met target
4 th Gr. Math	99.42%	99.50%	met target
5 th Gr. Reading	99.25%	99.14%	met target
5 th Gr. Math	99.42%	99.41%	met target
6 th Gr. Reading	99.20%	99.24%	met target
6 th Gr. Math	99.44%	99.41%	met target
7 th Gr. Reading	99.21%	99.29%	met target
7 th Gr. Math	99.42%	99.44%	met target
8 th Gr. Reading	99.01%	98.87%	met target
8 th Gr. Math	99.30%	99.02%	met target
10 th Gr. Reading	97.40%	97.37%	met target
10 th Gr. Math	97.44%	97.28%	met target

Data Source: Wisconsin Student Assessment System (WSAS) 2008-09 and 2009-10 SY

Wisconsin continues to exceed the 95% target for the rate of children with disabilities participating in statewide testing.

C. Proficiency Rate for Children with Disabilities

	2008-09	2009-10	Outcome
3 rd Gr. Reading	50.85%	50.76%	slippage
3 rd Gr. Math	55.40%	57.14%	progress
4 th Gr. Reading	51.43%	50.55%	slippage
4 th Gr. Math	58.88%	58.33%	slippage
5 th Gr. Reading	47.59%	45.69%	slippage
5 th Gr. Math	51.10%	50.99%	slippage
6 th Gr. Reading	48.07%	50.90%	progress
6 th Gr. Math	43.12%	44.10%	progress
7 th Gr. Reading	51.67%	53.33%	progress
7 th Gr. Math	42.81%	46.90%	progress
8 th Gr. Reading	50.48%	48.44%	slippage
8 th Gr. Math	43.02%	42.02%	slippage
10 th Gr. Reading	35.84%	37.72%	progress
10 th Gr. Math	29.25%	29.28%	progress

Data Source: Wisconsin Student Assessment System (WSAS) 2008-09 and 2009-10SY

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY2009:

Explanation of Progress or Slippage

Wisconsin continues to improve in reading and math proficiency in certain grade levels. Progress was demonstrated in four grades for math (3, 6, 7, and 10) and three grades for reading (6, 7, and 10).

There has been a continued effort to provide personnel development in the areas of reading and math for individuals working with students with disabilities. Progress is steady. Math continues to increase in percentages with one grade improving 4% this year. Data shows that while many students in Wisconsin read and perform math quite well as measured by state and national standards, significant achievement gaps persist among student subgroups. These achievement gaps represent one of the biggest challenges facing Wisconsin and the nation.

During WDPI Focused Monitoring (FM) for Reading Achievement, the WDPI determined school districts often do not explicitly teach reading skills to students beyond elementary school. After participating in FM, many districts added specific reading instruction at the middle school level. Since then, these school districts have demonstrating consistent increases in the reading proficiency of students with disabilities on statewide assessments. Most gains are seen in the upper grades.

A move from Focused Monitoring of a few districts each year to a Focused Review of the Improvement Indicators (FRII) System will have greater statewide impact. Through FRII, more school districts will be involved in an examination of their data, the identification of root causes for delays in achievement, and the implementation of improvement activities to address these root causes. WDPI has also added the content area of math as an area of focus within the FRII System.

Discussion of Improvement Activities Completed

WDPI implemented the improvement activities as outlined in the SPP, including the activities further described in the following table.

State Performance Plan Improvement Activities			
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.			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009

3 A C D G	The DPI Reading Achievement Workgroup consultants work with districts with open FM improvement plans to update plans, provide technical assistance during implementation, and conduct ongoing progress monitoring until FM plans are closed.	District FM teams DPI Reading Achievement Workgroup	Consultants continue to work with eight districts with open FM Improvement Plans. Districts are expected to implement activities and collect and analyze data to document improvement in reading achievement of students with disabilities.
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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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
3 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. The main focus has been to build an effective infrastructure to execute and support this	School Improvement Ad-Hoc Workgroups	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. During the Spring of 2010 WDPI started the process of soliciting volunteers to pilot the FRII process while continuing to refine related tools and data analysis steps. All DPI provided data has been consolidated in such a manner that participating districts will be able to download the information needed for data analysis, including instructions and data analysis procedures, forms and questions, via the Special Education Portal. WDPI believes this refined school improvement process will also focus attention on the importance of timely and accurate data.

	process with statewide implementation, as a “stand alone” process.		
<p>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-assessment using a sample of student individualized education program (IEP) records. Each year, the cohort 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, 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 provides 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.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
3 B C D	<p>Procedural Compliance Self-Assessment Process 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.</p>	Procedural Compliance Self-Assessment Workgroup	During the 2009-2010 school year the fourth cohort of LEAs completed the self-assessment process; WDPI conducted verification activities with all participating LEAs to ensure correction of noncompliance.
<p>Responsive Education for All Children (REACH) http://www.reachwi.org (Technical Assistance and Resource Clearinghouse)</p>			

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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
3 A B C D E F G H	<p>Responsive Education for All Children (REACH) http://www.reachwi.com/ - Participation Information Each year REACH works with new districts in implementing school improvement activities.</p>	WDPI REACH Consultant	<ul style="list-style-type: none"> • 66 REACH incentive grants were awarded to school districts, representing 171 early childhood, elementary, middle, and high schools. Grants were awarded to schools with priorities in reading and math achievement, social emotional and behavior factors, graduation gap, and disproportionate identification of minority students as students with disabilities. • Educators and family members participated in REACH statewide workshops. Workshops were offered at no charge to school districts, both grant and non-grant recipients. • Professional mentors trained in the REACH framework assisted REACH grant recipients in implementing the REACH framework components at the school and district levels. • Four regional centers representing all 12 CESAs offered REACH workshops. • REACH Regional Center Coordinators and mentors will provide ongoing technical assistance to help schools: <ul style="list-style-type: none"> • Enhance options to support student learning in general education. • Address reading and math achievement concerns to

			<p>meet the needs of students using evidence based options.</p> <ul style="list-style-type: none"> • Address social emotional and behavioral concerns to meet the needs of students using proactive approaches to behavior challenges. • Address the root causes of disproportionate identification of minority students as students with disabilities. • Address focused monitoring areas of graduation rates and reading achievement for students with disabilities. • Enhance family involvement as a mechanism for improving student outcomes. • The REACH Regional Centers will develop regional REACH advisory teams, conduct needs assessments to target training and technical assistance priorities for each region, provide ongoing training to meet regional needs, and provide targeted technical assistance to school districts identified by WDPI. • The REACH mentor and training network will increase the capacity of the WDPI and CESAs to provide high quality professional development, technical assistance and support to school communities that lead to improved student outcomes. • REACH technical assistance products will continue to be developed and refined to meet the needs of Wisconsin Schools with respect to implementing REACH Framework components. • Schools receiving REACH grants will submit the following data pieces: REACH Action Plan, special education prevalence and referral data, intervention and prevention methods (schools in year 2 of the grant project), and an end of year grant activities report. This data will assist WDPI in determining the impact of the REACH Initiative. • <p>The capacity of the REACH Initiative to serve school districts will be expanded through additional funding and activities</p>
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under the Wisconsin Personnel Development System Grant.

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 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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
3 B D F H	<p>Schools Identified for Improvement (SIFI)/ Districts Identified for Improvement (DIFI)-Identification and Assistance</p> <p>WDPI initiated activities to assist districts deemed to be DIFI.</p>	<p>Title I</p> <p>WDPI Urban Special Education Consultant</p> <p>FM co-chairs</p> <p>FM Graduation</p> <p>Technical Assistance Provider – Beloit</p>	<p>During 2009-2010, only one district within the state continues to be labeled as DIFI. Working within the agency, WDPI continues to work collaboratively to address issues related to student success as found in Indicators 1, 2, 3, and 4.</p> <p>Collaboratively, the Title 1 and Special Education teams of WDPI worked with MPS to continue to progress on the Corrective Action Requirements directed by WDPI as part of Milwaukee Public Schools DIFI requirements. 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</p>

			focus, resources and time were allotted to increase student achievement in these areas, Pre-kindergarten through Grade12.
<p>Math and Science Partnership Grants 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.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
3 C D F G H	<p>Math and Science Partnership Grants The department continues to award projects that partner with high-need school districts and train more mathematics and science teachers. The goal is to deepen teachers' content knowledge of mathematics and science. Teachers in these districts learn new information in mathematics and science that will support increased student achievement. Projects bring together mathematics and science teachers with science, technology, engineering, and mathematics faculty from state colleges and universities to expand teachers' subject matter knowledge.</p>	DPI Content and Learning Team	<p>In 2009-10 school year, State Superintendent Tony Evers announced the continuation of the partnership grants that will help more than 50 school districts.</p> <p>WDPI awarded three new partnership grants totaling \$1.6 million and three renewal grants totaling \$557,160 for the year. This grant program is in the last year of the funding cycle.</p> <p>The grants continue to show positive results. 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.</p>
<p>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 evidence" that will serve as evidential variables. Data sources will include teacher and administrators</p>			

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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
3 A C H J	GSEG on Alternate Assessments Based on Alternate Achievement Standards (AA-AAS) 2007-2011 Continuation of the study.	WDPI Assessment Workgroup North Central Regional Resource Center (NCRRC)	During FFY 2009, WDPI worked with the NCRRC and the other two grantee states to administer and enhance the Teacher and Administrator survey. The survey was used to elicit the reaction of these educators to the WAA-SwD and Wisconsin's Extended Grade Band Standards. Initial results of the survey were analyzed and presented at CCSSO's National Student Assessment Conference and at the OSEP Project Director's Conference. Early analysis indicates the need for ongoing professional development and support for Special Education teachers using the Extended Grade Band Standards and the Wisconsin Alternate Assessment for Students with Disabilities.

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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
3 A C D E	GSEG Grant on Alternate Assessments Based on Modified Achievement Standards (AA-MAS) 2007-2011 Initiation of study.	WDPI Assessment Workgroup – AA-MAS (2%) National Center on Educational Outcomes	During FFY 2009, WDPI continued to work with NCEO and the four other states examining the learning characteristics of students who may qualify to participate in an alternate assessment based on modified academic achievement standards (AA-MAS). WDPI reviewed data from the WKCE results for students with disabilities. The results of this data

		(NCEO)	<p>review indicated there were a number of students with disabilities not yet proficient on the WKCE over a three year period. This group of students may be able to demonstrate proficiency from an alternate assessment based on modified academic achievement standards. Wisconsin's AA-MAS (2%) team published a document with NCEO titled, "Thinking About the Students who may Qualify to Participate in an Alternate Assessment Based on Modified Academic Achievement Standards: A Tool for Study Groups." This document has been shared with other states in the GSEG Grant. Summaries of each of the three regional study groups in Wisconsin were developed. These summaries and the data generated were analyzed for common results and exceptional needs specific to each region.</p> <p>During FFY 2007 and 2008 study groups were held in three locations around the state. (for additional information refer to APR activities FFY 2008). The information and input from all three groups was compiled and analyzed to provide qualitative information to supplement the quantitative data. The results have been shared nationally at the Council for Exceptional Children Conference and the OSEP Project Director's Meeting. NCEO has published the procedure Wisconsin used to gather this information and is in the process of publishing the results of the study.</p>
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Wisconsin Response to Intervention Initiatives (RTI)

Rtl 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 Rtl system.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
3 A B C D E	Wisconsin Response to Intervention Initiatives (RTI) Continuing work on statewide implementation of RTI.	RTI Internal Workgroup	<ul style="list-style-type: none"> The internal, cross-divisional WDPI workgroup continued to meet one to two times monthly. The purpose of the workgroup is to solidify messaging and provide guidance to the field through technical assistance tools.

<p>F G H</p>			<ul style="list-style-type: none"> • WDPI created and released a RtI Roadmap as a visual overview of an enacted RtI system. • WDPI partnered with the Wisconsin Educational Communications Board (ECB) to plan a video project that will provide real examples of teams in Wisconsin schools at various points in their RtI implementation. • Over 1000 Wisconsin educators attended the second annual RtI Summit. School and district teams learned about RtI systems and examined their plans for scaling up their local RtI systems. • An IDEA Discretionary Grant was awarded to the CESA Statewide Network to establish the WI RtI Center. The WI RtI Center’s purpose is to develop, coordinate and provide statewide professional development and technical assistance delivered regionally through a trainer of trainer model, as well as to gather, analyze and report RtI implementation data. The work of the WI RtI Center adheres to and operationalizes the messaging and guidance from WDPI. <ul style="list-style-type: none"> ○ A Statewide Director and Program Assistant were hired ○ Policies and procedures were developed ○ A regional service delivery model was established ○ A statewide needs assessment was conducted and analyzed ○ Results from the statewide needs assessment were used to prioritize content development ○ Contracting for content development began ○ Coordination of the Wisconsin Positive Behavioral Interventions and Supports (PBIS) Network began ○ This project will train participating LEA school staff in data based decision making and student progress monitoring systems to address increasing statewide assessment participation and performance rates of students with disabilities.
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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.

<p>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.</p> <p>The Wisconsin PBIS Network provides technical assistance and coordinates professional development through a trainer of trainer model to help Wisconsin public school districts establish and sustain PBIS within their schools. In addition, the project gathers, analyzes and disseminates implementation data from all schools utilizing PBIS services.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
<p>3 A B C D E F G H</p>	<p>Wisconsin Positive Behavior Interventions and Supports (PBIS)</p> <p>Continuing work on statewide implementation of PBIS</p>	<p>PBIS Internal Workgroup</p>	<ul style="list-style-type: none"> • The internal WDPI PBIS workgroup continued to meet monthly to plan statewide roll-out of a coordinated service delivery plan. • 473 schools had been trained in PBIS. • Over 100 days of PBIS training occurred throughout the state (14 administrative overviews, 13 coaches training days, 57 tier 1 training days, 15 tier 2 training days, 2 tier 3 training days, 1 district planning day, 3 SWIS facilitator training days). • An IDEA Discretionary Grant was awarded to the CESA Statewide Network to establish the WI PBIS Network through the WI RtI Center. The purpose of the WI PBIS Network is to coordinate and provide statewide professional development and technical assistance delivered regionally through a trainer of trainer model, as well as to gather, analyze and report PBIS implementation data. The work of the WI PBIS Network adheres to and operationalizes the messaging and guidance from WDPI. <ul style="list-style-type: none"> ○ A Statewide Coordinator, Data and Evaluation Coordinator, and Program Assistant were hired ○ Policies and procedures were developed ○ A regional service delivery model was established ○ Four Wisconsin trainers were trained, with three others beginning their training ○ One advisory Committee meeting was held ○ This project will train participating LEA school staff in data based decision making and student progress monitoring systems to address increasing statewide assessment participation and performance rates of students with

			disabilities.
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009:

State Performance Plan Improvement Activities			
<p>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.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
3 B D E F H	Assistive Technology Lending Center (ATLC)	WDPI ATLC grant liaison and CESA 2 lending center staff	<ul style="list-style-type: none"> The ATLC is a new DPI IDEA discretionary grant awarded to CESA 2. The intent of the ATLC is for the acquisition and loan of high-end AAC equipment to LEA staff at no cost. The center and website, www.atlclibrary.org, were worked on this year (September through November) and are now up and running. An online catalogue is available and patrons can use the online system for check out. Five new devices were purchased for the center. A total of 41 patrons checked out AAC devices once the center was up and running, (December 2009 through June 2010).

Categories:		Color Code:
A) Improve data collection/reporting or systems	F) Program development	Completed
B) Improve systems administration & monitoring	G) Collaboration/coordination	Continuing as stated in SPP
C) Provide training/professional development	H) Evaluation	New or revised activity
D) Provide technical assistance	I) Increase/adjust FTE	Activity Description
E) Clarify/examine/develop policies & procedures	J) Other	

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 of 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.”

FFY	Measurable and Rigorous Target
2008 (2008-2009)	<p>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.</p> <p>4B. N.A.</p>

Actual Target Data for Indicator 4A (FFY 2008):

As instructed in the Part B Indicator Measurement Table, Wisconsin is reporting data from the 2008-2009 school year for the FFY 2009 APR.

School Year	# Districts with Significant Discrepancy	Total # of Districts	Percent of Districts with Significant Discrepancy
2008-09	3	442	0.68 %

Data Source: Individual Student Enrollment System (ISES)

The State examined the data for the year before the reporting year, as instructed by OSEP, including 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 three LEAs, or 0.68%, with significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year during 2008-09. This percentage reflects no change in percentage from the previous reporting period. The state met and exceeded the target set by the stakeholders by 1.83%, or 5 school districts. The minimum "n" size of four resulted in excluding 408 districts from the calculation. 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.

Discipline data are collected using the Individual Student Enrollment System (ISES) in which LEAs report data at the individual student level, as opposed to aggregate data. This process ensures accurate data. (See SPP Indicator 20 for more information on efforts to ensure valid and reliable data.)

Calculation

$$3/442 = 0.006772$$

$$0.006772 \times 100 = 0.68\%$$

$$0.68\% + 0.00\% = 0.68\%$$

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2008-09:

Districts identified with significant discrepancies based on 2008-2009 data

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).

The three LEAs identified with significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year based on 2008-2009 data were required to complete a focused review of their 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 revision as necessary and submitted an improvement plan that included a description of the review process, as well as improvement activities 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 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) for the LEAs identified with significant discrepancies for 2008-2009, WDPI identified no noncompliance in FFY 2008 related to this indicator.

The State met the target for Indicator 4A. There was no progress or slippage. The State reported three LEAs (0.68%) identified with significant discrepancy; during the 2008-2009 SY, the State reported three LEAs (0.68%) identified with significant discrepancy. Two of the LEAs were identified in both years.

One of the three districts identified with significant discrepancies in the rates of suspension/expulsions of children with disabilities for more than ten days in a school year participated in all required and some optional improvement activities discussed in Indicators 9 and 10. The optional activities the district chose to participate in included attending Beyond Diversity Trainings, Response to Intervention Academic and Behavior Professional

Development Academies, district leadership coaching, as well as receiving technical assistance on the eligibility requirements for Cognitive Disabilities, Specific Learning Disabilities and Emotional Behavioral Disabilities, including ensuring that educators can distinguish between cultural mismatch and Emotional Behavioral Disabilities.

The second district continues to expand implementation of a Positive Behavior Intervention and Supports system in schools throughout the district. With financial assistance from WDPI, the district implemented a district-wide Violence Prevention Program. This program provides training for school personnel in a variety of evidence based programs and strategies, including behavior management, Classroom Organization and Management, conflict resolution, Steps to Respect, and Second Step. The district has implemented a district-wide alcohol and other drug abuse prevention program providing training for school personnel and financial support for the use of several evidence-based programs to prevent AODA. More information on the district's program is available at <http://www.wellnessandpreventionoffice.org/>. Excessive use of suspensions and expulsions of both students with disabilities and nondisabled students is an ongoing concern in this district. WDPI has established a cross-agency team at the Department that includes general education teams and special education to address the issues. The State has also contracted with Dr. Alan Coulter of the National Data Accountability Center to work with this district on issues related to suspensions and expulsions. Collaboratively, the Title 1 and Special Education teams of WDPI work directly with this district on corrective action requirements.

The third district identified during FFY 2008 as having significant discrepancies in the rates of suspension/expulsions for children with disabilities for more than ten days in a school year is implementing training for administrators, program coordinators and teachers on the discipline requirements for students with disabilities, including manifestation determinations. Quarterly assessments by program coordinators include a review of data for any students with disabilities who are approaching ten days of removal. This data is also reviewed during administrative meetings. The district will create a Positive Behavioral Intervention System (PBIS) implementation plan, including the full implementation of the Second Step Program at a building-wide level in all secondary schools.

Discussion of Improvement Activities Completed:

WDPI implemented the improvement activities as outlined in the SPP for 2009-10, including the activities further described in the following table. Please see the previous APR for activities completed in FFY 2008.

State Performance Plan Improvement Activities
<p>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 used 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.</p>

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
4 A B C D E F G H	Focused Monitoring – Graduation – Completion of Follow-up Technical Assistance	Graduation Workgroup members	<p>During the 2009-2010 School Year, Graduation Workgroup members continued to work collaboratively with and provide technical assistance and monitoring to districts that had previous FM onsite visits. All districts implemented and evaluated their district-wide FM improvement plans to address issues related to the graduation rates of their students with disabilities. During this time period, all but one district met the Indicator 1 Graduation target, completed their primary activities, and are no longer considered to be under a Focused Monitoring Improvement Plan for Graduation of Students with Disabilities.</p> <p>The remaining district continues to work with several DPI consultants specifically on issues related to improving the graduation rate of their students with disabilities. The district has revised its plan, and will continue to receive quarterly support from their FM consultant and from their Local Performance Plan consultant.</p> <p>Within the Milwaukee Public School District, DPI Special Education Team members had been working with Pulaski High School to improve the school's graduation rate of students with disabilities. Because the district is in the midst of sweeping changes, Pulaski High School's Focused Monitoring Improvement Plan has been incorporated into their building improvement plan and will no longer be a separate initiative. DPI will provide support as requested and needed.</p>
<p>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.</p>			

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
4 B C D E F G H	<p>School Improvement: Focused Review of Improvement Indicators (FRII)</p> <p>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.</p>	<p>School Improvement Ad-Hoc Workgroups</p>	<p>During the 2008-09 SY, WDPI continued to work to expand upon the successful focused monitoring model previously utilized in order to provide districts a mechanism in which to conduct a similar process of data analysis and improvement planning around the SPP improvement indicators. WDPI is currently building the infrastructure to execute and support this process with statewide implementation slated for the next SPP cycle. Input is currently being sought from various stakeholders such as technical assistance providers and local district personnel (general and special education staff). WDPI believes this refined school improvement process will also focus attention on the importance of timely and accurate data.</p>

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-assessment using a sample of student individualized education program (IEP) records. Each year, the cohort 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, 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 provides 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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
4 B C D	Procedural Compliance Self-Assessment Process 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.	Procedural Compliance Self-Assessment Workgroup	During the 2009-2010 school year the fourth cohort of LEAs completed the self-assessment process; WDPI conducted verification activities with all participating LEAs to ensure correction of noncompliance.

Wisconsin Statewide Transition Initiative (WSTI), (www.wsti.org)
 WSTI is a statewide 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. A project director, eight project-based transition consultants, and the WDPI transition consultant provide transition support services, information dissemination, and staff development to parents, education professionals, and community agency professionals throughout Wisconsin. WSTI participates in a state-wide transition

Part B State Annual Performance Report (APR) for 2009

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 collaborates with the National Secondary Transition Technical Assistance Center (NSTTAC) to improve outcomes for Indicator 13. NSTTAC provides training to CESA and LEA personnel on Indicator 13 at the 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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
4 A B C D E G H J	<p>Wisconsin Statewide Transition Initiative (WSTI)- Statewide Training</p> <p>Offered training statewide for districts on compliance standards.</p>	<p>WDPI Transition Consultant</p> <p>WDPI Assistant Director of Special Education</p> <p>WSTI Director</p> <p>Wisconsin Post High School Outcomes Survey (PHSOS) Coordinator</p> <p>FACETS Coordinator</p> <p>DHS Consultant</p> <p>DVR Representative</p>	<ul style="list-style-type: none"> • WDPI transition and procedural compliance consultants continue to collaborate with WSTI project director to improve technical assistance provided to LEAs through WSTI. • WDPI requires LEAs participate in Indicator 13 technical assistance at least once during the procedural compliance cycle. A total of 442 educators participated at 59 different sites. • WSTI implemented a data entry and retrieval system for the Indicator 13 checklist to allow LEAs to access and evaluate LEA-specific Indicator 13 data. • Transition e-Newsletters of December 2009 and May 2010 were developed and disseminated via the WSTI website. The e-Newsletter communicates information about Indicator 13 compliance, provides practice tips, and promotes Indicator 13 technical assistance opportunities. • WDPI collected a listing of common errors on the Indicator 13 checklist by frequency as reported by LEAs on the Procedural Compliance Self-Assessment. This data assists LEAs and WDPI in prioritizing professional development activities. • WSTI hosted an annual state-wide transition conference in February 2010. Over 700 educators, parents, service providers, and youth participated. The Statewide Transition Conference focused on age appropriate transition assessment for students with disabilities. The Youth track continued for the

			<p>2010 Transition conference.</p> <ul style="list-style-type: none"> • A statewide workgroup created and disseminated an age-appropriate transition assessment guide. • WDPI participated in the National Community of Practice on Transition hosted by the National Association of State Directors of Special Education (NASDSE) at http://www.sharedwork.org/. • WSTI used effective-practice professional development training modules regarding summary of performance and creating meaningful postsecondary goals for students with severe disabilities. These trainings were provided through regional meetings statewide. Modules are available on the WSTI web site to assist in meeting Indicator 13. The modules provide uniform information to LEAs, provider agencies, parents, and youth about transition requirements and effective practices. CESA-based trainings were conducted, funded by a Medicaid Infrastructure Grant (MIG) awarded by the Wisconsin Department of Health and Family Services • The Transition Coordinator Network meetings continued in October 2009, February 2010, and May 2010. They provide LEAs with current up to date information regarding Indicator 13. • In response to concerns about consistency in WSTI's communication with LEAs, the project was restructured. The twelve CESA-based transition coordinators were replaced with eight transition coordinators, each focused on a particular area of compliance deficits identified through data collection and LEA input. The transition consultants focus on topics such as measurable postsecondary goals for students with significant disabilities, age-appropriate transition assessment, and the needs of students in urban LEAs. The restructuring also included greater coordination with the Regional Service Network (RSN) in publicizing and delivering Indicator 13 technical assistance to LEAs.
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<p>4 A B C D F G</p>	<p>Wisconsin Statewide Transition Initiative (WSTI)- Wisconsin Post High School Outcomes Survey (WPHSOS) – Web-based activities and resources developed to connect Indicators 1, 2, 13 & 14.</p>	<p>WSTI Director Post Secondary Outcomes Survey Project Director</p>	<p>WSTI and WPHSOS continued to collaborate to develop and refine a web-based data analysis/school improvement process that allows districts to see the connection between and impact of Indicators 1, 2, 13, & 14 as they develop their school improvement plans.</p> <p>A web-based data toolkit has been developed and will be available October 15, 2010</p> <p>A web-based transition resources repository, TransitionResources4youth.com has been developed and will be available January 15, 2011.</p>
<p>4 C D F G</p>	<p>Wisconsin Statewide Transition Initiative (WSTI)- Participation in National Community of Practice on Transition Participation in National Community of Practice on Transition.</p>	<p>WDPI Transition Consultant NASDSE</p>	<p>WDPI continued to participate in the National Community of Practice on Transition hosted by NASDSE at http://www.sharedwork.org.</p> <ul style="list-style-type: none"> Developed an interagency facilitators group as part of this process.
<p>4 A B C D E G J</p>	<p>Wisconsin Statewide Transition Initiative (WSTI)- New initiatives. WDPI initiated new activities to impact student graduation rates with transition.</p>	<p>WDPI Transition Consultant</p>	<p>Interagency Agreement- negotiated a new interagency agreement with the DVR of the Wisconsin Department of Workforce Development (DWD) and the DHS to coordinate services for individuals transitioning from education to employment. The agreement can be viewed at http://dwd.wisconsin.gov/dvr/pdf_files/dip_interagency_agreement.pdf.</p> <p>Wisconsin State Capacity Building Plan – Secondary Education and Transition Services for NSTTAC. Wisconsin’s team used and discussed portions of a team planning tool for state capacity building. The Wisconsin group worked on identifying past, current and future statewide systems change efforts and technical assistance efforts related to statewide capacity building; related to improving transition services and related to post high school results for students with disabilities.</p>

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
<p>Responsive Education for All Children (REACH), http://www.reachwi.org (Technical Assistance and Resource Clearinghouse)</p> <p>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 <u>all</u> 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:</p> <ul style="list-style-type: none"> ▪ 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. 			
<p>4 A B C D E F G H</p>	<p>Responsive Education for All Children (REACH) http://www.reachwi.com/ - Participation Information Each year REACH works with new districts in implementing school improvement activities.</p>	<p>WDPI REACH Consultant</p>	<ul style="list-style-type: none"> • 66 REACH incentive grants were awarded to school districts, 171 early childhood, elementary, middle, and high schools. Grants were awarded to schools with priorities in reading and math achievement, social emotional and behavior factors, graduation gap, and disproportionate identification of minority students as students with disabilities. • Educators and family members participated in REACH statewide workshops. Workshops were offered at no charge to school districts, both grant and non-grant recipients. • Professional mentors trained in the REACH framework assisted REACH grant recipients in implementing the REACH framework components at the school and district levels. • Four regional centers representing all 12 CESAs offered REACH workshops. • REACH Regional Center Coordinators and mentors provided ongoing technical assistance to help schools: <ul style="list-style-type: none"> • Enhance options to support student learning in general education. • Address reading and math achievement concerns to

			<p>meet the needs of students using evidence based options.</p> <ul style="list-style-type: none"> • Address social emotional and behavioral concerns to meet the needs of students using proactive approaches to behavior challenges. • Address the root causes of disproportionate identification of minority students as students with disabilities. • Address focused monitoring areas of graduation rates and reading achievement for students with disabilities. • Enhance family involvement as a mechanism for improving student outcomes. • The REACH Regional Centers developed regional REACH advisory teams, conducted needs assessments to target training and technical assistance priorities for each region, provided ongoing training to meet regional needs, and provided targeted technical assistance to school districts identified by WDPI. • The REACH mentor and training network increases the capacity of the WDPI and CESAs to provide high quality professional development, technical assistance and support to school communities that lead to improved student outcomes. • REACH technical assistance products were developed and refined to meet the needs of Wisconsin schools with respect to implementing REACH Framework components. • Schools receiving REACH grants submitted the following data pieces: REACH Action Plan, special education prevalence and referral data, intervention and prevention methods (schools in year 2 of the grant project), and an end of year grant activities report. This data assists WDPI in determining the impact of the REACH Initiative. • <p>The capacity of the REACH Initiative to serve school districts was expanded through additional funding and activities under the Wisconsin Personnel Development System Grant.</p>
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<p>Autism Project, http://dpi.wi.gov/sped/autism.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.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
4 C D F	<p>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.</p>	<p>WDPI Autism Consultant Contracted Experts</p>	<p>In 2009-2010, five trainings were held in various locations throughout the state. Two basic level trainings were offered for school staff with limited knowledge of educational programming for students with autism spectrum disorders. The basic level training presented an overview of autism spectrum disorders and discussed topics such as functional behavioral assessment, classroom programming, sensory issues, and communication strategies.</p> <p>Three advanced level trainings were offered for more experienced school staff. One advanced training presented information about issues around assessment of students with autism spectrum disorders; the second advanced level training addressed issues around dealing with challenging behavior. The training on challenging behaviors was offered in two different locations across the state.</p> <p>Each of these trainings includes strategies for preventing suspensions and expulsions, obtaining a diploma, and increasing the graduation rates of students with autism.</p> <p>563 school staff attended basic or advanced level autism training during FFY 2009. School staff from many different disciplines attended 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.</p>

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 goal, 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 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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
4 B D F H	<p>Schools Identified for Improvement (SIFI)/ Districts Identified for Improvement (DIFI)-Identification and Assistance</p> <p>WDPI initiated activities to assist districts deemed to be DIFI.</p>	<p>Title I</p> <p>WDPI Urban Special Education Consultant</p> <p>FM co-chairs</p> <p>FM Graduation Technical Assistance Provider – Beloit</p>	<p>During 2009-2010, only one district within the state continues to be labeled as DIFI. Working within the agency, WDPI continues to work collaboratively to address issues related to student success as found in Indicators 1, 2, 3, and 4.</p> <p>Collaboratively, the Title 1 and Special Education teams of WDPI worked with MPS to continue to progress on the Corrective Action Requirements directed by WDPI as part of Milwaukee Public Schools DIFI requirements. . 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.</p>

Wisconsin Post High School Outcomes Survey (WPHSOS) www.posthighsurvey.org
 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 to exit. St. Norbert College Survey Center (De Pere, Wisconsin) conducts a phone interview with former students one year after exiting. The survey center makes multiple attempts to survey former students. The WPHSOS provides training and technical assistance to St. Norbert and school districts to increase the accuracy of the data collected and utilized.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
4 A B C D E F G	<p>3) Wisconsin Post High School Outcomes Survey (WPHSOS)</p> <p>To increase response rates and improve outcomes</p> <ul style="list-style-type: none"> • Response rates will increase • Indicator 14 outcomes will increase 	Wisconsin PHSOS Director WI DPI Transition Consultant	<p>Response rates increased from 28.6% in FFY 2007 to 28.8% in FFY 2008 and 31.1% in FFY 2009. This improvement was a direct result of increased assistance to local districts. In FFY 2009, there was an increase in the respondent percentage of minority youth and youth who dropped-out as a direct result of increased efforts by districts to ensure that the survey included their input.</p> <ul style="list-style-type: none"> • To increase response rates, the post high director and program assistant provided more concentrated monitoring of response rates as they occurred, and they worked with district personnel to get viable phone numbers, both before the interviewing began and after St. Norbert exhausted the district-provided list of phone numbers. The largest district hired a person to make home visits of former students to obtain viable phone numbers; that district's response rate increased from 15% to 19%. • Two resources were updated to assist districts: <ul style="list-style-type: none"> • Improving Response Rates for Indicator 14: Special Note to Wisconsin Directors of Special Education and Special Education Teachers • Wisconsin Post High School Outcomes Survey: A Special Note to Youth and Families! • To improve data collection efforts. The post high project director provided LEA personnel with an overview of the data collection efforts required for federal reporting. The SEA and the post high project director used

			<p>webcasts and direct assistance to districts to familiarize districts with the available resources at www.posthighsurvey.org.</p> <ul style="list-style-type: none"> • “Tips for Completing Indicator 14” was developed for the May 2009 WCASS state conference, distributed to directors, and posted on the WPHSOS website. • WDPI resources related to Indicator 14 were updated. <ul style="list-style-type: none"> • To better assess the outcomes of under-represented groups, an effort was made at the end of the survey period to locate and interview additional exiters from Milwaukee, and this decreased survey non-responders. <ul style="list-style-type: none"> • To improve district use of data and ultimately the outcomes of youth with disabilities, the WDPI continued the development of the Focused Review of Improvement Indicators (FRII) process, with Indicator 14 as a part of that process. Additional data analysis tools were developed, and concentrated technical assistance will be provided to districts identified with low response rates (during survey period) and low engagement rates (post survey data collection) as this system is finalized in FFY 2010. <ul style="list-style-type: none"> • Developed an SEA/LEA Indicator 14 report that can be sorted to easily determine high, average and low performing districts on response rates, participation in postsecondary education, competitive employment, or both, and Indicator 14 for the FRII process. • Districts need to increase local response rates to make the FRII process a viable method of evaluating local outcomes, and will continue to receive technical assistance to ensure this occurs. <ul style="list-style-type: none"> • Outcomes Accomplished and Products Developed During 2009-10 (FFY 2009): <ul style="list-style-type: none"> • Website completion: The definition of Indicator 14 changed beginning with the 2010 interviews. This
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			<p>necessitated updating the survey instrument, all portions of the post high website, all training tools, and all reports. The statewide Wisconsin Post High School Outcomes Survey (WPHSOS) website and resources used by districts for all data collection and reporting activities have been updated.</p> <ul style="list-style-type: none"> • Reports and materials developed: Districts have access to a Gender, Ethnicity/Race, Disability, and Exit Type (GEDE) table, a District Summary Report, a District Report Starter, Indicator 14 Report, Data Analysis Charts, and Improvement Planning Forms. • Reports and materials developed. All post high and CESA web-based reports were completed and resources added to post high website: <ul style="list-style-type: none"> • 2009 Statewide Gender, Ethnicity/Race, Disability and Exit Type (GEDE) Report • 2009 Statewide Summary Report • 2009 Statewide Report • 2009 SEA/LEA Indicator 14 Report (<i>submitted to the WDPI</i>) • 2009 Indicator 14 Brochure/Targets • 2009 Indicator 14 DPI webcast • Each school district received a district GEDE Report, Summary Report, Report Starter, Indicator 14 Report. <p>Other Updated Materials:</p> <ul style="list-style-type: none"> • 2009-10 At-A-Glance • Indicator 14 SPP written and submitted • 2010 Indicator 14 Survey Questions • New Indicator 14 definition calculations completed for OSEP baseline and reporting • 2010 DPI Letter to Former Students • 2010 District's Student Letter Template • 2010 Year 1 Directions to Districts • 2010 Year 2 Directions to Districts • 2010 LEA and Milwaukee School Sample <ul style="list-style-type: none"> • Data analysis tools developed: 158 Districts were
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			<p>assisted in completing their Indicator 14 data collection and reporting requirements; 100% of cohort-year districts participated. To assist districts in using local outcomes data to determine areas of needed improvement, district data (i.e. survey responses and open-ended comments) can be viewed and disaggregated by gender, ethnicity/race, disability, and exit type. Districts can use this information to review local outcomes in relation to state data and local planning and improvement activities. The Data Analysis templates and District Improvement Plan template can be used at a district data retreat so districts can easily incorporate post high school outcomes data into analysis and improvement planning, in both the district and the classroom.</p> <ul style="list-style-type: none"> • A new resources repository and data analysis tools website is in development • NSTTAC shared their database of effective practice with the WPHSOS project director, and effective, evidence-based practices were entered. • Met with NSTTAC & NPSO on rubric and use of their resources <ul style="list-style-type: none"> • 7/22 – 7/23 piloted the NPSO data use PowerPoint w/ Hudson School District • Conference calls and continuing work with NSTTAC on the new Transition Rubric • Collaborating with Ed O’Leary on Indicator 13 rubric • Collaborating with NDPC-SD on a Drop-out Rubric • Additional improvement planning tools were developed, including a district Indicator 14 report (sort by gender, ethnicity/race, disability and exit reason). • Together with the NPSO, a data-use Toolkit and Facilitator’s Guide was developed and piloted.
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			<ul style="list-style-type: none"> • Outcomes data use format prepared and ready to post to post high website <ul style="list-style-type: none"> • (7/22 – 7/23/09) Piloted state Indicator 14 power point • (7/15) Personalized State Indicator 14 PowerPoint for LEA use • Updated SEA / LEA Outcomes Data Use Power Point and Facilitator’s Guide (Feb. ’10) • To facilitate data use and increase post high school outcomes, a data-use practice group has been formed within the Wisconsin Community on Transition (WiCoT) (www.sharedwork.org). During the 2009-10 school year, the Data Use Practice Group was initiated to assist the state in developing a comprehensive, evidence-based process districts can use for improvement planning.
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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.

SPDG 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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
4 A	Wisconsin’s Statewide Personnel Development	SPDG Consultant	<ul style="list-style-type: none"> • The 5 coordinated Hubs were formed during FFY 2007. • The 5 Hubs have identified leaders and leadership

<p>B C E F G H</p>	<p>Grant (SPDG): Beginning Activities SPDG initiated activities throughout the state.</p>	<p>teams and have begun providing training not only on the WPDM but on content that is directly aligned with the 20 Indicators.</p> <ul style="list-style-type: none"> • In conjunction with the Wisconsin State Transition Initiative, SPDG hosted networking meetings in each CESA that have provided training, sustained through scientific or evidence-based instructional/behavioral practices, and included the collection of formative and summative data focused on Indicator 13. • The SPDG supported the annual Wisconsin State Transition Conference to help bring cutting-edge research and information pertaining to Transition in Wisconsin. • As a result of the May 2010 SPDG IHE Summer Institute, "Reaching all Educators for All Learners: Research to Practice", faculty teams from 33 Wisconsin private colleges, public universities and alternative licensing programs wrote plans to reform teacher education in these areas of emergent practices: <ul style="list-style-type: none"> • measuring and raising academic achievement of all learners • reducing special education referrals through universally accessible and differentiated instruction • developing collaborative teaching and learning partnerships, and • reducing over-identification of students of color through culturally responsive and relevant pedagogy. <p>Seventeen IHEs were awarded \$5,000 mini-grants; the remaining 16 teams that attended the IHE Summer Institute wrote action plans or submitted unfunded mini-grant applications. The mini-grant recipients who demonstrate performance towards their project goals will be eligible for continued funding in the next year.</p> <p>Primary efforts of the SPDG EC hub focused on OSEP Indicators 6 (environments), 7 (child outcomes), and 12 (transition); including: content development for a on-line training and technical assistance module related to</p>
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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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
4 B	Activities related to identification of significant discrepancy – annual data review and notification of districts with significant	WDPI Special Education Team staff, including data consultant	In Spring 2010, WDPI reviewed data and identified seven districts with data demonstrating a significant discrepancy, including based on race, in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year. Districts were then notified via letter

	<p>discrepancy</p> <p>WDPI annually analyzes data to identify districts that meet the State definition of significant discrepancy, including based on race, in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year. Districts are notified if they have a significant discrepancy and of the required actions.</p>		<p>and WDPI reviewed their policies, procedures, and practices for noncompliance.</p>
4 B	<p>Activities related to identification of significant discrepancy – LEA improvement plan</p> <p>Districts identified with significant discrepancy, including based on race, in the rates of suspension and expulsion of children with disabilities for greater than 10 days in a school year are required to analyze their performance data and develop and submit an improvement plan.</p>	<p>WDPI Special Education Team staff</p>	<p>All districts identified with significant discrepancy, including based on race, submitted improvement plans. Five of the seven districts revised disproportionality improvement plans, required through Indicators 9 and 10, to address discipline. One of the seven districts reviewed and revised, if necessary, existing discipline improvement activities to address racialized significant discrepancy. The remaining district submitted an online improvement plan aligned solely with Indicator 4A and 4B.</p>
4 D	<p>Activities related to identification of significant discrepancy – technical assistance to districts</p> <p>The State works with LEAs to improve performance. A minimum of one WDPI staff person is assigned to each district identified as having</p>	<p>WDPI staff</p>	<p>WDPI staff assigned as Local Performance Plan (LPP) consultants provide ongoing technical assistance, including technical assistance specific to decreasing the number of students with disabilities suspended or expelled for greater than ten days in a school year, to districts.</p> <p>Districts identified for focused monitoring due to low graduation rates of students with disabilities analyze their suspension and expulsion rates as interim measures of progress towards improving graduation rates. Improvement</p>

	<p>significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year.</p> <p>One WDPI consultant is assigned to each district identified for focused monitoring based on low graduation rates of students with disabilities. Following the onsite process, the consultant continues to provide technical assistance over a three-year period to help the district improve graduation results. Research shows a reduction in suspension and expulsion rates positively impacts graduation rates. If students are engaged in the learning process they are more likely to stay in school and graduate.</p>		<p>plans associated with FM include activities to reduce suspension and expulsion.</p> <p>Disproportionality workgroup members receive and respond to requests for technical assistance. For a list of workgroup members, please see http://www.dpi.wi.gov/sped/spp-disp.html.</p>
<p>4 C D</p>	<p>WDPI Indicator 4 webpage WDPI has established a webpage (http://www.dpi.wi.gov/sped/spp-susp-exp.html) that provides information and resources for all districts and is especially beneficial to districts that have been identified as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year.</p>	<p>WDPI staff</p>	<p>Continued maintenance.</p>

<p>4 E</p>	<p>Activities related to identification of significant discrepancy – review of policies, procedures, and practices</p> <p>Annually, the State reviews, and if appropriate revises or requires the affected LEAs to revise 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) for the districts identified with significant discrepancies based on data.</p>	<p>WDPI staff</p>	<p>All seven districts were identified as having significant discrepancy, based on race, in the rates of suspension and expulsion of children with disabilities for greater than 10 days in a school year. WDPI conducted a review of each districts’ policies, procedures, and practices related to the development and implementation of IEPs, the use of positive behavior interventions and supports, and procedural safeguards. 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. The districts also have either adopted the department’s model IEP forms or use forms approved by WDPI. Further, all policies, procedures, and practices are race neutral. Districts also used a variety of additional assessment tools: disproportionality needs assessments or procedural compliance assessment process. For all identified noncompliance, the WDPI verifies correction of noncompliance consistent with OSEP Memorandum 09-02.</p>
<p>Wisconsin Response to Intervention (Rtl) Rtl 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 Rtl system.</p>			
<p>Indicator(s) and Category(s)</p>	<p>Improvement Activity Description</p>	<p>Resources</p>	<p>Status of Improvement Activity FFY 2009</p>
<p>4 A B C D E F G H</p>	<p>Wisconsin Response to Intervention Initiatives (RTI) Continuing work on statewide implementation of RTI.</p>	<p>RTI Internal Workgroup</p>	<ul style="list-style-type: none"> • The internal, cross-divisional WDPI workgroup continued to meet one to two times monthly. The purpose of the workgroup is to solidify messaging and provide guidance to the field through technical assistance tools. • WDPI created and released a Rtl Roadmap as a visual overview of an enacted Rtl system. • WDPI partnered with the Wisconsin Educational Communications Board (ECB) to plan a video project

			<p>that will provide real examples of teams in Wisconsin schools at various points in their RtI implementation.</p> <ul style="list-style-type: none"> • Over 1000 Wisconsin educators attended the second annual RtI Summit. School and district teams learned about RtI systems and examined their plans for scaling up their local RtI systems. • An IDEA Discretionary Grant was awarded to the CESA Statewide Network to establish the WI RtI Center. The WI RtI Center's purpose is to develop, coordinate and provide statewide professional development and technical assistance delivered regionally through a trainer of trainer model, as well as to gather, analyze and report RtI implementation data. The work of the WI RtI Center adheres to and operationalizes the messaging and guidance from WDPI. <ul style="list-style-type: none"> ○ A Statewide Director and Program Assistant were hired ○ Policies and procedures were developed ○ A regional service delivery model was established ○ A statewide needs assessment was conducted and analyzed ○ Results from the statewide needs assessment were used to prioritize content development ○ Contracting for content development began ○ Coordination of the Wisconsin Positive Behavioral Interventions and Supports (PBIS) Network began.
<p>Wisconsin Special Education Paraprofessional Training Initiative: http://www.dpi.wi.gov/sped/paraprof.html Since 1995, the WDPI has provided statewide and regional professional development opportunities to Wisconsin special education paraprofessionals. For the 2008-09 fiscal year, the overarching purpose of the training initiative was to provide support for ongoing professional development opportunities in the twelve Cooperative Educational Service Agencies (CESA), and to provide access to current paraprofessional resources and career information. With the provision of the initiative goals and activities, it is anticipated special education paraprofessionals will attain improved knowledge and skills that will enable them to more effectively support the academic and behavioral instruction of students with disabilities.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
4 C D	Wisconsin Special Education Paraprofessional Training Initiative Goals:	WDPI Liaison Consultant to the Initiative	(1) During the 2008-09 FFY, the WDPI held two annual advisory committee meetings, which included special education paraprofessionals and teachers, representatives

F	<p>Goal 1: To examine, develop and implement strategies that will promote a continuation of future statewide professional development opportunities for Wisconsin Special Education Paraprofessionals via the CESAs, the Wisconsin Paraprofessional Advisory Group, and other invested organizations.</p> <p>Goal 2: To provide access to current resources and information via the Wisconsin Paraprofessional Website and the Para Post Newsletters where paraprofessional will gain knowledge, information and resources that will <u>lead to</u> a positive impact on the student they serve.</p>	CESA#4 Project Coordinator	<p>from the UW and private colleges, Regional Service Networks (RSN), and the Wisconsin Education Educator Association. Recommendations were made regarding how to continue future professional development efforts statewide and regionally via the CESAs after the conclusion of the training grant. During this fiscal year, each of the twelve CESAs developed and conducted paraprofessional training depending upon their individual regional needs.</p> <p>(2) A Paraprofessional Resource Kit was developed and distributed to each of the twelve CESAs. The resource kit will contain training materials and other resources.</p> <p>(3) The Wisconsin Paraprofessional Website at CESA #4 was updated to reflect current resources. The number of hits increased from the prior years.</p> <p>(4) Three Para Post newsletters were developed, disseminated and posted on the CESA #4 website for free access. The Para Post is a newsletter for paraprofessionals that provides practical information and resources to paraprofessionals that they can apply to their positions immediately. All of the Para Posts are archived and downloadable on the website. The Para Post is posted to the Paraprofessional Website at www.cesa4.k12.wi.us/paraprof.htm</p>
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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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
4 A C F G	<p>Disproportionality Demonstration Grants</p> <p>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</p>	<p>Disproportionality workgroup</p> <p>LEAs</p> <p>CESAs</p>	<p>FFY 09 Grants awarded to:</p> <p>Madison Metropolitan School District (\$76,000)</p> <p>Products: Protocol for problem solving conversations that ensures focused discussion regarding the impact of race and culture on the student's performance; aggregated data reporting formats for behavior in software to allow problem-solving teams to analyze the effects of an intervention for a group of students; protocol for a culturally responsive interview process; research-based curriculum and lesson</p>

	<p>education. Districts identified as having disproportionate over-representation and/or significant disproportionality (or district-led consortiums) competed for grants ranging from \$25,000 to \$50,000 to support their work on disproportionality. Highly competitive districts or district-led consortiums will have implemented a process or project specific to disproportionality – including projects in pilot status – and have data demonstrating that the process or project is likely to reduce disproportionality, based on race, in special education. The district or consortium must have a clear and realistic plan to institutionalize the process or project, collect and analyze project-related data, and capture the process and/or project in a teachable format so other districts or consortiums can replicate such project or process.</p> <p>Priority Areas:</p> <ul style="list-style-type: none"> • Large districts identified as having significant disproportionality based on more than one race and more than one disability category. The district's model for addressing disproportionality will focus on developing strategies 		<p>plans.</p> <p>In addition, WDPI partnered with the Equity Alliance at Arizona State University to provide intensive and customized technical assistance to districts identified with both disproportionate over-representation and significant disproportionality for a minimum of three years. Staff from the Equity Alliance conducted onsite needs assessments and professional development for district administration and other staff.</p>
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	<p>that are effective in a highly-complex environment with traditional and compartmentalized educational services and systems.</p> <ul style="list-style-type: none"> Rural districts or district-led consortiums of small and rural districts that have been identified as disproportionate based on one race. The districts' model for addressing disproportionality will focus on issues that affect a particular minority population within the context of a rural community. 		
<p>Disproportionality Mini-grants WDPI provides mini-grants to LEAs, disproportionality experts, and CESAs to address disproportionality at the local and regional level.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
4 C F G	<p>Disproportionality Mini-grants WDPI provides mini-grants to LEAs, disproportionality experts, and CESAs to address disproportionality at the local and regional level. The small grants (\$5,000-\$15,000) are for one year and awarded in the fall. Grant projects offer a unique product, process or tool that could be replicated in other districts or statewide. These products, and other products developed, are shared</p>	<p>Disproportionality workgroup LEAs Disproportionality experts CESAs</p>	<p>FFY 09 Grants awarded to: Dr. Lisa Bardon, UW-Stevens Point. Dr. Bardon is conducting a review of evaluation tools used in 6 school districts including 4 districts with disproportionality in the area of Emotional Behavioral Disabilities (EBD). This evaluation includes a review of literature, a list of evaluation tools used and a brief summary of each too. Dr. Bardon is also developing a list of recommended practices based on this review. Dr. Jeffrey Lewis, UW-Madison. Dr. Lewis conducted a series of data sessions for staff, African American boys and supportive adults from two schools in the Beloit School District. Dr. Lewis extended this project by adding additional</p>

	<p>throughout the state and many of the products are on the WDPI Disproportionality website.</p>		<p>data and conducting further data analysis sessions. Using the “academic connection time” (AST) once a week as a “pre-college and careers” project for a group of 12 boys, data is being collected and analyzed for the purpose of creating safe and productive space for the boys in this school and potentially others.</p> <p>Nine districts, all identified with disproportionate over-representation, received mini-grants to support their ongoing work to address disproportionality: Bayfield, Crandon, DeForest, Eau Claire, Hayward, Keshena, Madison, Pulaski, and West Allis.</p>
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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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
4 C D E F G H I	<p>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</p>	<p>Disproportionality Workgroup Co Chairs</p> <p>CESAs</p> <p>LEAs</p> <p>National experts</p> <p>Approximately \$890,000/yr</p>	<p>CREATE Coordination (CESA 6)</p> <p>Statewide coordination and project management, including third-party evaluation. http://createwisconsin.net/</p> <p>Consortium on Racial Equity in PreK-12 Education (CESA 6) (\$52,700)</p> <p>The Consortium on Racial Equity in PK–12 Education in Wisconsin combines the insight of Courageous Conversation with the power of Systemic Equity Leadership to assist six districts, CESAs, and WDPI in analyzing their systems and exercising leadership to eliminate racial disparities in education.</p> <ul style="list-style-type: none"> School Districts Involved: Fond du Lac School District, Eau Claire Area School District, School District of Beloit, School District of Janesville, Kenosha Unified School District, School District of Waukesha. Staff from all twelve CESAs participated in a 5-day intensive apprenticeship program to build their capacity around: <ul style="list-style-type: none"> a theory of anti-racist school leadership;

	<p>resources. CREATE goals:</p> <ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • how multiple threads (e.g., Courageous Conversation, critical race theory, learning organizations, and Adaptive Leadership™) are integrated into a coherent program design—and how coaching and leadership consultations support this design; • a model for leadership consultation, which is based on the Annenberg Institute’s Critical Friends Protocol and informed by Cambridge Leadership Associate’s leadership consultation protocols. • Over thirty WDPI staff participated in five days of intensive training along with staff from the school districts and CESAs. • Two, 2-day Beyond Diversity Seminars for Principals we held and attended by approximately 40 building level principals <p>http://www.createwisconsin.net/districtpractices/consortiumk12_racial.cfm</p> <p>Annual institute on disproportionality (CESA 9) (\$81,750)</p> <ul style="list-style-type: none"> • <i>CREATE a Culturally Responsive Environment</i> statewide conference was held April 27-28, 2010, at the Radisson Hotel and Conference Center (Green Bay, WI). 310 people, including representatives from the Great Lakes Intertribal Council, the Wisconsin Department of Corrections, private schools, universities and several Wisconsin school districts, participated. This number also includes teams from school districts identified as having disproportionate over representation. • Keynote Address: Dr. Samuel Betances, a sociologist, educator and professor of 20 years with expertise in the area of race relations presented: <i>Ensuring the Success of All Students through Culturally Responsive Education</i> • Conference workshops included: <ul style="list-style-type: none"> 14. <i>Symbiotic, Serendipitous, Successful Schools: Positive Effects of Culturally Responsive Family/Community Engagement</i>
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	<p>linguistically diverse backgrounds.</p> <p>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.</p>		<ol style="list-style-type: none"> 15. <i>The Centrality of Trust in Positive School Change</i> 16. <i>Understanding Your Relationship with Students by Examining Your Cultural Lens</i> 17. <i>Anti-racist Leaders: Building Capacity, Particularly in White Allies</i> 18. <i>Another Look at Eligibility Criteria for EBD and OHI</i> 19. <i>African Americans and Standardized Tests: The Real Reason for Low Test Scores</i> 20. <i>Cognitive Disabilities: Definition, Eligibility Criteria and IEP Team Determinations</i> 21. <i>ROUND TABLE LUNCH</i> 22. <i>Relationship Building at the Core: Working with African American Youth</i> 23. <i>Creating Culturally Responsive Classrooms</i> 24. <i>Working with Students of Color and Students in Economically Disadvantaged Areas: Perspectives from Higher Education that Will Stimulate Achievement</i> 25. <i>Response to Intervention in Wisconsin and the Specific Learning Disabilities Criteria</i> 26. <i>Addressing the Challenges of Equity through Online Professional Development</i> <p>http://www.createwisconsin.net/events/create_conference.cfm</p> <p>American Indian Student Achievement Network (CESA 12) (\$81,205)</p> <p>Re-establish and invigorate a community of practice for the twenty-five school districts with the highest percentage of Native students.</p> <p>The first AISAN meeting of the 2009–10 funding year was held in conjunction with the National Indian Education Association (NIEA) Convention, held October 22–25, 2009. AISAN met on October 21, 2009, the day before the convention. Nine people attended. The following districts were represented: Tomah Area, Ashland, Bayfield, Webster, Siren, Washburn, and Green Bay Area.</p> <p>AISAN hosted the Wisconsin Tribal Language Network and</p>
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			<p>American Indian Student Achievement Network Conference on March 1–2, 2010, at the University of Wisconsin–Stevens Point. The AISAN Coordinator, a consultant from DPI, and two independent consultants, planned the conference with support from a staff member from CESA 12. The conference focused on establishing a community of support for American Indian students and infusing American language and culture into the curriculum and classrooms—AISAN’s three priority areas. A total of 123 participants attended from more than 30 school districts, including 24 of the 26 districts that are members of AISAN. Participants from several tribal communities also attended.</p> <p>Dr. Thomas Peacock, Associate Professor of Education at the University of Minnesota–Duluth and member of the Fond du Lac Band of Lake Superior Chippewa, presented the keynote address, “The Role of Education in Promoting Hope in Native Students.” Sectionals focused on: understanding and eliminating racism, increasing attendance and reducing truancy, creating change in Indian education, best practices in Title VII, tribal language planning, assessment of tribal language learners, and the new DPI Tribal Language Revitalization Grant Program. In addition, two discussion sessions were held focusing on next steps for AISAN and a proposed Wisconsin tribal language consortium. A language technology demonstration was also presented.</p> <p>Additional activities for the American Indian Achievement Network include:</p> <ul style="list-style-type: none"> --Online Community of Practice. CESA 12 created a Moodle site which contains an online discussion board for AISAN members. --Identifying and Sharing Resources --Professional Development and Training Opportunities: <ul style="list-style-type: none"> • The Minnesota Indigenous Language Symposium, May 18–19, 2009 (4 grants) • The 13th Annual American Indian Studies Summer Institute, June 22–26, 2009 (6 grants)
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			<p>February 23–24, 2010 April 14–15, 2010</p> <p>http://www.createwisconsin.net/classroompractices/classrooms_training.cfm</p> <p>Culturally Responsive Early Childhood Project (CESA 8) (\$80,660) Collaborative project with tribal Birth-to-3 coordinators and Early Childhood Special Education program support staff to provide culturally responsive early childhood assessments. The project develops culturally responsive early childhood education and care practices, guidelines for culturally responsive early childhood special education screening and assessment practices and a checklist for addressing disproportionality in early childhood programs.</p> <p>The purpose of this work is to ensure appropriate identification and provision of special education services to young Native American children and their families. The Early Childhood Project is working to establish partnerships between each of Wisconsin’s eleven tribal nations and the school districts and county agencies that serve children from these tribal communities.</p> <p>Development and Dissemination of Culturally Responsive Early Childhood Practice Resources. Project staff have engaged in the following tasks related to the development and dissemination of culturally responsive resources:</p> <ul style="list-style-type: none"> • Developed and disseminated guidelines for culturally responsive early childhood education and care practices to Child Care Resource and Referral Agencies in Wisconsin. • Engaged in ongoing review of culturally relevant studies, articles, reports, documents, policy statements, and curriculum and program models to identify resources pertaining to the education and care of young Native American children with and
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			<p>without disabilities.</p> <ul style="list-style-type: none"> • Disseminated resources to CESA Early Childhood Special Education Program Support Teachers and Resource Birth to 3 Coordinators. Resources included information on best practices and materials for young Native American children and their families both in general and special education. The materials selected can be incorporated into existing professional development activities that address State Performance Plan indicators. • Worked in partnership with the State Interagency Agreement Leadership Team, GLITC, and members of an early childhood tribal focus group to obtain commitments from tribal communities to take part in data collection and analysis of current policies and practices related to screenings, referrals, assessments, and eligibility and placement options in these communities. The purpose of this effort is to obtain baseline data to inform decision making. Data collection with the Forest County Potawatomi tribe began in July 2009 and with neighboring school districts in September 2009. • Began to coordinate efforts with other state early childhood initiatives to ensure projects are culturally responsive. In 2009–10 project staff plan contributed information and resources to Websites such as the following: <ul style="list-style-type: none"> ▪ Wisconsin Early Childhood Collaborating Partners (Screening and Assessment) www.collaboratingpartners.com/screen_assess.htm ▪ Preschool Options: Least Restrictive Environments www.preschooloptions.org/ ▪ Child Find www.cesa6.k12.wi.us/products_services/early_earningresources/childdevelldays.cfm ▪ Wisconsin Department of Public Instruction:
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			<p>Working with Culturally and Linguistically Diverse Children and Families www.dpi.wi.gov/ec/ecinr.html</p> <p>Increasing Public Awareness of Culturally Responsive Practices. The Early Childhood Project coordinator has engaged in the following activities to increase public awareness of culturally responsive practices:</p> <ul style="list-style-type: none"> • Presented at the Healing Our Communities Wisconsin Early Childhood Education and Care Conference (October 2008) and the Wisconsin Preserving Early Childhood Conference (March 2009). • Coordinated a 12-hour training, "Inclusion of Young Children with Disabilities," on the Oneida Nation reservation for tribal and non-tribal Early Education and Care teachers (January 2009). • Participated in the Wisconsin Inter-Tribal Early Childhood Association annual conference and bi-monthly meetings. • Participated in the Bureau of Indian Education Special Education Conference and the National Indian Education Association Convention. • Posted materials from the Second Tribal Gathering on the CREATE Website (e.g., PowerPoint slides and Webcasts of specific sessions), • Contributed an article on the Third Tribal Gathering to the spring 2010 issue of the <i>Birth to 6 Events</i> newsletter http://www.waisman.wisc.edu/birthto3/EVENTS_Spring10.pdf. • Served on the 2010 CREATE Conference Planning Committee and set up the Webcasting for the conference. <p>http://www.createwisconsin.net/classroompractices/early_childhood_programs.cfm</p>
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			<p>Checklist for Addressing Racial Disproportionality in Special Education (CESA 4) (\$21,800) Published, disseminated, and provided technical assistance around <i>Checklist for Addressing Racial Disproportionality in Special Education</i> (D. Losen, 2008). http://www.createwisconsin.net/districtpractices/addressing_disproportion.cfm</p> <p>Needs assessment and professional development strategic plan for districts identified with disproportionate over-representation (CESA 11) (\$54,140) School districts in Wisconsin identified as having a disproportionate representation of racial and ethnic groups in special education and related services or in specific disability categories are required to participate in an <u>evidence-based process</u> of assessment of district policies, procedures, and practices. District teams must examine policies, procedures, and practices in general and special education that have been shown to contribute to institutional factors that surround disproportionality.</p> <p>School districts identified by WDPI as having significant disproportionality are required to participate in an annual needs assessment process that includes a review of policies and practices that have been shown to contribute to disproportionality. The districts are also required to develop a comprehensive disproportionality improvement plan based on the results of this review. CESA 11 is coordinating the work related to the district needs assessments. The National Center for Culturally Responsive Educational Systems (NCCRESt) is assisting districts in completing the needs assessment process.</p> <p>The major activities of this component include:</p> <ul style="list-style-type: none"> Organizing a day-long meeting in conjunction with the annual CREATE conference to assist identified districts in completing the initial needs assessment or updating the previous year's assessment.
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			<ul style="list-style-type: none"> • Developing needs assessment tools, or modifying existing tools, to assist districts in completing the needs assessment process and developing district disproportionality improvement plans. • Developing and administering a needs assessment survey to participating districts to obtain recommendations for future professional development offerings and technical assistance services related to disproportionality. • Summarizing and disseminating the results of the needs assessment survey to coordinators of other CREATE components for use the results in planning future professional development offerings and to districts participating in the needs assessment. <p>Participants</p> <p>In 2009, 27 districts identified as having significant disproportionality were invited to attend the CREATE conference and to participate in preconference sessions designed to assist district teams in completing the needs assessment process. Districts identified as having significant disproportionality are required to attend the CREATE pre-conference needs assessment unless they made prior arrangements with WDPI. In 2009, two districts that had been identified as having significant disproportionality did not attend the CREATE pre-conference sessions. In 2010, 37 districts were invited to attend; eight of these districts were newly identified as having significant disproportionality.</p> <p>District teams, consisting of the following team members, were asked to attend:</p> <ul style="list-style-type: none"> • Directors of Special Education • Curriculum and Instruction Coordinators or Assessment Coordinators • School Psychologists • At least one elementary school teacher (general education or special education)
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			<p>Districts also were given access to the needs assessment Website which requires a username and password for log-in. On the Website, districts are provided with several resources to further assist them with planning, including the following:</p> <ul style="list-style-type: none"> • A needs assessment overview • An NCCRESt PowerPoint presentation that includes an overview the steps involved in completing the needs assessment rubric • A copy of the NCRESt needs assessment rubric • A list of possible data sources that might be used to address specific focus areas • A list of rubric definitions and examples • Instructions and blank worksheets for each step of the needs assessment process <p>Once districts completed the needs assessment rubric, they submitted their district improvement plans. In 2009, districts could submit the plans in one of the following ways: (1) a paper or electronic copy State Performance Plan Annual Disproportionality Improvement Plan; (2) a paper or electronic district improvement plan with related (and highlighted) goals and activities; completion of the online needs assessment, which generates the district's improvement plan for addressing disproportionality. In 2010, districts were required to complete and submit the online needs assessment. http://www.createwisconsin.net/districtpractices/addressing_disproportion.cfm</p>
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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

Part B State Annual Performance Report (APR) for 2009

<p>those at-risk, and e) individual student supports for students who have intensive and comprehensive needs across home, school, and community.</p> <p>The Wisconsin PBIS Network provides technical assistance and coordinates professional development through a trainer of trainer model to help Wisconsin public school districts establish and sustain PBIS within their schools. In addition, the project gathers, analyzes and disseminates implementation data from all schools utilizing PBIS services</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
<p>4 A B C D E F G H</p>	<p>Wisconsin Positive Behavior Interventions and Supports (PBIS)</p>	<p>PBIS Internal Workgroup</p>	<ul style="list-style-type: none"> • The internal WDPI PBIS workgroup continued to meet monthly to plan statewide roll-out of a coordinated service delivery plan. • 473 schools had been trained in PBIS. • Over 100 days of PBIS training occurred throughout the state (14 administrative overviews, 13 coaches training days, 57 tier 1 training days, 15 tier 2 training days, 2 tier 3 training days, 1 district planning day, 3 SWIS facilitator training days). • An IDEA Discretionary Grant was awarded to the CESA Statewide Network to establish the WI PBIS Network through the WI Rtl Center. The purpose of the WI PBIS Network is to coordinate and provide statewide professional development and technical assistance delivered regionally through a trainer of trainer model, as well as to gather, analyze and report PBIS implementation data. The work of the WI PBIS Network adheres to and operationalizes the messaging and guidance from WDPI. <ul style="list-style-type: none"> ○ A Statewide Coordinator, Data and Evaluation Coordinator, and Program Assistant were hired ○ Policies and procedures were developed ○ A regional service delivery model was established ○ Four Wisconsin trainers were trained, with three others beginning their training ○ One advisory Committee meeting was held ○ This project will train participating LEA school staff to identify and implement school wide positive behavioral support systems that address decreasing suspension and expulsion rates of students with disabilities.

<p>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.</p> <p>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.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
4 A B E	<p>Graduation Rate Workgroup</p>	FM Graduation Chair	<p>In preparation for the peer review of Wisconsin's graduation rate by the US Department of Education, a cross-agency workgroup has been convened and proposed graduation targets submitted in January 2010. This process included examining how the agency uses data specific to students with disabilities and issues related to the change in graduation rate definition. Based on the results of the peer review, WDPI was required to increase its graduation target. The workgroup provided short-term technical assistance to districts regarding this new target.</p> <p>During the Spring and early Summer of 2010, the workgroup has been developing a projected target for a four-year graduation rate, a transitional extended rate and an eventual permanent extended (six year) graduation rate for accountability purposes. An updated amendment to Wisconsin Consolidated application will be submitted in October 2010.</p>
<p>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.</p>			

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
4 C D E F	Wisconsin Graduation Summit	FM Graduation Chair Assistant Director of Special Education	<p>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 March 2010. Districts invited to attend were selected based on high rates and/or disparities in dropouts. A related district-specific summit was also held in Milwaukee by the Milwaukee School District. 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.</p> <p>Several resources related to increasing graduation rates and decreasing dropouts have been developed in conjunction with the Summit. A state and national policy document was compiled by DPI and Learning Points Associates staff. An additional resource page has been created with annotated lists of local, state and national research-based and best practices.</p>

WDPI Disproportionality Workgroup
 WDPI commits significant staff time and resources to addressing disproportionality. The Disproportionality Workgroup consists of eleven 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.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
4 I	WDPI Disproportionality Workgroup WDPI provides on-going targeted technical assistance and conducts monitoring activities with districts identified as having significant discrepancy, based on race. The workgroup also provides general technical assistance to other districts within the state and other pertinent stakeholders.	Disproportionality workgroup	<p>Regular meetings</p> <p>(Workgroup members listed at http://www.dpi.wi.gov/sped/spp-disp.html)</p> <p>The Disproportionality Workgroup is involved in planning and implementing all of the activities listed below.</p>

4 C D	<p>Disproportionality technical assistance to districts WDPI offers training, technical assistance and webinars on cultural competency and other topics for the purpose of providing statewide technical assistance to LEAs.</p>	<p>Disproportionality workgroup members Special education team members (See CREATE for additional information)</p>	<p>Local Performance Plan contacts receive and respond to requests for technical assistance. For list of contacts, please see http://dpi.wi.gov/sped/sepcontact.html. Disproportionality workgroup members receive and respond to requests for technical assistance. For a list of workgroup members, please see http://www.dpi.wi.gov/sped/spp-disp.html.</p>
4 D	<p>WDPI Disproportionality webpage WDPI has established a disproportionality webpage (www.dpi.state.wi.us/sped/cifms-disp.html) that provides information and resources for all districts, but is especially beneficial to districts that have been identified as having significant discrepancy, based on race.</p>	<p>Disproportionality workgroup</p>	<p>Continued maintenance (http://www.dpi.wi.gov/sped/spp-disp.html)</p>
<p>WDPI Annual Disproportionality Institute Each year, WDPI sponsors an institute on addressing disproportionality for districts identified with over-representation and under-representation and other interested stakeholders. Nationally recognized experts on disproportionality are brought in to present and the institute provides workshops and technical assistance to LEAs identified with disproportionate representation.</p>			
<p>Indicator and Category(s)</p>	<p>Improvement Activity Description</p>	<p>Resources</p>	<p>Status of Improvement Activity FFY 2009</p>
4 A B C D E	<p>WDPI Disproportionality Institute Annually, WDPI sponsors an institute on addressing racial disproportionality for districts identified with significant discrepancy and other interested stakeholders. The first half of the institute is for a general audience that includes representatives from LEAs, parents, stakeholders and WDPI staff. Districts identified with significant discrepancy bring to the institute teams comprised of general and special education staff. Presentations are given on national and local efforts, initiatives, and issues involved in understanding, identifying, and addressing racial disproportionality.</p>	<p>Disproportionality workgroup CREATE grant (infra, more details)</p>	<p>The FFY 09 disproportionality institute and needs assessment were included as projects in the new statewide systems-change grant, CREATE. For information on the institute, please see infra, CREATE B. For more information on the needs assessment, please see supra CREATE I.</p>

The second half of the institute is for a targeted audience comprised of teams from districts identified with significant discrepancy, based on race, and representatives from each of the 12 cooperative educational service agencies (CESAs). Department liaisons work with the district teams to analyze data and to develop improvement plans. In addition to assistance from department staff, assistance is provided by national experts. Following the institute, districts submit an evaluation and improvement plan.			
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009

State Performance Plan Improvement Activities			
<p>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.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
4 C D F	Occupational Therapy and Physical Therapy Resource Guide	WDPI consultants Planning Committee	Completed Draft of Resource and Planning Guide for School-Based Occupational Therapy and Physical Therapy
<p>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 <i>Language Sample Analysis (LSA), the Wisconsin Guide</i>. 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.</p> <p>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.</p>			

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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
4 A B C D F H	Update and revise the Spanish Speaking section of the publication Linguistically Culturally Diverse (LCD) II	LCD Workgroup	<p>A workgroup of three individuals including an SLP experienced in assessment and interventions with Spanish speaking students, an SLP who speaks Spanish and is familiar with the Spanish language, and a DPI representative has been established. The workgroup will produce a document to reflect the following:</p> <ul style="list-style-type: none"> Typically developing Spanish morphology, syntax, and phonology; A general comparison between typical development in English and Spanish syntax, morphology and phonology; and Assessment procedures for IEP teams who are assessing English Language Learners to determine language difference from language disorder. <p>A literature review and an internet search have been completed to obtain the most recent information.</p>

Categories:		Color Code:
A) Improve data collection/reporting or systems	F) Program development	Completed
B) Improve systems administration & monitoring	G) Collaboration/coordination	Continuing as stated in SPP
C) Provide training/professional development	H) Evaluation	New or revised activity
D) Provide technical assistance	I) Increase/adjust FTE	Activity Description
E) Clarify/examine/develop policies & procedures	J) Other	

Monitoring Priority: FAPE in the LRE

Indicator 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.

(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.

FFY	Measurable and Rigorous Target
<p>2009 (2009-2010)</p>	<ul style="list-style-type: none"> A. Percent of children with IEPs aged 6 through 21 served inside the regular class 80% or more of the day of day: 57.5 % B. Percent of children with IEPs aged 6 through 21 served inside the regular class less than 40% of the day of day: 10.3% C. Percent of children with IEPs aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements: 1.05%

Actual Target Data for 2009-10:

2009-10 Environment Data Ages 6-21

	Student Count	Total Students	Percent
A. Percent of children with IEPs aged 6 through 21 served inside the regular class 80% or more of the day	59,843	109,644	54.58%
B. Percent of children with IEPs aged 6 through 21 served inside the regular class less than 40% of the day	12,029	109,644	10.97%
C. Percent of children with IEPs aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements	1,329	109,644	1.21%

Data Source: Part B, Individuals with Disabilities Education Act Implementation of FAPE Requirements 2009.

WDPI is making progress in meeting the targets set for this indicator. The State had a slight decrease (0.16%) in the percentage of children with IEPs aged 6 through 21 served inside the regular class 80% or more of the day, from 54.74% for the previous reporting period to 54.58% during this reporting period. However, there was a decrease in the percentage of children with IEPs age 6 through 21 served inside the regular class less than 40% of the day, and a decrease in the percentage of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements.

Data are collected via WDPI's Individual Student Enrollment System (ISES) Child Count software in which LEAs report data at the individual student level, as opposed to aggregate data. This ensures accurate data. (See SPP Indicator 20 for more information on efforts to ensure valid and reliable data.)

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2009-10:

An analysis of the 2009-10 data indicates that progress is being made toward measurements B and C of the targets. For students served inside the regular class less than 40% of the day, progress toward the target of 0.23% was reported. For students served in separate schools, residential facilities, or homebound/hospital placements, progress toward the target of 0.04% was reported.

Stakeholders recognize the decision regarding the amount of time a child with a disability is removed from the regular classroom is determined by an IEP team based upon the unique needs of the child. The stakeholders do not intend for the targets to cause IEP teams to forego this decision-making process. The progress made toward these targets reflects the stakeholders' intent. Progress is attributed, in part, to implementation of the SPP improvement activities and discretionary grants related to this indicator.

Discussion of Improvement Activities Completed

WDPI implemented the improvement activities as outlined in the SPP, including the activities further described in the following table.

State Performance Plan Improvement Activities			
<p>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.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
5 A B C D E F G H	<p>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. The main focus has been to build an effective infrastructure to execute and support this process with statewide implementation, as a “stand alone” process.</p>	School Improvement Ad-Hoc Workgroups	<p>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.</p> <p>During the Spring of 2010, WDPI started the process of soliciting volunteers to pilot the FRII process while continuing to refine related tools and data analysis steps. All data reported to WDPI has been consolidated in such a manner that participating districts will be able to download the information needed for data analysis, including instructions and data analysis procedures, forms and questions, via the Special Education Web Portal. WDPI believes this refined school improvement process will also focus attention on the importance of timely and accurate data.</p>

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.			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
5 D J	The High Cost Aid Program has developed an online software claims process for roll out in 2010. Technical assistance materials were developed to support the online claims process.	Keeping the Promise Initiative WDPI Consultant	An online High Cost Aid claims process was designed and developed to replace the paper version claims process. A pilot program was launched to test the online software process; nine districts were included in the pilot program. During the 2009-2010 school year, the High Cost Aid program's Question and Answer document was updated and located on the High Cost Aid WDPI website. The High Cost Aid introductory power point was updated to include visuals and simulations outlining the claim spreadsheet. A mediasite webinar on the High Cost claim process was created and is located on the WDPI website. A draft of the High Cost Aid Bulletin, # 10 was developed to improve on-going communication to school districts and parents. A news release was sent which was titled, "High Cost special education aid payments made to 155 local education agencies."
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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
5 C D F	<p>Autism Project http://dpi.wi.gov/sped/autcatint2.html For more than 10 years, WDPI has developed and conducted statewide trainings for school staff in the area of autism.</p>	<p>WDPI Autism Consultant Contracted Experts</p>	<p>In 2009-2010, five trainings were held in various locations throughout the state. Two basic level trainings were offered for school staff with limited knowledge of educational programming for students with autism spectrum disorders. The basic level training presented an overview of autism spectrum disorders and discussed topics such as functional behavioral assessment, classroom programming, sensory issues, and communication strategies.</p> <p>Three advanced level trainings were offered for more experienced school staff. One advanced training presented information about issues around assessment of students with autism spectrum disorders; the second advanced level training addressed issues around dealing with challenging behavior. The training on challenging behaviors was offered in two different locations across the state.</p> <p>Each of these trainings includes strategies for preventing suspensions and expulsions, obtaining a diploma, and increasing the graduation rates of students with autism.</p> <p>563 school staff attended basic or advanced level autism training during FFY 2009. School staff from many different disciplines attended 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.</p>

Wisconsin’s Annual Statewide 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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
<p>5 C D G</p>	<p>Wisconsin’s Annual Statewide Institute On Best Practices in Inclusive Education The Annual Statewide Institute on Best Practices in Inclusive Education is co-sponsored by the WDPI, Cardinal Stritch University, and the Inclusion Institute, Inc. This annual Institute was held on July 30–August1, 2007.</p> <p>The program offered timely information on Best Practices in Inclusive Education, Differentiation, Autism Spectrum Disorders, and Collaboration.</p>	<p>Institute Staff WDPI Cognitive Disabilities (CD) Consultant</p>	<p>Wisconsin’s 17th Annual Statewide Institute On Best Practices in Inclusive Education was held on July 26-28, 2010. The program offered timely information on Best Practices in Inclusive Education, Differentiation, Co-teaching, Transition and Collaboration.</p> <p>Dr. Patrick Schwartz, a professor at National-Louis University, Chicago was one of the keynote speakers. His keynote presentation focused on a new look at curriculum by providing practical tips for the inclusive classroom. In follow-up sectionals, he focused on Universal Design, accommodations and different ways teachers can provide successful educational experiences for all students. The second keynote speaker was Chris Dendy, an author and speaker and national mental health consultant on children’s issues. She is also a mother of two sons with ADHD. Her focus was on understanding and instructing students with ADHD. Her sectional addressed the impact of executive function disorder on learning and behavior.</p> <p>Many other presentations were available including: Differentiating Science Instruction; Transitioning; Evidenced based practices for students with Autism Spectrum Disorder; Common Core Standards; Meeting the needs of students who significant disabilities: Natural Supports; Aligning Staff for Effective Collaboration and Inclusion; ; Supporting Students with Attention Deficit/Hyperactivity Disorder; Addressing adventuresome behavior while keeping the dignity of all intact: The Inclusion Classroom.</p>

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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
5 C D G	<p>Creating the Good Life: Improving Outcomes for Students with Cognitive Disabilities (CD)</p> <p>The Annual Statewide Conference for educators working with students with cognitive disabilities was held on August 10-21, 2007 to address issues and currents trends regarding inclusive practices.</p>	<p>CESA #6</p> <p>CESA #5</p> <p>WDPI Special Education Team</p>	<p>The Fourth Annual Statewide Conference for educators working with students with cognitive disabilities was held on August 10-11, 2010 to address issues and currents trends regarding inclusive practices.</p> <p>This conference was cosponsored by the WDPI, Wisconsin's 12 Cooperative Educational Service Agencies (CESA) and the University of Wisconsin-Oshkosh. The conference provided educators with a variety of relevant topics including: Addressing the Needs of all students through the RTI Model; Implementing Sexuality programs for students with developmental disabilities; Natural Supports Project; Assistive Technology; Working with; Wisconsin Adaptive Skills Resource Guide; Connecting IEPs and Standards for Students with Cognitive Disabilities; Becoming Members of the Community; Transition/Vocational Skills; Community /School based programs for students with significant disabilities 18-21: Common Core Standards and Extended Grade Band Standards.</p>

The Circles Of Life Conference

The Circles of Life Conference is a WDPI sponsored event that has been in existence for 24 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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
5 C D G	<p>The Circles of Life Conference</p> <p>The Circles of Life Conference is a WDPI sponsored event that has been in existence for 24 years. The annual conference is for families who have children</p>	<p>Circle of Life Planning Committee</p>	<p>The conference was held April 28-30, 2010 and included nationally known keynote speakers, topical sectionals, parent listening sessions, family fun night, roundtable discussions on such topics as individualized service plans, inclusive program ideas and serving adolescents with Asperger's Syndrome through social-communication intervention.</p>

	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, including information on inclusive programming and form lasting friendships.		
<p>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.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
5 A	<p>Data Collection – ISES The Individual Student Enrollment System (ISES) was first used for collecting Child Count and FAPE data during the 2007-08 SY. ISES collects individual student records for all students (students with and without disabilities) using a unique student identifier (number). The system is designed to improve the accuracy and efficiency of the federal data collection.</p>	WDPI Data Management and Reporting Team, Special Education Team Data Coordinator, Special Education Team Data Consultant	<p>All required data for Tables 1, 3, 4, and 5 are collected through the Wisconsin Student Locator System (WSLS) and Individual Student Enrollment System (ISES) data collections. This has helped to eliminate duplication of effort and ease the data collection burden on LEAs.</p> <p>In the fall of 2009, members of the Data Management and Reporting Team along with members of the Special Education Team conducted trainings on how to effectively collect and report data, including educational environment for students ages 6-21, using WSLS and ISES. Data elements specific to students with disabilities were highlighted during this training. Web posting of this training is available for ongoing user access.</p>
5 A B C G	<p>Cross-Department Data Workgroup WDPI established a cross-department data workgroup consisting of members of the WDPI Special Education Team as well as the WDPI Data</p>	WDPI Office of Educational Accountability, WDPI Applications Development Team, and the WDPI Data Management and	The Cross-Department Data workgroup continued to meet bi-monthly during the 2009-10 SY. Members of the team worked to develop and provide technical assistance and training documentation. The workgroup also reviewed incoming LEA data, including educational environment, to help identify possible reporting errors. The workgroup also provided bi-monthly technical assistance conference calls

	Management and Reporting Team.	Reporting Team, Special Education Team Data Coordinator, Special Education Team Data Consultant	which either covered specific data collection and/or reporting topics or else provided LEAs with an opportunity to ask district specific data reporting questions.
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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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
5 A B	National Technical Assistance The WDPI accesses national technical assistance whenever possible.	Data Coordinator, Data Consultant, Assistant Director Special Education Team	This is an ongoing conference. DPI staff again attended the Annual OSEP/DAC Overlapping Part B and Part C Data Meetings and received current information regarding collection, reporting, and technical assistance for this indicator. Pertinent information was shared regarding accurate reporting of educational environment along with the other SPP Indicators and 618 data (June 2009).

Response to Intervention (Rtl)

Rtl 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 Rtl system.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
5 A B C D E F	Wisconsin Response to Intervention Initiatives (RTI) Continuing work on statewide implementation of RTI.	RTI Internal Workgroup	<ul style="list-style-type: none"> The internal, cross-divisional WDPI workgroup continued to meet one to two times monthly. The purpose of the workgroup is to solidify messaging and provide guidance to the field through technical assistance tools. WDPI created and released a Rtl Roadmap as a visual overview of an enacted Rtl system.

<p>G H</p>			<ul style="list-style-type: none"> • WDPI partnered with the Wisconsin Educational Communications Board (ECB) to plan a video project that will provide real examples of teams in Wisconsin schools at various points in their RtI implementation. • Over 1000 Wisconsin educators attended the second annual RtI Summit. School and district teams learned about RtI systems and examined their plans for scaling up their local RtI systems. • An IDEA Discretionary Grant was awarded to the CESA Statewide Network to establish the WI RtI Center. The WI RtI Center’s purpose is to develop, coordinate and provide statewide professional development and technical assistance delivered regionally through a trainer of trainer model, as well as to gather, analyze and report RtI implementation data. The work of the WI RtI Center adheres to and operationalizes the messaging and guidance from WDPI. <ul style="list-style-type: none"> ○ A Statewide Director and Program Assistant were hired ○ Policies and procedures were developed ○ A regional service delivery model was established ○ A statewide needs assessment was conducted and analyzed ○ Results from the statewide needs assessment were used to prioritize content development ○ Contracting for content development began ○ Coordination of the Wisconsin Positive Behavioral Interventions and Supports (PBIS) Network began.
<p>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.</p> <p>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.</p>			

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
5 A B C D E F G H	<p>Wisconsin Positive Behavior Interventions and Supports (PBIS)</p> <p>Continuing work on statewide implementation of PBIS</p>	PBIS Internal Workgroup	<ul style="list-style-type: none"> • The internal WDPI PBIS workgroup continued to meet monthly to plan statewide roll-out of a coordinated service delivery plan. • 473 schools had been trained in PBIS. • Over 100 days of PBIS training occurred throughout the state (14 administrative overviews, 13 coaches training days, 57 tier 1 training days, 15 tier 2 training days, 2 tier 3 training days, 1 district planning day, 3 SWIS facilitator training days). • An IDEA Discretionary Grant was awarded to the CESA Statewide Network to establish the WI PBIS Network through the WI Rtl Center. The purpose of the WI PBIS Network is to coordinate and provide statewide professional development and technical assistance delivered regionally through a trainer of trainer model, as well as to gather, analyze and report PBIS implementation data. The work of the WI PBIS Network adheres to and operationalizes the messaging and guidance from WDPI. <ul style="list-style-type: none"> ○ A Statewide Coordinator, Data and Evaluation Coordinator, and Program Assistant were hired ○ Policies and procedures were developed ○ A regional service delivery model was established ○ Four Wisconsin trainers were trained, with three others beginning their training ○ One advisory Committee meeting was held
<p>LRE and Separate Schools</p> <p>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 placement at the separate schools. Technical Assistance was provided to each of the separate schools.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
5 B	Monitoring LRE in Separate Facilities	WDPI Education Consultants	<ul style="list-style-type: none"> • WDPI staff selected a random sample of IEPs of students attending separate schools for a compliance

C D			<p>review.</p> <ul style="list-style-type: none"> • The results of the compliance review were used to develop technical assistance on LRE. • LEAs were notified of any identified noncompliance and required to correct errors as soon as possible and no later than one year from identification. • WDPI will verification correction within one year of notification
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009.

State Performance Plan Improvement Activities			
<p>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.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
5 B D E F H	Assistive Technology Lending Center (ATLC)	WDPI ATLC grant liaison and CESA 2 lending center staff	<ul style="list-style-type: none"> • The ATLC is a new DPI IDEA discretionary grant awarded to CESA 2. • The intent of the ATLC is for the acquisition and loan of high-end AAC equipment to LEA staff at no cost. • The center and website, www.atclibrary.org, were worked on this year (September through November) and are now up and running. • An online catalogue is available and patrons can use the online system for check out. • Five new devices were purchased for the center. • A total of 41 patrons checked out AAC devices once the center was up and running, (December 2009 through June 2010).

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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
5 C D	Occupational Therapy and Physical Therapy Resource Guide	WDPI consultants Planning Committee	Completed Draft of <i>Resource and Planning Guide for School-Based Occupational Therapy and Physical Therapy</i> .

Categories:		Color Code:
A) Improve data collection/reporting or systems	F) Program development	Completed
B) Improve systems administration & monitoring	G) Collaboration/coordination	Continuing as stated in SPP
C) Provide training/professional development	H) Evaluation	New or revised activity
D) Provide technical assistance	I) Increase/adjust FTE	Activity Description
E) Clarify/examine/develop policies & procedures	J) Other	

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.

FFY	Measurable and Rigorous Target
2009 (2009-2010)	A. N/A B. N/A

Actual Target Data for 2009-10:

In the FFY 2010 submission, due February 1, 2012, a new baseline, targets, and, as needed, improvement activities will be established using the 2010-2011 data.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2009-10: Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009.

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:

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

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.

FFY	Measurable and Rigorous Target
<p>2009 (2009-2010)</p>	<p>Outcome A1: 79.2 % of those children who entered or exited the program below age expectations in Outcome A substantially increased their rate of growth by the time they exited the program</p> <p>Outcome A2: 69.7% of children were functioning within age expectations in Outcome A by the time they exited the program.</p> <p>Outcome B1: 82.1% of those children who entered or exited the program below age expectations in Outcome B substantially increased their rate of growth by the time they exited the program.</p> <p>Outcome B2: 61.9% of children were functioning within age expectations in Outcome B by the time they exited the program.</p> <p>Outcome C1: 82.0% of those children who entered or exited the program below age expectations in Outcome C substantially increased their rate of growth by the time they exited the program.</p> <p>Outcome C2: 80.4% of children were functioning within age expectations in Outcome C by the time they exited the program.</p>

Actual Target Data for FFY 2009:

A. Positive social-emotional skills (including social relationships):	Number of children	% of children
a. Percent of children who did not improve functioning	24	1.92%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	145	11.63%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	243	19.49%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	371	29.75%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	464	37.21%
Total	N=1,247	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	6	.48%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	183	14.68%

Part B State Annual Performance Report (APR) for 2009

c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	315	25.26%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	553	44.35%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	190	15.24%
Total	N=1,247	100%

C. Use of appropriate behaviors to meet their needs:	Number of children	% of children
a. Percent of children who did not improve functioning	13	1.04%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	91	7.30%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	152	12.19%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	370	29.67%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	621	49.80%
Total	N=1,247	100%

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.	78.4%
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.	67.0 %
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.	82.1%
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.	59.6%
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.	83.4%
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.	79.5%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:

For Outcome A, the State missed the target for Summary Statement 1 by 0.6% and for Summary Statement 2 by 2.5%.

For Outcome B, the State met the 82.1% target for Summary Statement 1. This result represents progress of 0.2% from FFY 2008. The State missed the Summary Statement 2 target by 2.3%. This represents slippage from FFY 2008 of 2.1%.

For Outcome C, the State exceeded the target for Summary Statement 1 by 1.4%. This result represents progress from the previous year of 1.6%. The State missed the target for Summary Statement 2 by 0.9%. This represents slippage from FFY 2008 of 0.8%.

WDPI attributes the progress made from FFY 2008 to 2009 to the following improvement activities:

- Technical assistance service providers including regional (CESA) Program Support Teachers (PSTs), Birth to 3 REsource staff, Head Start training and technical assistance staff participate in monthly Indicator calls with WDPI staff. These calls are one tool to communicate updates/changes/resources to support the early childhood indicators: #6 Preschool Environments, #7 Child Outcomes, #8 Parent Involvement, #12 Part C to B Transition. The monthly calls include discussion of best practice that lead to positive child outcomes.
- During the 2009-2010 school year, enhancements to the training materials focused on fidelity of the Child Outcomes Summary Form (COSF)/Decision Tree rating process. The enhancements centered on more consistent use of the process outlined in the Decision Tree to determine a child's rating in each of the three outcome areas and an accurate answer to the final question asked on the COSF - "Has the child made progress since the entry rating?"
- Members of Wisconsin's cross-disciplinary, collaborative Early Childhood Training and Technical Assistance cadre were trained as trainers in the Infant Toddler (58 trainers) and Preschool (62 trainers) content modules. Sixty-two of these individuals were trained to coach teachers and program leadership in program-wide implementation of the Pyramid Model. To plan for sustainability, 8 cross disciplinary state professional development providers (master cadre) were selected to receive additional support to sustain training and implementation efforts.
- Collaborative project with Birth to 3 coordinators and Early Childhood Special Education program support teachers to provide culturally responsive early childhood assessments. The project develops culturally responsive early childhood education and care practices, guidelines for culturally responsive early childhood special education screening and assessment practices, and a checklist for addressing disproportionality in early childhood programs. The purpose of this work is to ensure appropriate identification and provision of special education services to young Native American children and their families. The Early Childhood Project is working to establish partnerships between each of Wisconsin's eleven tribal nations and the school districts and county agencies that serve children from these tribal communities.

For those outcomes where slippage occurred, the following improvement activities will be implemented.

- Enhancing data quality continues to be a focus of LEA training and technical assistance. Child outcomes data is reviewed monthly to ensure complete and accurate reporting by LEAs. During the monthly Indicator calls the Child Outcomes Coordinator provides an overview of the current status of data submitted on the WDPI Special Education Web Portal. Emphasis is given to missing data (no data and/or children who have turned six who need exit data). Follow-up with the LEAs with missing data is provided by the Early Childhood Program Support Teachers in the form of email, phone calls and/or on-site technical assistance.

- The Child Outcomes Fidelity Self-Assessment provides consistency of procedures and ensures fidelity of the process across the Birth-to-Six community. A Child Outcomes Fidelity Self-Assessment was developed in 2009 for LEA or County Birth to 3 use. The Fidelity Self-Assessment will be a focus of the Spring 2011 trainings as a tool for LEA system enhancement.
- Beginning in July 2011, Wisconsin’s Part B programs will transition from a sampling data collection to census; WDPI will collect Indicator 7 data from every LEA annually. This will provide the opportunity for enhanced data analysis of the child outcomes data. Additionally, LEA staff involved in implementation of the child outcomes will be able to strengthen their knowledge and skills used in the rating process as it will be done on a regular and ongoing basis (as opposed to the current cycle of one cohort of children every five years).
- There are currently 17 trainings scheduled throughout the state of Wisconsin from mid-February thru mid-May 2011. LEAs are encouraged to send an early childhood team to the training, which will focus on collecting and analyzing data, using the COSF/Decision Tree and ongoing assessment, using the Indicator 7 application, and LEA Child Outcomes systems and procedures.
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WDPI implemented the improvement activities as outlined in the SPP, including the activities further described in the following table.

State Performance Plan Improvement Activities
<p>Data Collection and Reporting</p> <p>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 monitor data, compile reports, and analyze data.</p> <p>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.</p> <p>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.</p> <p>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.</p>

Part B State Annual Performance Report (APR) for 2009

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
7 A B	Indicator #7 (child outcomes) data is reported via the Special Education Web Portal. Enhancements are made to the Child Outcomes database as needed.	WDPI Data Personnel WDPI ECSE Consultant Child Outcomes Coordinator WDPI Internal Outcomes workgroup	In the 2009-2010 school year, no changes were made to the current database; however, discussions on future enhancements to the system took place between the Child Outcomes Coordinator and WDPI staff. Future enhancements will include a "Red Flag" system to indicate that a child has turned six and needs to be exited from the system.
7 C D	Training is conducted annually for each CESA, and targets LEAs scheduled to begin gathering child outcomes data in the upcoming year of the Self-Assessment Cycle. The training includes a database module and sample entries on the live database.	Child Outcomes Coordinator CESA Early Childhood Program Support Teachers (EC PST's) WDPI ECSE Consultant WDPI Internal Outcomes workgroup	11 CESA-wide trainings were done within the 2009-2010 year. At 3 CESAs, individualized, on-site training was conducted with all the upcoming LEA's in lieu of the group training.
7 B C	Resources, including a Database User Guide and archived Mediasite webcasts, are available at: http://www.dpi.State.wi.us/sped/spp-preout.html and	Child Outcomes Coordinator	In June 2010, the Collaborating Partner website was updated with a new look and organization. All Indicator #7 Child Outcomes training materials are

D	http://www.collaboratingpartners.com/disabilities-indicators-3-7-requirements-forms.php .	CESA 5 Website Technical Support WDPI ECSE Consultant	available on the improved site at http://www.collaboratingpartners.com/disabilities-indicators-3-7-about.php .
7 B C D	Monthly data reviews are conducted by the Statewide Child Outcomes Coordinator to inform individualized technical assistance to LEAs.	Child Outcomes Coordinator EC PST's WDPI ECSE Consultant WDPI Data personnel WDPI Internal Outcomes workgroup	Enhancing data quality was the focus of the 2009-2010 data reviews. The review included LEAs from the 2008-2009 and 2009-2010 cycle years and LEAs that needed to enter exit data for children who had turned 6. Informational updates were given to the EC PSTs during the Monthly Indicator Calls. During Oct, Nov, and Dec 2009 individualized follow-up via phone, email and/or on-site visits was done by the EC PSTs to the districts from the 2008-2009 cycle year.

Training and Technical Assistance System
 The Statewide Child Outcomes Coordinator position provides coordination of the statewide child outcome system. Guidance and support to the Coordinator comes from WDPI staff, the Wisconsin Birth-6 Special Education Leadership Team, and the WDPI/WDHS Child Outcomes Workgroup.

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.

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: <http://www.collaboratingpartners.com/disabilities-indicators-3-7-about.php>.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
7 B C	The Statewide Early Childhood Outcomes Coordinator position provides coordination of the statewide child outcome system.	Child Outcomes Coordinator	The Child Outcomes Coordinator position continues through collaboration with CESA 5. During the 2009-2010 year, emphasis was given by the coordinator on training and support in the development of the state targets for Indicator #7. Training and discussion with the WDPI Stakeholder group was conducted by the Coordination in the setting of the targets. Other items given heightened emphasis during the 09-10 year include: continued work on enhancing data quality, updating of the Child Outcomes FAQ, enhancing the Wisconsin’s Children Moving Forward training materials, and initial development of a data analysis process.
7 A B C	The <i>Wisconsin’s Children Moving Forward</i> – Child Outcomes training materials are reviewed and updated annually based on enhancements and/or new information learned from the National Early Childhood Technical Assistance Center (NECTAC) and the Early Childhood Outcomes (ECO)	State Child Outcomes Workgroup Child Outcomes Coordinator WDPI ECSE Consultant	During the 2009-2010 year, enhancements to the training materials focused on enhancing fidelity of the Child Outcomes Summary Form / Decision Tree rating process. The enhancements centered on more consistent use of the process outlined in the Decision Tree to determine a child’s rating in each of the three outcomes and an accurate answer to the final question asked on the COSF - “Has the child made progress since the entry rating?”

	center.	WDPI Internal Outcomes workgroup EC PSTs B-3 RESource Staff	
7 B C D F	New materials are developed as needed to enhance communication about this indicator and to enhance the fidelity of the child outcomes process.	State Child Outcomes Workgroup Statewide B-6 Leadership Team FACETS WDPI Internal Outcomes workgroup	A Child Outcomes Fidelity Self-Assessment was developed in 2009 for use by LEAs and county B-3 programs to assess their current child outcomes system practices. The Fidelity Self-Assessment may be used by LEA staff to conduct a self-assessment independently or by EC PSTs as talking points when providing T/TA. Next steps in support and/or professional development to an LEA can be developed in conjunction with use of the Fidelity Self-Assessment. The Child Outcomes Fidelity Self-Assessment is incorporated into the CESA child outcomes trainings and is available on the Collaborating Partners website at http://www.collaboratingpartners.com/disabilities-indicators-3-7-requirements-forms.php . <i>An Introduction to Child Outcomes</i> , a brochure that can be shared with parents and family members to explain the child outcomes indicator, how the information is used, and how families are involved in the process, was developed in the spring of 2010. The brochure was a collaborative effort between the Child Outcomes Workgroup members and personnel from WI FACETS. The brochure is available on the Collaborating Partners website at http://www.collaboratingpartners.com/disabilities-indicators-3-7-family-resources.php and the WDPI Indicator 7 website at http://www.dpi.wi.gov/sped/pdf/spp7-brochure-moving-forward.pdf .
7 B C	Annual trainings are held at the CESAs. Individualized T/TA is provided to LEAs unable to attend the CESA-wide trainings and/or to provide follow-up in setting up the LEA child outcomes system.	Child Outcomes Coordinator EC PSTs WDPI ECSE Consultant	11 CESA-wide trainings were held during the 2009-2010 year. Additional individualized, on-site training was held with all the upcoming LEA's in lieu of the group training. During the 2009- 2010 year, many LEAs received individualized on-site T/TA from a CESA Program Support staff person and/or the Statewide Child Outcomes Coordinator.
7 B C	Monthly Indicator Calls are done with EC PSTs, B-3 RESource staff, Head Start	WDPI & WDH staff	During the 2009-2010 year, 7 indicator calls were conducted between the months of September and June. The calls are done collaboratively by WDPI, WDHS, and the statewide Child Outcomes Coordinator. In February 2010,

Part B State Annual Performance Report (APR) for 2009

D F	T/TA staff, and other WDPI staff to provide communication on resources and updates specifically on the early childhood indicators: #6 Preschool Settings #7 Child Outcomes #8 Parent Involvement #12 Part C to B Transition	Child Outcomes Coordinator B-3 RESource UW Waisman Center Staff Head Start T/TA Staff	the conference call format transitioned to a web-conferencing format to enable all participants to view a common PowerPoint. During the monthly call, data, new or revised materials, and T/TA are discussed.
7 C G	Quarterly meetings for sharing and updating of resources, policies and procedures are held with CESA and MPS PST's.	WDPI staffs Child Outcomes Coordinator EC PST's WDPI ECSE Consultant B-3 RESource	In conjunction with the T/TA EC meetings, Indicator 7 meetings were held in November 2009 and May 2010.
7 C G	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, WECPP, WCASS, FACETS, WI RSNs, FACETS, and the state Early Childhood Training and Technical Assistance Network	Child Outcomes Coordinator EC PST's WDPI Staff	During the 2009-2010 year, a group presented at the State Superintendent's Special Education Leadership Conference on updated policies and procedures. A conference call was held for WI FACETS state personnel with the purpose of informing staff of the child outcomes indicator state system and to get their input on the development of a brochure for families. A presentation on the State Performance Plan early childhood indicators including #6 Preschool Settings, #7 Child Outcomes, and #12 Part C to B Transition was delivered as part of the November 2009 meeting of Early Childhood Training and Technical Assistance providers.
7 B	The WI Personnel Development Model serves	Child Outcomes	A narrated PowerPoint on the topic of ongoing assessment was developed and available on

<p>C D G</p>	<p>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.</p>	<p>Coordinator SPDG EC Hub WDPI ECSE Consultant</p>	<p>http://www.collaboratingpartners.com/conference/player.html. This PowerPoint is used within the statewide Wisconsin Model Early Learning Standards training as well as the Child Outcomes trainings.</p> <p>A new network, the WI Early Childhood Training and Technical Assistance Network, was formed to bring together all groups within the state who provide T/TA to early childhood professionals within the state. Planning and development was done collaboratively with SPDG EC Hub members, child outcomes coordinator, B-3 RESource, the Wisconsin Early Childhood Association (WECA), WDPI, WDCF, and EC PSTs. A two-day meeting was held in November 2009 with the intent of informing T/TA providers about key Wisconsin early childhood initiatives, including all the state early childhood indicators, to build potential collaborations in providing T/TA.</p>
<p>7 B C G</p>	<p>Both the Wisconsin Early Childhood Collaborating Partners (WECCP) and WDPI Indicator 7 websites serve as an informative website for information related to Child Outcomes</p>	<p>CESA 5 Staff & Website Technical Support Child Outcomes Coordinator WDPI ECSE Consultant WDPI Internal Outcomes workgroup</p>	<p>In June 2010 the WECCP website was updated. All Indicator #7 Child Outcomes training materials are available on the new and improved site.</p> <p>Both the WECCP and WDPI websites are updated on a monthly basis to include new materials and T/TA.</p>
<p>Birth-to-Six Collaborative System</p> <p>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.</p> <p>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.</p>			

<p>Each department has established web pages on their own website to serve as the primary web source for their related stakeholders.</p> <p>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.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
7 B C D E F G E	The Child Outcomes Workgroup meets monthly (or more as needed).	State Child Outcomes Workgroup	<p>During the 2009-2010 year the workgroup met 9 times. Activities addressed during the year included target setting, development of a PowerPoint on target setting for use with stakeholders and T/TA providers, development of new materials for parents, revision of the Q & A document, integration of the COSF rating process into the IFSP/IEP, and data analysis.</p> <p>The Child Outcomes Coordinator participated in 5 meetings of the state B-6 Special Education Leadership team to share updates of the statewide child outcomes system and workgroup activities.</p>
7 B C D E	The Child Outcomes Q & A serves as the document that outlines current B-6 Child Outcomes policies and procedures. A review of existing procedures is ongoing as the system evolves as a joint project of the Birth to Six OSEP Child Outcomes system in Wisconsin. Revision of the Child Outcomes Q & A document is focused on providing consistency of procedures and messages between both WDPI and WDHS. Additional questions and answers have been addressed as the system evolves.	<p>State Child Outcomes Workgroup</p> <p>WDPI Internal Outcomes workgroup</p>	<p>Modifications to the current Child Outcomes Q & A were a main focus of the Child Outcomes Workgroup throughout the 2009-2010 year. The document was reorganized and procedures were updated in response to common questions that are received from county B-3 and LEA staff throughout the year. The policies and procedures were discussed and developed jointly to ensure a Birth-to-Six perspective. Revisions to the current document were completed in the spring of 2010.</p>
7 B C	The Child Outcomes Fidelity Self-Assessment provides consistency of procedures and	Child Outcomes Workgroup	<p>A Child Outcomes Fidelity Self-Assessment was developed in 2009 for use by LEAs and county B-3 programs to assess their current child outcomes system practices. The Fidelity Self-Assessment may be used by county B-3</p>

D E F	ensures fidelity of the process across the Birth-to-Six community.	EC PSTs WDPI staff	staff and LEA staff to conduct a self-assessment independently or by RESource T/TA staff and CESA PSTs as talking points when providing T/TA. The Child Outcomes Fidelity Self-Assessment can be found at http://www.collaboratingpartners.com/disabilities-indicators-3-7-requirements-forms.php .
7 G	WDHS and WDPI attend meetings of the Wisconsin Early Childhood Collaboration Partners State Action Team (WECCP) and the Early Learning Committee to assure involvement of the general education community.	Child Outcomes Coordinator WDPI staff	A joint project between WECCP and the Child Outcomes Coordinator was the development of a narrated PowerPoint on the topic of ongoing assessment. The development of the PowerPoint was developed under the direction of the Child Outcomes Coordinator and Mary McLean, who is a national expert on the topic of early childhood assessment and serves as a consultant to the Child Outcomes Workgroup. The PowerPoint was used for the November 2009 WECCP video conference and is available on the Collaborating Partners website (http://www.collaboratingpartners.com). This PowerPoint is used within the statewide Wisconsin Model Early Learning Standards training as well as the Child Outcomes trainings.
7 G	An Interagency Agreement Workgroup developed and periodically update State Interagency Agreements, which describe the responsibilities of each department specific to implementing IDEA 2004 and State policy. Areas addressed include but not limited to: child find, transition, evaluation, environments, outcomes, service delivery, and professional development.	State Interagency Agreement Team Assistant Director WDPI Legal Services and staff	<p>The Interagency Agreement Workgroup continues to oversee the work related to the Primary interagency agreement between WDPI and WDHS. This team includes representation from WDPI, WDHS, McKinney Vento, the Head Start Collaboration Project, the Great Lakes Intertribal Council, and the Parent Training Center FACETS.</p> <p>Specific policy and procedure development has been the focus of this work during the 2009-2010 year. Work has continued on bulletins and policies. Due to the delay in the release of the Part C regulations, final approval of these policies and bulletins has been delayed.</p> <p>A separate interagency agreement was created last year and continues to be in place to clarify the WDPI and WDHS roles and responsibilities regarding the development and maintenance of the Program Participation System.</p> <p>LEAs and B-3 agencies continued to meet to review interagency agreements. WDPI technical assistance partners (i.e. Resource, early childhood program support teachers, Regional Service Network Providers) have helped to facilitate these meetings between local school districts and their county Birth to 3 agencies.</p>
<p>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</p>			

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.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
7 B E F G H	Training and technical assistance is utilized from NECTAC, ECO and NCRRC to support the development and/or improvement of Indicator 7 policies and procedures.	WDPI staff Child Outcomes Coordinator	The Child Outcomes Coordinator and a consultant participated in the Family and Child Outcomes Conference, including the pre-conference session on data analysis, in December 2009.
7 B E F G H	Technical assistance from NECTAC and ECO is utilized to assist in setting targets in regard to Wisconsin's sampling process for child outcomes.	WDPI staff Child Outcomes Coordinator	In November and December 2009, WDPI and Child Outcomes Coordinator requested assistance from ECO to help set targets for Indicator #7. WDPI staff and the Child Outcomes Coordinator participated in a NECTAC conference call conducted specifically for state's utilizing a sampling strategy for Indicator #7.

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 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, NECTAC 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.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
7 B D E	The Child Outcomes Fidelity Self-Assessment was developed to support consistent processes being utilized across all LEAs	Child Outcomes Workgroup	The Child Outcomes Fidelity Self-Assessment was developed in 2009 for use by LEA's and county B-3 programs to assess their current child outcomes system practices. The Fidelity Self-Assessment may be used by LEA staff to conduct a self-assessment independently or by CESA

H	and enhanced data quality statewide.	CESA EC PST's	PST's as talking points when providing T/TA. Next steps in support and/or professional development to an LEA can be developed in conjunction with use of the Fidelity Self-Assessment. The Child Outcomes Fidelity Self-Assessment is incorporated into the CESA child outcomes trainings and is also available on the Collaborating Partners website
7 B F H	Regional and/or national technical assistance is utilized whenever possible to enhance strategies that assure data quality, validity and reliability.	Child Outcomes Coordinator Child Outcomes consultant	The Child Outcomes Coordinator and a consultant participated in the 2009 Child and Family Outcomes conference and attended workshops on enhancing data quality and analysis. The Child Outcomes Coordinator also participated in the COSF CoP conference calls throughout the year. The content of the calls focused on sharing of training and technical assistance utilized by states to enhance quality of the COSF decision making process.

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.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
7 A B D H	Child outcomes data is reviewed monthly to review complete and accurate reporting by LEA's.	Child Outcomes Coordinator CESA EC PST's	During the monthly Indicator Calls the Child Outcomes Coordinator provides a review of the current status of data submitted on the DPI Special Education Web Portal. Emphasis is given to missing data (no data and/or children who have turned six who need exit data). Follow-up with the LEA's with missing data is provided by the EC PST's in the form of email, phone calls and/or on-site technical assistance.
7 A B F H	Data analysis to identify trends and or patterns is done to inform training and technical assistance.	Child Outcomes Workgroup CESA EC PST's	During the 2009-2010 year, in preparation for setting targets, data from the 06-07, 07-08, and 08-09 years were compiled and analyzed to identify possible trends by CESA area. The age of child at entry, length of time in service, and data outliers were also analyzed. Data outliers (e.g. LEA's with high percentages in Progress Category #1) were identified for individualized technical assistance from the Statewide Child

			<p>Outcomes Coordinator and/or the CESA EC PST.</p> <p>Because Wisconsin currently utilizes a sampling strategy for Part B the sampling size for many individual LEA's is very small (1-5 children) which limits the ability to analyze the impact of the child outcomes data. Discussions took place within the Child Outcomes Workgroup and within WDPI to explore the possibilities of enhanced data analysis beginning with the new cycle in 2011. Expanding the availability of additional data (e.g. child disability, size of district, percent of poverty being served by a district, and placement type) for data analysis is being discussed.</p>
7 A B F	National technical assistance from NECTAC and ECO is utilized whenever possible to enhance current data analysis processes being utilized.		<p>The Child Outcomes Coordinator and a consultant participated in the 2009 Child & Family Outcomes pre-conference session on data analysis. The Child Outcomes Coordinator participates whenever possible in COSF Data CoP conference calls facilitated by ECO staff. The content of the 2009-2010 calls focused on data analysis.</p>
<p>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.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
7 G	<p><i>CREATE: - Culturally Responsive Early Childhood Project (CESA 8) (\$80,660)</i></p>		<p><i>Culturally Responsive Early Childhood Project (CESA 8)</i> Collaborative project with tribal birth-to-3 coordinators and Early Childhood Special Education program support staff to provide culturally responsive early childhood assessments. The project develops culturally responsive early childhood education and care practices, guidelines for culturally responsive early childhood special education screening and assessment practices and a checklist for addressing disproportionality in early childhood programs. The purpose of this work is to ensure appropriate identification and provision of special education services to young Native American children and their families. The Early Childhood Project is working to establish partnerships between each of Wisconsin's eleven tribal nations and the school districts and county agencies that serve children from these tribal communities Development and Dissemination of Culturally Responsive Early Childhood Practice Resources. Project staff have engaged in the following tasks related to the development and dissemination of culturally responsive resources:</p> <ul style="list-style-type: none"> • Developed and disseminated guidelines for culturally responsive early childhood education and care practices to Child Care Resource and Referral Agencies in Wisconsin.

			<ul style="list-style-type: none"> • Engaged in ongoing review of culturally relevant studies, articles, reports, documents, policy statements, and curriculum and program models to identify resources pertaining to the education and care of young Native American children with and without disabilities. • Disseminated resources to CESA Early Childhood Special Education Program Support Teachers and Resource Birth to 3 Coordinators. Resources included information on best practices and materials for young Native American children and their families both in general and special education. The materials selected can be incorporated into existing professional development activities that address State Performance Plan indicators. • Worked in partnership with the State Interagency Agreement Leadership Team, GLITC, and members of an early childhood tribal focus group to obtain commitments from tribal communities to take part in data collection and analysis of current policies and practices related to screenings, referrals, assessments, and eligibility and placement options in these communities. The purpose of this effort is to obtain baseline data to inform decision making. Data collection with the Forest County Potawatomi tribe began in July 2009 and with neighboring school districts in September 2009. • Began to coordinate efforts with other state early childhood initiatives to ensure projects are culturally responsive. In 2009–10 project staff plan contributed information and resources to Websites such as the following: <ul style="list-style-type: none"> ▪ Wisconsin Early Childhood Collaborating Partners (Screening and Assessment) www.collaboratingpartners.com/screen_assess.htm <p>Preschool Options: Least Restrictive Environments</p>
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009:

<p>State Performance Plan Improvement Activities</p>
<p>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</p>

<p>Learning to develop the capacity to implement the Pyramid Model program wide.</p> <p>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.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
7 F G	<p>In partnership with the Center on the Social Emotional Foundations of Early Learning (CSEFEL), comprehensive, cross-disciplinary professional development to support professionals working to ensure social and emotional well-being of infant, young children and their families. Build state infrastructure to support program-wide implementation of the Pyramid Model for Social Emotional Competence in Young Children.</p>	<p>Wisconsin’s SEFEL/ Pyramid Model leadership team, State Coordinator Training coordinator WDPI ECSE Consultant</p>	<p>Members of Wisconsin’s cross-disciplinary, collaborative Early Childhood Training and Technical Assistance cadre were trained as trainers in the Infant Toddler (58 trainers) and Preschool (62 trainers) content modules. Sixty-two of these individuals were trained to coach teachers and program leadership in program-wide implementation of the Pyramid Model. To plan for sustainability, 8 cross disciplinary state professional development providers (master cadre) were selected to receive additional support to sustain training and implementation efforts after the CSEFEL grant ends.</p> <p>Five demonstration and 8 pilot sites were selected to implement the Pyramid Model program wide, utilizing data based decision making and targeted professional development.</p>
<p>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.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
7 B D E F H	<p>Assistive Technology Lending Center (ATLC)</p>	<p>WDPI ATLC grant liaison and CESA 2 lending center staff</p>	<ul style="list-style-type: none"> • The ATLC is a new DPI IDEA discretionary grant awarded to CESA 2. • The intent of the ATLC is for the acquisition and loan of high-end AAC equipment to LEA staff at no cost. • The center and website, www.atlclibrary.org, were worked on this year (September through November) and are now up and

			<p>running.</p> <ul style="list-style-type: none"> An online catalogue is available and patrons can use the online system for check out. Five new devices were purchased for the center. <p>A total of 41 patrons checked out AAC devices once the center was up and running, (December 2009 through June 2010).</p>
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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 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).

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
7 F G	WESP-DHH Consultation	WDPI Outreach staff	The WDPI Outreach staff provides ongoing consultation for infant/toddlers and preschoolers statewide. During 2009-2010, 18 referrals for Specific Child Consultation B-6 were made.
7 F G	WESP-DHH Trainings/Conferences: Local/Regional/Statewide	WDPI Outreach staff	The following trainings were completed during 2009-2010: Annual Deaf Mentor Training, Annual Guide by Your Side Training, Annual Professional Conference, in-services/workshops as requested around the

	Trainings related to supporting language, literacy, social emotional and cognitive/academic development for children who are deaf or hard of hearing.		state in school districts, and in-services/workshops as requested in counties for B-3 Programs.
7 C D F	Deaf Mentor Program	WDPI Outreach staff	Deaf Mentor Program: Sign language immersion program for children and families who want to learn ASL. Mentors work collaboratively with families, B-3 Programs and School Districts. Focus on language and social emotional development.
7 C D F	Guide By Your Side Program	WDPI Outreach staff	Guide By Your Side Program: Second year of expansion to include support around transition from Part C to Part B. Family focus and support in identifying child's unique needs around language, social emotional, literacy and academic development. Program served 62 families during 2009-2010.
7 C D F	Home Early Listening Program -Babies and Hearing Loss Notebook	WDPI Outreach staff	Home Early Listening Program (HELP): Began implementation of the HELP program which supports families and providers in developing listening and spoken language skills. Strategies are imbedded in daily communication, literacy, play and social-emotional interactions. Program began HELP consultation visits in the Spring of 2009. 2 HELP consultants were hired and have worked with 3 families.
7	WESP-DHH B-6 ARRA Funded Pilot: W. Region Redesign-Regional Services Coordinator	WDPI Outreach staff Regional Services Coordinator	Hired a Regional Services Coordinator and goals for the pilot design were developed during 2009-2010. Regional strengths and needs assessment was completed, and information will be used to organize targeted training for a Regional Team (training will occur 10/2010 and 12/2010). The Regional Services Coordinator completed a "needs" assessment for the Western Region related to supports and information to improve access to, and to develop quality services. Potential Regional Team members have been identified and a draft of Service Provision Framework has been developed.

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

Part B State Annual Performance Report (APR) for 2009

those provided by Wisconsin Model Early Learning Standards, Preschool Options, and Wisconsin Pyramid Model for social emotional competence.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
7 C D G	The DLL Leadership Team and steering committee was formed in May and June 2010. The team is comprised of stakeholders from a variety of state organizations.	WDPI ECSE Consultant	Stakeholders met in May and June 2010 and a DLL Leadership Team was developed. In addition, a steering committee, for the large DLL Leadership Team, developed specific goals for the Team. A major goal was to develop online training modules and reference guides for professionals working with young dual language learners. A work plan was created and included developing modules and resources for the 2010-2011 year. More information on the DLL initiative can be found at http://www.collaboratingpartners.com/curriculum-assessment-dual-language-learners.php .

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	Color Code: Completed Continuing as stated in SPP New or revised activity Activity Description
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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.

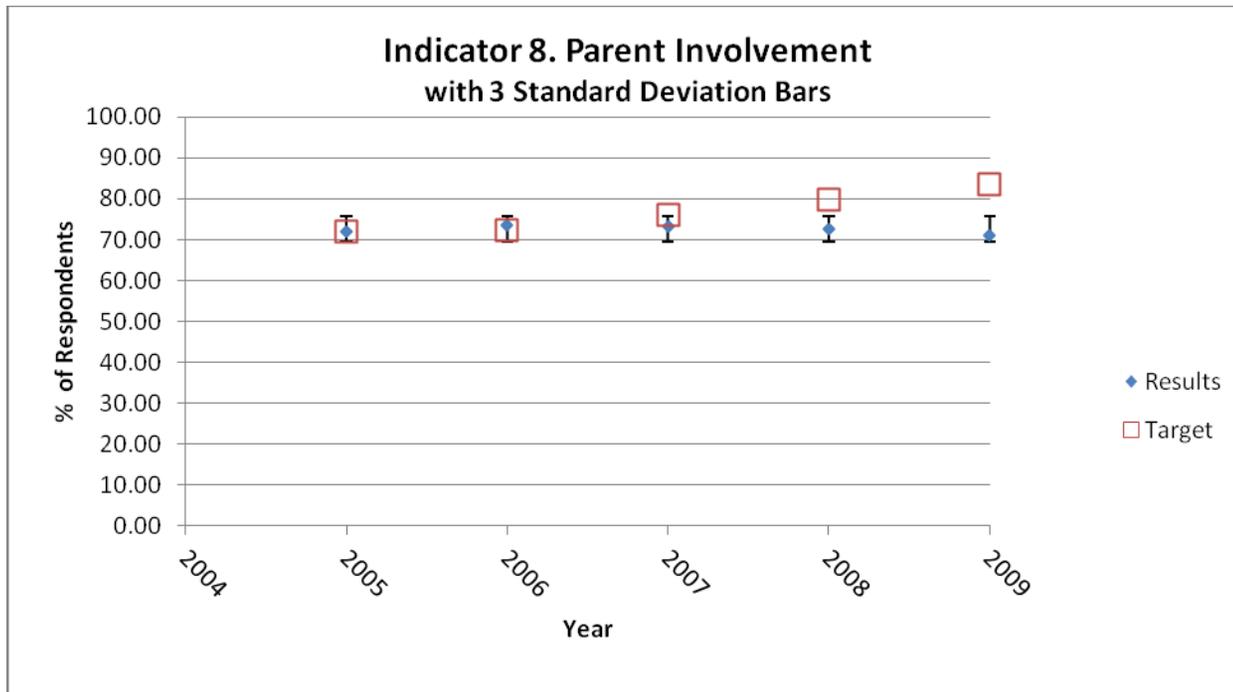
(20 U.S.C. 1416(a)(3)(A))

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.

FFY	Measurable and Rigorous Target
<p>2009 (2009-2010)</p>	<p>70% of parents with a child receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.</p>

Measurable and Rigorous Targets

In January 2011, WDPI met with stakeholders to review progress on this indicator. The State now has five years of data on Indicator 8. The Indicator 8 results over these five years have been very consistent, with the mean ranging from 73.5% to 70.99%. When the targets for this indicator were set in 2005-06, the stakeholders had only one data point upon which to make predictions about future performance. In 2008, the targets began exceeding the range that could be reasonably expected, given a 5% margin of error and three standard deviations from the trend mean (see graph below).



The five years of trend data were used to set the realistic, yet rigorous targets below. WDPI provided Council members 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. With Council input, WDPI set new annual targets for FFY 2008 through FFY 2012. The FFY 2012 target of 77.5% exceeds three standard deviations from the mean (approximately 75%) and was set high in light of the various statewide initiatives being implemented by WDPI and collaborating partners.

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.

Actual Target Data for FFY 2009:

Based on the 2009-2010 distribution of proportionate agreement, 70.99% of respondent parents reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities. The State met the target for FFY 2009.

Table 1 provides the number of respondent parents and results for each survey used.

Table 1: Results For Each Survey Used		
Survey	N = Number of Respondent Parents	Lowest % Agreement of Performance Measures
Part B Survey	1,299	70.0
619 Survey	213	77.0

Computational details are shown below:

$(a+b) / (\text{Total N for 619 \& Part B Data}) = \text{final combined percentage for 2009-2010}$

Part B State Annual Performance Report (APR) for 2009

a = N for Part B Data * (percent result for lowest % Agreement of Performance Measures for Part B)
b = N for 619 Data * (percent result for lowest % Agreement of Performance Measures for 619 Data)

$$a = 1299 * .70 = 909.3$$

$$b = 213 * .77 = 164.01$$

$$\text{Total N} = 1,299 + 213 = 1,512$$

Final Combined Percentage for 2009-2010 =

$$(909.3 + 164.01) / 1512$$

$$1073.31 / 1512$$

$$.70986111$$

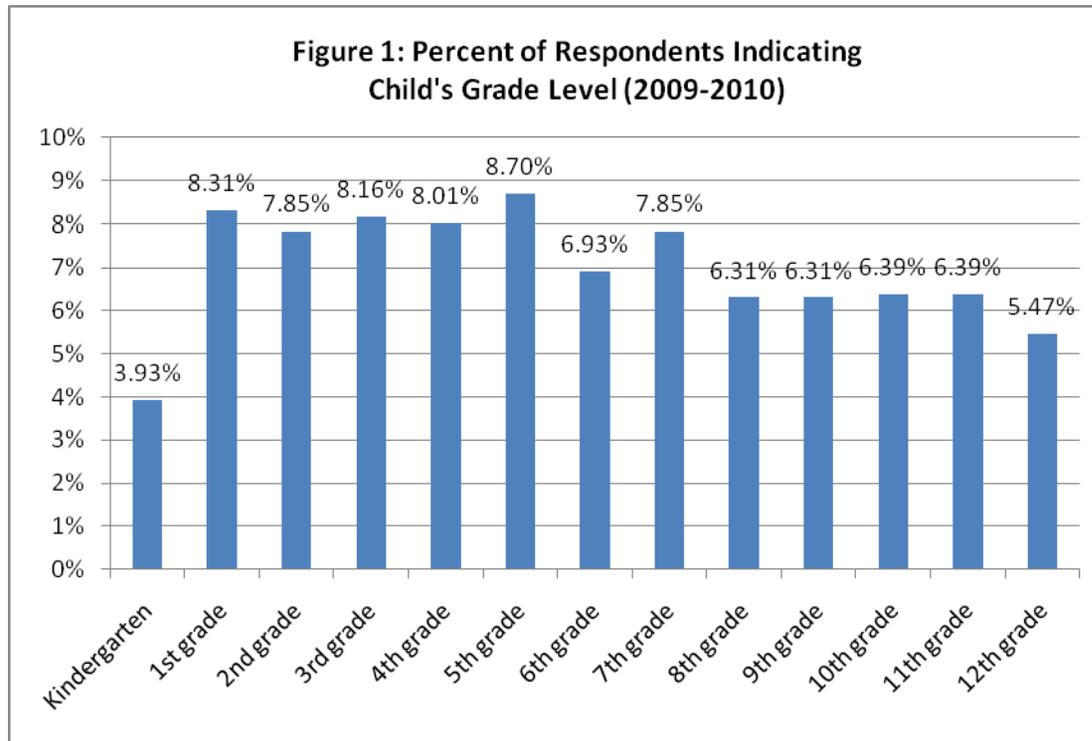
$$70.99\%$$

Respondent Characteristics

The 2009-2010 data was compiled from 1,512 parents and primary caregivers. This number represents a total of 1,299 parents who provided valid responses to the Wisconsin Part B Survey and 213 parents who provided valid responses to the 619 Survey. Initially, the State selected a statewide random sample of 4,461 parents, resulting in a response rate of 34%. According to the *Part B State Performance Plan/Annual Performance Report: 2009 Indicator Analysis*, 20% of States experienced a response rate between 20% and 29% with an average response rate of 22.93% for all States. Wisconsin's response rate exceeds that of most States and compares very favorably with the FFY 2008 rate of 27%.

Student Characteristics Indicated by Respondent: Grade

To illustrate overall distribution of the sample, Figure 1 was generated to show grade-level representation of the children whose parents submitted a valid survey. As can be seen, the distribution is fairly consistent across most grade levels.



Student Characteristics Indicated by Respondent: Race, Ethnicity, and Geographic Demographics

In addition to examining grade level representation, an analysis was conducted to obtain an estimate of the respondent demographics based on race and ethnicity. Table 2 summarizes the representation of children in race and ethnicity categories in the Part B and 619 respondent groups as reported by parents completing the survey. One thousand, one-hundred eighty (1,180) of the total respondents from Part B provided a response to this demographic item, while two-hundred thirteen (213) of the respondents from the 619 survey did likewise. Compared to the Part B FFY 2008 respondent sample, it was found that greater numbers of parents of students identified as Asian or Pacific Islander, Black or African American, Hispanic or Latino, and Multi-racial were represented in the current sample. In contrast, fewer respondents represented students in American Indian or Alaskan Native, and White populations. For the 619 Survey, more parents of students identified as Asian or Pacific Islander, Black or African American, Hispanic or Latino, and Multi-racial were included in FFY 2009.

Race/Ethnicity	Part B Survey (N=1180)	619 Survey (N=213)
American Indian or Native Alaskan	0.6	0.5
Asian or Pacific Islander	1.6	3.8
Black or African American	7.4	6.6
Hispanic or Latino	4.3	4.7
Multi-racial	2.9	6.1
White	74.0	71.8
Other	0.0	0.5

Table 3 summarizes the representation of children in disability categories by the Part B and 619 respondent groups. One thousand, one hundred and four (1,104) respondents from Part B responded to this demographic item. For the 619 survey, 189 respondents responded similarly. Compared to the Part B FFY 2008 respondents, more parents of students in categories of Hearing Impairment, Other Health Impairment, and Visual Impairment were observed in the FFY 2009 respondent group. Compared to the FFY 2008 619 Survey, more parents of children in the Autism, Emotional Behavioral Disability, Orthopedic Impairment, Significant Developmental Delay, Specific Learning Disability, and Visual Impairment categories were observed in the FFY 2009 respondent group. Fewer respondents with children representing the Autism, Cognitive Disability, Emotional Behavioral Disability, Significant Developmental Delay, Specific Learning Disability, Speech/Language Impairment, and Traumatic Brain Injury categories were found in the Part B survey. With regard to the 619 Survey, there were fewer numbers of parents of children representing the Cognitive Disability, Hearing Impairment, Other Health Impairment, Speech/Language Impairment, and Traumatic Brain Injury categories.

Disability	Part B Survey (N=1104)	619 Survey (N=189)
Autism	8.9	6.1
Cognitive Disability	7.6	1.9
Emotional Behavioral Disability	7.2	2.3
Hearing Impairment	1.6	0.9
Orthopedic Impairment	0.9	2.3
Other Health Impairment	7.7	3.3

Part B State Annual Performance Report (APR) for 2009

Wisconsin
State

Significant Developmental Delay	2.8	10.8
Specific Learning Disability	24.4	2.3
Speech/Language Impairment	22.9	56.8
Traumatic Brain Injury	0.4	0.9
Visual Impairment	0.6	0.9

Reliability Analysis

In addition to ascertaining the degree to which the current data are valid, the issue of reliability must also be addressed since both elements are critical in obtaining results which can be used for improvement planning. In order to analyze the reliability of this data, a Cronbach's Alpha analysis was conducted. This statistic provides a measure of internal consistency; that is, how well the items in the survey are measuring the same concept. Reliability estimates can range from 1.0 to 0.0 (zero), where reliabilities close to 1.0 are considered to be very good, while estimates close to 0.0 represent very poor internal consistency. The reliability estimates calculated for the performance measures of the Part B survey yielded an item reliability of .927, while the reliability estimates calculated for the performance measures for the 619 survey were calculated at .943. These estimates indicated that the survey has demonstrated a high level of reliability based on widely recognized standards of measurement.

Performance Measure Percentages

Figure 2 presents the distribution of percent parent agreement with the entire set of 17 performance measures of the 619 survey. Each bar on the graph represents one item on the survey given to parents of 3 to 5 year olds. The items are statements about practices that schools use to involve parents. The percentage at the top of each bar tells the percent of parents of 3 to 5 year olds that agreed with the statement. For example, 77% of parents of 3 to 5 year olds agreed with the statement in item Q21, "The School explains what options parents have if they disagree with a decision of the school." Item performance measures ranged from a low of 77% to a high of 92% with a median at 89%. These results were consistent with what was observed on the FFY 2008 SPP/APR.

Figure 2: Percent of Parents Endorsing 619 Item Performance Measures (2009-2010)

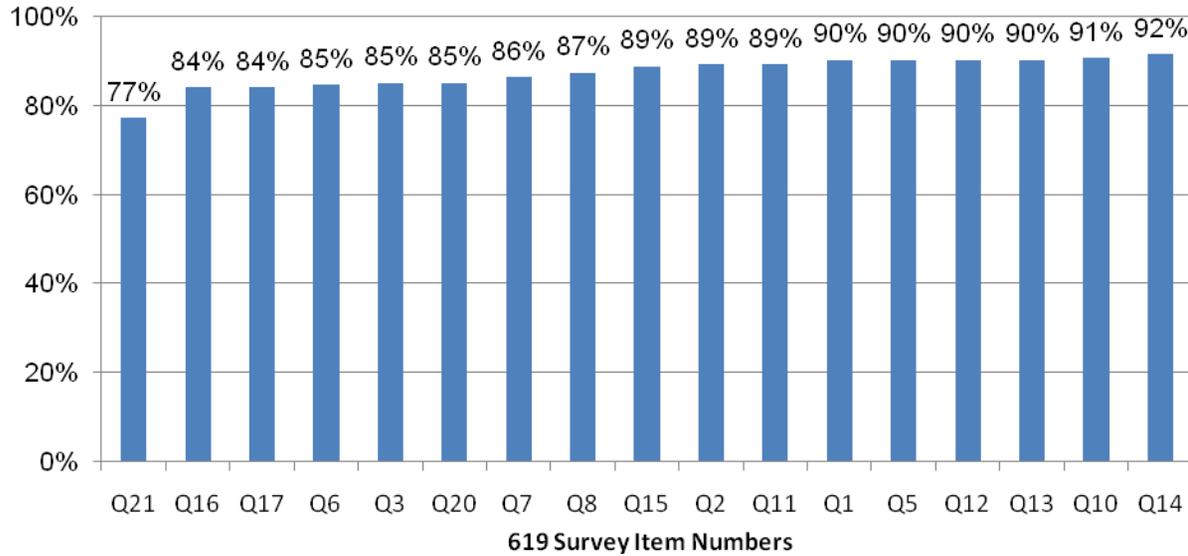
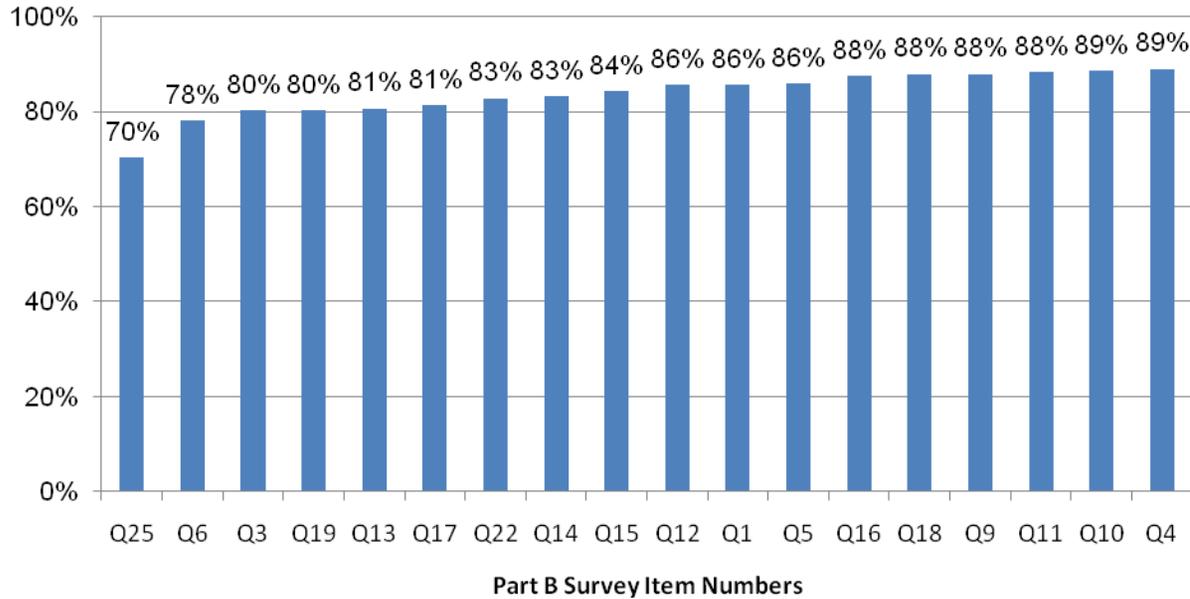


Figure 3 presents the distribution of percent parent agreement with the entire set of 18 performance measures of the Part B survey. Each bar on the graph represents one item on the survey given to parents of 6 to 21 year olds. The items are statements about practices that schools use to involve parents. The percentage at the top of each bar tells the percent of parents of 6 to 21 year olds that agreed with the statement. For example, 70 % of parents of 6 to 21 year olds agreed with the statement in item Q25, "The School explains what options parents have if they disagree with a decision of the school." Percent of agreement for each performance measure ranged from a low of 70% to a high of 89%, with the median at 84%. These results were lower than the results reported on the FFY 2008 APR.

Figure 3: Percent of Parents Endorsing Part B Performance Measures (2009-2010)



Research suggests that students with involved parents, regardless of background, are more likely to earn higher grades and test scores, be promoted and earn credits, attend school more regularly, demonstrate appropriate social skills, 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.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:

Explanation of Progress or Slippage

In FFY 2008, the actual target data was calculated at 72.77%, while the current FFY actual target data was calculated at 70.99%, representing a difference of 1.78%. The confidence intervals around such results strongly suggest that the State maintained its performance and that neither significant progress nor slippage occurred. The experience of other states with Indicator 8 data also suggests that one of the results of engaging a larger group of respondents, as evidenced by a larger return rate, is a decrease in performance results.

Discussion of Improvement Activities Completed

WDPI implemented the improvement activities as outlined in the SPP, including the activities further described in the following table.

State Performance Plan Improvement Activities			
<p>Wisconsin Statewide Parent-Educator Initiative (http://dpi.wi.gov/sped/parent.html)</p> <p>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 parent liaisons, based in the Cooperative Educational Service Agencies (CESA), 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) 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 to shared decision making and children's learning. It supports increased sharing of information through networking meetings, conferences, person-to-person contact, and media.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
8 C	<p>Wisconsin Statewide Parent Educator Initiative (WSPEI) Group Training at Conferences</p> <p>a. Parent-educator teams trained by the REACH initiative will train groups of educators and parents in each of the four regional REACH centers and MPS on effective parent involvement practices for schools.</p> <p>WSPEI in collaboration with REACH will provide educator training in Parent Involvement to LEAs.</p>	<p>WSPEI consultant and REACH Initiative consultant</p>	<p>a. During FFY2009, parent-educator teams trained groups of educators and parents on effective parent involvement practices for schools. WDPI, REACH and WSPEI staff collaborated to convert two training modules into online courses, in order to make the personnel development more accessible to teachers and administrators.</p>

	<p>b. WDPI will cosponsor the Annual Parent Leadership Conference and the Milwaukee Latino Family Special Education Forum for families of students with disabilities in the spring. WDPI will provide scholarships for parents to attend the annual statewide Transition Conference.</p> <p>c. The WDPI Disproportionality Summer Institute will include information on fostering school-parent partnerships with families of color.</p> <p>d. 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.</p>	<p>WSPEI consultant, Parent consultants, WSTI consultant</p> <p>Disproportionality Workgroup</p> <p>WSPEI consultant</p>	<p>b. The Annual Parent Leadership Conference was postponed until September 2010. WDPI provided scholarships for parents to attend the annual statewide Transition Conference, funded meetings of the We Indians parent involvement group, and cosponsored the annual Milwaukee Latino Family Special Education Forum on October 2nd, 2009.</p> <p>c Jane Grinde and Betsy Prueter presented <i>Building Relationships with Families, Schools, and Communities for Student Success</i> at the summer 2009 conference for Culturally Responsive Education for All: Training and Enhancement (CREATE). Please see CREATE section below.</p> <p>d. A session at the November 2009 Special Education and Pupil Services Leadership Conference provided information about the FFY 2008 results of the Wisconsin Parent Involvement Survey, how to gather data for Indicator 8, and improvement strategies. Teams of administrators and parents discussed their strategies for informing and involving parents, responding to culturally diverse needs, and addressing conflict, The WDPI webpage Creating Agreement was introduced to provide educators with tools to address positive communication and relationships with parents.</p>
<p>8 C,D</p>	<p>Product development and dissemination</p> <p>a. Current versions of the WDPI <i>Procedural Safeguards Notice, Special Education in Plain Language, Introduction to Special Education</i> and <i>Involving Families in Meeting Student Needs: A Guide for School Staff</i> will be disseminated to LEAs,</p>	<p>WSPEI consultant and Compliance consultant</p>	<p>a. During FFY 2009, the WDPI Procedural Safeguards Notice document in English, Spanish and Hmong received 6,855 hits on the WDPI website. The online, interactive version of Special Education in Plain Language received 805,040 hits. <i>Introduction to Special Education</i> in three languages received 28,881 hits on the WDPI website. WSPEI printed 11,500 copies of these major publications for dissemination. 6,100 parent record files in English and Spanish were printed for purchase by school districts for parents. The Opening Doors to Transition Series received the following number of WDPI</p>

	<p>families, and parent information organizations in print and electronic forms.</p> <p>b. 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.</p>	<p>WSPEI consultant and program area consultants</p>	<p>website hits: Postsecondary Education, 31,555; Employment, 11,810; and Self-Determination, 22,264. WDPI continues to offer systems for school districts to purchase printed copies of these resources.</p> <p>b. WSPEI and WI FACETS collaborated to train parents and parent leadership via monthly telephone training and 4 quarterly videoconference training meetings. WDPI posted 6 new webcast trainings appropriate for parents and educators in FFY 2008. During FFY 2009, the 6 webcasts logged 749 hits. WDPI's video on YouTube.com, <i>Introduction to Special Education</i>, logged 14,000 hits in FFY2009. Captions were added which can be translated into 51 languages by tools on the YouTube site. In coordination with the IDEA State Personnel Development Grant (SPDG), WSPEI and WI FACETS disseminated a weekly online newsletter listing current personnel development opportunities for parents and online parent resources to over 400 recipients. CESA recipients disseminated the information to local LEAs and parents. Parent resources are archived on the SPDG website. Training was posted on WSPEI online training calendar and WI FACETS listserv.</p>
<p>8 D,F</p> <p>A D, H</p>	<p>Individualized LEA supports</p> <p>a. 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 liaison will identify a parent advisory representative or staff person who serves as a contact for special education parent information dissemination.</p> <p>b. 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</p>	<p>WSPEI consultant</p> <p>WSPEI consultant</p>	<p>a. 153 CESA and district parent liaisons were identified and trained. All school districts had access to a CESA parent liaison. 367 school districts identified a parent information contact within the school district.</p> <p>b. WSPEI CESA parent liaisons and WSPEI district parent liaisons assisted LEAs with gathering Parent Involvement Survey data for Indicator 8. WSPEI CESA personnel recorded contacts with 305 LEAs and assisted 69 school districts to develop improvement plans for parent involvement. See Item 1.d. for additional dissemination of effective practices for reaching families.</p>

	<p>families will be evaluated and disseminated.</p> <p>c. LEAs will reach a survey return rate of 20% of their sample or 6 surveys, whichever is larger.</p> <p>d. 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</p> <p>e. 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.</p>	<p>WSPEI consultant</p> <p>WSPEI consultant and Monitoring Team Leaders</p> <p>FRII Parent Involvement ad hoc workgroup</p> <p>WSPEI consultant</p>	<p>c. Instructions for a required number of returns were included in the online directions for Indicator 8 and in presentations to directors. The WDPI obtained return results by LEA monthly from February through June and notified LEAs of their status. The statewide return rate increased from 27% in FFY 2008 to 34% in FFY 2009.</p> <p>d. During the FFY2009, the Focused Review of Improvement Indicators (FRII) process for Indicator 8 was refined. Tools to assist LEAs to gather additional data from parents and school staff, summarize local data, identify trends, and identify root causes for areas in need of improvement were included in data books that LEAs will use. The goals of the WSPEI grant were aligned with Indicator 8, and data-based work plans for parent liaisons were developed. Resources that address the areas of parent involvement in which LEAs need to improve were gathered. Development of four online courses for educators began and is continuing through FFY2010. The courses are based on the Indicator 8 data and are designed to address improvement planning.</p> <p>e. WSPEI service was documented to over 134,822 parents, educators, students, and agency staff in addition to collaborative information dissemination with partner agencies. There were 18,067 visits to the WSPEI website. 63 parents and 24 youth completed intensive parent and youth leadership training, and 19 educators participated in one of the sessions.</p> <p>WI FACETS provided information by phone/letters/home visits/emails related to IDEA to 94,210 individuals (41,644 parents and 52,566 professionals); reached 83,317 through resource fairs, conferences, and meetings; provided training in person and via technology for 5,405 (3,875 parents and 1,530 educators) of which 33% represented minority groups; attended 118 IEP meetings, 12 mediations, and 7 facilitated IEP meetings. There were 89,716 visits to the WI FACETS web site. Newsletters and mailings reached 14,140.</p>
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The Circles Of Life Conference
 The Circles of Life Conference is a WDPI sponsored event that has been in existence for 26 years. The annual conference is for families who

<p>have children of any age with disabilities or special health care needs and the professionals who support and provide services for them. <i>Circles of Life</i> 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.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
8 C G	<p>The Circles Of Life Conference The Circles of Life Conference is a WDPI sponsored event that has been in existence for 26 years.</p>	WDPI consultant	The annual Circles of Life conference for families of students with disabilities was held on April 29-30, 2010.
<p>Responsive Education for All Children (REACH), http://www.reachwi.com/ The Responsive Education for All Children (REACH) is a statewide initiative to help Wisconsin schools establish and sustain the capacity to make systemic improvement needed to reduce barriers to learning and enable <u>all</u> students, including students with disabilities, to experience success.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
8 A, B, C, D, E, F, G, H	<p>Responsive Education for All Children (REACH) REACH provided 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 helped to support educators and families 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</p>	WDPI REACH Consultant	<p>66 REACH incentive grants were awarded to school districts, 171 early childhood, elementary, middle, and high schools. Grants were awarded to schools with priorities in reading and math achievement, social emotional and behavior factors, graduation gap, disproportionate identification of minority students as students with disabilities.</p> <p>Educators and family members participated in REACH statewide workshops. Workshops were offered at no charge to school districts, both grant and non-grant recipients.</p> <p>Professional mentors trained in the REACH framework assisted REACH grant recipients in implementing the REACH framework components at the school and district levels.</p> <p>Four regional centers representing all 12 CESAs offered REACH workshops.</p>

	to Intervention (Rtl). Four REACH regional centers provided training and technical assistance supporting the REACH framework and tools throughout the state. District incentive grants were given to a limited number of high needs schools to support implementation of the REACH framework.		
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.			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
8 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: <ul style="list-style-type: none"> Synthesize and expand research-based practices for culturally and linguistically diverse students in general and 	2008-2011 Disproportionality Workgroup Co Chairs CESAs LEAs National experts Approximately \$890,000/yr	Consortium on Racial Equity in PreK-12 Education (CESA 6) (\$52,700) The Consortium on Racial Equity in PK–12 Education in Wisconsin combines the insight of Courageous Conversation with the power of Systemic Equity Leadership to assist six districts, CESAs, and WDPI in analyzing their systems and exercising leadership to eliminate racial disparities in education. <ul style="list-style-type: none"> School Districts Involved: Fond du Lac School District, Eau Claire Area School District, School District of Beloit, School District of Janesville, Kenosha Unified School District, School District of Waukesha. Staff from all twelve CESAs participated in a 10-day intensive apprenticeship program to build their capacity around: <ul style="list-style-type: none"> a theory of anti-racist school leadership; how multiple threads (e.g., Courageous Conversation, critical race theory, learning organizations, and Adaptive Leadership™) are integrated into a coherent program design—and how coaching and leadership consultations support this design; a model for leadership consultation, which is based on the Annenberg Institute’s Critical Friends Protocol and informed by Cambridge Leadership Associate’s leadership consultation protocols.

	<p>special education.</p> <ul style="list-style-type: none"> 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. <p>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</p>		<ul style="list-style-type: none"> Over thirty WDPI staff participated in seven days of intensive training along with staff from the school districts and CESAs. http://www.createwisconsin.net/districtpractices/consortiumk12_racial.cfm <p>Annual institute on disproportionality (CESA 9) (\$81,750)</p> <ul style="list-style-type: none"> CREATE a <i>Culturally Responsive Environment</i> statewide conference was held April 27-28, 2010, at the Radisson Hotel and Conference Center (Green Bay, WI). 310 people, including representatives from the Great Lakes Intertribal Council, the Wisconsin Department of Corrections, private schools, universities and several Wisconsin school districts, participated. This number also includes teams from school districts identified as having disproportionate over representation. Keynote Address: Dr. Samuel Betances, a sociologist, educator and professor of 20 years with expertise in the area of race relations presented: <i>Ensuring the Success of All Students through Culturally Responsive Education</i> Conference workshops included: <ol style="list-style-type: none"> 27. <i>Symbiotic, Serendipitous, Successful Schools: Positive Effects of Culturally Responsive Family/Community Engagement</i> 28. <i>The Centrality of Trust in Positive School Change</i> 29. <i>Understanding Your Relationship with Students by Examining Your Cultural Lens</i> 30. <i>Anti-racist Leaders: Building Capacity, Particularly in White Allies</i> 31. <i>Another Look at Eligibility Criteria for EBD and OHI</i> 32. <i>African Americans and Standardized Tests: The Real Reason for Low Test Scores</i> 33. <i>Cognitive Disabilities: Definition, Eligibility Criteria and IEP Team Determinations</i> 34. <i>ROUND TABLE LUNCH</i> 35. <i>Relationship Building at the Core: Working with African American Youth</i> 36. <i>Creating Culturally Responsive Classrooms</i>
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	<p>web-based professional development; and will conduct other activities based on CREATE resources.</p>		<p>37. <i>Working with Students of Color and Students in Economically Disadvantaged Areas: Perspectives from Higher Education that Will Stimulate Achievement</i></p> <p>38. <i>Response to Intervention in Wisconsin and the Specific Learning Disabilities Criteria</i></p> <p>39. <i>Addressing the Challenges of Equity through Online Professional Development</i></p> <p>http://www.createwisconsin.net/events/create_conference.cfm</p> <p>American Indian Student Achievement Network (CESA 12) (\$81,205)</p> <p>Re-establish and invigorate a community of practice for the twenty-five school districts with the highest percentage of Native students. The first AISAN meeting of the 2009–10 funding year was held in conjunction with the National Indian Education Association (NIEA) Convention, held October 22–25, 2009. AISAN met on October 21, 2009, the day before the convention. Nine people attended. The following districts were represented: Tomah Area, Ashland, Bayfield, Webster, Siren, Washburn, and Green Bay Area.</p> <p>AISAN hosted the Wisconsin Tribal Language Network and American Indian Student Achievement Network Conference on March 1–2, 2010, at the University of Wisconsin–Stevens Point. The AISAN Coordinator, a consultant from DPI, and two independent consultants, planned the conference with support from a staff member from CESA 12. The conference focused on establishing a community of support for American Indian students and infusing American language and culture into the curriculum and classrooms—AISAN’s three priority areas. A total of 123 participants attended from more than 30 school districts, including 24 of the 26 districts that are members of AISAN. Participants from several tribal communities also attended.</p> <p>Dr. Thomas Peacock, Associate Professor of Education at the University of Minnesota–Duluth and member of the Fond du Lac Band of Lake Superior Chippewa, presented the keynote address, “The Role of Education in Promoting Hope in Native Students.” Sectionals focused on: understanding and eliminating racism, increasing attendance and reducing truancy, creating change in Indian education,</p>
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		<p>best practices in Title VII, tribal language planning, assessment of tribal language learners, and the new DPI Tribal Language Revitalization Grant Program. In addition, two discussion sessions were held focusing on next steps for AISAN and a proposed Wisconsin tribal language consortium. A language technology demonstration was also presented.</p> <p>Additional activities for the American Indian Achievement Network include:</p> <p>Online Community of Practice. CESA 12 created a Moodle site which contains an online discussion board for AISAN members.</p> <p>Identifying and Sharing Resources</p> <p>Professional Development and Training Opportunities:</p> <ul style="list-style-type: none"> • The Minnesota Indigenous Language Symposium, May 18–19, 2009 (4 grants) • The 13th Annual American Indian Studies Summer Institute, June 22–26, 2009 (6 grants) • The CREATE Conference, June 29–July 1, 2009 (14 grants) • The NEIA Convention, October 22–25, 2009 (14 grants) <p>CREATE e-newsletter (CESA 4) Electronic newsletters regarding culturally responsive education that include articles, resources, and professional development opportunities relevant to cultural responsiveness in education. For the 2009–10 funding year, the CREATE newsletter has been published each month since September 2009; ten issues were published in 2009–10. The number of newsletter recipients increased in 2009–10; as of April 2010 there were 332 subscribers. The contents of the e-newsletters include:</p> <ul style="list-style-type: none"> • CREATE News • CREATE Resources • Professional Development • A feature highlighting CREATE projects and events • A calendar of events related to disproportionality and culturally responsive education • National research, resources, and professional development
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			<p>opportunities http://www.createwisconsin.net/enewsletter/</p> <p>Culturally Responsive Early Childhood Project (CESA 8) (\$80,660) Collaborative project with tribal birth-to-3 coordinators and Early Childhood Special Education program support staff to provide culturally responsive early childhood assessments. The project develops culturally responsive early childhood education and care practices, guidelines for culturally responsive early childhood special education screening and assessment practices and a checklist for addressing disproportionality in early childhood programs.</p> <p>The purpose of this work is to ensure appropriate identification and provision of special education services to young Native American children and their families. The Early Childhood Project is working to establish partnerships between each of Wisconsin’s eleven tribal nations and the school districts and county agencies that serve children from these tribal communities</p> <p>Development and Dissemination of Culturally Responsive Early Childhood Practice Resources. Project staff have engaged in the following tasks related to the development and dissemination of culturally responsive resources:</p> <ul style="list-style-type: none"> • Developed and disseminated guidelines for culturally responsive early childhood education and care practices to Child Care Resource and Referral Agencies in Wisconsin. • Engaged in ongoing review of culturally relevant studies, articles, reports, documents, policy statements, and curriculum and program models to identify resources pertaining to the education and care of young Native American children with and without disabilities. • Disseminated resources to CESA Early Childhood Special Education Program Support Teachers and Resource Birth to 3 Coordinators. Resources included information on best practices and materials for young Native American children and their families both in general and special education. The materials selected can be incorporated into existing professional development activities that address State Performance Plan
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			<p>indicators.</p> <ul style="list-style-type: none"> • Worked in partnership with the State Interagency Agreement Leadership Team, GLITC, and members of an early childhood tribal focus group to obtain commitments from tribal communities to take part in data collection and analysis of current policies and practices related to screenings, referrals, assessments, and eligibility and placement options in these communities. The purpose of this effort is to obtain baseline data to inform decision making. Data collection with the Forest County Potawatomi tribe began in July 2009 and with neighboring school districts in September 2009. • Began to coordinate efforts with other state early childhood initiatives to ensure projects are culturally responsive. In 2009–10 project staff plan contributed information and resources to Websites such as the following: <ul style="list-style-type: none"> ▪ Wisconsin Early Childhood Collaborating Partners (Screening and Assessment) www.collaboratingpartners.com/screen_assess.htm ▪ Preschool Options: Least Restrictive Environments www.preschooloptions.org/ ▪ Child Find www.cesa6.k12.wi.us/products_services/earlylearningresources/childdevelldays.cfm ▪ Wisconsin Department of Public Instruction: Working with Culturally and Linguistically Diverse Children and Families www.dpi.wi.gov/ec/ecinr.html <p>Increasing Public Awareness of Culturally Responsive Practices. The Early Childhood Project coordinator has engaged in the following activities to increase public awareness of culturally responsive practices:</p> <ul style="list-style-type: none"> • Presented at the Healing Our Communities Wisconsin Early Childhood Education and Care Conference (October 2008) and the Wisconsin Preserving Early Childhood Conference (March 2009). • Coordinated a 12-hour training, "Inclusion of Young Children with Disabilities," on the Oneida Nation reservation for tribal and non-
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		<p>tribal Early Education and Care teachers (January 2009).</p> <ul style="list-style-type: none"> • Participated in the Wisconsin Inter-Tribal Early Childhood Association annual conference and bi-monthly meetings. • Participated in the Bureau of Indian Education Special Education Conference and the National Indian Education Association Convention. • Posted materials from the Second Tribal Gathering on the CREATE Website (e.g., PowerPoint slides and Webcasts of specific sessions), • Contributed an article on the Third Tribal Gathering to the spring 2010 issue of the <i>Birth to 6 Events</i> newsletter http://www.waisman.wisc.edu/birthto3/EVENTS_Spring10.pdf • Served on the 2010 CREATE Conference Planning Committee and set up the Webcasting for the conference. <p>http://www.createwisconsin.net/classroompractices/early_childhood_programs.cfm</p> <p><i>Needs assessment and professional development strategic plan for districts identified with disproportionate over-representation (CESA 11) (\$54,500)</i></p> <p>School districts in Wisconsin identified as having a disproportionate representation of racial and ethnic groups in special education and related services or in specific disability categories are required to participate in an <u>evidence-based process</u> of assessment of district policies, procedures, and practices. District teams must examine policies, procedures, and practices in general and special education that have been shown to contribute to institutional factors that surround disproportionality.</p> <p>School districts identified by WDPI as having significant disproportionality are required to participate in an annual needs assessment process that includes a review of policies and practices that have been shown to contribute to disproportionality. The districts are also required to develop a comprehensive disproportionality improvement plan based on the results of this review. CESA 11 is coordinating the work related to the district needs assessments. The</p>
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		<p>National Center for Culturally Responsive Educational Systems (NCCRESt) is assisting districts in completing the needs assessment process.</p> <p>The major activities of this component include:</p> <ul style="list-style-type: none"> Organizing a day-long meeting in conjunction with the annual CREATE conference to assist identified districts in completing the initial needs assessment or updating the previous year's assessment. Developing needs assessment tools, or modifying existing tools, to assist districts in completing the needs assessment process and developing district disproportionality improvement plans. Developing and administering a needs assessment survey to participating districts to obtain recommendations for future professional development offerings and technical assistance services related to disproportionality. Summarizing and disseminating the results of the needs assessment survey to coordinators of other CREATE components for use the results in planning future professional development offerings and to districts participating in the needs assessment. <p>Participants</p> <p>In 2009, 27 districts identified as having significant disproportionality were invited to attend the CREATE conference and to participate in preconference sessions designed to assist district teams in completing the needs assessment process. Districts identified as having significant disproportionality are required to attend the CREATE pre-conference needs assessment unless they made prior arrangements with WDPI. In 2009, two districts that had been identified as having significant disproportionality did not attend the CREATE pre-conference sessions. In 2010, 37 districts were invited to attend; eight of these districts were newly identified as having significant disproportionality.</p> <p>District teams, consisting of the following team members, were asked to attend:</p> <ul style="list-style-type: none"> Directors of Special Education
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		<ul style="list-style-type: none"> • Curriculum and Instruction Coordinators or Assessment Coordinators • School Psychologists • At least one elementary school teacher (general education or special education) <p>Districts also were given access to the needs assessment Website which requires a username and password for log-in. On the Website, districts are provided with several resources to further assist them with planning, including the following:</p> <ul style="list-style-type: none"> • A needs assessment overview • An NCCRESt PowerPoint presentation that includes an overview the steps involved in completing the needs assessment rubric • A copy of the NCRESt needs assessment rubric • A list of possible data sources that might be used to address specific focus areas • A list of rubric definitions and examples • Instructions and blank worksheets for each step of the needs assessment process <p>Once districts completed the needs assessment rubric, they submitted their district improvement plans. In 2009, districts could submit the plans in one of the following ways: (1) a paper or electronic copy State Performance Plan Annual Disproportionality Improvement Plan; (2) a paper or electronic district improvement plan with related (and highlighted) goals and activities; completion of the online needs assessment, which generates the district's improvement plan for addressing disproportionality. In 2010, districts were required to complete and submit the online needs assessment. http://www.createwisconsin.net/districtpractices/addressing_disproportion.cfm</p>
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009:

Revised Targets

In January 2011, WDPI met with stakeholders to review progress on this indicator. The State now has five years of data on Indicator 8. The Indicator 8 results over these five years have been very consistent, with the mean ranging from 73.5% to 70.99%. When the targets for this

indicator were set in 2005-06, the stakeholders had only one data point upon which to make predictions about future performance. In 2008, the targets began exceeding the range that could be reasonably expected, given a 5% margin of error and three standard deviations from the trend mean. The stakeholders used the five years of trend data to set the realistic, yet rigorous targets below. WDPI provided Council members 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. With Council input, WDPI set new annual targets for FFY 2008 through FFY 2012. The FFY 2012 target of 77.5% exceeds three standard deviations from the mean (approximately 75%) and was set high in light of the various statewide initiatives being implemented by WDPI and collaborating partners.

State Performance Plan Improvement Activities			
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).			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
8 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. The main focus has been to build an effective infrastructure to execute and support this process with statewide implementation, as a “stand alone” process.	School Improvement Ad-Hoc Workgroups	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, including Indicator 8. During the Spring of 2010 WDPI started the process of soliciting volunteers to pilot the FRII process while continuing to refine related tools and data analysis steps. All DPI provided data has been consolidated in such a manner that participating districts will be able to download the information needed for data analysis, including instructions and data analysis procedures, forms and questions, via the Special Education Portal. WDPI believes this refined school improvement process will also focus attention on the importance of timely and accurate data.

Part B State Annual Performance Report (APR) for 2009

Categories:		Color Code:
A) Improve data collection/reporting or systems	F) Program development	Completed
B) Improve systems administration & monitoring	G) Collaboration/coordination	Continuing as stated in SPP
C) Provide training/professional development	H) Evaluation	New or revised activity
D) Provide technical assistance	I) Increase/adjust FTE	Activity Description
E) Clarify/examine/develop policies & procedures	J) Other	

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.

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

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. Disproportionate representation includes under-representation as well as over-representation.

Definition of disproportionate representation:

1. **Risk Ratio of 2.0 or Greater:** In calculating the risk ratio for over-representation, WDPI uses 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 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 is 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 national risk for that racial/ethnic group or, when national data is unavailable, the state risk.

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, the issue is the low numbers of students identified in special education.

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

Once districts are identified based on data for disproportionate representation, district and department staff review policies, procedures, and practices used in identification to determine whether students are appropriately identified and that all policies, procedures, and practices are race neutral and in compliance with state special education law and part B of IDEA 2004. Districts are required to conduct a needs assessment and develop and implement an improvement plan to address disproportionate representation.

Actual Target Data for FFY 2009:

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 FFY 2009 is 0%. The State met the FFY 2009 target of 0%.

Calculation

To determine the percent of districts, WDPI divided zero districts with disproportionate over-representation in special education and related services that was the result of inappropriate identification plus zero districts with under-representation by 444, the total number of districts, times 100. The total number of districts includes 424 public school districts, 18 independent charter schools, the Department of Corrections, and the Department of Health 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 FFY 2009 is 0%. The number of districts excluded in FFY 2009 because of the State's cell size is 325. These 325 districts had fewer than 100 Asian students enrolled, fewer than 100 African American students enrolled, fewer than 100 American Indian students enrolled, and fewer than 100 Hispanic students enrolled. The number of excluded districts is consistent with Wisconsin's demographic and geographic populations. Significant racial diversity occurs in distinct geographical regions; over 2/3 of our districts have student populations that are greater than 90% white students. WDPI elected to reach all districts, regardless of cell size, through a large, systems-change initiative funded with IDEA discretionary dollars. The initiative, called CREATE (Culturally Responsive Education for All: Training and Enhancement), is Wisconsin's technical assistance center on disproportionality. CREATE provides professional development and technical assistance to all districts. Under CREATE, nine distinct but related statewide projects offer a scaffolding of technical assistance and professional development to districts (for example, a two-year intensive institute for district equity teams, facilitated by Glenn Singleton (co-author of *Courageous Conversations About Race*); a year-long curriculum revision project, facilitated by Dr. Shelly Zion at UC-Denver, for district teams; the American Indian Student Achievement Network and the Early Childhood Project, which links tribal Head Starts to school districts; an annual conference).

During FFY 2009, WDPI identified nine districts with disproportionate over-representation in special education and related services based on data. Of the nine districts with disproportionate over-representation, three of the districts have disproportionate over-representation of American Indian students and six have disproportionate over-representation of African American students. WDPI also reviewed data for under-representation. Based on the above criteria for calculating under-representation, WDPI did not identify any districts with disproportionate under-representation in special education and related services.

In its review of the policies, procedures, and practices of the nine districts with disproportionate over-representation, the Department did not identify any areas of noncompliance with Part B. WDPI determined 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. The districts also 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. WDPI, consequently, determined there were no districts with disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.

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.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:

Explanation of Progress

The State met its target of 0%.

Discussion of Improvement Activities Completed

WDPI implemented the improvement activities as outlined in the SPP, including the activities further described in the following table.

State Performance Plan Improvement Activities			
<p>WDPI Disproportionality Workgroup WDPI commits significant staff time and resources to addressing disproportionality. The Disproportionality Workgroup consists of eleven 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.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
9,10 I	<p>WDPI Disproportionality Workgroup WDPI provides on-going targeted technical assistance and conducts monitoring activities with districts identified as having disproportionate representation (both under-representation and over-representation) that is a result of inappropriate identification. The workgroup also provides general technical assistance to other districts within the state and other pertinent stakeholders.</p>	Disproportionality workgroup	<p>Regular meetings (Workgroup members listed at http://www.dpi.wi.gov/sped/spp-disp.html) The Disproportionality Workgroup is involved in planning and implementing all of the activities listed below.</p>
9, 10 A B C D E	<p>Annual data review and notification of districts with disproportionate representation WDPI annually informs districts that meet the State definition of disproportionate representation. WDPI reviews their policies, procedures, and practices to determine whether the disproportionate representation is based on inappropriate identification. WDPI provides technical assistance to districts close to meeting the state criteria for disproportionate representation through resource information and training opportunities</p>	Disproportionality workgroup	Districts were notified that they met the State definition of disproportionate (over- and/or under-) representation based on data.

9, 10 C D	Technical assistance to districts WDPI offers training, technical assistance and webinars on eligibility criteria, cultural competency, and other topics for the purpose of providing statewide technical assistance to LEAs.	Disproportionality workgroup members Special education team members CREATE (see below for additional information)	Local Performance Plan contacts receive and respond to requests for technical assistance. For list of contacts, please see http://dpi.wi.gov/sped/sepcontact.html . Disproportionality workgroup members receive and respond to requests for technical assistance. For a list of workgroup members, please see http://www.dpi.wi.gov/sped/spp-disp.html .
9,10 D	WDPI Disproportionality webpage WDPI has established a disproportionality webpage (www.dpi.state.wi.us/sped/cifms-disp.html) that provides information and resources for all districts, but is especially beneficial to districts that have been identified as having disproportionate representation.	Disproportionality workgroup	Continued maintenance (http://www.dpi.wi.gov/sped/spp-disp.html)
WDPI Disproportionality Institute Each year, WDPI sponsors an institute on addressing disproportionality for districts identified with over-representation and under-representation and other interested stakeholders. Nationally recognized experts on disproportionality are brought in to present and the institute provides workshops and technical assistance to LEAs identified with disproportionate representation.			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
9,10 A B C D E	Annual Disproportionality Institute Annually, WDPI sponsors an institute on addressing disproportionality for districts identified with over-representation and under-representation and other interested stakeholders. 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 representation bring to the institute teams comprised of general and special education staff. Presentations are given on national and local efforts, initiatives, and issues involved in	Disproportionality workgroup CREATE grant (infra, more details)	The FFY 09 disproportionality institute and needs assessment were included as projects in the new statewide systems-change grant, CREATE. For information on the institute, please see <i>infra</i> , CREATE B. For more information on the needs assessment, please see <i>infra</i> CREATE I.

	<p>understanding, identifying, and addressing racial disproportionality.</p> <p>The second half of the institute is for a targeted audience comprised of teams from districts identified with disproportionate over-representation and representatives from each of the 12 cooperative educational service agencies (CESAs). Department liaisons work with the district teams to analyze data and to develop improvement plans. In addition to assistance from department staff, assistance is provided by national experts. Following the institute, districts submit an evaluation and improvement plan.</p>		
<p>Disproportionality Mini-grants WDPI provides mini-grants to LEAs, disproportionality experts, and CESAs to address disproportionality at the local and regional level.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
<p>9,10 C F G</p>	<p>Disproportionality Mini-grants WDPI provides mini-grants to LEAs, disproportionality experts, and CESAs to address disproportionality at the local and regional level. The small grants (\$5,000-\$15,000) are for one year and awarded in the fall. Grant projects offer a unique product, process or tool that could be replicated in other districts or statewide. These products, and other products developed, are shared throughout the state and many of the products are on the WDPI Disproportionality website.</p>	<p>Disproportionality workgroup LEAs Disproportionality experts CESAs</p>	<p>FFY 09 Grants awarded to:</p> <p>Dr. Lisa Bardon, UW-Stevens Point. Dr. Bardon is conducting a review of evaluation tools used in 6 school districts including 4 districts with disproportionality in the area of Emotional Behavioral Disabilities (EBD). This evaluation includes a review of literature, a list of evaluation tools used and a brief summary of each too. Dr. Bardon is also developing a list of recommended practices based on this review.</p> <p>Dr. Jeffrey Lewis, UW-Madison. Dr. Lewis conducted a series of data sessions for staff, African American boys and supportive adults from two schools in the Beloit School District. Dr. Lewis extended this project by adding additional data and conducting further data analysis sessions. Using the "academic connection time" (AST) once a week as a "pre-college and careers" project for a group of 12 boys, data is being collected and analyzed for the purpose of creating</p>

			<p>safe and productive space for the boys in this school and potentially others.</p> <p>Nine districts, all identified with disproportionate over-representation, received mini-grants to support their ongoing work to address disproportionality: Bayfield, Crandon, DeForest, Eau Claire, Hayward, Keshena, Madison, Pulaski, and West Allis.</p>
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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:

- 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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
9, 10 A B C D E F G H	<p>Responsive Education for All Children (REACH)</p> <p>REACH provided 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 helped to support educators and families 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</p>	WDPI REACH Consultant	<p>66 REACH incentive grants were awarded to school districts, representing 171 early childhood, elementary, middle, and high schools. Grants were awarded to schools with disproportionate identification of minority students as students with disabilities.</p> <p>Educators and family members participated in REACH statewide workshops. Workshops were offered at no charge to school districts, both grant and non-grant recipients.</p> <p>Professional mentors trained in the REACH framework assisted REACH grant recipients in</p>

	<p>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).</p> <p>Four REACH regional centers provided training and technical assistance supporting the REACH framework and tools throughout the state. District incentive grants were given to a limited number of high needs schools to support implementation of the REACH framework.</p> <p>The REACH grant supports an RTI framework with districts involved in the project. This has allowed WDPI to begin the process on a smaller scale prior to full state implementation.</p>		<p>implementing the REACH framework components at the school and district levels.</p> <p>Four regional centers representing all 12 CESAs offered REACH workshops.</p>
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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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
<p>9, 10 A C F G</p>	<p>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. Districts identified as having disproportionate over-representation and/or significant disproportionality (or district-led consortiums) competed for grants ranging from \$25,000 to \$50,000 to support their work on disproportionality. Highly competitive districts or district-led consortiums will have implemented a process or project specific to disproportionality – including projects in pilot status – and have data demonstrating that the</p>	<p>Disproportionality workgroup LEAs CESAs</p>	<p>FFY 09 Grants awarded to:</p> <p>Madison Metropolitan School District (\$76,000) Products: protocol for problem solving conversations that ensures focused discussion regarding the impact of race and culture on the student’s performance; aggregated data reporting formats for behavior in software to allow problem-solving teams to analyze the effects of an intervention for a group of students; protocol for a culturally responsive interview process; research-based curriculum and lesson plans.</p> <p>In addition, WDPI partnered with the Equity Alliance at Arizona State University to provide intensive and customized technical assistance to districts identified with both disproportionate over-representation and significant disproportionality for a minimum of three</p>

	<p>process or project is likely to reduce disproportionality, based on race, in special education. The district or consortium must have a clear and realistic plan to institutionalize the process or project, collect and analyze project-related data, and capture the process and/or project in a teachable format so other districts or consortiums can replicate such project or process.</p> <p>Priority Areas:</p> <ul style="list-style-type: none"> • Large districts identified as having significant disproportionality based on more than one race and more than one disability category. The district's model for addressing disproportionality will focus on developing strategies that are effective in a highly-complex environment with traditional and compartmentalized educational services and systems. • Rural districts or district-led consortiums of small and rural districts that have been identified as disproportionate based on one race. The districts' model for addressing disproportionality will focus on issues that affect a particular minority population within the context of a rural community. 		<p>years. Staff from the Equity Alliance conducted onsite needs assessments and professional development for district administration and other staff.</p>
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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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
9, 10 A B C	<p>Wisconsin Response to Intervention Initiatives (RTI) Continuing work on statewide implementation of RTI.</p>	RTI Internal Workgroup	<ul style="list-style-type: none"> • The internal, cross-divisional WDPI workgroup continued to meet one to two times monthly. The purpose of the workgroup is to solidify messaging and provide guidance to the field through

<p>D E F G H</p>			<p>technical assistance tools.</p> <ul style="list-style-type: none"> • WDPI created and released an RtI Roadmap as a visual overview of an enacted RtI system. • WDPI partnered with the Wisconsin Educational Communications Board (ECB) to plan a video project that will provide real examples of teams in Wisconsin schools at various points in their RtI implementation. • Over 1000 Wisconsin educators attended the second annual RtI Summit. School and district teams learned about RtI systems and examined their plans for scaling up their local RtI systems. • An IDEA Discretionary Grant was awarded to the CESA Statewide Network to establish the WI RtI Center. The WI RtI Center's purpose is to develop, coordinate and provide statewide professional development and technical assistance delivered regionally through a trainer of trainer model, as well as to gather, analyze and report RtI implementation data. The work of the WI RtI Center adheres to and operationalizes the messaging and guidance from WDPI. <ul style="list-style-type: none"> ○ A Statewide Director and Program Assistant were hired ○ Policies and procedures were developed ○ A regional service delivery model was established ○ A statewide needs assessment was conducted and analyzed ○ Results from the statewide needs assessment were used to prioritize content development ○ Contracting for content development began ○ Coordination of the Wisconsin Positive Behavioral Interventions and Supports (PBIS) Network began <p>This project will work with the statewide project that addresses culturally responsive instruction to train, provide resources and deliver technical assistance to participating</p>
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			LEA school staff to identify and implement evidence based culturally responsive academic and social-emotional and behavioral supports.
<p>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.</p> <p>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.</p> <p>The Wisconsin PBIS Network provides technical assistance and coordinates professional development through a trainer of trainer model to help Wisconsin public school districts establish and sustain PBIS within their schools. In addition, the project gathers, analyzes and disseminates implementation data from all schools utilizing PBIS services.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
9, 10 A B C D E F G H	Wisconsin Positive Behavior Interventions and Supports (PBIS)	PBIS Internal Workgroup	<ul style="list-style-type: none"> The internal WDPI PBIS workgroup continued to meet monthly to plan statewide roll-out of a coordinated service delivery plan. 473 schools had been trained in PBIS. Over 100 days of PBIS training occurred throughout the state (14 administrative overviews, 13 coaches training days, 57 tier 1 training days, 15 tier 2 training days, 2 tier 3 training days, 1 district planning day, 3 SWIS facilitator training days). An IDEA Discretionary Grant was awarded to the CESA Statewide Network to establish the WI PBIS Network through the WI RtI Center. The purpose of the WI PBIS Network is to coordinate and provide statewide professional development and technical assistance delivered regionally through a trainer of trainer model, as well as to gather, analyze and report PBIS implementation data. The work of the WI PBIS Network adheres to and

			<p>operationalizes the messaging and guidance from WDPI.</p> <ul style="list-style-type: none"> o A Statewide Coordinator, Data and Evaluation Coordinator, and Program Assistant were hired o Policies and procedures were developed o A regional service delivery model was established o Four Wisconsin trainers were trained, with three others beginning their training o One advisory Committee meeting was held o This project will work with the statewide project that addresses culturally responsive instruction to train, provide resources and deliver technical assistance to participating LEA school staff to identify and implement evidence based culturally responsive social-emotional behavioral supports
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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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
9,10 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.	<p>2008-2011</p> <p>Disproportionality Workgroup Co Chairs</p> <p>CESAs</p> <p>LEAs</p> <p>National experts</p> <p>Approximately \$890,000/yr</p>	<p>CREATE Coordination (CESA 6)</p> <p>Statewide coordination and project management, including third-party evaluation. http://createwisconsin.net/</p> <p>Consortium on Racial Equity in PreK-12 Education (CESA 6) (\$52,700)</p> <p>The Consortium on Racial Equity in PK–12 Education in Wisconsin combines the insight of Courageous Conversation with the power of Systemic Equity Leadership to assist six districts, CESAs, and WDPI in analyzing their systems and exercising leadership to eliminate racial disparities in education.</p> <ul style="list-style-type: none"> • School Districts Involved: Fond du Lac School District, Eau Claire Area School District, School District of Beloit, School District of Janesville, Kenosha Unified School District, School District of Waukesha. Staff from all twelve CESAs participated in a 5-day intensive apprenticeship program to build their capacity around:

	<p>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:</p> <ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • a theory of anti-racist school leadership; • how multiple threads (e.g., Courageous Conversation, critical race theory, learning organizations, and Adaptive Leadership™) are integrated into a coherent program design—and how coaching and leadership consultations support this design; • a model for leadership consultation, which is based on the Annenberg Institute’s Critical Friends Protocol and informed by Cambridge Leadership Associate’s leadership consultation protocols. • Over thirty WDPI staff participated in five days of intensive training along with staff from the school districts and CESAs. • Two, 2-day Beyond Diversity Seminars for Principals we held and attended by approximately 40 building level principals http://www.createwisconsin.net/districtpractices/consortiumk12_racial.cfm <p>Annual institute on disproportionality (CESA 9) (\$81,750)</p> <ul style="list-style-type: none"> • CREATE a Culturally Responsive Environment statewide conference was held April 27-28, 2010, at the Radisson Hotel and Conference Center (Green Bay, WI). 310 people, including representatives from the Great Lakes Intertribal Council, the Wisconsin Department of Corrections, private schools, universities and several Wisconsin school districts, participated. This number also includes teams from school districts identified as having disproportionate over representation. • Keynote Address: Dr. Samuel Betances, a sociologist, educator and professor of 20 years with expertise in the area of race relations presented: <i>Ensuring the Success of All Students through Culturally Responsive Education</i> • Conference workshops included: <ul style="list-style-type: none"> 40. <i>Symbiotic, Serendipitous, Successful Schools: Positive Effects of Culturally Responsive Family/Community Engagement</i> 41. <i>The Centrality of Trust in Positive School Change</i> 42. <i>Understanding Your Relationship with Students by Examining Your Cultural Lens</i> 43. <i>Anti-racist Leaders: Building Capacity, Particularly in White Allies</i> 44. <i>Another Look at Eligibility Criteria for EBD and OHI</i> 45. <i>African Americans and Standardized Tests: The Real Reason for Low Test Scores</i> 46. <i>Cognitive Disabilities: Definition, Eligibility Criteria and IEP Team Determinations</i>
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	<p>improvement processes, and regional and state leadership academies.</p> <ul style="list-style-type: none"> 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. <p>CREATE will increase statewide capacity to train and enhance educators' understanding and application of research-</p>		<p>47. <i>ROUND TABLE LUNCH</i> 48. <i>Relationship Building at the Core: Working with African American Youth</i> 49. <i>Creating Culturally Responsive Classrooms</i> 50. <i>Working with Students of Color and Students in Economically Disadvantaged Areas: Perspectives from Higher Education that Will Stimulate Achievement</i> 51. <i>Response to Intervention in Wisconsin and the Specific Learning Disabilities Criteria</i> 52. <i>Addressing the Challenges of Equity through Online Professional Development</i></p> <p>http://www.createwisconsin.net/events/create_conference.cfm</p> <p>American Indian Student Achievement Network (CESA 12) (\$81,205) Re-establish and invigorate a community of practice for the twenty-five school districts with the highest percentage of Native students. The first AISAN meeting of the 2009–10 funding year was held in conjunction with the National Indian Education Association (NIEA) Convention, held October 22–25, 2009. AISAN met on October 21, 2009, the day before the convention. Nine people attended. The following districts were represented: Tomah Area, Ashland, Bayfield, Webster, Siren, Washburn, and Green Bay Area.</p> <p>AISAN hosted the Wisconsin Tribal Language Network and American Indian Student Achievement Network Conference on March 1–2, 2010, at the University of Wisconsin–Stevens Point. The AISAN Coordinator, a consultant from DPI, and two independent consultants, planned the conference with support from a staff member from CESA 12. The conference focused on establishing a community of support for American Indian students and infusing American language and culture into the curriculum and classrooms—AISAN’s three priority areas. A total of 123 participants attended from more than 30 school districts, including 24 of the 26 districts that are members of AISAN. Participants from several tribal communities also attended.</p> <p>Dr. Thomas Peacock, Associate Professor of Education at the University of Minnesota–Duluth and member of the Fond du Lac Band of Lake Superior Chippewa, presented the keynote address, “The Role of Education in Promoting Hope in Native Students.” Sectionals focused on: understanding and eliminating racism, increasing attendance and reducing truancy, creating change in Indian education, best practices in Title VII, tribal language planning, assessment of tribal language learners, and the new DPI Tribal Language Revitalization Grant</p>
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	<p>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.</p>		<p>Program. In addition, two discussion sessions were held focusing on next steps for AISAN and a proposed Wisconsin tribal language consortium. A language technology demonstration was also presented.</p> <p>Additional activities for the American Indian Achievement Network include:</p> <ul style="list-style-type: none"> --Online Community of Practice. CESA 12 created a Moodle site which contains an online discussion board for AISAN members. --Identifying and Sharing Resources <p>Professional Development and Training Opportunities:</p> <ul style="list-style-type: none"> • The Minnesota Indigenous Language Symposium, May 18–19, 2009 (4 grants) • The 13th Annual American Indian Studies Summer Institute, June 22–26, 2009 (6 grants) • The CREATE Conference, June 29–July 1, 2009 (14 grants) • The NEIA Convention, October 22–25, 2009 (14 grants) <p>CREATE e-newsletter (CESA 4) Electronic newsletters regarding culturally responsive education that include articles, resources, and professional development opportunities relevant to cultural responsiveness in education For the 2009–10 funding year, the CREATE newsletter has been published each month since September 2009; ten issues were published in 2009–10. The number of newsletter recipients increased in 2009–10; as of April 2010 there were 332 subscribers. The contents of the e-newsletters include:</p> <ul style="list-style-type: none"> • CREATE News • CREATE Resources • Professional Development • A feature highlighting CREATE projects and events • A calendar of events related to disproportionality and culturally responsive education • National research, resources, and professional development opportunities <p>http://www.createwisconsin.net/enewsletter/</p> <p>Culturally Responsive Classroom Practices (CESA 1) 128,000 Part F of the CREATE grant concentrates on culturally responsive classroom</p>
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			<p>practices. This component of the CREATE initiative provides a series of training workshops for district teams that are interested in implementing effective culturally responsive classroom practices. The training is designed for teams of six classroom teachers and one administrator from the same school. The series of four two-day training sessions assists participants in identifying new ways to reach students from culturally and linguistically diverse backgrounds. Graduate-level course credit is provided for participants who complete the course and make arrangements to pay course fees through Cardinal Stritch University.</p> <p>Staff from CESAs 1 and 2 are responsible for coordinating the training sessions. Dr. Shelley Zion and Dr. Elizabeth Kozleski serve as trainers for the sessions. Dr. Zion is Executive Director of Continuing Education and Professional Development at the University of Colorado-Denver where her responsibilities include helping teachers to understand the influence of culture, class, power, and privilege on curriculum, pedagogy, and classroom practices. Dr. Kozleski is a professor at Arizona State University and has expertise in the area of systems change, inclusive education, and professional development in urban education. Dr. Kozleski is currently a co-principal investigator with the National Center for Culturally Responsive Educational Systems (NCCREST); Dr. Zion was formerly a project coordinator with NCCREST.</p> <p>Training sessions have been offered to two cohorts of school-based teams from the following school districts: Ashland, Waukesha, Fond du Lac, and Monona Grove.</p> <p>A total of 34 participants have attended the workshops over the past two years. Ashland and Fond du Lac each sent five staff members to the training, and Monona Grove sent six staff members. A total of 18 participants from Waukesha have participated over the course of two years; five participated in Cohort 1, and 13 participated in Cohort 2. Two staff members from DPI, and the CREATE coordinator from CESA 6, also participated</p> <p>Training Dates Cohort 1 Trainings (Ashland and Waukesha)</p> <p>February 11–12, 2009 May 26–27, 2009 September 22–23, 2009 November 3–4, 2009</p>
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			<p>Cohort 2 Trainings (Fond du Lac, Monona Grove, and Waukesha)</p> <p>September 24–25, 2009 November 5–6, 2009 February 23–24, 2010 April 14–15, 2010</p> <p>http://www.createwisconsin.net/classroompractices/classrooms_training.cfm</p> <p>Culturally Responsive Early Childhood Project (CESA 8) (\$80,660) Collaborative project with tribal Birth-to-3 coordinators and Early Childhood Special Education program support staff to provide culturally responsive early childhood assessments. The project develops culturally responsive early childhood education and care practices, guidelines for culturally responsive early childhood special education screening and assessment practices and a checklist for addressing disproportionality in early childhood programs.</p> <p>The purpose of this work is to ensure appropriate identification and provision of special education services to young Native American children and their families. The Early Childhood Project is working to establish partnerships between each of Wisconsin’s eleven tribal nations and the school districts and county agencies that serve children from these tribal communities</p> <p>Development and Dissemination of Culturally Responsive Early Childhood Practice Resources. Project staff have engaged in the following tasks related to the development and dissemination of culturally responsive resources:</p> <ul style="list-style-type: none"> • Developed and disseminated guidelines for culturally responsive early childhood education and care practices to Child Care Resource and Referral Agencies in Wisconsin. • Engaged in ongoing review of culturally relevant studies, articles, reports, documents, policy statements, and curriculum and program models to identify resources pertaining to the education and care of young Native American children with and without disabilities. • Disseminated resources to CESA Early Childhood Special Education Program Support Teachers and Resource Birth to 3 Coordinators. Resources included information on best practices and materials for young Native American children and their families both in general and special education. The materials selected can be incorporated into existing professional development activities that address State Performance Plan indicators.
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			<ul style="list-style-type: none"> • Worked in partnership with the State Interagency Agreement Leadership Team, GLITC, and members of an early childhood tribal focus group to obtain commitments from tribal communities to take part in data collection and analysis of current policies and practices related to screenings, referrals, assessments, and eligibility and placement options in these communities. The purpose of this effort is to obtain baseline data to inform decision making. Data collection with the Forest County Potawatomi tribe began in July 2009 and with neighboring school districts in September 2009. • Began to coordinate efforts with other state early childhood initiatives to ensure projects are culturally responsive. In 2009–10 project staff plan contributed information and resources to Websites such as the following: <ul style="list-style-type: none"> ▪ Wisconsin Early Childhood Collaborating Partners (Screening and Assessment) www.collaboratingpartners.com/screen_assess.htm ▪ Preschool Options: Least Restrictive Environments www.preschooleoptions.org/ ▪ Child Find www.cesa6.k12.wi.us/products_services/earlylearningresources/childdevelldays.cfm ▪ Wisconsin Department of Public Instruction: Working with Culturally and Linguistically Diverse Children and Families www.dpi.wi.gov/ec/ecinr.html <p>Increasing Public Awareness of Culturally Responsive Practices. The Early Childhood Project coordinator has engaged in the following activities to increase public awareness of culturally responsive practices:</p> <ul style="list-style-type: none"> • Presented at the Healing Our Communities Wisconsin Early Childhood Education and Care Conference (October 2008) and the Wisconsin Preserving Early Childhood Conference (March 2009). • Coordinated a 12-hour training, “Inclusion of Young Children with Disabilities,” on the Oneida Nation reservation for tribal and non-tribal Early Education and Care teachers (January 2009). • Participated in the Wisconsin Inter-Tribal Early Childhood Association annual conference and bi-monthly meetings. • Participated in the Bureau of Indian Education Special Education Conference and the National Indian Education Association Convention.
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			<ul style="list-style-type: none"> • Posted materials from the Second Tribal Gathering on the CREATE Website (e.g., PowerPoint slides and Webcasts of specific sessions), • Contributed an article on the Third Tribal Gathering to the spring 2010 issue of the <i>Birth to 6 Events</i> newsletter http://www.waisman.wisc.edu/birthto3/EVENTS_Spring10.pdf. • Served on the 2010 CREATE Conference Planning Committee and set up the Webcasting for the conference. <p>http://www.createwisconsin.net/classroompractices/early_childhood_programs.cfm</p> <p><i>Checklist for Addressing Racial Disproportionality in Special Education (CESA 4) (\$21,800)</i> Published, disseminated, and provided technical assistance around <i>Checklist for Addressing Racial Disproportionality in Special Education</i> (D. Losen, 2008). http://www.createwisconsin.net/districtpractices/addressing_disproportion.cfm</p> <p><i>Needs assessment and professional development strategic plan for districts identified with disproportionate over-representation (CESA 11) (\$54, 140)</i> School districts in Wisconsin identified as having a disproportionate representation of racial and ethnic groups in special education and related services or in specific disability categories are required to participate in an <u>evidence-based process</u> of assessment of district policies, procedures, and practices. District teams must examine policies, procedures, and practices in general and special education that have been shown to contribute to institutional factors that surround disproportionality.</p> <p>School districts identified by WDPI as having significant disproportionality are required to participate in an annual needs assessment process that includes a review of policies and practices that have been shown to contribute to disproportionality. The districts are also required to develop a comprehensive disproportionality improvement plan based on the results of this review. CESA 11 is coordinating the work related to the district needs assessments. The National Center for Culturally Responsive Educational Systems (NCCRESt) is assisting districts in completing the needs assessment process.</p> <p>The major activities of this component include:</p> <ul style="list-style-type: none"> • Organizing a day-long meeting in conjunction with the annual CREATE
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			<p>conference to assist identified districts in completing the initial needs assessment or updating the previous year's assessment.</p> <ul style="list-style-type: none"> • Developing needs assessment tools, or modifying existing tools, to assist districts in completing the needs assessment process and developing district disproportionality improvement plans. • Developing and administering a needs assessment survey to participating districts to obtain recommendations for future professional development offerings and technical assistance services related to disproportionality. • Summarizing and disseminating the results of the needs assessment survey to coordinators of other CREATE components for use the results in planning future professional development offerings and to districts participating in the needs assessment. <p>Participants</p> <p>In 2009, 27 districts identified as having significant disproportionality were invited to attend the CREATE conference and to participate in preconference sessions designed to assist district teams in completing the needs assessment process. Districts identified as having significant disproportionality are required to attend the CREATE pre-conference needs assessment unless they made prior arrangements with WDPI. In 2009, two districts that had been identified as having significant disproportionality did not attend the CREATE pre-conference sessions. In 2010, 37 districts were invited to attend; eight of these districts were newly identified as having significant disproportionality.</p> <p>District teams, consisting of the following team members, were asked to attend:</p> <ul style="list-style-type: none"> • Directors of Special Education • Curriculum and Instruction Coordinators or Assessment Coordinators • School Psychologists • At least one elementary school teacher (general education or special education) <p>Districts also were given access to the needs assessment Website which requires a username and password for log-in. On the Website, districts are provided with several resources to further assist them with planning, including the following:</p> <ul style="list-style-type: none"> • A needs assessment overview • An NCCRESt PowerPoint presentation that includes an overview the steps
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			<p>involved in completing the needs assessment rubric</p> <ul style="list-style-type: none"> • A copy of the NCRESt needs assessment rubric • A list of possible data sources that might be used to address specific focus areas • A list of rubric definitions and examples • Instructions and blank worksheets for each step of the needs assessment process <p>Once districts completed the needs assessment rubric, they submitted their district improvement plans. In 2009, districts could submit the plans in one of the following ways: (1) a paper or electronic copy State Performance Plan Annual Disproportionality Improvement Plan; (2) a paper or electronic district improvement plan with related (and highlighted) goals and activities; completion of the online needs assessment, which generates the district's improvement plan for addressing disproportionality. In 2010, districts were required to complete and submit the online needs assessment.</p> <p>http://www.createwisconsin.net/districtpractices/addressing_disproportion.cfm</p>
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009:

State Performance Plan Improvement Activities
<p>Linguistically Culturally Diverse (LCD) II Populations: American Indian and Spanish Speaking</p> <p>The original Linguistically Culturally Diverse (LCD) guides were written as companion guides to the publication <i>Language Sample Analysis (LSA), the Wisconsin Guide</i>. 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.</p> <p>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.</p> <p>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.</p>

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
9 and 10 A B C D F H	Update and revise the Spanish Speaking section of the publication Linguistically Culturally Diverse (LCD) II	LCD Workgroup	<p>A workgroup of three individuals including an SLP experienced in assessment and interventions with Spanish speaking students, an SLP who speaks Spanish and is familiar with the Spanish language, and a DPI representative has been established. The workgroup will produce a document to reflect the following:</p> <ul style="list-style-type: none"> • Typically developing Spanish morphology, syntax, and phonology; • A general comparison between typical development in English and Spanish syntax, morphology and phonology; and • Assessment procedures for IEP teams who are assessing English Language Learners to determine language difference from language disorder. <p>A literature review and an internet search have been completed to obtain the most recent information.</p>

Categories:		Color Code:	
A) Improve data collection/reporting or systems	F) Program development	Completed	
B) Improve systems administration & monitoring	G) Collaboration/coordination	Continuing as stated in SPP	
C) Provide training/professional development	H) Evaluation	New or revised activity	
D) Provide technical assistance	I) Increase/adjust FTE	Activity Description	
E) Clarify/examine/develop policies & procedures	J) Other		

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.

FFY	Measurable and Rigorous Target
2009 (2009-2010)	0% of districts will have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

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. Disproportionate representation includes under-representation as well as over-representation.

The State's definition of disproportionate representation of racial and ethnic groups in specific disability categories 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. **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 is 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 national risk for that racial/ethnic group in a particular disability category or, when national data is unavailable, the state risk for that racial/ethnic group in a particular disability category.

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

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 based on data for disproportionate representation, district and department staff review policies, procedures, and practices used in identification to determine whether students are appropriately identified and that all policies, procedures, and practices are race neutral and in compliance with state special education law and part B of IDEA 2004. Districts are required to conduct a needs assessment and develop and implement an improvement plan to address disproportionate representation.

Actual Target Data for FFY 2009:

The percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification for FFY 2009 is 0%. The State met its FFY 2009 target of 0%.

Calculation

To determine the percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories, WDPI divided 0 by 444, the total number of LEAs, times 100. The total number of LEAs includes 424 public school districts, 18 independent charter schools, the Department of Corrections, and the Department of Health Services. The percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification for FFY 2009 is 0%. The number of districts excluded in FFY 2009 because of the State's cell size is 325. These 325 districts had fewer than 100 Asian students enrolled, fewer than 100 African American students enrolled, fewer than 100 American Indian students enrolled, and fewer than 100 Hispanic students enrolled. The number of excluded districts is consistent with Wisconsin's demographic and geographic populations. Significant racial diversity occurs in distinct geographical regions; over 2/3 of our districts have student populations that are greater than 90% white students. WDPI elected to reach all districts, regardless of cell size, through a large, systems-change initiative funded with IDEA discretionary dollars. The initiative, called CREATE (Culturally Responsive Education for All: Training and Enhancement), is Wisconsin's technical assistance center on disproportionality. CREATE provides professional development and technical assistance to all districts. Under CREATE, nine distinct but related statewide projects offer a scaffolding of technical assistance and professional development to districts (for example, a two-year intensive institute for district equity teams, facilitated by Glenn Singleton (co-author of *Courageous Conversations About Race*); a year-long curriculum revision project, facilitated by Dr. Shelly Zion at UC-Denver, for district teams; the American Indian Student Achievement Network and the Early Childhood Project, which links tribal Head Starts to school districts; an annual conference).

During FFY 2009, based on the State's criteria, WDPI identified 32 districts with disproportionate over-representation in one or more special education disability categories. Of these districts, 20 were identified as having disproportionate over-representation of African American students in a special education disability category, 8 districts were identified as having disproportionate over-representation of American Indian students, and 1 district was identified as having disproportionate over-representation of Hispanic students. Three districts were identified with over-representation of both African American students and American Indian students. WDPI also reviewed data for under-representation. Based on the State's criteria for calculating under-representation, WDPI identified 61 districts with disproportionate under-representation in one or more special education disability categories. Eighteen districts were identified with both under-and over-representation. Of the districts identified with under-representation, 31 were identified as having under-representation of Asian students in a special education disability category, 15 were identified as having under-representation of Hispanic students in a special education disability category, 6 were identified as having under-representation of African American students in a special education disability, and 3 districts were identified as having under-representation of American Indian students in a special education disability. Four districts were identified as having under-representation of both Asian and African American students in a special education disability, one district was identified as having under-representation of both Asian and Hispanic students in a special education disability, and one district was identified as having under-representation of Asian, Hispanic, and African-American students.

In its review of the policies, procedures, and practices, the Department did not identify any areas of noncompliance with Part B for the identified LEAs. WDPI determined 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. The districts also have either

Part B State Annual Performance Report (APR) for 2009

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. WDPI, consequently, determined that there were no districts with disproportionate representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification.

If WDPI identifies noncompliance with identified requirements of Part B, then the state verifies that 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.

Report on the Status of Correction of Noncompliance

During FFY 2008, WDPI issued a finding of noncompliance with Part B for one LEA. During FFY 2009, WDPI verified timely correction of all identified noncompliance within one year from the date of notification. WDPI conducted an onsite visit and reviewed documentation, including student records, of correction of noncompliance in each individual case of inappropriate under-identification. WDPI ensured current compliance by reviewing post-finding data on a reasonable sample of children in the under-representing racial category and who are at risk for failure to verify practices do not exclude children for special education referral and identification based on the child’s race or ethnicity. WDPI verified the LEA has corrected each individual case of noncompliance for children still within the jurisdiction of the district and the LEA is correctly implementing the specific regulatory requirements based on a review of updated data.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:

The State met its target of 0%.

Discussion of Improvement Activities Completed

WDPI implemented the improvement activities as outlined in the SPP, including the activities further described in the following table.

State Performance Plan Improvement Activities			
WDPI Disproportionality Workgroup			
WDPI commits significant staff time and resources to addressing disproportionality. The Disproportionality Workgroup consists of eleven 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.			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
9,10 I	WDPI Disproportionality Workgroup WDPI provides on-going targeted technical assistance and conducts monitoring activities with districts identified as having disproportionate representation (both under-	Disproportionality workgroup	Regular meetings (Workgroup members listed at http://www.dpi.wi.gov/sped/spp-disp.html)

	representation and over-representation) that is a result of inappropriate identification. The workgroup also provides general technical assistance to other districts within the state and other pertinent stakeholders.		The Disproportionality Workgroup is involved in planning and implementing all of the activities listed below.
9, 10 A B C D E	Annual data review and notification of districts with disproportionate representation WDPI annually informs districts that meet the State definition of disproportionate representation. WDPI reviews their policies, procedures, and practices to determine whether the disproportionate representation is based on inappropriate identification. WDPI provides technical assistance to districts close to meeting the state criteria for disproportionate representation through resource information and training opportunities	Disproportionality workgroup	Districts were notified that they met the State definition of disproportionate (over- and/or under-) representation based on data.
9, 10 C D	Technical assistance to districts WDPI offers training, technical assistance and webinars on eligibility criteria, cultural competency, and other topics for the purpose of providing statewide technical assistance to LEAs.	Disproportionality workgroup members Special education team members CREATE (see below for additional information)	Local Performance Plan contacts receive and respond to requests for technical assistance. For list of contacts, please see http://dpi.wi.gov/sped/sepcontact.html . Disproportionality workgroup members receive and respond to requests for technical assistance. For a list of workgroup members, please see http://www.dpi.wi.gov/sped/spp-disp.html .
9,10 D	WDPI Disproportionality webpage WDPI has established a disproportionality webpage (www.dpi.state.wi.us/sped/cifms-disp.html) that provides information and resources for all districts, but is especially beneficial to districts that have been identified as having disproportionate representation.	Disproportionality workgroup	Continued maintenance (http://www.dpi.wi.gov/sped/spp-disp.html)
WDPI Disproportionality Institute Each year, WDPI sponsors an institute on addressing disproportionality for districts identified with over-representation and under-representation and other interested stakeholders. Nationally recognized experts on disproportionality are brought in to present and the institute provides workshops and technical assistance to LEAs identified with disproportionate representation.			

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
9,10 A B C D E	<p>Annual Disproportionality Institute Annually, WDPI sponsors an institute on addressing disproportionality for districts identified with over-representation and under-representation and other interested stakeholders. 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 representation bring to the institute teams comprised of general and special education staff. Presentations are given on national and local efforts, initiatives, and issues involved in understanding, identifying, and addressing racial disproportionality.</p> <p>The second half of the institute is for a targeted audience comprised of teams from districts identified with disproportionate over-representation and representatives from each of the 12 cooperative educational service agencies (CESAs). Department liaisons work with the district teams to analyze data and to develop improvement plans. In addition to assistance from department staff, assistance is provided by national experts. Following the institute, districts submit an evaluation and improvement plan.</p>	Disproportionality workgroup CREATE grant (infra, more details)	The FFY 09 disproportionality institute and needs assessment were included as projects in the new statewide systems-change grant, CREATE. For information on the institute, please see <i>infra</i> , CREATE B. For more information on the needs assessment, please see <i>infra</i> CREATE I.
<p>Disproportionality Mini-grants WDPI provides mini-grants to LEAs, disproportionality experts, and CESAs to address disproportionality at the local and regional level.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
9,10 C F G	<p>Disproportionality Mini-grants WDPI provides mini-grants to LEAs, disproportionality experts, and CESAs to address disproportionality at the local and</p>	Disproportionality workgroup LEAs Disproportionality	FFY 09 Grants awarded to: Dr. Lisa Bardon, UW-Stevens Point. Dr. Bardon is conducting a review of evaluation tools used in 6

	<p>regional level. The small grants (\$5,000-\$15,000) are for one year and awarded in the fall. Grant projects offer a unique product, process or tool that could be replicated in other districts or statewide. These products, and other products developed, are shared throughout the state and many of the products are on the WDPI Disproportionality website.</p>	<p>experts CESAs</p>	<p>school districts including 4 districts with disproportionality in the area of Emotional Behavioral Disabilities (EBD). This evaluation includes a review of literature, a list of evaluation tools used and a brief summary of each too. Dr. Bardon is also developing a list of recommended practices based on this review.</p> <p>Dr. Jeffrey Lewis, UW-Madison. Dr. Lewis conducted a series of data sessions for staff, African American boys and supportive adults from two schools in the Beloit School District. Dr. Lewis extended this project by adding additional data and conducting further data analysis sessions. Using the “academic connection time” (AST) once a week as a “pre-college and careers” project for a group of 12 boys, data is being collected and analyzed for the purpose of creating safe and productive space for the boys in this school and potentially others.</p> <p>Nine districts, all identified with disproportionate over-representation, received mini-grants to support their ongoing work to address disproportionality: Bayfield, Crandon, DeForest, Eau Claire, Hayward, Keshena, Madison, Pulaski, and West Allis.</p>
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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:

- 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.
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Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
9, 10 A B C D E F G H	<p>Responsive Education for All Children (REACH)</p> <p>REACH provided 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 helped to support educators and families 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).</p> <p>Four REACH regional centers provided training and technical assistance supporting the REACH framework and tools throughout the state. District incentive grants were given to a limited number of high needs schools to support implementation of the REACH framework.</p> <p>The REACH grant supports an RTI framework with districts involved in the project. This has allowed WDPI to begin the process on a smaller scale prior to full state implementation.</p>	WDPI REACH Consultant	<p>66 REACH incentive grants were awarded to school districts, representing 171 early childhood, elementary, middle, and high schools. Grants were awarded to schools with disproportionate identification of minority students as students with disabilities.</p> <p>Educators and family members participated in REACH statewide workshops. Workshops were offered at no charge to school districts, both grant and non-grant recipients.</p> <p>Professional mentors trained in the REACH framework assisted REACH grant recipients in implementing the REACH framework components at the school and district levels.</p> <p>Four regional centers representing all 12 CESAs offered REACH workshops.</p>
<p>Disproportionality Demonstration Grants</p> <p>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.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009

<p>9, 10 A C F G</p>	<p>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. Districts identified as having disproportionate over-representation and/or significant disproportionality (or district-led consortiums) competed for grants ranging from \$25,000 to \$50,000 to support their work on disproportionality. Highly competitive districts or district-led consortiums will have implemented a process or project specific to disproportionality – including projects in pilot status – and have data demonstrating that the process or project is likely to reduce disproportionality, based on race, in special education. The district or consortium must have a clear and realistic plan to institutionalize the process or project, collect and analyze project-related data, and capture the process and/or project in a teachable format so other districts or consortiums can replicate such project or process. Priority Areas:</p> <ul style="list-style-type: none"> • Large districts identified as having significant disproportionality based on more than one race and more than one disability category. The district’s model for addressing disproportionality will focus on developing strategies that are effective in a highly-complex environment with traditional and compartmentalized educational services and systems. • Rural districts or district-led consortiums of small and rural districts that have been identified as disproportionate based on one race. The districts’ model for addressing 	<p>Disproportionality workgroup LEAs CESAs</p>	<p>FFY 09 Grants awarded to:</p> <p>Madison Metropolitan School District (\$76,000) Products: protocol for problem solving conversations that ensures focused discussion regarding the impact of race and culture on the student’s performance; aggregated data reporting formats for behavior in software to allow problem-solving teams to analyze the effects of an intervention for a group of students; protocol for a culturally responsive interview process; research-based curriculum and lesson plans.</p> <p>In addition, WDPI partnered with the Equity Alliance at Arizona State University to provide intensive and customized technical assistance to districts identified with both disproportionate over-representation and significant disproportionality for a minimum of three years. Staff from the Equity Alliance conducted onsite needs assessments and professional development for district administration and other staff.</p>
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	disproportionality will focus on issues that affect a particular minority population within the context of a rural community.		
<p>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.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
9, 10 A B C D E F G H	<p>Wisconsin Response to Intervention Initiatives (RTI) Continuing work on statewide implementation of RTI.</p>	RTI Internal Workgroup	<ul style="list-style-type: none"> • The internal, cross-divisional WDPI workgroup continued to meet one to two times monthly. The purpose of the workgroup is to solidify messaging and provide guidance to the field through technical assistance tools. • WDPI created and released an RtI Roadmap as a visual overview of an enacted RtI system. • WDPI partnered with the Wisconsin Educational Communications Board (ECB) to plan a video project that will provide real examples of teams in Wisconsin schools at various points in their RtI implementation. • Over 1000 Wisconsin educators attended the second annual RtI Summit. School and district teams learned about RtI systems and examined their plans for scaling up their local RtI systems. • An IDEA Discretionary Grant was awarded to the CESA Statewide Network to establish the WI RtI Center. The WI RtI Center's purpose is to develop, coordinate and provide statewide professional development and technical assistance delivered regionally through a trainer of trainer model, as well as to gather, analyze and report RtI implementation data. The work of the WI RtI Center adheres to and operationalizes the messaging and guidance from WDPI. <ul style="list-style-type: none"> ○ A Statewide Director and Program Assistant were hired

			<ul style="list-style-type: none"> o Policies and procedures were developed o A regional service delivery model was established o A statewide needs assessment was conducted and analyzed o Results from the statewide needs assessment were used to prioritize content development o Contracting for content development began o Coordination of the Wisconsin Positive Behavioral Interventions and Supports (PBIS) Network began <p>This project will work with the statewide project that addresses culturally responsive instruction to train, provide resources and deliver technical assistance to participating LEA school staff to identify and implement evidence based culturally responsive academic and social-emotional and behavioral supports.</p>
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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 PBIS Network provides technical assistance and coordinates professional development through a trainer of trainer model to help Wisconsin public school districts establish and sustain PBIS within their schools. In addition, the project gathers, analyzes and disseminates implementation data from all schools utilizing PBIS services.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
9, 10 A	Wisconsin Positive Behavior Interventions and Supports (PBIS)	PBIS Internal Workgroup	<ul style="list-style-type: none"> • The internal WDPI PBIS workgroup continued to meet monthly to plan statewide roll-out of a

<p>B C D E F G H</p>			<p>coordinated service delivery plan.</p> <ul style="list-style-type: none"> • 473 schools had been trained in PBIS. • Over 100 days of PBIS training occurred throughout the state (14 administrative overviews, 13 coaches training days, 57 tier 1 training days, 15 tier 2 training days, 2 tier 3 training days, 1 district planning day, 3 SWIS facilitator training days). • An IDEA Discretionary Grant was awarded to the CESA Statewide Network to establish the WI PBIS Network through the WI RtI Center. The purpose of the WI PBIS Network is to coordinate and provide statewide professional development and technical assistance delivered regionally through a trainer of trainer model, as well as to gather, analyze and report PBIS implementation data. The work of the WI PBIS Network adheres to and operationalizes the messaging and guidance from WDPI. <ul style="list-style-type: none"> ○ A Statewide Coordinator, Data and Evaluation Coordinator, and Program Assistant were hired ○ Policies and procedures were developed ○ A regional service delivery model was established ○ Four Wisconsin trainers were trained, with three others beginning their training ○ One advisory Committee meeting was held ○ This project will work with the statewide project that addresses culturally responsive instruction to train, provide resources and deliver technical assistance to participating LEA school staff to identify and implement evidence based culturally responsive social-emotional behavioral supports.
<p>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.</p>			

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
9,10 C D E F G H I	<p>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:</p> <ul style="list-style-type: none"> • Synthesize and expand research-based practices for culturally and 	<p>2008-2011</p> <p>Disproportionality Workgroup Co Chairs</p> <p>CESAs</p> <p>LEAs</p> <p>National experts</p> <p>Approximately \$890,000/yr</p>	<p>CREATE Coordination (CESA 6)</p> <p>Statewide coordination and project management, including third-party evaluation. http://createwisconsin.net/</p> <p>Consortium on Racial Equity in PreK-12 Education (CESA 6) (\$52,700)</p> <p>The Consortium on Racial Equity in PK–12 Education in Wisconsin combines the insight of Courageous Conversation with the power of Systemic Equity Leadership to assist six districts, CESAs, and WDPI in analyzing their systems and exercising leadership to eliminate racial disparities in education.</p> <ul style="list-style-type: none"> • School Districts Involved: Fond du Lac School District, Eau Claire Area School District, School District of Beloit, School District of Janesville, Kenosha Unified School District, School District of Waukesha. Staff from all twelve CESAs participated in a 5-day intensive apprenticeship program to build their capacity around: <ul style="list-style-type: none"> • a theory of anti-racist school leadership; • how multiple threads (e.g., Courageous Conversation, critical race theory, learning organizations, and Adaptive Leadership™) are integrated into a coherent program design—and how coaching and leadership consultations support this design; • a model for leadership consultation, which is based on the Annenberg Institute’s Critical Friends Protocol and informed by Cambridge Leadership Associate’s leadership consultation protocols. • Over thirty WDPI staff participated in five days of intensive training along with staff from the school districts and CESAs. • Two, 2-day Beyond Diversity Seminars for Principals we held and attended by approximately 40 building level principals <p>http://www.createwisconsin.net/districtpractices/consortiumk12_racial.cfm</p> <p>Annual institute on disproportionality (CESA 9) (\$81,750)</p> <ul style="list-style-type: none"> • CREATE a Culturally Responsive Environment statewide conference was held April 27-28, 2010, at the Radisson Hotel and Conference Center (Green Bay, WI). 310 people, including representatives from the Great Lakes Intertribal Council, the Wisconsin Department of Corrections, private schools, universities and several Wisconsin school districts, participated. This number

	<p>linguistically diverse students in general and special education.</p> <ul style="list-style-type: none"> 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 		<p>also includes teams from school districts identified as having disproportionate over representation.</p> <ul style="list-style-type: none"> Keynote Address: Dr. Samuel Betances, a sociologist, educator and professor of 20 years with expertise in the area of race relations presented: <i>Ensuring the Success of All Students through Culturally Responsive Education</i> Conference workshops included: <ul style="list-style-type: none"> 53. <i>Symbiotic, Serendipitous, Successful Schools: Positive Effects of Culturally Responsive Family/Community Engagement</i> 54. <i>The Centrality of Trust in Positive School Change</i> 55. <i>Understanding Your Relationship with Students by Examining Your Cultural Lens</i> 56. <i>Anti-racist Leaders: Building Capacity, Particularly in White Allies</i> 57. <i>Another Look at Eligibility Criteria for EBD and OHI</i> 58. <i>African Americans and Standardized Tests: The Real Reason for Low Test Scores</i> 59. <i>Cognitive Disabilities: Definition, Eligibility Criteria and IEP Team Determinations</i> 60. ROUND TABLE LUNCH 61. <i>Relationship Building at the Core: Working with African American Youth</i> 62. <i>Creating Culturally Responsive Classrooms</i> 63. <i>Working with Students of Color and Students in Economically Disadvantaged Areas: Perspectives from Higher Education that Will Stimulate Achievement</i> 64. <i>Response to Intervention in Wisconsin and the Specific Learning Disabilities Criteria</i> 65. <i>Addressing the Challenges of Equity through Online Professional Development</i> <p>http://www.createwisconsin.net/events/create_conference.cfm</p> <p>American Indian Student Achievement Network (CESA 12) (\$81,205) Re-establish and invigorate a community of practice for the twenty-five school districts with the highest percentage of Native students. The first AISAN meeting of the 2009–10 funding year was held in conjunction with the National Indian Education Association (NIEA) Convention, held October 22–25, 2009. AISAN met on October 21, 2009, the day before the convention. Nine people attended. The following districts were represented: Tomah Area, Ashland, Bayfield, Webster, Siren, Washburn, and Green Bay Area.</p>
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	<p>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.</p> <p>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.</p>		<p>AISAN hosted the Wisconsin Tribal Language Network and American Indian Student Achievement Network Conference on March 1–2, 2010, at the University of Wisconsin–Stevens Point. The AISAN Coordinator, a consultant from DPI, and two independent consultants, planned the conference with support from a staff member from CESA 12. The conference focused on establishing a community of support for American Indian students and infusing American language and culture into the curriculum and classrooms—AISAN's three priority areas. A total of 123 participants attended from more than 30 school districts, including 24 of the 26 districts that are members of AISAN. Participants from several tribal communities also attended.</p> <p>Dr. Thomas Peacock, Associate Professor of Education at the University of Minnesota–Duluth and member of the Fond du Lac Band of Lake Superior Chippewa, presented the keynote address, "The Role of Education in Promoting Hope in Native Students." Sectionals focused on: understanding and eliminating racism, increasing attendance and reducing truancy, creating change in Indian education, best practices in Title VII, tribal language planning, assessment of tribal language learners, and the new DPI Tribal Language Revitalization Grant Program. In addition, two discussion sessions were held focusing on next steps for AISAN and a proposed Wisconsin tribal language consortium. A language technology demonstration was also presented.</p> <p>Additional activities for the American Indian Achievement Network include:</p> <p>Online Community of Practice. CESA 12 created a Moodle site which contains an online discussion board for AISAN members.</p> <p>Identifying and Sharing Resources</p> <p>Professional Development and Training Opportunities:</p> <ul style="list-style-type: none"> • The Minnesota Indigenous Language Symposium, May 18–19, 2009 (4 grants) • The 13th Annual American Indian Studies Summer Institute, June 22–26, 2009 (6 grants) • The CREATE Conference, June 29–July 1, 2009 (14 grants) • The NEIA Convention, October 22–25, 2009 (14 grants)
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		<p>CREATE e-newsletter (CESA 4) Electronic newsletters regarding culturally responsive education that include articles, resources, and professional development opportunities relevant to cultural responsiveness in education For the 2009–10 funding year, the CREATE newsletter has been published each month since September 2009; ten issues were published in 2009–10. The number of newsletter recipients increased in 2009–10; as of April 2010 there were 332 subscribers. The contents of the e-newsletters include:</p> <ul style="list-style-type: none"> • CREATE News • CREATE Resources • Professional Development • A feature highlighting CREATE projects and events • A calendar of events related to disproportionality and culturally responsive education • National research, resources, and professional development opportunities http://www.createwisconsin.net/enewsletter/ <p>Culturally Responsive Classroom Practices (CESA 1) 128,000 Part F of the CREATE grant concentrates on culturally responsive classroom practices. This component of the CREATE initiative provides a series of training workshops for district teams that are interested in implementing effective culturally responsive classroom practices. The training is designed for teams of six classroom teachers and one administrator from the same school. The series of four two-day training sessions assists participants in identifying new ways to reach students from culturally and linguistically diverse backgrounds. Graduate-level course credit is provided for participants who complete the course and make arrangements to pay course fees through Cardinal Stritch University.</p> <p>Staff from CESAs 1 and 2 are responsible for coordinating the training sessions. Dr. Shelley Zion and Dr. Elizabeth Kozleski serve as trainers for the sessions. Dr. Zion is Executive Director of Continuing Education and Professional Development at the University of Colorado-Denver where her responsibilities include helping teachers to understand the influence of culture, class, power, and privilege on curriculum, pedagogy, and classroom practices. Dr. Kozleski is a professor at Arizona State University and has expertise is in the area of systems change, inclusive education, and professional development in urban education. Dr. Kozleski is currently a co-principal investigator with the National Center for Culturally Responsive Educational Systems (NCCREST); Dr. Zion was formerly a project coordinator with NCCREST.</p>
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			<p>Training sessions have been offered to two cohorts of school-based teams from the following school districts: Ashland, Waukesha, Fond du Lac, and Monona Grove.</p> <p>A total of 34 participants have attended the workshops over the past two years. Ashland and Fond du Lac each sent five staff members to the training, and Monona Grove sent six staff members. A total of 18 participants from Waukesha have participated over the course of two years; five participated in Cohort 1, and 13 participated in Cohort 2. Two staff members from DPI, and the CREATE coordinator from CESA 6, also participated</p> <p>Training Dates Cohort 1 Trainings (Ashland and Waukesha)</p> <p style="padding-left: 40px;">February 11–12, 2009 May 26–27, 2009 September 22–23, 2009 November 3–4, 2009</p> <p>Cohort 2 Trainings (Fond du Lac, Monona Grove, and Waukesha)</p> <p style="padding-left: 40px;">September 24–25, 2009 November 5–6, 2009 February 23–24, 2010 April 14–15, 2010</p> <p>http://www.createwisconsin.net/classroompractices/classrooms_training.cfm</p> <p>Culturally Responsive Early Childhood Project (CESA 8) (\$80,660) Collaborative project with tribal Birth-to-3 coordinators and Early Childhood Special Education program support staff to provide culturally responsive early childhood assessments. The project develops culturally responsive early childhood education and care practices, guidelines for culturally responsive early childhood special education screening and assessment practices and a checklist for addressing disproportionality in early childhood programs.</p> <p>The purpose of this work is to ensure appropriate identification and provision of special education services to young Native American children and their families. The Early Childhood Project is working to establish partnerships between each of Wisconsin’s eleven tribal nations and the school districts and county agencies that</p>
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			<p>serve children from these tribal communities</p> <p>Development and Dissemination of Culturally Responsive Early Childhood Practice Resources. Project staff have engaged in the following tasks related to the development and dissemination of culturally responsive resources:</p> <ul style="list-style-type: none"> • Developed and disseminated guidelines for culturally responsive early childhood education and care practices to Child Care Resource and Referral Agencies in Wisconsin. • Engaged in ongoing review of culturally relevant studies, articles, reports, documents, policy statements, and curriculum and program models to identify resources pertaining to the education and care of young Native American children with and without disabilities. • Disseminated resources to CESA Early Childhood Special Education Program Support Teachers and Resource Birth to 3 Coordinators. Resources included information on best practices and materials for young Native American children and their families both in general and special education. The materials selected can be incorporated into existing professional development activities that address State Performance Plan indicators. • Worked in partnership with the State Interagency Agreement Leadership Team, GLITC, and members of an early childhood tribal focus group to obtain commitments from tribal communities to take part in data collection and analysis of current policies and practices related to screenings, referrals, assessments, and eligibility and placement options in these communities. The purpose of this effort is to obtain baseline data to inform decision making. Data collection with the Forest County Potawatomi tribe began in July 2009 and with neighboring school districts in September 2009. • Began to coordinate efforts with other state early childhood initiatives to ensure projects are culturally responsive. In 2009–10 project staff plan contributed information and resources to Websites such as the following: <ul style="list-style-type: none"> ▪ Wisconsin Early Childhood Collaborating Partners (Screening and Assessment) www.collaboratingpartners.com/screen_assess.htm ▪ Preschool Options: Least Restrictive Environments www.preschooleoptions.org/ ▪ Child Find www.cesa6.k12.wi.us/products_services/earlylearningresources/childdevelldays.cfm
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			<ul style="list-style-type: none"> ▪ Wisconsin Department of Public Instruction: Working with Culturally and Linguistically Diverse Children and Families www.dpi.wi.gov/ec/ecinr.html <p>Increasing Public Awareness of Culturally Responsive Practices. The Early Childhood Project coordinator has engaged in the following activities to increase public awareness of culturally responsive practices:</p> <ul style="list-style-type: none"> • Presented at the Healing Our Communities Wisconsin Early Childhood Education and Care Conference (October 2008) and the Wisconsin Preserving Early Childhood Conference (March 2009). • Coordinated a 12-hour training, "Inclusion of Young Children with Disabilities," on the Oneida Nation reservation for tribal and non-tribal Early Education and Care teachers (January 2009). • Participated in the Wisconsin Inter-Tribal Early Childhood Association annual conference and bi-monthly meetings. • Participated in the Bureau of Indian Education Special Education Conference and the National Indian Education Association Convention. • Posted materials from the Second Tribal Gathering on the CREATE Website (e.g., PowerPoint slides and Webcasts of specific sessions), • Contributed an article on the Third Tribal Gathering to the spring 2010 issue of the <i>Birth to 6 Events</i> newsletter http://www.waisman.wisc.edu/birthto3/EVENTS_Spring10.pdf. • Served on the 2010 CREATE Conference Planning Committee and set up the Webcasting for the conference. <p>http://www.createwisconsin.net/classroompractices/early_childhood_programs.cfm</p> <p>Checklist for Addressing Racial Disproportionality in Special Education (CESA 4) (\$21,800) Published, disseminated, and provided technical assistance around <i>Checklist for Addressing Racial Disproportionality in Special Education</i> (D. Losen, 2008). http://www.createwisconsin.net/districtpractices/addressing_disproportion.cfm</p> <p>Needs assessment and professional development strategic plan for districts identified with disproportionate over-representation (CESA 11) (\$54, 140)</p>
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			<p>School districts in Wisconsin identified as having a disproportionate representation of racial and ethnic groups in special education and related services or in specific disability categories are required to participate in an <u>evidence-based process</u> of assessment of district policies, procedures, and practices. District teams must examine policies, procedures, and practices in general and special education that have been shown to contribute to institutional factors that surround disproportionality.</p> <p>School districts identified by WDPI as having significant disproportionality are required to participate in an annual needs assessment process that includes a review of policies and practices that have been shown to contribute to disproportionality. The districts are also required to develop a comprehensive disproportionality improvement plan based on the results of this review. CESA 11 is coordinating the work related to the district needs assessments. The National Center for Culturally Responsive Educational Systems (NCCREST) is assisting districts in completing the needs assessment process.</p> <p>The major activities of this component include:</p> <ul style="list-style-type: none"> • Organizing a day-long meeting in conjunction with the annual CREATE conference to assist identified districts in completing the initial needs assessment or updating the previous year's assessment. • Developing needs assessment tools, or modifying existing tools, to assist districts in completing the needs assessment process and developing district disproportionality improvement plans. • Developing and administering a needs assessment survey to participating districts to obtain recommendations for future professional development offerings and technical assistance services related to disproportionality. • Summarizing and disseminating the results of the needs assessment survey to coordinators of other CREATE components for use the results in planning future professional development offerings and to districts participating in the needs assessment. <p>Participants</p> <p>In 2009, 27 districts identified as having significant disproportionality were invited to attend the CREATE conference and to participate in preconference sessions designed to assist district teams in completing the needs assessment process. Districts identified as having significant disproportionality are required to attend the</p>
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			<p>CREATE pre-conference needs assessment unless they made prior arrangements with WDPI. In 2009, two districts that had been identified as having significant disproportionality did not attend the CREATE pre-conference sessions. In 2010, 37 districts were invited to attend; eight of these districts were newly identified as having significant disproportionality.</p> <p>District teams, consisting of the following team members, were asked to attend:</p> <ul style="list-style-type: none"> • Directors of Special Education • Curriculum and Instruction Coordinators or Assessment Coordinators • School Psychologists • At least one elementary school teacher (general education or special education) <p>Districts also were given access to the needs assessment Website which requires a username and password for log-in. On the Website, districts are provided with several resources to further assist them with planning, including the following:</p> <ul style="list-style-type: none"> • A needs assessment overview • An NCCRESt PowerPoint presentation that includes an overview the steps involved in completing the needs assessment rubric • A copy of the NCRESt needs assessment rubric • A list of possible data sources that might be used to address specific focus areas • A list of rubric definitions and examples • Instructions and blank worksheets for each step of the needs assessment process <p>Once districts completed the needs assessment rubric, they submitted their district improvement plans. In 2009, districts could submit the plans in one of the following ways: (1) a paper or electronic copy State Performance Plan Annual Disproportionality Improvement Plan; (2) a paper or electronic district improvement plan with related (and highlighted) goals and activities; completion of the online needs assessment, which generates the district's improvement plan for addressing disproportionality. In 2010, districts were required to complete and submit the online needs assessment.</p> <p>http://www.createwisconsin.net/districtpractices/addressing_disproportion.cfm</p>
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009

WDPI eliminated the two state schools from the denominator in the calculation as the students placed at the schools are included in the child count data of the LEA that has FAPE responsibility.

State Performance Plan Improvement Activities			
<p>Linguistically Culturally Diverse (LCD) II Populations: American Indian and Spanish Speaking</p> <p>The original Linguistically Culturally Diverse (LCD) guides were written as companion guides to the publication <i>Language Sample Analysis (LSA), the Wisconsin Guide</i>. 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.</p> <p>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.</p> <p>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.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
9 and 10 A B C D F H	Update and revise the Spanish Speaking section of the publication Linguistically Culturally Diverse (LCD) II	LCD Workgroup	<p>A workgroup of three individuals including an SLP experienced in assessment and interventions with Spanish speaking students, an SLP who speaks Spanish and is familiar with the Spanish language, and a DPI representative has been established. The workgroup will produce a document to reflect the following:</p> <ul style="list-style-type: none"> • Typically developing Spanish morphology, syntax, and phonology; • A general comparison between typical development in English and Spanish syntax, morphology and phonology; and • Assessment procedures for IEP teams who are assessing English Language Learners to determine language difference from language disorder. <p>A literature review and an internet search have been completed to obtain the most recent information.</p>

Categories:		Color Code:
A) Improve data collection/reporting or systems	F) Program development	Completed
B) Improve systems administration & monitoring	G) Collaboration/coordination	Continuing as stated in SPP
C) Provide training/professional development	H) Evaluation	New or revised activity
D) Provide technical assistance	I) Increase/adjust FTE	Activity Description
E) Clarify/examine/develop policies & procedures	J) Other	

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.

FFY	Measurable and Rigorous Target
<p>2009 (2009-2010)</p>	<p>100% of children with parental consent to evaluate, were evaluated and eligibility determined within 60 days</p>

Actual Target Data for FFY 2009:

The State uses its *Procedural Compliance Self-Assessment* to collect data on this indicator. In FFY 2006, WDPI established a 5-year monitoring cycle and collected data on Indicator 11 from one-fifth of the LEAs in the state each year. The cycle of districts is representative of the state considering such variables as disability categories, age, race, and gender. This cycle is also used for collecting data on the sampling indicators; OSEP approved the sampling plan. The State gathered data from a cohort of districts in FFY 2009. Milwaukee Public Schools, the only LEA with average daily membership of over 50,000, is included in the monitoring cycle each year. WDPI will include every LEA in the state at least once during the 5-year cycle and will report to the public at the State and LEA levels.

For FFY 2009, eighty-nine public agencies conducted the *Procedural Compliance Self-Assessment* and reported the percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 calendar days. The percent of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days during FFY 2009 was 98.78%. This represents progress of

Part B State Annual Performance Report (APR) for 2009

0.39% from FFY 2008. This data, which is taken from Wisconsin's electronic reporting system, is based upon actual, not average number of days. WDPI validates this data to assure accuracy. Trend data shows continual progress toward meeting the target goal of 100%. During FFY 2008, the percent of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days was 98.39%. During FFY 2007, the percent was 98.20%, during FFY 2006, the percent was 96.48% and during FFY 2005, the percent 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)(1) and the exceptions at 34 CFR 300.301(d) and 34 CFR 300.309(c). Although the target of 100% is not met, continual progress is being made, and consistent with OSEP guidance Wisconsin is substantially in compliance with the 60-day evaluation time line requirement.

a. # of children for whom parental consent to evaluate was received:	8,956
b. # determined not eligible whose evaluations and eligibility determinations were completed within 60 days:	3,322
c. # determined eligible whose evaluations and eligibility determinations were completed within 60 days	5,525
Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation in FFY 2009.	98.78%

Formula:

Percent = b + c divided by a times 100.

$$(3,322 + 5,525) \div 8,956 \times 100 = 98.78$$

The range of days beyond the 60-day time line is one (1) calendar day to 136 calendar days. In agencies with noncompliance, typically there were fewer than five students whose evaluation and eligibility determination exceeded 60 days. Of the agencies that did not complete an initial evaluation within the 60-day time line, 74% did so within 30 calendar days or less beyond the 60-day time line. Reasons for the delays include: staff unavailable, parent unavailable, weather-related cancelations, scheduling problems, additional testing required, student absences, and timeline calculation errors. During FFY 2009, WDPI made 37 findings of noncompliance for this indicator. As permitted by OSEP, in calculating the number of findings, WDPI groups individual instances in an LEA as one finding. However, if there was only one instance of noncompliance in an LEA involving a legal requirement, WDPI counted that as one finding. The agencies with findings of noncompliance have developed and are implementing a corrective action plan to ensure compliance within one year of identification.

FFY 2007 and FFY 2008 Findings

As instructed by OSEP in the FFY 2008 SPP/APR Response Table, the State is reporting the number of FFY 2007 and FFY 2008 findings for this indicator and demonstrating that each of those findings was corrected. During FFY 2007, WDPI made 35 findings of noncompliance for this indicator. During FFY 2008, WDPI made 27 findings of noncompliance for this indicator. As permitted by OSEP, in calculating the number of findings, WDPI groups individual instances in an LEA as one finding. However, if there was only one instance of noncompliance in an LEA

involving a legal requirement, WDPI counted that as one finding as well. The State hired additional staff and redirected WDPI resources to verify correction as described below.

Verification of Correction of Noncompliance Identified in FFY 2007 and FFY 2008

To verify that each instance of individual student noncompliance had been corrected, WDPI staff reviewed a randomly drawn sample of initial evaluation records of students who were in the LEA's original *Procedural Compliance Self-Assessment* sample submitted during the 2007-08 or 2008-09 school year and whose evaluations were not completed within 60 days. The size of the sample of records reviewed was dependent upon the size of the district, the number of noncompliant files, and whether the students were still within the jurisdiction of the LEA. Each record was reviewed to verify that the evaluation was completed, although late. In instances when students were found eligible for special education services each record was reviewed to ensure compensatory services had been considered. All records demonstrated the evaluation(s) had been completed and compensatory services had been considered. WDPI verified all individual instances of noncompliance had been corrected in FFY 2007 and FFY 2008. WDPI determined, based on this review of records, each individual instance of noncompliance has been corrected.

To verify current compliance, WDPI staff examined a separate sample of current student records. The exact number of records to be submitted for review was determined by the WDPI and was dependent upon the size of the LEA and the number of initial evaluations completed by the LEA as reported on its original *Procedural Compliance Self-Assessment* report submitted during the 2007-08 or 2008-09 school year. WDPI staff reviewed the records to determine whether the evaluations were completed within 60 days of receiving parental consent. If all reviewed evaluations were completed within the required timeline, WDPI determined the LEA is currently in compliance. If one or more of the evaluations were not completed within 60 days, WDPI staff reviewed the regulatory requirement with the LEA, and for students who had been found eligible for special education and related services, directed correction of the error(s) within 20 days. Correction involved submission of evidence that the LEA had considered compensatory services by holding an IEP team meeting or with the agreement of the parent: (1) developed a written document to amend or modify the student's IEP to reflect compensatory services or (2) discussed with the student's parent and documented an agreement that no compensatory services were necessary. The LEA submitted the corrected record(s) for review. WDPI staff reviewed the record(s) to verify correction.

In addition, when one or more evaluations were not completed within 60 days, the LEA then submitted a new separate sample of the next new initial evaluation records generated within a given timeframe after making the previous corrections. These records were then reviewed by WDPI staff to verify that the evaluations had been completed within 60 days. In the event that one or more of the records did not meet the regulatory requirement, the process continued until the LEA corrected each individual case of noncompliance, and the LEA was found in current compliance.

Following these two-pronged verification procedures which are consistent with OSEP Memo 09-02, the WDPI has determined all LEAs found in noncompliance during FFY 2007 and FFY 2008 have corrected each individual case of noncompliance and are currently in compliance with 34 CFR 300.301(c) and the exceptions at 34 CFR 300.301(d) and 34 CFR 300.309(c).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:

WDPI continues to make progress toward meeting the target for this indicator and is in substantial compliance. As instructed by OSEP in the FFY 2008 SPP/APR Response Table, because WDPI is not able to report 100% compliance in the FFY 2009, WDPI has reviewed its improvement activities and revised them.

WDPI implemented the improvement activities as outlined in the SPP, including the activities further described in the following table.

State Performance Plan Improvement Activities			
<p>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 (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.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
11 C D E	Procedural Compliance Self-Assessment Annually review and revise (if needed) the self-assessment standards and directions to clarify exceptions.	Procedural Compliance Self-Assessment Workgroup	Self-assessment standards and directions were reviewed. No changes related to Indicator 11 requirements were needed.
11 C	Procedural Compliance Self-Assessment - Training Training on standards and directions.	Procedural Compliance Self-Assessment Workgroup Regional Service Network (RSN) Directors	Webcasts annually updated in the fall and as needed throughout the year.
11 C D G	Procedural Compliance Self-Assessment – Regional Service Network (RSN) Involvement Revise the RSN grant to provide LEA training and technical assistance on procedural requirements related to Indicator 11 and the development of LEA systems of internal controls.	RSN Consultant and RSN Directors	RSN grant revised to reflect priorities in Spring. Will continue in each year of the cycle.
11 C D	Procedural Compliance Self-Assessment – Regional Service Network (RSN) Involvement Provide regular updates to the RSNs.	Procedural Compliance Self-Assessment	Updates provided monthly at statewide RSN meetings during FFY 2009. Monthly update meeting ongoing.

G		Workgroup	
11 C D G	Procedural Compliance Self-Assessment – Regional Service Network (RSN) Involvement RSN's provide support to the districts going through the current year cycle.	RSN Directors	Each of the 12 CESAs provided a minimum of two focused regional trainings for LEAs. Will continue in each year of the cycle.
11 A	Procedural Compliance Self-Assessment LEAs report the self-assessment results to WDPI, along with planned corrective actions.	Procedural Compliance Self-Assessment Workgroup	LEAs reported results in December.
11 A B D E	Procedural Compliance Self-Assessment Validation WDPI validates through onsite visits in a sample of LEAs that the Procedural Compliance Self-Assessment was conducted as specified and the data provided is valid and reliable. WDPI reviews the data reported, and selects a reasonable sample of IEPs to determine if the data entered are correct.	Procedural Compliance Self-Assessment Workgroup	WDPI conducted validation activities January through March. Will continue in each year of the cycle.
11 B	Procedural Compliance Self-Assessment Notification Regardless of the specific level of noncompliance, WDPI notifies the LEA in writing of the noncompliance, and of the requirement that the noncompliance be corrected as soon as possible, but in no case more than one year from identification. Districts with identified non-compliance, including noncompliance related to the 60-day timeline for determining special education eligibility, are required to develop and implement a corrective action plan that is reported through the procedural compliance self-assessment process.	Procedural Compliance Self-Assessment Workgroup	WDPI notified LEAs in January. Will continue in each year of the cycle.
11 B	Procedural Compliance Self-Assessment Assurance The self-assessment process requires districts to have an internal district control system that further ensures future compliance with this requirement.	Procedural Compliance Self-Assessment Workgroup	Received Assurances of an established internal control system in March. Will continue requiring assurances in each year of the cycle.

11 C	<p>Procedural Compliance Self-Assessment Bulletin</p> <p>WDPI will prepare and distribute a bulletin on the results of the <i>Procedural Compliance Self-Assessment</i>.</p>	Procedural Compliance Self-Assessment Workgroup	Information Update Bulletin 09-03, dated November 2009, posted to WDPI website is a summary of the results of the 2006-07, 2007-08, 2008-2009 self-assessments. WDPI will develop another bulletin on cycle results.
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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 assured the department that they have adopted the model policies and procedures or submitted locally developed policies and procedures to the WDPI for review and approval. Annually, LEAs assure the department they have not substantively revised their LEA policies and procedures or they submit the revisions for approval.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
11 E	<p>Model Local Educational Agency Special Education Policies and Procedures</p> <p>WDPI developed <i>Model Local Educational Agency Special Education Policies and Procedures</i> to help LEAs meet their obligation to establish and implement special education requirements.</p>	Procedural Compliance Self-Assessment Workgroup	The Model LEA Policies and Procedures are available on the WDPI website at http://dpi.wi.gov/sped/cifms.html
11 E	<p>Model Local Educational Agency Special Education Policies and Procedures</p> <p>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.</p>	Procedural Compliance Self-Assessment Workgroup	<p>Completed initial review in Spring 2008. LEAs must continue to submit substantive changes for review.</p> <p>Every year as an Additional Data Element in their Local Performance Plan, Special Education directors acknowledge they understand their affirmative duty to submit policies and procedures with substantive modifications to WDPI for review. For FFY 2009, additional data elements were submitted in November 2009.</p>

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. 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. WDPI requires LEAs to submit for review subsequent substantive modifications to their forms.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
11 E	<p>Sample IEP Forms WDPI provides 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 reference materials posted on the department's web site (http://dpi.wi.gov/sped/forms06.html) 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. WDPI provided model forms to all LEAs to assist with implementing the 60-day time limit. 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.</p>	Procedural Compliance Self-Assessment Workgroup	Sample forms and reference materials continue to be available on the WDPI website at http://dpi.wi.gov/sped/cifms.html
11 E	<p>Sample IEP Forms LEAs are required to submit an assurance that they have adopted the WDPI Model IEP Forms or submit their LEA forms to WDPI for review.</p>	Procedural Compliance Self-Assessment Workgroup	<p>In 2008, the department verified LEAs adopted IEP team forms that comply with IDEA 2004 and state law.</p> <p>Every year as an Additional Data Element in their Local Performance Plan, Special Education directors acknowledge that they understand their affirmative duty to submit policies and procedures with substantive modifications to WDPI for review. For FFY 2009, additional data elements were submitted in November 2009. Submitted revisions were reviewed throughout FFY 2009 and will continue throughout the cycle.</p>
11 E	<p>Sample IEP Forms WDPI will develop and disseminate guidance on the model IEP forms and IEP team process.</p>	Procedural Compliance Self-Assessment Workgroup	<p>Sample IEP Forms <i>Guide to Special Education Forms</i> updated in September 2009 and will continue to be available on the WDPI website.</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009

WDPI revised its verification procedures subsequent to OSEP’s visit letter dated March 10, 2010, and to ensure consistency with OSEP Memo 09-02. WDPI was not able to report 100% compliance in FFY 2009, and therefore WDPI reviewed its improvement activities and added the development of a state-wide bulletin as an additional activity.

State Performance Plan Improvement Activities			
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 (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.			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
11 A B D E I	Procedural Compliance Self-Assessment Verification – Revised Procedures After the activities in the corrective action plan are completed, WDPI staff verifies that this noncompliance has been corrected. WDPI verifies that each child-specific error is corrected and that each LEA is in current compliance. To verify correction of child specific errors, WDPI selects a reasonable sample of students whose evaluations were not completed within 60 days. Each record is reviewed to ensure the evaluation was completed, eligibility determined, and compensatory services were considered. 100% of the records must be corrected. To verify current compliance, WDPI reviews updated data, including review of current records. Updated data must demonstrate 100% compliance with the 60-day timeline. WDPI selects all files reviewed. Throughout the self-assessment process, WDPI	Office Operations Associate(s) LPP Consultants	For FFY 2007, WDPI made 35 findings of noncompliance related to Indicator 11. Using the revised self-assessment verification procedures, WDPI verified all LEAs corrected identified noncompliance and were in current compliance. For FFY 2008, WDPI made 25 findings of noncompliance related to Indicator 11. Using the revised self-assessment verification procedures, WDPI verified all LEAS corrected identified noncompliance and were in current compliance. WDPI devoted additional staff time to complete the revised verification procedures. WDPI will continue these verification activities in each year of the cycle using the revised verification procedures.

Part B State Annual Performance Report (APR) for 2009

	staff provides technical assistance, and works with the LEA to ensure correction of noncompliance as soon as possible, but no later than one year after identification.		
11 C D	State-Wide Bulletin WDPI will develop a state-wide bulletin on the 60 day time-line requirement that will be disseminated to all LEAs.	Procedural Compliance Self- Assessment Workgroup	

Categories:		Color Code:
A) Improve data collection/reporting or systems	F) Program development	Completed
B) Improve systems administration & monitoring	G) Collaboration/coordination	Continuing as stated in SPP
C) Provide training/professional development	H) Evaluation	New or revised activity
D) Provide technical assistance	I) Increase/adjust FTE	Activity Description
E) Clarify/examine/develop policies & procedures	J) Other	

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.

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

Actual Target Data for 2009-2010:

a. # of children who have been served in Part C and referred to Part B (LEA notified pursuant to 637(a)(9)(A)) for Part B eligibility determination:	3,503
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays:	405
c. # of those found eligible who have an IEP developed and implemented by their third birthdays:	2,541

Part B State Annual Performance Report (APR) for 2009

d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services:	428
e. # of children who were referred to Part C less than 90 days before their third birthdays	96
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 in FFY 2008.	98.72%

*(Includes state statute established exceptions: the parent of a child repeatedly fails or refuses to produce the child for the evaluation; or a child enrolls in a school of another public agency before the evaluation is completed.)

Calculation: $2,541 / (3,503 - 405 - 428 - 96) = 98.72\%$

During FFY 2009, 98.72% of children referred by Part C prior to age 3, who were found eligible for Part B, had an IEP developed and implemented by their third birthdays.

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

1	Eligibility not determined
3	Determined to be NOT eligible after the third birthdays.
29	Found eligible and had an IEP developed and implemented after their third birthday.

Data Source: Program Participation System (PPS)

The range of days beyond the 3rd birthday when eligibility was determined and the IEP developed was four (4) to 114 days.

The reasons for the delays for the 29 children that did not meet the transition timeline include:

- For 9 children, the referral was not made by Part C to the school district at least 90 days prior to the child's third birthday.
- For 20 children, other reasons included scheduling conflicts, unavailability of staff, and staff unaware of IDEA requirements.

Two-Pronged Procedures for Verification of Correction of Noncompliance

Indicator 12 data is collected through an online database, the Program Participation System (PPS) on an ongoing basis. WDPI identifies a point in time during the SPP/APR reporting period when it reviews compliance data from the database and identifies noncompliance. In making compliance decisions, WDPI reviews all data that it has received since the last time the State examined data from the database and made compliance decisions. WDPI makes a finding of noncompliance when the data indicates an eligible child did not have an IEP developed and implemented by the third birthday.

Step 1: Ensuring each individual case of Indicator 12 noncompliance has been corrected

- a. WDPI reviews PPS data to verify the child's IEP has been developed and implemented, although late.
- b. WDPI directs public agencies to submit IEPs to verify the child has an IEP and to verify the correct data was entered into the PPS.

Step 2: Determining whether the public agency is currently in compliance with Indicator 12 requirements

- a. Using post-finding data entered in PPS, WDPI verifies current compliance with Indicator 12 requirements for each public agency.

FFY 2008 Findings

WDPI made no findings of noncompliance in FFY 2008. All LEAs immediately (i.e., before the State issued a finding) corrected noncompliance and provided documentation of such correction.

WDPI verified each individual case of noncompliance had been immediately corrected by verifying the children had IEP implementation dates recorded in PPS. In addition, LEAs submitted a copy of the student's IEP to WDPI to demonstrate the LEA had developed and implemented the IEP, although late, for any child for whom implementation of the IEP was not timely. WDPI reviewed each child's record where the noncompliance occurred to verify correction.

Although each individual case of noncompliance was corrected, the LEAs were directed to analyze their early childhood transition process to ensure future compliance with Indicator 12. The analysis included a review of the LEA's data on children referred by County Birth to 3 programs; a review of the agency's early childhood transition policies, procedures, and practices; and a review of the local interagency agreements with County Birth to 3 programs related to early childhood transition. The department strongly recommended the analysis be conducted in collaboration with County Birth to 3 programs referring children with suspected disabilities to the LEA. Following the review, the LEAs submitted an improvement plan that included a description of the review and the activities directed at meeting Indicator 12.

To verify current compliance, WDPI reviewed quarterly progress data in PPS for districts with FFY 2008 noncompliance. LEAs were required to demonstrate 100% of children referred by Part C prior to age 3, who were found eligible for Part B, had an IEP developed and implemented by their third birthdays for a minimum of three consecutive months in FFY 2009. All LEAs with noncompliance in FFY 2008 demonstrated current compliance through progress monitoring of FFY 2009 data.

WDPI verified each LEA developed and implemented the IEP, although late, for any child for whom implementation of the IEP was not timely. The State chose not to make any findings in FFY 2008 because LEAs immediately corrected the noncompliance and provided sufficient documentation.

FFY 2009 Findings

In November 2010, WDPI reviewed compliance data from the PPS database to identify noncompliance. The State reviewed all data it had received since the last time the State examined data from the database to make compliance decisions. WDPI found that each LEA with an eligible child who did not have an IEP developed and implemented by their third birthday immediately corrected the noncompliance and provided

documentation of such correction by entering the child's IEP implementation date into PPS and providing WDPI with the cover sheet of the child's IEP, which documents the IEP implementation date. The LEA thus demonstrated the individual case of noncompliance had been immediately corrected. WDPI is requiring each LEA with one or more individual case of noncompliance to analyze their Indicator 12 data, policies, procedures, and practices to determine the root cause(s) of the noncompliance and develop an improvement plan to ensure future compliance. By conducting quarterly progress monitoring using post-finding data reported in PPS, WDPI will verify current compliance with Indicator 12 requirements for each of these LEAs.

WDPI verified each LEA developed and implemented the IEP, although late, for any child for whom implementation of the IEP was not timely. The State chose not to make any findings in FFY 2009 because LEAs immediately corrected the noncompliance and provided sufficient documentation.

Discussion of Improvement Activities Completed and Explanation of Progress that occurred for FFY2009:

The increase in Indicator 12 percentage from 96.78% in FFY2008 to 98.72% in FFY 2009 is attributed to the following activities:

- Collaboration between Part C (WDHS) and Part B (WDPI)
 - WDPI and WDHS established a Cross Department Transition team composed of WDPI and WDHS staff. The team continued to meet monthly during FFY 2009 to monitor, revise, and plan future training and technical assistance materials for LEAs and County Birth-to-3 programs, as necessary. Additional topics discussed at these meetings included reviewing the progress and outcomes of the transition trainings, reviewing the data that were being collected via the Program Participation System (PPS), and determining future technical assistance topics, related to transition, that the Cross-Department team would address. A formal technical assistance and training plan for FFY 2010 was also developed.
 - WDPI participated in monthly Wisconsin Early Childhood Collaborating Partners (WECCP) meetings to assure the general education community is aware of and involved in transition.
 - The WDPI Superintendent and WDHS Secretary are members of the Governor's Early Childhood Advisory Council (ECAC). A presentation was made on IDEA programs to the Council. The ECAC is conducting an assessment of the early childhood system in Wisconsin, including programs and services for children with disabilities and their families.
- Interagency Agreements
 - The Interagency Agreement Workgroup continues to oversee the interagency agreement work related to the Primary agreement between WDPI and WDHS. This team includes representation from WDPI, WDHS, McKinney Vento, the Head Start Collaboration Project, the Great Lakes Intertribal Council, and the Parent Training Center FACETS.
 - Specific policy and procedure development has been the focus of this work during FFY 2009. Work has continued on bulletins and policies. Due to the delay in the release of the Part C regulations, final approval of these policies and bulletins has been delayed.
 - A separate interagency agreement was created last year and continues to be in place to clarify the WDPI and WDHS roles and responsibilities regarding the development and maintenance of the Program Participation System (PPS).

- On a local level, the review and revision of local interagency agreements continued between LEAs and county Birth-to-3 programs.
- Program Participation System (PPS)
 - LEAs report child-specific data on a real-time basis, as opposed to the previously reported aggregate data at the end of the year. This allows for on-going monitoring of progress on Indicator 12 by the LEA and WDPI.
 - During FFY 2009, LEAs submitted transition data in PPS. WDPI staff continued to review data and notify LEAs when errors were detected. In addition, WDPI developed additional technical assistance documents to ensure accurate data reporting in PPS and to clarify the transition process.
 - In FFY 2009, WDPI and WDHS continued to collaboratively develop enhancements to the PPS. Changes to PPS were communicated with the contracted computer programmer and changes were made to the system.
- Validation/Verification process
 - In FFY 2009, WDPI began a validation and verification process to ensure student-specific and current compliance. Individualized technical assistance has been provided to LEAs and County programs.
- Coordinated data analysis and improvement planning
 - LEAs that failed to meet Indicator 12 for FFY 2009 were required to submit an improvement plan electronically through the Special Education Web Portal. The Cross Department Transition Team met to review those plans and develop/revise appropriate technical assistance as a result.
- Training/Technical Assistance
 - WDPI and WDHS continued to provide web pages on their own websites to serve as the primary web source for their related stakeholders:
 - LEAs access information directly at <http://www.dpi.wi.gov/sped/spp-tran-presch.html>.
 - County Programs access information directly at <http://dhs.wisconsin.gov/bdds/birthto3/index.htm>
 - Webcasts were developed and continue to be available to address each component of the Program Participation System (PPS). They are archived for continual access at: <http://www.dpi.wi.gov/sped/spp-tran-presch.html> and <http://dhs.wisconsin.gov/bdds/birthto3/ta/index.htm>.
 - WDPI developed a planning worksheet to facilitate communication between Part C and Part B providers and to prepare for electronic referrals by Part C and data entry in the Program Participation System ([Early Childhood Transition Planning Worksheet](#)).
 - WDPI coordinated information posted on the Wisconsin Early Childhood Collaborating Partners website which serves as a site for general information on Birth to 6 topics (<http://www.collaboratingpartners.com/transition/index.htm>).

Part B State Annual Performance Report (APR) for 2009

- During the school year, monthly indicator calls were held for PSTs, RESource, and RSNs to discuss all early childhood indicators, particularly transition. During the call, both Part C and Part B training and technical assistance providers were able to discuss transition data and PPS use, as well as coordinator training and technical assistance across systems.
- National Training/Technical Assistance (OSEP Part B Data Meeting, OSEP Part B Leadership Conference, OSEP SPP/APR Calendar, NCRRC, NECTAC)

Discussion of Improvement Activities Completed

WDPI implemented the improvement activities as outlined in the SPP including the activities further described below and in the following table.

State Performance Plan Improvement Activities			
Interagency Agreements			
<p>The Wisconsin Department of Public Instruction (WDPI) and the Wisconsin Department of Health Services (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.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
12 A B E F G H E	<p>Interagency Agreements: Primary The Interagency Agreement Workgroup, with members from WDPI and WDHS, is preparing a new state interagency agreement that describes the responsibilities of each department specific to implementing IDEA 2004 and state policy. Areas addressed include, but are not limited to: Child Find, transition, evaluation,</p>	<p>WDPI Internal Indicator 12 workgroup (Assistant Director, Data Consultant, ECSE Consultant, EC Consultant, Compliance Consultant, Data Coordinator)</p> <p>State Interagency Agreement Team</p> <p>CESA 7 IDEA</p>	<p>The Interagency Agreement Workgroup continues to oversee the interagency agreement work related to the Primary agreement between WDPI and WDHS. This team includes representation from WDPI, WDHS, McKinney Vento, the Head Start Collaboration Project, the Great Lakes Intertribal Council, and the Parent Training Center FACETS.</p> <p>Specific policy and procedure development has been the focus of this work during FFY2009. Work has continued on bulletins and policies. Due to the delay in the release of the Part C regulations, final approval of these policies and bulletins has been delayed.</p> <p>A separate interagency agreement was created last year and continues to be in place to clarify the WDPI and WDHS roles and responsibilities regarding the development and maintenance of the Program Participation System (PPS).</p> <p>LEAs and B-3 agencies continued to meet during FFY 2009 to review interagency agreements. WDPI technical assistance partners (i.e. Resource,</p>

	<p>environments, outcomes, service delivery, and professional development. Completion of a revised interagency agreement will occur after Part C regulations have been finalized. Preliminary discussions have occurred related to dissemination.</p>	<p>Preschool Discretionary Grant Program Support Teacher (PST)</p> <p>WDPI Legal Services</p> <p>Cross Department Transition team</p>	<p>early childhood program support teachers, Regional Service Network Providers) have helped to facilitate these meetings between local school districts and their county Birth to 3 agencies.</p>
12 A B E F G H E	<p>Interagency Agreements: Secondary</p> <p>The secondary interagency agreement specifically addresses the implications of the primary agreement (see above) on Head Start, child care, parents, Tribal Nations, and other stakeholder groups. The existing agreement is operational. Completion of the new agreement will occur after Part C regulations have been finalized.</p>	<p>WDPI Internal Indicator 12 workgroup</p> <p>State Interagency Agreement Team</p> <p>WDPI Legal Services</p> <p>CESA 8 Culturally Responsive Education Grant</p>	<p>The Collaborative Leadership Team continued to oversee the development of the interagency agreement to include: Head Start Regional Offices, Head Start Tribal Regional Office, Head Start Migrant Regional Offices and Tribal Nations during FFY 2009. Since this agreement follows the Primary agreement, completion of this agreement has also been delayed.</p> <p>Activities include:</p> <ul style="list-style-type: none"> • 3rd annual Tribal gathering to formalize conversations, share information about IDEA, and build relationships with key stakeholders. • Small group meeting with State Head Start representatives. • Presentation to and input from Head Start Disability Coordinators and Executive Directors at the WI Head Start Association Conference. • Discussion with the new Department of Children and Families on expanding the agreement to include child care. <p>Culturally Responsive Education Grant was awarded in July 2008 to CESA 8 to continue work on disproportionality and to build upon IDEA preschool discretionary funds with the goal of expanding relationships around transitions, preschool outcomes, and early educational environments.</p>
12 A B E F G H	<p>Interagency Agreements: Policy Bulletins</p> <p>The department is working on an information update/bulletin to</p>	<p>WDPI Internal Indicator 12 workgroup</p> <p>Cross Department Team</p>	<p>Analysis of WDPI Policy Bulletins (90.06, 98.09, 99.09, and 00.09) continued for consistency with IDEA 2004. The contents of the four bulletins have been reviewed and revised, into two bulletins (transition and environments). The environments/ service delivery bulletin (10.03) is currently available for public use.</p>

E	county Birth to 3 programs and LEAs for release when the interagency agreement is finalized in the near future.	WDPI Legal Services	Key features of the transition bulletin include requirements regarding the Part C opt-out policy, LEA notification, referral, transition planning conferences, and development and implementation of an IEP by the child's 3rd birthday. WDPI anticipates release of this bulletin in spring 2011.
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Collaboration with WDHS (Part C)
 WDPI and WDHS 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 works collaboratively with WDHS 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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
12 A B C D E F G H E	<p>Collaboration between Part B, Part C, and other Early Childhood Stakeholders</p> <p>WDPI and WDHS took a comprehensive approach to services and included the involvement of the larger early childhood community that may also participate in transition, specifically 4-year-old Kindergarten, Child Care and Head Start.</p>	<p>WDPI Internal Indicator 12 workgroup</p> <p>Cross Department Transition team</p> <p>WI Early Childhood Collaborating Partners</p> <p>State Professional Development Grant</p>	<p>WDPI and WDHS established a Cross Department Transition team composed of WDPI and WDHS staff. The team continued to meet monthly during FFY 2009 to monitor, revise, and plan future training and technical assistance materials for LEAs and county Birth-to-3 programs, as necessary. Additional topics discussed at these meetings included reviewing the progress and outcomes of the transition trainings, reviewing the data that were being collected via the Program Participation System (PPS), and determining future technical assistance topics, related to transition, that the Cross-Department team would address. A formal technical assistance and training plan for FFY 2010 was also developed</p> <p>Monthly, WDPI and WDHS participate in a conference call with local technical assistance partners to review transition data and technical assistance plan.</p> <p>WDPI and WHDS continue to analyze transition data to identify state and local training and technical assistance needs and potential PPS enhancements.</p> <p>WDPI and WDHS have a technical assistance network which includes Resource personnel, early childhood program support teachers, and Regional Service Network (RSN) providers. This network continues to support districts with program specific and/or collaborative support to both LEAs and Birth-to-3 programs.</p> <p>WDPI participated in monthly Wisconsin Early Childhood Collaborating Partners (WECCP) meetings to assure the general education community is aware of and</p>

			<p>involved in transition. The WPDI Superintendent and WDHS Secretary are members of the newly recreated Governor's Early Childhood Advisory Council (ECAC). A presentation was made on IDEA programs to the Council. The ECAC is conducting an assessment of the early childhood system including programs and services for children with disabilities and their families.</p> <p>The review and revision of local interagency agreements continued between LEAs and county Birth-to-3 programs.</p>
<p>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 WDPI and WDHS 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.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
12 A B C D E F G H	<p>Districts that do not meet the required target of 100% for this indicator were directed to submit a plan to improve their performance. These plans included the district analysis of the reason for delays in the transition process and local strategies to correct timelines. The Cross Department Transition team met to review and analyze these plans and to develop a coordinated approach to improvement activities. This team continued to monitor progress of transition data by</p>	<p>WDPI Internal Indicator 12 workgroup</p> <p>Cross Department Transition team</p>	<p>The Cross Department Transition Team composed of WDPI and WDHS staff continued to meet on a monthly basis during FFY 2009. Each state agency shared its determination process and worked together to analyze data to identify needs and develop the SPPs.</p> <p>LEAs that failed to meet Indicator 12 for FFY 2009 were required to submit an improvement plan electronically through the Special Education Web Portal. The Cross Department Transition Team met to review those plans and develop/revise appropriate technical assistance as a result.</p> <p>In FFY 2009, WDPI began a validation and verification process to ensure student-specific and current compliance. Individualized technical assistance has been provided to LEAs and County programs.</p>

	examining data and analyzing strategies that result in improvement.		
<p>Training and Technical Assistance</p> <p>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 <i>Ready, Set, Go</i> 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.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
12 C D	<p>State Provided Training and Technical Assistance</p> <p>WDPI adopted a model for training, technical assistance and professional development to assure positive outcomes.</p>	SPDG Hub Director and Coordinators	<p>The State Personnel Development Grant (SPDG) funded the development of the WI Personnel Development Model as a basis for integrating professional development to support ongoing training and technical assistance. The SPDG continues to include an early childhood hub as one of three primary focus areas, see http://www.wisconsin.org/ec/html.</p> <p>For early childhood transition the emphasis for FFY 2009 has been on data analysis and developing and supporting a structured technical assistance network.</p>
12 C D E	<p>State Provided Training and Technical Assistance: Access to resources and materials</p> <p>WDPI created and maintained access to resources and training materials related to Indicator #12.</p>	<p>WDPI Internal Indicator 12 workgroup</p> <p>SPDG Hub Director</p>	<p>WDPI and WDHS continued to provide web pages on their own websites to serve as the primary web source for their related stakeholders:</p> <ul style="list-style-type: none"> LEAs access information directly at http://www.dpi.wi.gov/sped/spp-tran-presch.html. County Programs access information directly at http://dhs.wisconsin.gov/bdds/birthto3/index.htm. <p>Webcasts were developed and continue to be available to address each component of the Program Participation System (PPS). They are archived for continual access at: http://www.dpi.wi.gov/sped/spp-tran-presch.html and http://dhs.wisconsin.gov/bdds/birthto3/ta/index.htm</p>

			<p>WDPI developed a planning worksheet to facilitate communication between Part C and Part B providers and to prepare for electronic referrals by Part C and data entry in the Program Participation System (Early Childhood Transition Planning Worksheet).</p> <p>WDPI coordinated information posted on the Wisconsin Early Childhood Collaborating Partners website which serves as a site for general information on Birth to 6 topics. http://www.collaboratingpartners.com/transition/index.htm.</p>
12 C D G I	<p>State Provided Training and Technical Assistance: Network of TA Providers</p> <p>WDPI and WDHS developed and trained a network of resource persons to provide technical assistance and support to counties and LEAs. This network includes:</p> <ul style="list-style-type: none"> • 6 Birth to 3 RESource regional staff • 12 CESA IDEA preschool grant coordinators and early childhood program support teachers located in larger school districts • 12 CESA Regional Services Network Coordinators 	<p>WDPI Internal Indicator 12 workgroup</p> <p>SPDG Hub Director WDPI Consultants</p> <p>IDEA Preschool Discretionary Grant State and CESA coordinators</p> <p>RSN coordinators</p>	<p>Planning began for this network at the Cross Department Transition team which continues to direct the efforts of this network. Each department supported the utilization of six Birth-to-3 RESource Coordinators, twelve CESA Regional Service Network Coordinators, and twelve CESA Early Childhood Grant Coordinators to support counties and LEAs with early childhood transition requirements.</p> <p>In September 2008, the Training & Technical Assistance Network was trained on early childhood transition requirements, Indicators C8 and B12, and the new data collection system.</p> <p>Data analysis from these TA providers shows that nearly 20% of all professional development activities and 22% of all technical assistance activities held were directly linked to improving results on Indicator 12.</p> <p>CESA 7 continued their grant focus on early childhood transition.</p> <p>WDPI data consultant led a series of data retreats with the RSNs. The RSN coordinators reviewed indicator 12 data and determined its priority within their CESAs. For FFY 2009, Transition from Part C to Part B remains a priority for RSNs, PSTs, and RESource personnel.</p> <p>During the school year, monthly indicator calls were held for PSTs, RESource, and RSNs to discuss all early childhood indicators, particularly transition. During the call, both Part C and Part B training and technical assistance providers were able to discuss transition data and PPS use, as well as coordinator training and technical assistance across systems.</p>
12 C D	<p>State Provided Training and Technical Assistance: T/TA Framework</p>	<p>WDPI Internal Indicator 12 workgroup</p>	<p>Ready, Set, Go is used to guide parents and professionals in the transition process. Trainings are temporarily on hold until Part C regulations are available.</p>

	<p>Ready, Set, Go Transition and Options formed the basis of Indicator #12 training and technical assistance materials and events with a special focus on collaborative delivery.</p> <p>Ready Set Go training PowerPoint and handouts and other resources related to transition were revised to reflect the changes since IDEA 2004 and to incorporate PPS and any other changes to the process.</p>	<p>SPDG Hub Director WDPI Consultants</p> <p>IDEA Preschool Discretionary Grant State and CESA coordinators</p> <p>FACETS</p>	
<p>12 C D</p>	<p>National Technical Assistance</p> <p>WDPI and WDHS collaboratively accessed technical assistance through a variety of national and federal forums to address the issues around Part B Indicator 12 and Part C Indicator 8. Wisconsin has demonstrated excellent progress on these two indicators, and attributes this progress to the intense focus on utilizing these nationally-available TA</p>	<p>WDPI Internal Indicator 12 workgroup</p> <p>WDHS staff</p>	<p>WDPI and WDHS attended the following events:</p> <ul style="list-style-type: none"> • OSEP Part B Data Meeting in June 2008 • National Data Accountability Conference, Baltimore, August 2008 • 2008 OSEP Leadership Conference, Baltimore, August 2008 • Meeting with Sharon Ringwalt in August, 2008 at OSEP Leadership Conference • OSEP National Early Childhood Conference, December 2008 <p>WDPI reviewed all of the materials associated with Indicator 12 on the OSEP SPP/APR Calendar :</p> <ul style="list-style-type: none"> • Investigative Questions • Policies and Guidance • Tools • Resources <p>WDPI selected resources from the OSEP SPP/APR Calendar to form the basis for state training materials and webcasts. The following links were added to the WDPI website:</p> <ul style="list-style-type: none"> • Investigative questions, policies and guidance, tools and resources related

	resources.		<p>to Indicator 12: http://spp-apr-calendar.rrfcnetwork.org/explorer/view/id/323</p> <ul style="list-style-type: none"> National Early Childhood Transition Center resources include a searchable database of transition research, policy, and practice: http://www.ihdi.uky.edu/nectc/resources.aspx The National Early Childhood Transition Initiative website: http://nectac.org/topics/transition/ectransitionta.asp <p>WDPI and WDHS revised the Investigative Questions for Part B to be used collaboratively with Part C. This document was shared with state T.A. providers, as well as at the regional LEA and county Birth to 3 transition meetings. <i>Designing and Implementing Effective Early Childhood Transition Processes</i> formed the basis of a statewide teleconference (March 2009) for the Training and Technical Assistance Network.</p> <p>WDPI and WDHS consulted with NCRRC and NECTAC on data analysis and the early childhood transition process.</p> <ul style="list-style-type: none"> Series of calls with NCRRC, and/or NECTAC in August , December 2008, and January 2009 Monthly regional teleconferences On-site TA from NCRRC in August, 2008
<p>Program Participation System PPS was developed jointly by the WDPI and WDHS (Part C) to collect data 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.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
12 A B E F G H	<p>Data Collection and Reporting To ensure valid and reliable data for the required measurement, WDPI used the Special Education Web Portal, an electronic data collection system, for the purpose of collecting data for this indicator. LEAs report</p>	WDPI Internal Indicator 12 workgroup	During FFY 2009, LEAs continued to submit data in PPS. WDPI staff continued to review data and notify LEAs when errors were detected. In addition, WDPI developed additional technical assistance documents to ensure accurate data reporting in PPS and to clarify the transition process.

	data in aggregate on an annual basis. This data collection system will be replaced by the Program Participation System for FFY 2008.		
12 A B E F G H	<p>Data Collection and Reporting: Development of new data collection system</p> <p>WDPI and WDHS worked collaboratively to build a coordinated data collection system, the Program Participation System (PPS), to allow for electronic referrals from Part C to B and to ensure a timely, smooth, and effective transition. PPS will also serve as a data collection mechanism for Indicator 12. This new system was developed to enable the state to meet the 100% target for Indicator 12.</p>	<p>General Supervision Enhancement Grant (GSEG)</p> <p>Data Consultant & IT staff</p> <p>WDPI Internal Indicator 12 workgroup</p> <p>Cross Department team</p>	<p>Meetings continued to be held between WDPI, WDHS and IT staff to design and create the Program Participation System (PPS). WDPI and WDHS staffs met regularly with the contracted computer programmer to assure the system was designed to accurately collect transition data. Training materials on accurate reporting through PPS were developed.</p> <p>In FFY 2009, WDPI and WDHS continued to collaboratively develop enhancements to the PPS, Changes to PPS were communicated with the contracted computer programmer and changes were made to the system.</p>
12 A B C D E F G H	<p>Data Collection and Reporting: Training and Technical Assistance to assure accurate and timely data reporting via PPS</p> <p>WDPI and WDHS collaboratively</p>	<p>WDPI Consultants</p> <p>IDEA Preschool Discretionary Grants</p> <p>State Professional Development Grant (SPDG)</p>	<p>Several media webcast presentations were developed to address each component of the data system. Webcasts include: general PPS overview, security officer training, and general transition process overview. They are archived for continual access.</p> <p>WDHS developed a Q&A handbook on PPS for the counties. WDPI developed a web-based Q&A for LEAs.</p> <p>To assure accurate and timely reporting of data using PPS, Directors of Special Education were required to view the WDPI Mediasite webcasts entitled:</p>

	<p>developed training and technical assistance materials for the new PPS data collection system. Webcasts, instructions and Q&A documents are posted on the WDPI website. Training materials were needed on the new data collection system.</p>	<p>WDPI Internal Indicator 12 workgroup</p> <p>Cross Department Transition team</p>	<ul style="list-style-type: none"> • “Program Participation System (PPS): Security Coordinator Training” and the accompanying demonstration; • “Program Participation System (PPS): Indicator 12 Module, LEA Training” and the accompanying demonstration; • “Ready-Set-Go Ensuring a Smooth Transition from Birth to 3 to Special Education” <p>Directors of Special Education were also required to:</p> <ul style="list-style-type: none"> • Obtain a Web Access Management System (WAMS) ID as the Security Coordinator and register their WAMS ID with WDPI to access PPS. Identify who in the district will be designated to receive referrals from county Birth to 3 Programs • Set-up their access in PPS via the Wisconsin Integrated Security Application (WISA) • Ensure they receive training on PPS <p>WDPI and WDHS offered five regional training opportunities in October for Directors of Special Education and LEA staff to learn more about PPS and to network with county Birth to 3 staff.</p> <p>In November 2009, WDPI presented information on PPS and the transition timeline at the State Superintendent’s Conference. Early Childhood Special Education PSTs shared information on PPS, the opt-out policy, and transition timeline. This information was also shared to LEAs on an as needed basis.</p> <p>Technical assistance was also made available from CESA Early Childhood Program Support Teachers (PSTs), the Regional Service Network (RSN) Directors, County Birth-to-3 RESource staff, and the WDPI Early Childhood Consultant.</p>
<p>12 C D G</p>	<p>State Provided Training and Technical Assistance: Support TA providers</p> <p>Supported Indicator #12 technical assistance providers by informing them of the transition process, overview of PPS, clarification of their role</p>	<p>WDPI EC Consultants</p> <p>IDEA Preschool Discretionary Grant State and CESA coordinators</p> <p>RSN Directors</p>	<p>The monthly indicator calls continued during FFY2009. These calls focused on technical assistance related to transition and LEA/County data.</p>

Part B State Annual Performance Report (APR) for 2009

	as TA providers, and assuring they have adequate information to support LEAs and counties.	WDHS Staff RESource personnel	
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009

None.

Categories:		Color Code:
A) Improve data collection/reporting or systems	F) Program development	Completed
B) Improve systems administration & monitoring	G) Collaboration/coordination	Continuing as stated in SPP
C) Provide training/professional development	H) Evaluation	New or revised activity
D) Provide technical assistance	I) Increase/adjust FTE	Activity Description
E) Clarify/examine/develop policies & procedures	J) Other	

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 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.

(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.

FFY	Measurable and Rigorous Target
<p>2009 (2009-2010)</p>	<p>100% 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 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.</p>

Data is electronically collected for Indicator 13 from State monitoring through the *Procedural Compliance Self-Assessment*. In FFY 2006, WDPI established a 5-year monitoring cycle and collected data on Indicator 13 from one-fifth of the LEAs in the state each year. The cycle of districts is representative of the state considering such variables as disability categories, age, race, and gender. This cycle is also used for collecting data on the sampling indicators; OSEP approved the sampling plan. The State gathered data from a cohort of districts in FFY 2009. Milwaukee Public Schools, the only LEA with average daily membership of over 50,000, is included in the monitoring cycle each year. WDPI will include every LEA in the state at least once during the 5-year cycle and will report to the public at the State and LEA levels. In FFY 2010, the 5-year cycle will be completed. Beginning in FFY 2011, WDPI will collect Indicator 13 data from every LEA annually.

Baseline Data for FFY 2009 (2009-2010):

As permitted, WDPI is establishing a new baseline for this indicator using FFY 2009 data. WDPI gathered data for Indicator 13 from 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.

Calculation: $856/1202 = 0.7121$
 $0.7121 \times 100 = 71.21\%$

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%. The target remains 100%. The State did not meet the target for this indicator. WDPI made 62 findings of noncompliance for Indicator 13 in FFY 2009.

FFY 2007 and FFY 2008 Findings

As instructed by OSEP in the FFY 2008 SPP/APR Response Table, the State is reporting the number of FFY 2007 findings for this indicator and demonstrating that each of those findings was corrected. During FFY 2007, WDPI made 113 findings of noncompliance for this indicator. In FFY 2008 WDPI made 65 findings of noncompliance for this indicator. As permitted by OSEP, in calculating the number of findings, WDPI groups individual instances in an LEA as one finding. However, if there was only one instance of noncompliance in an LEA involving a legal requirement, WDPI counted that as one finding as well. The State hired additional staff and redirected WDPI resources to verify correction as described below.

Verification of Correction of Noncompliance Identified in FFY 2007 and FFY 2008

To verify that each individual case of noncompliance had been corrected, WDPI staff reviewed a randomly drawn sample of current IEPs of students who were in the LEA's original *Procedural Compliance Self-Assessment* sample submitted during the 2007-08 or 2008-09 school year and whose IEPs were not compliant with the respective Indicator 13 regulatory requirements. The size of the sample of IEPs reviewed was dependent upon the size of the district, the number of noncompliant files, whether students' IEPs had previously been corrected and whether the students were still within the jurisdiction of the LEA. Each IEP was reviewed to verify it was compliant with the transition regulatory requirements. If all the selected IEPs met the regulatory requirements, WDPI determined each individual case of noncompliance had been corrected. If one or

more of the selected IEPs did not meet one or more of the regulatory requirements, WDPI staff reviewed the regulatory requirement(s) with the LEA, directed the LEA to correct the IEP(s) within 20 days and submit the corrected IEP(s) to WDPI for review. WDPI determined, based on this review of IEPs, each individual case of noncompliance identified in FFY 2007 and FFY 2008 has been corrected.

To verify current compliance, WDPI staff examined a separate sample of current student IEP records. The exact number of IEPs to be submitted for review was dependent upon the size of the LEA and the number of IEPs developed and revised by the LEA as reported on its original *Procedural Compliance Self-Assessment* report submitted during the 2007-08 or 2008-09 school year. WDPI staff reviewed the IEPs to determine whether the Indicator 13 transition regulatory requirements had been met. If all reviewed IEPs met the transition regulatory requirements, WDPI determined the LEA is currently in compliance.

If one or more of the IEPs did not meet one or more of the transition regulatory requirements, WDPI staff reviewed the regulatory requirement(s) with the LEA and directed correction of the error(s) within 20 days. The LEA submitted the corrected IEP(s) for review. WDPI staff reviewed the IEP(s) to verify the LEA has corrected each individual case of noncompliance.

In addition, when one or more IEPs did not meet one or more of the transition regulatory requirements, the LEA then submitted a new, separate sample of the next new IEPs generated within a given timeframe after making the previous corrections. These records were then reviewed by WDPI staff to verify that the transition regulatory requirements were currently in compliance. In the event that one or more of the IEPs did not meet one or more of the transition regulatory requirements, the process continued until the LEA corrected each individual case of noncompliance, unless the child was no longer within the jurisdiction of the district, and the LEA was found in current compliance.

Following these two-pronged verification procedures which are consistent with OSEP Memo 09-02, the WDPI has determined that all LEAs found in noncompliance during FFY 2007 have corrected each individual case of noncompliance and are currently in compliance with 34 CFR 300.320(b) and that all LEAs found in noncompliance during FFY 2008 have corrected each individual case of noncompliance and are currently in compliance with 34 CFR 300.320(b) and 300.321(b).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:

WDPI implemented the improvement activities as outlined in the SPP, including the activities further described in the following table.

State Performance Plan Improvement Activities
<p>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. A project director, eight project-based transition consultants, and the WDPI transition consultant provide transition support services, information dissemination, and staff development to parents, education professionals, and community agency professionals throughout Wisconsin. 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.</p>

<p>WDPI collaborates with the National Secondary Transition Technical Assistance Center (NSTTAC) to improve outcomes for Indicator 13. NSTTAC provides training to CESA and LEA personnel on Indicator 13 at the 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.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
<p>13 C D</p>	<p>Wisconsin Statewide Transition Initiative (WSTI)-Statewide Training Offered training statewide for districts on compliance standards.</p>	<p>WDPI Transition Consultant WDPI Assistant Director of Special Education WSTI Director PHSOS Coordinator FACETS Coordinator DHS Consultant DVR Representative</p>	<ul style="list-style-type: none"> • WDPI transition and procedural compliance consultants continue to collaborate with WSTI project director to improve technical assistance provided to LEAs through WSTI. • WDPI requires LEAs participate in Indicator 13 technical assistance at least once during the procedural compliance cycle. A total of 442 educators participated at 59 different sites. • WSTI implemented a data entry and retrieval system for the Indicator 13 checklist to allow LEAs to access and evaluate LEA-specific Indicator 13 data. • Transition e-Newsletters of December 2009 and May 2010 were developed and disseminated via the WSTI website. The e-Newsletter communicates information about Indicator 13 compliance, provides practice tips, and promotes Indicator 13 technical assistance opportunities. • WDPI collected a listing of common errors on the Indicator 13 checklist by frequency as reported by LEAs on the Procedural Compliance Self-Assessment. This data assists LEAs and WDPI in prioritizing professional development activities. • WSTI hosted an annual state-wide transition conference in February 2010. Over 700 educators, parents, service providers, and youth participated. The Statewide Transition Conference focused on age appropriate transition assessment for students with disabilities. The Youth track continued for the 2010 Transition conference. • A statewide workgroup created and disseminated an age-appropriate transition assessment guide. • WDPI participated in the National Community of Practice on Transition hosted by the National Association of State Directors of Special Education (NASDSE) at http://www.sharedwork.org/. • WSTI used effective-practice professional development training modules regarding summary of performance and creating meaningful postsecondary goals for students with severe disabilities. These trainings were provided through regional meetings statewide. Modules are available

			<p>on the WSTI web site to assist in meeting Indicator 13. The modules provide uniform information to LEAs, provider agencies, parents, and youth about transition requirements and effective practices. CESA-based trainings were conducted, funded by a Medicaid Infrastructure Grant (MIG) awarded by the Wisconsin Department of Health and Family Services</p> <ul style="list-style-type: none"> • The Transition Coordinator Network meetings continued in October 2009, February 2010, and May 2010. They provide LEAs with current up to date information regarding Indicator 13. • In response to concerns about consistency in WSTI's communication with LEAs, the project was restructured. The twelve CESA-based transition coordinators were replaced with eight transition coordinators, each focused on a particular area of compliance deficits identified through data collection and LEA input. The transition consultants focus on topics such as measurable postsecondary goals for students with significant disabilities, age-appropriate transition assessment, and the needs of students in urban LEAs. The restructuring also included greater coordination with the Regional Service Network (RSN) in publicizing and delivering Indicator 13 technical assistance to LEAs.
13 D G	<p>(WSTI-Wisconsin Post High School Outcomes Survey (WPHSOS) – Web-based activities and resources developed to connect Indicators 1, 2, 13 & 14.</p>	WSTI Director Post Secondary Outcomes Survey Project Director	<p>WSTI and WPHSOS are collaborating to develop a web-based data analysis/school improvement program that allows districts to see the connection between Indicators 1, 2, 13, & 14 as they develop their school improvement plans.</p> <ul style="list-style-type: none"> • A web-based data toolkit has been developed and will be available October 15, 2010 • A web-based transition resources repository, TransitionResources4youth.com, has been developed and will be available January 15, 2011.
13 A B C D E G J	<p>Wisconsin Statewide Transition Initiative (WSTI) – interagency collaboration WDPI initiated activities to impact student graduation rates improved employment outcomes within transition efforts.</p>	WDPI Transition Consultant	<ul style="list-style-type: none"> • Three regional meetings were held with interagency partners to promote transition to postsecondary education. ADA, documentation of disability, summary of performance, and self-advocacy skills were areas of focus. • The interagency agreement with the Division of Vocational Rehabilitation of the Wisconsin Department of Workforce Development and the Wisconsin Department of Health Services to coordinate services for individuals transitioning from education to employment. The agreement can be viewed at http://dwd.wisconsin.gov/dvr/pdf_files/dip_interagency_agreement.pdf • The interagency agreement was reviewed and revised to include adult services providers. The new interagency agreement will be implemented in FFY 2010.

			<ul style="list-style-type: none"> Wisconsin State Capacity Building Plan – Secondary Education and Transition Services for NSTTAC. Wisconsin’s team used and discussed portions of a team planning tool for state capacity building. The Wisconsin group worked on identifying past, current and future statewide systems change efforts and technical assistance efforts related to statewide capacity building; related to improving transition services and related to post high school results for students with disabilities. 10,000 “Transition Action Guides for Post-School Planning” produced by interagency partners were distributed statewide.
13 C D F G	Wisconsin Statewide Transition Initiative (WSTI)-Participation in National Community of Practice on Transition Participation in National Community of Practice on Transition.	WDPI Transition Consultant NASDSE	<ul style="list-style-type: none"> WDPI continues to participate in the National Community of Practices on Transition hosted by the National Association of State Directors of Special Education (NASDSE) at http://www.sharedwork.org. Developed an interagency facilitators group as part of this process.

National Technical Assistance
 WDPI collaborates with the National Secondary Transition Technical Assistance Center (NSTTAC) to improve outcomes for Indicator 13 and to gain assistance regarding implementation of transition requirements. NSTTAC provided training to WDPI, CESA, and LEA personnel on secondary transition requirements at WDPI’s February 2010 state-wide transition conference. WDPI attended NSTTAC’s spring 2010 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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
13 A B D F E G	WI State Capacity Building Plan: Secondary Education and Transition Services for NSTTAC Wisconsin also focused directly on related statewide performance indicators.	WI DPI Transition Consultant WI DPI Assistant Director of Special Education WSTI Director PHSOS Coordinator FACETS Coordinator DHS Consultant	<ul style="list-style-type: none"> FFY 2009 Goal: Achieve 100% compliance on Indicator 13 (continuation goal). FFY 2009 Goal: Improve students’ meaningful participation in the IEP process through student education and participating in professional development activities. FFY 2009 Goal: Increase collaboration by implementing the community of practice model at the national, state and local levels (continuation goal). Provided technical assistance through the post high school follow-up grant, to move the outcomes website from a data collection and reporting tool to a tool that LEAs will, using their Indicator 1, 2, 13, and 14 data, identify local needs and determine improvement strategies needed to positively

		DVR Representative	<p>impact Indicator 14 targets (new May 2009).</p> <ul style="list-style-type: none"> • Worked with the WDPI Guidance consultant to work together with the guidance model and Indicator 13. • Brought new focus to dropout prevention strategies for students with disabilities to a large urban district.
<p>Procedural Compliance Self-Assessment Beginning with 2006-2007, Indicator 13 data is taken from State monitoring data, collected as part of the public agency <i>Procedural Compliance Self-Assessment</i>. 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 <i>Procedural Compliance Self-Assessment</i> 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.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
13 A B C D E G	<p>WDPI defined compliance standards and examples related to Indicator 13</p> <ul style="list-style-type: none"> • Identified strategies to improve consistency of message. • Developed compliance standards and examples based on NSTTAC Checklist. • Required districts attend ITV trainings followed up onsite with districts who did not attend • Measurable outcomes – improvement in Indicator 13 data. • As a result of the change in compliance standards and participation in national meeting, changed the instructions for the PCSA process and revised the data collection process. Made the process of PCSA more consistent than before. 	<p>WDPI Transition consultant</p> <p>Procedural Compliance Self Assessment Workgroup representative</p> <p>WSTI Director</p>	<p>WDPI and WSTI continue to provide training at statewide and regional conferences.</p> <ul style="list-style-type: none"> • State Superintendent's Conference on Special Education & Pupil Services Leadership Issues November 2009 • Wisconsin Transition Conference February 2009
13 B C D	<p>Procedural Compliance Self-Assessment Process WDPI conducts verification activities with all LEAs to ensure correction of noncompliance. 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. More information about the Procedural Compliance Self-Assessment is found in Indicator 15.</p>	<p>Procedural Compliance Workgroup</p> <p>WI DPI Transition Consultant</p>	<p>Procedural Compliance Self-Assessment Occurs Annually</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009:

Beginning in FFY 2011, WDPI will collect Indicator 13 data from every LEA annually. WDPI will also study the possibility of expanding upon the electronic application for collecting Indicator 13 data to ensure 100% compliance.

State Performance Plan Improvement Activities			
<p>Procedural Compliance Self-assessment</p> <p>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 13, LEAs conduct a review to determine if all youth aged 16 and above have 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.</p> <p>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 transition requirements (Indicator 13). 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.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
13 A B D E I	<p>Procedural Compliance Self-Assessment Verification – Revised Procedures</p> <p>After the activities in the corrective action plan are completed, WDPI staff verifies that this noncompliance has been corrected. WDPI verifies that each child-specific error is corrected and that each LEA is in current compliance. To verify correction of child specific errors, WDPI selects a reasonable sample of students whose evaluations were not completed within 60 days. Each record is reviewed to ensure the evaluation was completed, eligibility determined, and compensatory services were considered. 100% of the records must be corrected. To verify current compliance, WDPI reviews updated data, including review of current records. Updated data</p>	<p>Office Operations Associate(s)</p> <p>LPP Consultants</p>	<p>WDPI devoted additional staff time to complete the revised verification procedures.</p> <p>WDPI will continue these verification activities in each year of the cycle using the revised verification procedures.</p>

Part B State Annual Performance Report (APR) for 2009

	<p>must demonstrate 100% compliance with the 60-day timeline. WDPI selects all files reviewed.</p> <p>Throughout the self-assessment process, WDPI staff provides technical assistance, and works with the LEA to ensure correction of noncompliance as soon as possible, but no later than one year after identification.</p>		
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Categories:		Color Code:
A) Improve data collection/reporting or systems	F) Program development	Completed
B) Improve systems administration & monitoring	G) Collaboration/coordination	Continuing as stated in SPP
C) Provide training/professional development	H) Evaluation	New or revised activity
D) Provide technical assistance	I) Increase/adjust FTE	Activity Description
E) Clarify/examine/develop policies & procedures	J) Other	

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

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

FFY	Measurable and Rigorous Target
2009 (2009-2010)	N/A

Actual Target Data for FFY2009:

For FFY 2009, the State has established a new baseline and targets for this indicator and reported in the State Performance Plan. New improvement activities have been established as needed.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY2009:

WDPI implemented the improvement activities as outlined in the SPP, including the activities further described in the following table:

State Performance Plan Improvement Activities
<p>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 to exit. St. Norbert College Survey Center (De Pere, Wisconsin) conducts a phone interview with former students one year after exiting. The survey center makes multiple attempts to survey former students. The WPHSOS provides training and technical assistance to St. Norbert and school districts to increase the accuracy of the data collected and utilized.</p>

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
14 A, B, C, D,E, F	<p>4) Wisconsin Post High School Outcomes Survey (WPHSOS)</p> <p>To increase response rates and improve outcomes</p> <ul style="list-style-type: none"> • Response rates will increase • Indicator 14 outcomes will increase 	<p>Wisconsin PHSOS Director</p> <p>WI DPI Transition Consultant</p>	<p>Response rates increased from 28.6% in FFY 2007 to 28.8% in FFY 2008 and 31.1% in FFY 2009. This was a direct result of increased assistance to local districts. In FFY 2009, there was an increase in the respondent percentage of minority youth and youth who dropped-out as a direct result of increased efforts by districts.</p> <ul style="list-style-type: none"> • To increase response rates, the post high director and program assistant provided more concentrated monitoring of response rates as they occurred, and they worked with district personnel to get viable phone numbers, both before the interviewing began and after St. Norbert exhausted the district-provided list of phone numbers. The largest district hired a person to make home visits of former students to obtain viable phone numbers; that district’s response rate increased from 15% to 19%. • Two resources were updated to assist districts: <ul style="list-style-type: none"> • Improving Response Rates for Indicator 14: Special Note to Wisconsin Directors of Special Education and Special Education Teachers • Wisconsin Post High School Outcomes Survey: A Special Note to Youth and Families! • To improve data collection efforts. The post high project director provided LEA personnel with an overview of the data collection efforts required for federal reporting. The SEA and the post high project director used webcasts and direct assistance to districts to familiarize districts with the available resources at www.posthighsurvey.org. • “Tips for Completing Indicator 14” was developed for the May 2009 WCASS state conference, distributed to directors, and posted on the WPHSOS website. • WDPI resources related to Indicator 14 were updated • To better assess the outcomes of under-represented groups, an effort was made at the end of the survey period to locate and interview additional exiters from Milwaukee, and this decreased survey non-responders. • To improve district use of data and ultimately the outcomes of youth with disabilities, the WDPI continued the development of the Focused Review of

			<p>Improvement Indicators (FRII) process, with Indicator 14 as a part of that process. Additional data analysis tools were developed, and concentrated technical assistance will be provided to districts identified with low response rates (during survey period) and low engagement rates (post survey data collection) as this system is finalized in FFY 2010.</p> <ul style="list-style-type: none"> Developed an SEA/LEA Indicator 14 report that can be sorted to easily determine high, average and low performing districts on response rates, participation in postsecondary education, competitive employment, or both, and Indicator 14 for the FRII process. Districts need to increase local response rates to make the FRII process a viable method of evaluating local outcomes, and will continue to receive technical assistance to ensure this occurs. <p>Outcomes Accomplished and Products Developed During 2009-10 (FFY 2009):</p> <ul style="list-style-type: none"> Website completion: The definition of Indicator 14 changed beginning with the 2010 interviews. This necessitated updating the survey instrument, all portions of the post high website, all training tools, and all reports. The statewide Wisconsin Post High School Outcomes Survey (WPHSOS) website and resources used by districts for all data collection and reporting activities have been updated. Reports and materials developed: Districts have access to a Gender, Ethnicity/Race, Disability, and Exit Type (GEDE) table, a District Summary Report, a District Report Starter, Indicator 14 Report, Data Analysis Charts, and Improvement Planning Forms. Reports and materials developed. All post high and CESA web-based reports were completed and resources added to post high website: <ul style="list-style-type: none"> 2009 Statewide Gender, Ethnicity/Race, Disability and Exit Type (GEDE) Report 2009 Statewide Summary Report 2009 Statewide Report 2009 SEA/LEA Indicator 14 Report (<i>submitted to the WDPI</i>) 2009 Indicator 14 Brochure/Targets 2009 Indicator 14 DPI webcast Each school district received a district GEDE Report, Summary Report,
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			<p>Report Starter, Indicator 14 Report.</p> <p>Other Updated Materials:</p> <ul style="list-style-type: none"> • 2009-10 At-A-Glance • Indicator 14 SPP written and submitted • 2010 Indicator 14 Survey Questions • New Indicator 14 definition calculations completed for OSEP baseline and reporting • 2010 DPI Letter to Former Students • 2010 District's Student Letter Template • 2010 Year 1 Directions to Districts • 2010 Year 2 Directions to Districts • 2010 LEA and Milwaukee School Sample <p>• Data analysis tools developed: 158 Districts were assisted in completing their Indicator 14 data collection and reporting requirements; 100% of cohort-year districts participated. To assist districts in using local outcomes data to determine areas of needed improvement, district data (i.e. survey responses and open-ended comments) can be viewed and disaggregated by gender, ethnicity/race, disability, and exit type. Districts can use this information to review local outcomes in relation to state data and local planning and improvement activities. The Data Analysis templates and District Improvement Plan template can be used at a district data retreat so districts can easily incorporate post high school outcomes data into analysis and improvement planning, in both the district and the classroom.</p> <ul style="list-style-type: none"> • A new resources repository and data analysis tools website is in development • NSTTAC shared their database of effective practice with the WPHSOS project director, and effective, evidence-based practices were entered. • Met with NSTTAC & NPSO on rubric and use of their resources <ul style="list-style-type: none"> • 7/22 – 7/23 piloted the NPSO data use PowerPoint w/ Hudson School District • Conference calls and continuing work with NSTTAC on the new Transition Rubric • Collaborating with Ed O'Leary on Indicator 13 rubric • Collaborating with NDPC-SD on a Drop-out Rubric • Additional improvement planning tools were developed, including a district Indicator 14 report (sort by gender, ethnicity/race, disability and exit
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			<p>reason).</p> <ul style="list-style-type: none"> • Together with the NPSO, a data-use Toolkit and Facilitator's Guide was developed and piloted. • Outcomes data use format prepared and ready to post to post high website <ul style="list-style-type: none"> • (7/22 – 7/23/09) Piloted state Indicator 14 power point • (7/15) Personalized State Indicator 14 ppt for LEA use • Updated SEA / LEA Outcomes Data Use Power Point and Facilitator's Guide (Feb. '10) • To facilitate data use and increase post high school outcomes, a data-use practice group has been formed within the Wisconsin Community on Transition (WiCoT) (www.sharedwork.org). During the 2009-10 school year, the Data Use Practice Group was initiated to assist the state in developing a comprehensive, evidence-based process districts can use for improvement planning. <p>Goals for FFY 2010</p> <p>Indicator 14 has been redefined by OSEP and for the 2010 data collection, is considered a newly defined Indicator #14. Indicator 14 baseline and targets will need to be re-set following the 2010 data collection. The 5-year cycle of LEAs selected will remain the same, so that at the end of the cycle, all LEAs in the state will be included at least one time. In 2009-10, two survey years were combined so the cycle is completed within this timeframe, with the 2010-11 data collection year the final year in the first cycle of the APR Sampling Cycle.</p> <ul style="list-style-type: none"> • Increase the ability of districts to collectively meet Indicator 14 targets by providing technical assistance to continue to move the outcomes website from a data collection and reporting tool to a tool that LEAs will, using statewide and local Indicator 1, 2, 13, and 14 data, identify local needs and determine improvement strategies needed to positively impact Indicator 14 Targets. • Continue the data collection and reporting responsibility of Indicator 14. • Assist the last cohort group of approximately 85 districts in collecting outcomes data. • Direct, coordinate, facilitate and oversee all aspects of the Post High School Follow-up project. • Complete all 2010 Post High Statewide web-based reports and resources. • Districts must have an understanding of how their local outcomes compare to the state outcomes, and use that information, along with district data, information about their communities, and other considerations to develop strategic plans of improvement that will increase the engagement rate of exited youth. Districts will
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			<p>receive direct instruction on understanding and using their local outcomes.</p> <ul style="list-style-type: none"> To assist districts in using outcomes data, a major focus of the SPP FFY 2010 will be to continue the work on the WPHSOS evidence-based process of data analysis, including a district data user guide, facilitator’s guide, transition rubric, transition resources repository, and new transition website. Continue to locate effective, evidence-based practices to improve outcomes, transition and drop-out prevention practices, materials and resources for the transition and drop-out rubrics and repository. Continue to develop an extensive web-based repository of Indicators transition and drop-out prevention -related resources, including sort features and improvement planning tools and resources. Develop the 2010 district-based outcomes improvement planning technical assistance toolkit to be used with the WPHSOS/Indicator 14 website, including: <ul style="list-style-type: none"> A fillable data use power point A Facilitator’s Guide Improvement Planning Forms in a web-based fillable format As the new transition website is being developed, there will be at least one pilot district, user-tracking information and user surveys to improve efficiency and effectiveness of the website and data use tools. The Indicator 14 portion of the FRIL process will be completed.
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Information Dissemination

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. Information on state and local communities of practice, as well as technical assistance documents, are also shared with the National Community of Practice (CoP) on Transition via the website.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
14 A, C, D, E, F, J other Dissemination	<p>5) Information Dissemination</p> <p>To increase awareness of the outcomes, improve response rates and improve outcomes:</p> <ul style="list-style-type: none"> Information from the WPHSOS will be 	<p>Wisconsin PHSOS Director</p> <p>WI DPI Transition Consultant</p>	<p>Information dissemination was increased, as was the awareness of the outcomes, and response rates of minority youth and youth who dropped-out. The Indicator 14 engagement rate increased from 68.8% in FFY2007 to 70.4% in FFY 2008. Baseline data for FFY 2010 will be determined in December 2010.</p> <p>An additional measure of success of this project is the networking and sharing of information, both of outcomes and product development. Wisconsin is seen as a leader in transition and has been frequently asked to share products or information. In-turn, Wisconsin has learned much from the mutual collaboration with state and national partners. Participation during the 2009-10 project include:</p>

	<p>shared with parents and families, youth, public and private adult services providers, teachers, school administrators, and the WI CIFMS Stakeholder Group at conferences and meetings.</p> <ul style="list-style-type: none"> Information on state and local communities of practice, as well as technical assistance documents, will be shared with the National Community of Practice on Transition via the Shared Work website (www.sharedwork.org) 		<p>1. Information Sharing</p> <ul style="list-style-type: none"> 1st Annual Transition Institute presentation (9/17/09) – Madison Provided Post High Project Goals to RSN Completed WSTI newsletter article (10/1/09) Presented with NSTTAC at the mid-year planning meeting/DCDT (10/27-10/28/09) Participating on monthly WSTI coordinator team meetings CESA 11/12 Joint Director's Retreat (1/29/10) - New data use ppt – presented Wisconsin Transition Conference Presentation (2/17-18/10) on data use ppt. and facilitator's guide Presentation to Wisconsin Technical College System personnel in Madison 3/19/10 Presented to CESA Board of Control (3/11/10) <p>2. Statewide Committees and Workgroups</p> <ul style="list-style-type: none"> 9/17 WiCoT conf. call; planned for TCN Mtg. Employment practice group is finished with their work, and a data use practice group will replace it; WPHSOS provided data to each of the groups, as requested Feb 2010 – co-leading Employment Practice Group (encompasses data use interests) with DVR WiCoT leadership team mtg. – Madison (1/21/10) WSTI/SPDG meeting participation TAG monthly conf. calls WSTI/SPDG conf. calls <ul style="list-style-type: none"> The post high project coordinator provided direct leadership for the Data Practice Group (DPG) and the WiCoT leadership team. Throughout the year, the project coordinator attended meetings and teleconferences. Specific outcomes data were requested by and shared with Institutes of Higher Education, the Division of Workforce Development, the Department of Workforce development, several practice groups of the WiCoT, the Regional Services Network (RSN) members, and the WDPI. Outcomes have been shared through the state transition e-newsletter, CESA 11 print and electronic newsletters (see www.wsti.org), the WDPI website, the
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			<p>WPHSOS website, and the RSN meetings.</p> <p>Measurable Outcomes:</p> <p>(a) 67 resources were received from NSTTAC and have been entered into the new Resources Repository. The repository has been started, but there are many more resources to be located and entered. The complete website will continue to be developed during the 2010-11 school year. A Data Use Toolkit was developed in partnership with the National Post School Outcomes Center and piloted in Wisconsin. 23 districts have received information on the Data Use Toolkit.</p> <p>Goals for FFY 2010</p> <ul style="list-style-type: none"> • Increase the ability of districts to collectively meet Indicator 14 Targets by providing information sharing, resources, and professional development on Indicator 14, and by collaborating with other local, state and national projects. • Serve as an ambassador of the Wisconsin Post High School Outcomes Survey/Indicator 14 and actively seek opportunities to share information concerning the project, including conferences, meetings, or presentations as requested by the DPI. • Serve on statewide workgroups, committees, and professional communities as a representative of the Post high School Outcomes Survey/Indicator 14.
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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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
14, A, D, G	<p>6) Collaboration with Statewide Projects</p> <p>To increase awareness of the outcomes, improve response rates and improve outcomes:</p> <ul style="list-style-type: none"> • Results of the WPHSOS will be used to inform the: <ul style="list-style-type: none"> • State Improvement Grant (SIG) and State Personnel 	<p>Wisconsin PHSOS Director</p> <p>WI DPI Transition Consultant</p>	<p>The goal of collaboration with other statewide projects to ensure the data analysis process is developed within the context of the other SPP indicators to improve post school outcomes for young adults with disabilities has been met.</p> <ul style="list-style-type: none"> • The post high survey is part of the SPDG project and the Statewide Transition Hub, which are all designed to provide technical assistance and information to educators, youth, families and other agencies. • The DPI has changed its assistance to districts from Continuous Improvement and Focused Monitoring System (CIFMS) to Focused

	<p>Development Grant (SPDG)</p> <ul style="list-style-type: none"> • Wisconsin Statewide Transition Initiative (WSTI) • Wisconsin State Transition Conference • Medicaid Infrastructure Grant (MIG) Youth Leadership Council (YLC) and Youth Leadership Forum • DPI/DVR/DHFS Joint Agreement and Technical Assistance Guide (TAG). <ul style="list-style-type: none"> • The WPHSOS will participate in WDPI transition initiatives and activities • Indicator 14 data will be viewed along with Indicators 1, 2, and 13 to provide a comprehensive views of transition and outcomes 		<p>Review of Improvement Indicators (FRII). Through these activities, the state team had the opportunity to review the SPP, develop state transition priorities, and identify areas of technical assistance needs.</p> <ul style="list-style-type: none"> • These training opportunities provided the state team with time dedicated to reviewing the four transition indicators collectively, review the data for each indicator, and identify strengths and areas that need improvement across the four transition indicators. • The outcomes from these events were (a) a unified vision of what transition looks like for students who leave our public high schools based on the SPP data across the indicators, and (b) specific actions to enhance the outcomes for students with disabilities. <p>Collaboration with other statewide projects has resulted in:</p> <ul style="list-style-type: none"> • The post high survey director became an active member of the Focused Review of Improvement Indicators (FRII) team. Work on the FRII workgroup connects the work of the post high survey/Indicator 14 to other projects and Indicator work. • The post high survey director attended trainings to coordinate Indicators 1, 2, 13, & 14 on both a state and national level. • As a member of the WSTI, SPDG, Transition Hub, TAG and Conference committees, the post high survey director helped determine the content of information and materials selected to share with schools, families, youth, agencies and the community. • The post high survey director worked on the local level (TAC and TAN) to help keep the work "real" and connected to those who use the resources most - parents, teachers, community agencies and youth • WDPI developed and annually updates a statewide strategic transition plan for Wisconsin and used information from Indicator 14 in this plan. • Additional Products/Accomplishments: <ul style="list-style-type: none"> • Respository of resources started and partially filled • Two e-newsletters disseminated through the Transition Hub/WSTI project and one state teleconference on employment outcomes • Completed TAG to go with the Joint Agreement; presentation of TAG at various meetings and conferences; on-going work on TAG workgroup • Successful presentations at the Wisconsin State Transition Conference • Post high/Indicator work was connected with other Indicators and
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			<p>workgroups</p> <p>Goals for FFY 2010</p> <ul style="list-style-type: none"> ▪ Continue to collaborate with other statewide projects to ensure data analysis is an evidence-based process that uses evidence-based resources to improve the outcomes of youth with disabilities. ▪ Continue to look at outcomes of youth in the context of other indicators, including, 1, 2, and 13. ▪ Through the WisCoT, the continue the Data Use practice group.
<p>National Participation</p> <p>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.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
14 A C D F G	<p>7) National Participation</p> <ul style="list-style-type: none"> • To strengthen statewide projects, bring resources into the state, and share in the larger community of outcomes improvement • Continue partnering with the Technical Assistance (TA) Centers – NPSO, NSTTAC, NDPC-SD, NASDE, the IDEA Partnership, and the National CoP • Work with and learn from other states and state-partners 	<p>Wisconsin PHSOS Director</p> <p>WI DPI Transition Consultant</p> <p>WDPI Graduation/ Dropout Prevention Consultant</p>	<p>Participation in national projects and with national technical assistance centers has strengthened statewide projects, brought resources into the state, and expanded the community of outcomes improvement.</p> <p>Work on the national level (NPSO, NSTTAC, NDPC-SD) has been vital and beneficial to the work in Wisconsin. As a result of partnerships formed, Wisconsin has:</p> <ul style="list-style-type: none"> • had additional funding opportunities • met and brought nationally recognized speakers to Wisconsin • furthered the new website and web-based resources • furthered the data analysis process and tools (FR11). <p>Wisconsin benefited 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.</p> <p>National Committees and Workgroups/Presentations</p> <ul style="list-style-type: none"> • 8/4 – 8/6 Transition Resources CoP mtg. – Alexandria, VA • 8/17 – 8/19 OSEP Leadership Conference presentation • 10/26 – 10/27: Mid-Year Planning Meeting • Presentation of Data Use Toolkit with other states at NPSO Training Session – Eugene, OR, March 2010

			<ul style="list-style-type: none"> • Presentation of Data Use Toolkit and Transition Rubric at the Annual Planning Meeting – Charlotte, NC, May, 2010 • Continuing member of NPSO advisory Board; monthly community meeting • Continuing member of National CoP; monthly community meeting) <ul style="list-style-type: none"> • State team participated in the CoP meeting and monthly teleconferences. As a result, the WiCoT expanded to include youth and parent representative, both providing valuable insights and suggestions for the post high survey project • Connected with other professionals nationally who also collect outcomes data to brainstorm, share resources, and further the state in our goals; the networking has been on-going and very valuable • Statewide Summary Reports were widely distributed at national meetings • Using NSTTAC data use guide to help Wisconsin begin to create their own Indicator 13 data use guide, and connect that work to the Indicator 14 and post high data. • WDPI utilizes personnel, technical assistance guides, conference calls and resources provided through the National Post High School Outcomes Center (NPSO). • WDPI worked with the NPSO Center, NSTTAC and NDPC-SD to expand the use of results of the 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 participated in the National CoP meeting in May in Charlotte, and in the annual and mid-year planning institutes <p><u>Goals for FFY 2010</u> Continue to collaborate with the National Technical Assistance Centers regarding the development of the new web-based repository, transition improvement practices, materials and resources, including:</p> <ul style="list-style-type: none"> • Work with the NSTTAC to use their Predictors of Success, the Kohler Taxonomy, and evidence-based practices database to develop a Transition Rubric • Work with the NPSO to develop the 2010 district-based outcomes improvement planning technical assistance ppt (Data Use Toolkit) and Facilitator’s Guide to be used with the WPHSOS/Indicator 14 website: • Work with the NDPC-SD on obtaining drop-out prevention resources
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			<p>and Drop-Out Prevention Rubric.</p> <p>Wisconsin will continue to develop its own Transition Rubric and Transition Repository website:</p> <ul style="list-style-type: none"> • Implement a 2010 NPSO grant to partner with other states on the Indicator 14 Data use Toolkit (power point) and Facilitator’s Guide • Continue partnering with NSTTAC on the Transition Rubric and resources • Begin partnering with the National Drop-out Prevention Center-Students with Disabilities to expand the Transition Rubric and resources <p>Serve on national workgroups, committees, and professional communities as a representative of the Post high School Outcomes Survey/Indicator 14.</p> <ul style="list-style-type: none"> • National Secondary Transitional Planning Institutes/Mid-Year Planning Institutes • National Community of Practice • Others as requested and available, and pending DPI prior approval
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009:

None.

Categories:		Color Code:
A) Improve data collection/reporting or systems	F) Program development	Completed
B) Improve systems administration & monitoring	G) Collaboration/coordination	Continuing as stated in SPP
C) Provide training/professional development	H) Evaluation	New or revised activity
D) Provide technical assistance	I) Increase/adjust FTE	Activity Description
E) Clarify/examine/develop policies & procedures	J) Other	

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

Measurement:

Percent of noncompliance corrected within one year of identification:

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

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

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

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

Actual Target Data for FFY 2009:

a. # of findings of noncompliance in 2008-2009	1460
b. # of corrections completed as soon as possible but in no case later than one year from identification	1460
Percent of noncompliance corrected within one year of identification for FFY 2009.	100%

Calculation: 1460 divided by 1460 times 100 = **100%**

Identification of Noncompliance in FFY 2008

WDPI used a variety of methods to detect and identify noncompliance during FFY 2008. All LEAs were notified in writing of findings of noncompliance within three months of the discovery of noncompliance. All LEAs were required to correct noncompliance as soon as possible, but in no case later than one year from the date of written notification of the noncompliance provided by WDPI.

WDPI identified 1460 findings of noncompliance during FFY 2008. As allowed by OSEP, in calculating the number of findings, WDPI groups individual instances in an LEA involving the same legal requirement together as one finding. However, if there was only one instance in an LEA involving a legal requirement, WDPI counted that as one finding, as well. As required by OSEP, each finding identified through State complaints and due process hearings is also counted as a separate finding.

Procedural Compliance Self-Assessment

In FFY 2008 the State gathered monitoring data from 87 LEAs (approximately one-fifth of the LEAs in the state) through an LEA self-assessment of procedural requirements related to monitoring priority areas and SPP indicators. The cohort districts were representative of the state considering such variables as disability categories, age, race, and gender. WDPI will include every LEA in the state at least once during the course of the SPP.

To assure valid and reliable data, WDPI provided web-based training in how to conduct the self-assessment to all LEAs conducting the 2008-2009 self-assessment. The self-assessment checklist included 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>. WDPI further validated a sample of the 2008-2009 self-assessments to ensure that each item was assessed accurately.

WDPI identified 1383 findings of noncompliance through the self-assessment during FFY 2008. These findings are reported by Indicator in the attached *Indicator 15 Worksheet* (see appendix).

Milwaukee Public Schools

During FFY 2008, WDPI continued its oversight activities in the Milwaukee Public Schools (MPS). In March 2009, sixty-seven (67) procedural compliance requirements were assessed. Over ninety-nine percent (99.30%) of the responses reviewed were found to be in compliance.

WDPI Identified no (0) findings of noncompliance through its oversight activities in MPS during FFY 2008. MPS corrected all instances of noncompliance and provided documentation prior to the department's notification of noncompliance. Consequently, based on OSEP guidance in *Frequently Asked Questions*, dated September 3, 2008. WDPI reported no findings for MPS in the attached *Indicator 15 Worksheet*.

Focused Monitoring (FM)

WDPI identified no (0) findings of noncompliance through Focused Monitoring in FFY 2008. WDPI reported no findings for Focused Monitoring in the attached *Indicator 15 Worksheet*.

Program Participation System (PPS)

LEAs report data for Indicator 12 using the web-based Program Participation System (PPS) (<http://dpi.wi.gov/sped/spp-tran-presch.html#PPS>).

WDPI identified no (0) findings of noncompliance for Indicator 12 through the PPS in FFY 2008. WDPI reported no findings from PPS in the attached Indicator 15 Worksheet.

Please see Indicator 12 in the APR for information on procedures for verifying correction of noncompliance.

IDEA State Complaints

WDPI identified fifty-two (52) findings of noncompliance in thirty-eight (38) complaints in FFY 2008. These findings are reported by Indicator in the attached Indicator 15 Worksheet.

Due Process Hearings

WDPI identified three (3) findings of noncompliance in one due process hearing officer decision in FFY 2008. These findings are reported by Indicator in the attached Indicator 15 Worksheet.

Mediation

WDPI identified no (0) findings of noncompliance through the Wisconsin Special Education Mediation System in FFY 2008. WDPI reported no findings for mediation in the attached Indicator 15 Worksheet.

Other

WDPI identified twenty-two (22) findings of noncompliance through other methods during FFY 2008. These findings are reported by Indicator in the attached Indicator 15 Worksheet.

Verifying Correction of Noncompliance Identified in FFY 2008

In FFY 2009, WDPI found all 1460 findings of noncompliance identified in FFY 2008 had been corrected within one year. WDPI verified that each LEA with noncompliance identified in FFY 2008: (1) was correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child was no longer within the jurisdiction of the LEA. As directed by OSEP in the Wisconsin Part B FFY 2008 SPP/APR Response Table WDPI has reported on correction of any identified noncompliance associated with Indicators 10, 11, 12, and 13 under those Indicators in the FFY 2009 APR.

Implementation of Revised Procedures for Verifying Correction of Noncompliance

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 has 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. Correctly implemented 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 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. WDPI confirms it implemented these revised policies and procedures for determining timely correction of noncompliance April 15, 2010.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY2009:

Explanation of Progress or Slippage that occurred in 2009-2010

WDPI met the 100% target for this indicator by implementing the activities described below.

Discussion of Improvement Activities Completed in FFY2009

WDPI implemented the improvement activities as outlined in the SPP, including the activities further described in the following table.

State Performance Plan Improvement Activities			
<p>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 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.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
15 E	Compliance Monitoring Annually review and revise (if needed) the Procedural Compliance Self-Assessment standards and directions to clarify exceptions.	Procedural Compliance Self-Assessment Workgroup	Revised in July 2009 to clarify standards and directions. Further revisions as needed each year.

Part B State Annual Performance Report (APR) for 2009

15 C	Compliance Monitoring Training on Procedural Compliance Self-Assessment standards and directions.	Procedural Compliance Self-Assessment Workgroup Regional Service Network Directors (RSN)	Webcasts updated in the Fall of 2009. Webcasts annually updated in the fall and as needed throughout the year.
15 C, D, G	Compliance Monitoring Revise the RSN grant to provide LEA training and technical assistance on procedural requirements related to the Indicators and the development of LEA systems of internal controls. The self-assessment process requires districts to have an internal district control system that further ensures future compliance with procedural requirements.	Regional Support Network Consultant and RSNs	RSN grant revised to reflect priorities in Spring 2010. Will continue in each year of the cycle.
15 C, D, G	Compliance Monitoring Provide regular updates on the Procedural Compliance Self-Assessment to the RSNs.	Procedural Compliance Self-Assessment Workgroup	Updates provided monthly at state-wide RSN meetings during FFY 2009. Monthly update meetings ongoing.
15 C, D, G	Compliance Monitoring RSN's provide support to the districts going through the current year's Procedural Compliance Self-Assessment cycle.	Regional Service Network Directors	Each of the 12 CESAs provided a minimum of two focused regional trainings for LEAs. Will continue in each year of the cycle.
15 A	Compliance Monitoring LEAs report the Procedural Compliance Self-Assessment results to WDPI, along with planned corrective actions.	Procedural Compliance Self-Assessment Workgroup	LEAs reported results in December. Will continue in each of the cycle.
15 A, B, D, E	Compliance Monitoring - Validation WDPI validates through onsite visits in a sample of LEAs that the Procedural Compliance Self-Assessment was conducted as specified and the data provided is valid and reliable. WDPI reviews the data reported, and selects a reasonable sample of IEPs to determine if the self-assessment was properly conducted, and that noncompliance is correctly identified and reported.	Procedural Compliance Self-Assessment Workgroup	WDPI conducted validation activities January through March. Will continue in each of the cycle.

15 B	<p>Compliance Monitoring Notification Regardless of the specific level of noncompliance, WDPI notifies the LEA in writing of the noncompliance, and of the requirement that the noncompliance be corrected as soon as possible, but in no case more than one year from identification. Districts with identified noncompliance are required to develop and implement a corrective action plan that is reported through the procedural compliance self-assessment process.</p>	Procedural Compliance Self-Assessment Workgroup	WDPI notified LEAs in January. Will continue in each year of the cycle.
15 C	<p>Compliance Monitoring WDPI will prepare and distribute a bulletin on the results of the <i>Procedural Compliance Self-Assessment</i>.</p>	Procedural Compliance Self-Assessment Workgroup	Information Update Bulletin 09.03 posted to WDPI website November 2009 on the results of the 2006-07, 2007-08, 2008-09 self-assessments. Will develop another bulletin on cycle results.
<p>Model Policies and Procedures and Model IEP Forms WDPI developed and distributed LEA Model Policies and Procedures. LEAs were required to adopt the model policies and procedures or submit locally developed policies and procedures to WDPI for review. The department verified LEAs adopted policies and procedures that comply with IDEA 2004 and state law. WDPI also developed and distributed model IEP forms and notices. LEAs were required to adopt or submit local forms to WDPI for review. The department verified that LEAs adopted IEP team forms that comply with IDEA 2004 and state law. DPI requires LEAs to submit for review subsequent substantive modifications to their policies and procedures and to their forms.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
15 E	<p>Compliance Monitoring All LEAs are required to assure the department that they have adopted the Model Local Educational Agency Special Education Policies and Procedures or submit locally developed policies and procedures to the WDPI for review and approval.</p>	Procedural Compliance Self-Assessment Workgroup	<p>The Model LEA Special Education Policies and Procedures were revised in June 2009 to include the new requirements regarding parent revocation of consent, and all LEAs have either submitted assurances that these revisions have been adopted or submitted locally developed revisions to the WDPI for review and approval.</p> <p>Every year as an Additional Data Element in their Local Performance Plan, Special Education directors acknowledge that they understand their affirmative duty to submit policies and procedures with substantive modifications to WDPI for review. For FFY 2009,</p>

			<p>additional data elements were submitted in November 2009.</p> <p>The submitted revisions are reviewed through FFY 2009 and will continue throughout the cycle.</p>
15 E	<p>Compliance Monitoring WDPI developed and disseminated guidance on WDPI model IEP forms and IEP team process.</p>	<p>Procedural Compliance Self-Assessment Workgroup</p>	<p>Guide to Special Education Forms posted to WDPI website September 2008.</p> <p>Information Update Bulletin 09-01 provided continued guidance on Model Form M-5, which documents parental consent to bill Medicaid for school-based services.</p> <p>Forms and resources continue to be available on DPI website.</p>
15 E	<p>Compliance Monitoring LEAs are required to submit an assurance that they have adopted the WDPI Model IEP Forms or submit their LEA forms to WDPI for review.</p>	<p>Procedural Compliance Self-Assessment Workgroup</p>	<p>The Model IEP Forms were revised to include the new requirements regarding parent revocation of consent, and all LEAs have either submitted assurances that these revisions have been adopted or submitted locally developed revisions to the WDPI for review and approval.</p> <p>Every year as an Additional Data Element in their Local Performance Plan, Special Education directors acknowledge that they understand their affirmative duty to submit IEP forms with substantive modifications to WDPI for review. For FFY 2009, additional data elements were submitted in November 2009.</p> <p>Submitted revisions were reviewed throughout FFY 2009 and will continue throughout the cycle.</p>
<p>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.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009

Part B State Annual Performance Report (APR) for 2009

15 A, B, D	Complaints A notification system alerts complaint investigators two months prior to the date corrective action is due.	Complaint Office Operations Associate(s)	The system has been operational since January 2008, and was used in FFY 2009. Will continue in each year of the cycle.
15 D	Complaints Complaint investigators provide technical assistance to LEAs to ensure corrective action is completed and noncompliance is corrected within one year of identification.	Complaint Consultants	Was provided during FFY 2009, and will continue in each year of the cycle.
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.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
15 B	Due Process Hearings WDPI staff reviews all hearing decisions to determine if corrective action is required, and contacts district personnel to ensure ordered activities were completed within one year.	Due Process Consultant	Was conducted during FFY 2009, and will continue in each year of the cycle.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2009-10:

WDPI revised its verification procedures subsequent to OSEP's visit letter dated March 10, 2010, and to ensure consistency with OSEP's memo 09-02. WDPI included a new improvement activity based on review of self-assessment data.

State Performance Plan Improvement Activities			
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 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.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009

<p>15 A B D E</p>	<p>Compliance Monitoring Verification After the activities in the corrective action plan are completed, WDPI staff verifies that this noncompliance has been corrected. WDPI verifies that each child-specific error is corrected and that each LEA is in current compliance. To verify correction of child specific errors, WDPI selects a reasonable sample of student records. Each record is reviewed to ensure the noncompliance has been corrected. All records must be 100% corrected. To verify current compliance, WDPI reviews updated data by reviewing a reasonable sample of records to ensure 100% compliance. WDPI selects all records reviewed.</p> <p>WDPI staff provided technical assistance and conducted verification actions to ensure correction of noncompliance as soon as possible, but no later than one year after identification.</p> <p>Districts are further required to develop an internal control system to continuously monitor compliance with this indicator.</p>	<p>LPP Consultants</p>	<p>Revised verification procedures were immediately implemented in April 2010, following submission to OSEP for approval.</p> <p>Verifying correction of noncompliance using the revised procedures will continue in each year of the cycle.</p>
<p>15 C D</p>	<p>State-Wide Bulletin and Technical Assistance WDPI will develop a bulletin on frequency and amount in describing special education, related services, supplemental aids and services, and program modifications or supports.</p> <p>Multiple forums of technical assistance will also be developed and provided in order to ensure multiple learning opportunities.</p> <p>Guidance and technical assistance will be</p>	<p>Procedural Compliance Self-Assessment Workgroups</p>	<p>WDPI developed the bulletin.</p> <p>The bulletin was posted on WDPI website and made available to all LEAs. Technical assistance through multiple forums will also be offered and accessible to all LEAs.</p>

Part B State Annual Performance Report (APR) for 2009

Wisconsin
State

	developed because a review of self-assessment data indicated that this was consistently one of the most commonly identified procedural errors.		
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Categories:		Color Code:
A) Improve data collection/reporting or systems	F) Program development	Completed
B) Improve systems administration & monitoring	G) Collaboration/coordination	Continuing as stated in SPP
C) Provide training/professional development	H) Evaluation	New or revised activity
D) Provide technical assistance	I) Increase/adjust FTE	Activity Description
E) Clarify/examine/develop policies & procedures	J) Other	

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.

FFY	Measurable and Rigorous Target
<p>2009 (2009-2010)</p>	<p>100% 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.</p>

Actual Target Data for FFY 2009:

See Table 7 (in appendix), Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act Complaints, Mediations, Resolution Sessions, and Due Process Hearings.

Calculation:

Percent = [(1.1(b) to 1.1(c)) divided by 1.1] times 100

Percent = (66+1) divided by 67 times 100 = 100%

For the FFY 2009 reporting period, 100% of all signed written complaints received by WDPI had reports issued that were resolved with the 60-day timeline or had a timeline properly extended for exceptional circumstances with respect to a particular complaint. FFY 2009 data represents a 1.69% improvement from FFY 2008. The State met the 100% target set for FFY 2009.

Part B State Annual Performance Report (APR) for 2009

To assure data are valid and reliable, WDPI has a dedicated staff person (an office operations associate) whose responsibility it is to maintain the electronic complaint investigation log. The office operations associate meets with the complaint workgroup on a monthly basis to review data. Color-coded data reports are utilized to track progress. Consultants also review the reports for accuracy. WDPI completed Table 7 using the electronic complaint investigation log.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:

WDPI met the 100% target for FFY 2009. Wisconsin was one of just four states [recognized](#) nationwide for operating "exemplary" special education dispute resolution systems. Under federal and state law, states must give parents the opportunity to resolve disputes surrounding the education of children with disabilities. This can be done through mediation, through a complaint filed with the DPI, or through an administrative hearing. The [National Center on Appropriate Dispute Resolution in Special Education](#) (CADRE), funded by the U.S. Department of Education (USDE), worked with the USDE to profile each state's system, including [Wisconsin's](#). Some winning elements of Wisconsin's system include the stakeholder approach to reaching consensus, the timeliness of due process and IDEA complaint decisions, and the collaborative mediation system. The DPI goes beyond the legally required dispute resolution elements by funding a statewide grant, the [Wisconsin Statewide Parent-Educator Initiative](#) (WSPEI). WSPEI helps parents and school districts find or create the resources that will help them build positive working relationships, which lead to shared decision-making and improved children's learning. The grant supports information-sharing among parents, schools, projects, organizations, and agencies through networking meetings, conferences, person-to-person contact, and media. The department, through its mediation system, also provides Individualized Education Program (IEP) facilitation to parents and LEAs on request.

Discussion of Improvement Activities Completed

WDPI implemented the improvement activities as outlined in the SPP, including the activities further described in the following table.

State Performance Plan Improvement Activities			
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.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
16 A,C	Complaints The Complaint Workgroup analyzes data and determines how to meet the 60-day timeline. WDPI has a dedicated staff person (an office operations associate) who maintains an electronic complaint investigation log. The office operations associate meets with the complaint workgroup on a monthly basis to review data.	Complaint Office Operations Associate(s) Complaint Workgroup Lead Complaint Coordinator	Continued throughout FFY 2009. Will continue in each year of the cycle.

Part B State Annual Performance Report (APR) for 2009

16 B	Complaints The letter sent to the school district acknowledging the complaint specifies a date by which materials are needed from the district. WDPI ensures complaint workgroup members follow the internal complaint procedures for receiving information from the district when materials have not been received in a timely manner.	Lead Complaint Coordinator Complaint Workgroup	Continued throughout FFY 2009. Will continue in each year of the cycle.
16 A B	Complaints 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. A lead complaint coordinator oversees the progress of all complaints to ensure that timelines are followed.	Complaint Office Operations Associate(s) Lead Complaint Coordinator Complaint Workgroup	Continued throughout FFY 2009. Will continue in each year of the cycle.
16 A B D	Complaints A notification system alerts complaint investigators two months prior to the date corrective action is due.	Complaint Office Operations Associate(s)	This continued throughout FFY 2009.
16 D	Complaints Complaint investigators provide technical assistance to LEAs to ensure corrective action is completed and noncompliance is corrected within one year of identification.	Complaint Consultants	Throughout FFY 2009. Will continue in each year of the cycle.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009:

None.

Categories:		Color Code:
A) Improve data collection/reporting or systems	F) Program development	Completed
B) Improve systems administration & monitoring	G) Collaboration/coordination	Continuing as stated in SPP
C) Provide training/professional development	H) Evaluation	New or revised activity
D) Provide technical assistance	I) Increase/adjust FTE	Activity Description
E) Clarify/examine/develop policies & procedures	J) Other	

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.

FFY	Measurable and Rigorous Target
2009 (2009-2010)	100% of adjudicated due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

Actual Target Data for FFY 2009:

100% of fully adjudicated due process hearing requests were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party (see Table 7). During the reporting period, there were 4 fully adjudicated due process hearings. All hearings were completed within a timeline properly extended by the hearing officer at the request of a party.

Calculation:

$$\text{Percent} = [(3.2(a) + 3.2(b)) \text{ divided by } 3.2] \text{ times } 100$$

$$\text{Percent} = (0 + 4) \text{ divided by } 4 \text{ times } 100 = 100\%$$

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:

WDPI met the 100% target for FFY 2009. WDPI continues to maintain the system as described in the SPP, and continues to demonstrate compliance with the requirements of 34 CFR §300.515(a). WDPI maintained full compliance with this requirement.

WDPI implemented the improvement activities as outlined in the SPP, including the activities further described in the following table.

State Performance Plan Improvement Activities			
<p>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.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
17 A B	<p>Electronic tracking system. An electronic tracking system is maintained which monitors decision due dates. This information is available to each hearing officer.</p>	Department of Administration—Hearings and Appeals (DHA).	The electronic tracking system was maintained throughout FFY 2009, and will continue to be used in each year of the cycle.
17 A B	<p>Electronic log and tracking system. WDPI maintains an electronic log of critical information related to receipt of due process hearing requests, which includes names of the parties, filing date, date of resolution session, initial 45-day time limit, dates of extensions and date of the decision. Department staff also track hearing due dates.</p>	WDPI Office Operations Associate and Consultants	The electronic log and tracking system was maintained throughout FFY 2009, and will continue to be used in each year of the cycle.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009 (if applicable):

Additional activities were added in response to the OSEP verification visit and subsequent letter dated March 16, 2010.

State Performance Plan Improvement Activities			
<p>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.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
17 A B	<p>Electronic tracking system. WDPI assumed direct responsibility for tracking resolution session timeline data to ensure compliance with the 15-day timeline.</p> <ul style="list-style-type: none"> Immediately after sending out the due process request letters, form PI-2125 (Due 	WDPI Office Operations Associate and Consultant	Implementation of the email notification and tracking system began in March 2010.

	<p>Process Resolution Session Summary form) is completed and sent via e-mail to the director of special education.</p> <ul style="list-style-type: none"> • If form PI-2125 is not returned by the due date, an e-mail is sent to the director of special education requesting the form be returned. • The form enables the Department to track resolution session timeline data to ensure compliance with the 15-day timeline for hearing requests. The LEA is required to submit the form by reply e-mail promptly after the 15 day period expires. 		
17 D	<p>Technical Assistance WDPI issued a memorandum to hearing officers, LEAs, parent advocacy groups and other interested parties advising them of the resolution session requirements.</p>	WDPI Consultant	Memorandum was disseminated in April 2010.

Categories:		Color Code:
A) Improve data collection/reporting or systems	F) Program development	Completed
B) Improve systems administration & monitoring	G) Collaboration/coordination	Continuing as stated in SPP
C) Provide training/professional development	H) Evaluation	New or revised activity
D) Provide technical assistance	I) Increase/adjust FTE	Activity Description
E) Clarify/examine/develop policies & procedures	J) Other	

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.

FFY	Measurable and Rigorous Target
2009 (2009-2010)	54% of hearing requests that went to resolution sessions were resolved through resolution session settlement agreements.

Actual Target Data for FFY 2009:

During FFY 2009 (July 1, 2009 – June 30, 2010), 2 of 3 hearing requests that went to resolution sessions were resolved through resolution session settlement agreements (see Table 7). This represents a 67% success rate, which exceeded the 54% target.

Calculation:

Percent = (3.1(a) divided by 3.1) times 100

Percent = (2 divided by 3) times 100 = 66.7%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:

WDPI exceeded the target for this indicator by 12.7%. The 66.7% success rate is nearly a 7% improvement over the previous year's rate of 60%.

Discussion of Improvement Activities Completed

WDPI implemented the improvement activities as outlined in the SPP, including the activities further described in the following table.

State Performance Plan Improvement Activities
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			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
18 A B	Electronic Log WDPI maintains an electronic log of critical information related to receipt of due process hearing requests, which includes names of the parties, filing date, date of resolution session, initial 45-day time limit, dates of extensions and date of the decision. Department staff also track hearing due dates.	WDPI Office Operations Associate and Consultants	The electronic log and tracking system was maintained throughout FFY 2009, and will continue to be used in each year of the cycle.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009:

Additional detail included on improvement activity. Dissemination of resolution process memorandum and implementation of the email notification and tracking system are new activities developed in response to the OSEP verification visit and subsequent letter dated March 16, 2010.

State Performance Plan Improvement Activities			
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.			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
18 B	Memorandum A memorandum on the resolution process (34 CFR §300.510) was disseminated to all hearing officers, LEAs, parent advocacy groups and other interested parties.	WDPI Office Operations Associated and Consultants.	Memorandum was disseminated in April 2010.
18 A	Email notification and tracking system On receipt of a hearing request, WDPI staff	WDPI Office Operations	Implementation of the email notification and tracking system began in March 2010.

Part B State Annual Performance Report (APR) for 2009

B	promptly sends an e-mail reminder to the LEA special education director of the 15 day requirement for convening a resolution session, and include as an attachment the tracking form. Within 30 days following receipt of the due process hearing request, department staff will ensure the form has been submitted to WDPI documenting the date when the resolution session was held. If the meeting was not held, or was not held within the 15 days, department staff will inquire into the circumstances. If the department concludes the resolution session requirement was not followed, WDPI will require the district to take corrective action.	Associate and Consultants.	
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Categories:		Color Code:
A) Improve data collection/reporting or systems	F) Program development	Completed
B) Improve systems administration & monitoring	G) Collaboration/coordination	Continuing as stated in SPP
C) Provide training/professional development	H) Evaluation	New or revised activity
D) Provide technical assistance	I) Increase/adjust FTE	Activity Description
E) Clarify/examine/develop policies & procedures	J) Other	

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.

FFY	Measurable and Rigorous Target
2009 (2009-2010)	At least 79% of mediations held will result in mediation agreements.

Actual Target Data for FFY2009:

91.3 percent of mediations held resulted in mediation agreements. WDPI exceeded the target of 79% for FFY 2009 by 12.3%.

Calculation:

Percent = (2.1(a)(i) + 2.1(b)(i)) divided by (2.1) times 100.

Percent = (4 + 38) divided by 46 times 100 = 91.30

SECTION B: Mediation requests	
(2) Mediation requests total	70
(2.1) Mediations Held	46
(a) Mediations related to due process	7
(i) Mediation agreements	4
(b) Mediations not related to due process	39
(i) Mediation agreements	38
(2.2) Mediations not held (including pending)	24

Part B State Annual Performance Report (APR) for 2009

During FFY 2009 (July 1, 2009 – June 30, 2010), a total of 46 mediations were held (7 related to due process complaints and 39 not related to due process complaints). Of the 7 mediations held related to due process complaints, 4 resulted in an agreement. Of the 39 mediations held not related to due process complaints, 38 resulted in an agreement.

To ensure reliability of data, the Wisconsin Special Education Mediation System (WSEMS) maintains a data base that includes tracking of the required data for Indicator 19. Personnel responsible for maintaining the data base receive training on reporting Indicator 19 data.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:

Explanation of Progress that occurred in FFY 2009

To maintain the success of the mediation system, the Wisconsin Special Education Mediation System (WSEMS) uses a roster of mediators who are required by state law to attend a five-day training program and receive a one-day update training each year. WSEMS mediators and Intake Coordinator receive technical assistance provided by WSEMS Technical Advisor on an as-needed basis via email/phone consultation. The WSEMS Technical Advisor provides time for mediators to call and discuss cases or consult via email. Mediators may also call and request TA on the day of a mediation session and/or debrief a case via email. WSEMS Intake Coordinator consults with the Technical Advisor as needed. The WSEMS Technical Advisor bases assistance on current legal standards, best practices and ethical standards from the field of dispute resolution. The WSEMS Technical Advisor researches legal issues related to dispute resolution, designs training programs, consults with national leaders in dispute resolution, conducts trainings and provides input into the design and content of the WSEMS website.

Information about WSEMS is disseminated to parents and educators through trainings, conferences, and upon request. New special education directors receive information from WDPI on the system each fall. WSEMS has developed a widely disseminated brochure on mediation and IEP facilitation available in English, Spanish and Hmong. Awareness of Wisconsin's mediation system is also made available through the Wisconsin Special Education Mediation System website: <http://www.wsems.us/index.htm> and linked to the WDPI Indicator 19 webpage.

Wisconsin was one of just four states [recognized](#) nationwide for operating "exemplary" special education dispute resolution systems. Under federal and state law, states must give parents the opportunity to resolve disputes surrounding the education of children with disabilities. This can be done through mediation, through a complaint filed with the DPI, or through an administrative hearing. The [National Center on Appropriate Dispute Resolution in Special Education](#) (CADRE), funded by the U.S. Department of Education (USDE), worked with the USDE to profile each state's system, including [Wisconsin's](#). Some winning elements of Wisconsin's system include the stakeholder approach to reaching consensus, the timeliness of due process and IDEA complaint decisions, and the collaborative mediation system. The DPI goes beyond the legally required dispute resolution elements by funding a statewide grant, the [Wisconsin Statewide Parent-Educator Initiative](#) (WSPEI). WSPEI helps parents and school districts find or create the resources that will help them build positive working relationships, which lead to shared decision-making and improved children's learning. The grant supports information-sharing among parents, schools, projects, organizations, and agencies through networking meetings, conferences, person-to-person contact, and media. The department, through its mediation system, also provides Individualized Education Program (IEP) facilitation to parents and LEAs on request.

Discussion of Improvement Activities Completed

WDPI implemented the improvement activities as outlined in the SPP, including the activities further described in the following table.

State Performance Plan Improvement Activities			
Wisconsin's Special Education Mediation System 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.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
19 C E	Mediation System – Annual Mediator Training Under Wisconsin statute, any person on the roster of mediators qualified to resolve special education disputes must participate in at least one day of training each year. To meet this requirement and maintain the success of the mediation system, mediators receive annual training each spring and on-going professional development opportunities.	Mediation Grant Consortium for Appropriate Dispute Resolution in Special Education (CADRE) Wisconsin Special Education Mediation System (WSEMS) Intake Coordinator WSEMS parent agency and school representatives WSEMS Technical Advisor WDPI Mediation Consultant	A 1- day interactive training was designed and facilitated on 5/21/10. 13 roster mediators attended the training along with 14 mediator candidates from new mediators training (see below). An audio recording was made available for mediators to review upon request. Annual training continues as required by Wisconsin statute and per the SPP.
19 D E F	Mediation System – Technical Advisor To maintain the success of the mediation system, WSEMS mediators and Intake Coordinator receive technical assistance provided by WSEMS Technical Advisor on an as-needed basis via email/phone consultation.	Mediation Grant Consortium for Appropriate Dispute Resolution in Special Education (CADRE) Wisconsin Special Education Mediation System (WSEMS) Intake Coordinator WSEMS parent agency and	The WSEMS Technical Advisor provides time for mediators to call and discuss cases or consults via email. Mediators may also call and request TA on the day of a mediation session and/or debrief a case via email. WSEMS Intake Coordinator consults with Technical Advisor as needed. Technical Advisor bases assistance on current legal standards, best practices and ethical standards from the field of dispute resolution. The WSEMS Technical Advisor researches legal issues related to dispute resolution, designs training programs,

Part B State Annual Performance Report (APR) for 2009

		<p>school representatives</p> <p>WSEMS Technical Advisor</p> <p>WDPI Mediation Consultant</p>	<p>consults with national leaders in dispute resolution, conducts trainings and has input into the design and content of the WSEMS website.</p> <p>WSEMS Technical Advisor continues to provide TA on an ongoing, as-needed basis per the SPP.</p>
19 B C D E F G	<p>Mediation System – Training for Parents, Students and Professionals</p> <p>Awareness of Wisconsin’s mediation system is made available through trainings conducted by the partners.</p>	<p>Mediation Grant</p> <p>CADRE</p> <p>WSEMS Intake Coordinator</p> <p>WSEMS parent agency and school representatives</p> <p>WSEMS Technical Advisor</p> <p>WDPI Mediation Consultant</p>	<p>In FFY 2009, WSEMS conducted 29 workshops statewide reaching at least 640 total participants (including 243 parents, 382 professionals, and 15 students.) Workshops were usually conducted as WSEMS parent-school professional team to model collaboration.</p> <p>Workshops continue to be presented to various statewide audiences including parent and school groups per the SPP.</p>
19 C D E	<p>Mediation System - Brochures</p> <p>Awareness of Wisconsin’s mediation system is made available through brochures (with translations in Spanish and Hmong).</p>	<p>Mediation Grant</p> <p>CADRE</p> <p>WSEMS Intake Coordinator</p> <p>WSEMS parent agency and school representatives</p> <p>WSEMS Technical Advisor</p> <p>WDPI Mediation Consultant</p>	<p>Brochures were made available throughout FFY 2009. Brochures were sent to school districts upon request and distributed widely to partner agencies and at statewide events.</p> <p>Brochures continue to be available per the SPP.</p>
19 C D E	<p>Mediation System - Website</p> <p>Awareness of Wisconsin’s mediation system is made available through the Wisconsin Special Education Mediation System website: http://www.wsems.us/index.htm.</p>	<p>Mediation Grant</p> <p>CADRE</p> <p>WSEMS Intake Coordinator</p> <p>WSEMS parent agency and school representatives</p> <p>WDPI Mediation Consultant</p>	<p>The Website is active and updated as needed. It will continue to be available per SPP.</p>

<p>19 A B H</p>	<p>Mediation System – Data Analysis Surveys are used and analyzed in collecting data about the system. These surveys, which measure outcomes such as participant satisfaction and issue trends, are reviewed and procedures revised as necessary.</p>	<p>Mediation Grant CADRE WSEMS Intake Coordinator WSEMS parent agency and school representatives WDPI Mediation Consultant Survey provider (contracted by WSEMS)</p>	<p>Mediation trend data compiled through participant surveys show that some type of agreement continues to be reached in most cases (91.3%). Overwhelming trend data continues to indicate participants, mediators and attorneys believe mediation to be helpful. Almost 90% of participants indicated they would use mediation again. 84.7% of participants would use the same mediator again.</p> <p>Continual evaluation of the mediation system through these surveys will ensure that the WSEMS remains effective and will continue to meet its targets as well as other measures of a successful system.</p>
<p>19 A B C D E H</p>	<p>Mediation System – Training for New Mediators Under Wisconsin statute, any person on the roster of mediators qualified to resolve special education disputes must participate in a training program of at least 5 days in duration. In recent years several mediators have left the roster. WSEMS identified the need for additional roster mediators, including more bilingual mediators and mediators whose experiences and backgrounds better reflect Wisconsin’s many diverse populations and geographic regions. In response to these needs a five-day special education mediation institute to train potential WSEMS roster mediators was held.</p>	<p>Mediation Grant Consortium for Appropriate Dispute Resolution in Special Education (CADRE) Wisconsin Special Education Mediation System (WSEMS) Intake Coordinator WSEMS parent agency and school representatives WSEMS Technical Advisor WDPI Mediation Consultant</p>	<p>14 potential new mediators attended Institute held from May 17 – 21, 2010 in conjunction with the WSEMS annual one day training for roster mediators (see above). Topics included child development, working with parents of children with disabilities, mediation and conflict resolution skills, a history of WSEMS, and an introduction to special education law. Three mediators were added to the WSEMS roster immediately. Other mediators may be added to roster in the future pending roster needs and candidate availability.</p> <p>As a result of the institute, the roster now has a sufficient number of mediators with a wide array of skills and experiences to meet the needs of the state, and this activity is complete. When roster needs arise in coming years, another five-day institute will be held per Wisconsin statute.</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009: *[If applicable]*

Part B State Annual Performance Report (APR) for 2009

As a result of the five-day special education mediation institute to train potential WSEMS roster mediators, the roster now has a sufficient number of mediators with a wide array of skills and experiences to meet the needs of the state, and this activity is complete. When roster needs arise in coming years, another five-day institute will be held per Wisconsin statute.

Categories:		Color Code:
A) Improve data collection/reporting or systems	F) Program development	Completed
B) Improve systems administration & monitoring	G) Collaboration/coordination	Continuing as stated in SPP
C) Provide training/professional development	H) Evaluation	New or revised activity
D) Provide technical assistance	I) Increase/adjust FTE	Activity Description
E) Clarify/examine/develop policies & procedures	J) Other	

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).

FFY	Measurable and Rigorous Target
2009 (2009-2010)	100% of State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

Part B State Annual Performance Report (APR) for 2009

Actual Target Data for 2009-10:

SPP/APR Data - Indicator 20			
APR Indicator	Valid and reliable	Correct calculation	Total
1	1		1
2	1		1
3A	1	1	2
3B	1	1	2
3C	1	1	2
4A	1	1	2
4B	1	1	2
5	1	1	2
7	1	1	2
8	1	1	2
9	1	1	2
10	1	1	2
11	1	1	2
12	1	1	2
13	1	1	2
14	1	1	2
15	1	1	2
16	1	1	2
17	1	1	2
18	1	1	2
19	1	1	2
	Subtotal		40
APR Score Calculation	Timely Submission Points - If the FFY 2009 APR was submitted on-time, place the number 5 in the cell on the right.		5
	Grand Total - (Sum of subtotal and Timely Submission Points) =		45

Part B State Annual Performance Report (APR) for 2009

618 Data - Indicator 20					
Table	Timely	Complete Data	Passed Edit Check	Responded to Date Note Requests	Total
Table 1 - Child Count Due Date: 2/1/10	1	1	1	1	4
Table 2 - Personnel Due Date: 11/1/10	1	1	1	N/A	3
Table 3 - Ed. Environments Due Date: 2/1/10	1	1	1	1	4
Table 4 - Exiting Due Date: 11/1/10	1	1	1	N/A	3
Table 5 - Discipline Due Date: 11/1/10	1	1	1	N/A	3
Table 6 - State Assessment Due Date: 2/1/11	1	N/A	N/A	N/A	1
Table 7 - Dispute Resolution Due Date: 11/1/10	1	1	1	N/A	3
				Subtotal	21
618 Score Calculation			Grand Total (Subtotal X 2.143) =		45.00
Indicator 20 Calculation					
A. APR Grand Total				45.00	
B. 618 Grand Total				45.00	
C. APR Grand Total (A) + 618 Grand Total (B) =				90.00	
				Total N/A in APR	
				Total N/A in 618	
				BASE	
				90.00	
D. Subtotal (C divided by Base*) =				1.00	
E. Indicator Score (Subtotal D x 100) =				100%	

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:

Explanation of Progress or Slippage that occurred in FFY2009

Utilizing the scoring rubric developed for Indicator 20, WDPI reports 100% of its APR and 618 data as timely and accurate for FFY 2009. WDPI reported 100% for the previous reporting period. WDPI demonstrated compliance for this indicator and met the FFY 2009 target of 100%. The State is in compliance with the timely and accurate data requirements in IDEA sections 616 and 618 and 34 CFR §§76.720 and 300.601(b).

The SPP and APR include the required valid and reliable baseline data, progress data, and actual numbers used in the calculations. WDPI followed the SPP and APR directions and applied the correct calculations to the indicators. Wisconsin is a “six-for-six state” for EDEN-only reporting, meaning the State has passed the congruency analysis between the EDEN submitted data and the corresponding OSEP data Tables 1 through 6. The six data tables are Table 1 (Child Count), Table 2 (Personnel), Table 3 (FAPE), Table 4 (Exiting Special Education), Table 5 (Discipline), and Table 6 (Assessment).

For 618 state reported data, WDPI met all requirements in terms of reporting complete data in a timely fashion, passing edit checks, and responding to data note requests, when necessary, for Table 1– Child Count, Table 2 – Personnel, Table 3 – Education Environment, Table 4 – Exiting, and Table 5 – Discipline, Table 6 – State Assessments, and Table 7 – Dispute Resolution.

Discussion of Improvement Activities Completed

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. Improvement activities to ensure data accuracy and timeliness as described in the SPP have continued during the 2009-10 SY.

Mechanisms WDPI used during FFY 2009 to ensure error free, consistent, and valid and reliable data include:

- Cross-team data workgroup
- 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
- Collected and calculated 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
- Continued enhancement of data collections to promote ease of use

WDPI implemented the improvement activities as outlined in the SPP, including the activities further described in the following table.

State Performance Plan Improvement Activities			
<p>Data Management Steering Committee The department-wide data management steering committee is developing WDPI's 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.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
20 A B E G	<p>Data Management Steering Committee Special Education Team Assistant Director is a member of the department-wide data management steering committee. 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.</p>	<p>Special Education Team Assistant Director</p> <p>Special Education Team Data Coordinator</p> <p>Special Education Team Data Consultant</p>	<p>A Special Education Assistant Director served as a member of the department-wide data management steering committee during the 2009-10 SY.</p> <p>The Special Education Data Coordinator and Special Education Data Consultant also continued to serve on several of the Data Management subcommittees during the 2009-10 SY.</p>
<p>The Special Education Web Portal/Local Performance Plan (LPP), http://www.dpi.state.wi.us/sped/lpp.html The Special Education Web Portal contains numerous applications associated with data collection and reporting, including the 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. The LPP is reviewed by a WDPI consultant assigned to work with the individual LEA. Districts will also 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. Improvement activities are submitted via applications within the Special Education Web Portal.</p>			

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
20 A	<p>The Special Education Web Portal /Local Performance Plan (LPP), http://dpi.state.wi.us/sped/lpp.html</p> <p>One component of the Special Education Web Portal/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 for more information about each indicator.</p>	<p>Special Education Team LPP Consultants</p> <p>Special Education Team Data Coordinator</p> <p>Special Education Team Data Consultant</p> <p>WDPI Applications Development Team</p>	<p>The Special Education Web Portal continued to be a key internet application for WDPI to collect timely and accurate data from LEAs. For the 2009-10 SY, specific software was again used which allowed districts that missed the established targets for indicators 4 and 12 of the State Performance Plan to analyze their performance and subsequently submit improvement plan addressing the needs identified by the district.</p> <p>The Local Performance Plan (LPP), which is a component of the Special Education Web Portal also continued to be the mechanism by which districts submitted their IDEA flow-through and preschool budgets which are subsequently reviewed by the WDPI consultant assigned to work with the individual LEA.</p> <p>For the 2009-10 FY, the Indicator 7 Child Outcomes data continued to be collected through an application within the Special Education Web Portal. This application is user-friendly and allows districts to more accurately track and efficiently report their child outcomes in a timely manner.</p> <p>The Special Education District Profile continues to be the means by which WDPI annually reports to the public on the performance of each LEA on the targets associated with the State Performance Plan Indicators. Data from the 2008-09 SY was posted by June 1, 2010. WDPI will continue to use this mechanism to publically report the performance of each LEA, including the ability for LEAs and the public to access downloadable statewide data files which will allow the user further data analysis capabilities.</p>

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 (February 1 for child count, including race and ethnicity, placement, assessment; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Report) are available for submission. WDPI staff also participate in national technical assistance opportunities whenever possible in

Part B State Annual Performance Report (APR) for 2009

order to receive current information regarding data collection and reporting for both the SPP Indicators and 618 data. In turn various WDPI teams work collaboratively to provide technical assistance to local school districts on how to report timely and accurate data.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
20 A B C D E G	<p>Timely and Accurate Data</p> <p>WDPI ensures the reliability and validity of the data collected using:</p> <ul style="list-style-type: none"> • 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 	<p>WDPI Office of Educational Accountability</p> <p>WDPI Applications Development Team WDPI</p> <p>Data Management and Reporting Team</p> <p>Special Education Team Data Coordinator</p> <p>Special Education Team Data Consultant</p>	<p>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. Through these collaborative efforts, an effective data collection system is in place which ensures valid and reliable data from all LEAs. For the 2009-10 SY, all required data for Tables 1, 3, 4, and 5 were again collected through the Wisconsin Student Locator System (WSLS) and Individual Student Enrollment System (ISES) data collections. This has helped to eliminate duplication of effort and ease the data collection burden on LEAs.</p> <p>In the fall of 2009, members of the Data Management and Reporting Team along with members of the Special Education Team conducted joint regional trainings on how to effectively collect and report data using WSLS and ISES. Data elements specific to students with disabilities were highlighted during this training. Web posting of this training is available for ongoing user access.</p> <p>In the spring of 2010, members of the Data Management and Reporting Team, the WDPI Office of Educational Accountability, and the Special Education Team prepared and disseminated training materials related to the new reporting requirements for collecting race/ethnicity data.</p> <p>In February 2010, the annual WDPI ISES Vendor Conference was held. The purpose of this conference is to cover changes, including new data elements, business rules, and file layouts for the Individual Student Enrollment System applications</p> <p>For 618 state reported data, WDPI met all requirements for</p>

	<p>anomalies are identified</p> <ul style="list-style-type: none"> Summary reports generated after data has been submitted and LEAs provided a window of time for data corrections. 		<p>reporting complete data in a timely fashion, passing edit checks, and responding to data note requests, when necessary for Table 1 – Child Count, Table 2 – Personnel, Table 3 – Education Environment, Table 4 – Exiting, Table 5 – Discipline, Table 6 – State Assessments, and Table 7 – Dispute Resolutions.</p> <p>To help ensure a complete data set is available for Table 4 – Exiting and Table 5 – Discipline, the Data Management and Reporting Team again worked in conjunction with the Special Education Team to establish earlier deadlines for data submission from LEAs that allowed the State to meet OSEP’s November 1, 2009 deadline. Members of both teams also assisted LEAs with their data submission whenever necessary. Data specifically related to Interim Alternative Educational Settings as well as expulsions were reviewed by WDPI staff and contacts were made to districts when anomalies were identified.</p> <p>To help ensure accurate data for Table 1 – Child Count, progress and summary reports were integrated into the ISES software which allowed LEAs to examine their data prior to submission. These reports allow LEAs to disaggregate their data using multiple variables such as disability category, race/ethnicity, gender, age, LEP status, and education environment. WDPI staff also examined the data and identified districts which experienced more than a 10% change in their child count over the previous year. LEAs were contacted and asked to verify the accuracy of their data and provided a deadline for data corrections, if necessary.</p> <p>Staff from the Data Management and Reporting Team as well as the Special Education Team also presented at vendor user conferences (i.e. Skyward Vendor Conference) and ISES user groups (i.e. CESA 4 and 6 ISES User Groups). Topics covered include data quality issues as well as any new data fields and business rules</p>
<p>20 A</p>	<p>Data Collection – ISES In an effort to eliminate duplication of effort and ease the data collection</p>	<p>WDPI Data Management and Reporting Team</p>	<p>For the 2009-10 SY, all required data for Tables 1, 3, 4, and 5 was again collected through the Wisconsin Student Locator System (WSLS) and Individual Student Enrollment System</p>

	<p>burden on LEAs, the Individual Student Enrollment System (ISES) was first used for collecting Child Count and FAPE data during the 2007-08 SY. ISES was first used for collecting Exiting data during the 2005-06 SY and Discipline data beginning with the 2006-07 SY. ISES collects individual student records for all students (students with and without disabilities) using a unique student identifier (number). The system is designed to improve the accuracy and efficiency of the federal data collection.</p>	<p>Special Education Team Data Coordinator</p> <p>Special Education Team Data Consultant</p>	<p>(ISES) data collections. This has helped to eliminate duplication of effort and ease the data collection burden on LEAs.</p> <p>In the fall of 2009, members of the Data Management and Reporting Team along with members of the Special Education Team conducted regional trainings on how to effectively collect and report data using WSLS and ISES. Data elements specific to students with disabilities were highlighted during this training. Web posting of this training is available for ongoing user access.</p> <p>In February 2010, the annual WDPI ISES Vendor Conference was held. The purpose of this conference is to cover changes, including new data elements, business rules, and file layouts for the Individual Student Enrollment System applications Staff from the Data Management and Reporting Team as well as the Special Education Team also present at user conferences sponsored by various vendors or user groups. Topics covered include data quality issues as well as any new data fields and business rules.</p>
<p>20 A B E G</p>	<p>Individual Student Enrollment System (ISES) Workgroup Special Education Team Data Coordinator is a member of the ISES Workgroup. The purpose of this workgroup is to identify and prioritize enhancements to ISES. This includes the ISES third Friday in September enrollment, October 1 child count of students with disabilities, year end, and discipline files.</p>	<p>Special Education Team Data Coordinator</p> <p>WDPI Applications Development Team</p> <p>Data Management and Reporting Team</p> <p>WDPI Office of Educational Accountability</p> <p>Student Services/Preventio</p>	<p>During the 2009-10 school year, the ISES Workgroup continued to meet to identify and prioritize ISES enhancements.</p>

		<p>n and Wellness Team</p> <p>School Financial Services Team</p> <p>Career & Technical Education Team</p>	
20 A B E G	<p>National Technical Assistance WDPI staff participate in national technical assistance opportunities whenever possible in order to receive current information regarding timely and accurate data collection and reporting for both the SPP Indicators and 618 data.</p>	<p>Special Education Team Assistant Director Special Education Team Data Coordinator</p> <p>Special Education Team Data Consultant</p> <p>Special Education Team Consultants</p>	<p>DPI staff again attended the Annual OSEP/DAC Overlapping Part B and Part C Data Meetings and received current information regarding collection, reporting, and technical assistance for this indicator.</p> <p>Pertinent information was shared regarding accurate reporting of SPP Indicators and 618 data (June 2009)</p> <p>WDP staff participate in the OSEP sponsored SPP Technical Assistance Calls. These calls highlight important points and provide guidance to states on how to report data for the SPP Indicators in a timely and accurate manner.</p>
<p>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.</p> <p>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.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
20 A B	<p>Cross-Department Data Workgroup Beginning with the 2007-08 SY, all required data for Tables 1, 3, 4, and 5</p>	<p>WDPI Applications Development Team</p>	<p>The Cross-Department Data workgroup continued to meet during the 2009-10 SY. Members of the team worked to develop and provide technical assistance and training</p>

<p>C D G</p>	<p>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.</p>	<p>WDPI Data Management and Reporting Team Special Education Team Data Coordinator Special Education Team Data Consultant</p>	<p>documentation. The workgroup also reviewed incoming LEA data to help identify possible reporting errors. The workgroup provided bi-monthly technical assistance conference calls for local districts which either covered a specific data collection and/or reporting topics or provided LEAs with an opportunity to ask district-specific data reporting questions.</p>
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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.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
<p>20 A B C</p>	<p>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</p>	<p>WDPI Special Education Team</p>	<p>Members of the WDPI Special Education Team created and hosted an Academy for New Special Education Leadership in July 2009. One focus of this academy was to present information on how local districts can collect and report valid and reliable data for both the SPP Indicators as well as 618 data. Specific details regarding how data is collected, due</p>

	is to increase the knowledge, skills, and dispositions of new directors of special education regarding current special education issues, including the SPP Indicators.		dates, and data elements were presented. A second focus of this portion of the Academy was to present information on the various data collection mechanisms WDPI uses (i.e. Special Education Web Portal/LPP, ISES, and PPS). WDPI intends to offer this type of training for new directors of special education on a regular basis.
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Data Collection – Child Count

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.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
20 A	Data Collection – Child Count To maintain 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 3 rd Friday of September enrollment statement with their October 1 child count of students with disabilities. If the child count of students with disabilities changed, the LEA submitted such changes to the state. 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.	WDPI Data Management and Reporting Team, Special Education Team Data Coordinator, Special Education Team Data Consultant	For the 2008-09 SY, WDPI required LEAs to conduct a child count of children with disabilities on October 1 st . Each LEA again compared their 3 rd Friday of September enrollment statement with their October 1 child count of students with disabilities. If the child count of students with disabilities changed, the LEA submitted such changes to the state so a complete and accurate October 1 child count of students with disabilities resulted.
20 A	Data Collection – Child Count WDPI collects child count data using the Individual Student Enrollment System (ISES). Beginning with the 2009-10 school year, modifications have been made to ISES to include a	WDPI Data Management and Reporting Team Special Education Team Data	For the 2009-10 SY, WDPI required LEAs to conduct a child count of children with disabilities on October 1. Prior to the 2009-10 school year, each LEA compared their 3 rd Friday of September enrollment with their October 1 child count of students with disabilities. If the child count of students with disabilities changed during this timeframe, the LEA submitted

	<p>specific file type of child count which requires all LEAs to submit a record for each student with disabilities as of the October 1 count date.</p>	<p>Coordinator Special Education Team Data Consultant</p>	<p>the changes to the state. The state then compared and merged the changes with the 3rd Friday of September enrollment. This was a cumbersome process. Beginning with the 2009-10 SY, ISES was modified to include a separate file type of child count which collects an individual student record for each student with disabilities as of the October 1 count date eliminating the need to compare and merge records. This modification has greatly improved the efficiency in the reporting of child count.</p>
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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.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2009
<p>20 A C D</p>	<p>Data Collection and Reporting: Program Participation System (Indicator 12) Activities surrounding the Program Participation System (PPS), the data collection system for indicator 12, have previously been reported under Indicator #12 in the APR and SPP. With the implementation of this system, the timeliness and accuracy of the data have been enhanced as it allows 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</p>	<p>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</p>	<p>The Program Participation System (PPS) continues to be used by Birth to 3 programs to make referrals to LEAs. LEAs continue to use PPS to access these referrals and provide the required Indicator 12 data for all children referred. PPS provides ongoing data collection and the ability to monitor Indicator 12 on a regular basis. Regular meetings between Wisconsin Department of Health Services and WDPI were held during the 2009-10 SY to continue to enhance PPS, develop training materials, and analyze the data being collected.</p>

	and WDPI continue their collaborative work in developing and enhancing PPS, the coordinated web-based data collection system which allows for electronic referrals from Part C to B and ensures a timely, smooth, and effective transition. This cross-department system serves as the data collection mechanism for Indicator B12/C8.	software development vendor, Wisconsin Department of Health Services Staff	
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.	Special Education Team Assistant Director, Special Education Team Data Coordinator, Special Education Team Data Consultant, Special Education Team Consultants, WDPI Early Childhood Consultant, Wisconsin Department of Health Services Staff	WDPI and WDHS continued to provide web pages on their own websites to serve as the primary web source for their related stakeholders: <ul style="list-style-type: none"> • LEAs access information directly at http://www.dpi.wi.gov/sped/spp-tran-presch.html. • County Programs access information directly at http://dhs.wisconsin.gov/bdds/birthto3/index.htm. <p>Webcasts were developed and continue to be available to address each component of the Program Participation System (PPS). They are archived for continual access at: http://www.dpi.wi.gov/sped/spp-tran-presch.html and http://dhs.wisconsin.gov/bdds/birthto3/ta/index.htm</p>
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.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008

20 A B C D E F G H	<p>School Improvement: Focused Review of Improvement Indicators (FRII)</p> <p>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. The main focus has been to build an effective infrastructure to execute and support this process with statewide implementation, as a “stand alone” process.</p>	School Improvement Ad-Hoc Workgroups	<p>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</p> <p>During the Spring of 2010 WDPI started the process of soliciting volunteers to pilot the FRII process while continuing to refine related tools and data analysis steps. All DPI provided data has been consolidated in such a manner that participating districts will be able to download the information needed for data analysis, including instructions and data analysis procedures, forms and questions, via the Special Education Portal. WDPI believes this refined school improvement process will also focus attention on the importance of timely and accurate data.</p>
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY2009:

None.

Categories:		Color Code:
A) Improve data collection/reporting or systems	F) Program development	Completed
B) Improve systems administration & monitoring	G) Collaboration/coordination	Continuing as stated in SPP
C) Provide training/professional development	H) Evaluation	New or revised activity
D) Provide technical assistance	I) Increase/adjust FTE	Activity Description
E) Clarify/examine/develop policies & procedures	J) Other	

APPENDIX

Part B Indicator 15 Worksheet

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2008 (7/1/08 to 6/30/09)	(a) # of Findings of noncompliance identified in FFY 2008 (7/1/08 to 6/30/09)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	134	322	322
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.	Dispute Resolution: Complaints, Hearings	8	14	14
3. Participation and performance of children with disabilities on statewide assessments.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	87	593	593
7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Dispute Resolution: Complaints, Hearings	5	7	7

Part B State Annual Performance Report (APR) for 2009

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2008 (7/1/08 to 6/30/09)	(a) # of Findings of noncompliance identified in FFY 2008 (7/1/08 to 6/30/09)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	40	49	49
4B. 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.	Dispute Resolution: Complaints, Hearings	5	9	9
5. Percent of children with IEPs aged 6 through 21 -educational placements.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	74	106	106
6. Percent of preschool children aged 3 through 5 – early childhood placement.	Dispute Resolution: Complaints, Hearings	8	8	8

Part B State Annual Performance Report (APR) for 2009

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2008 (7/1/08 to 6/30/09)	(a) # of Findings of noncompliance identified in FFY 2008 (7/1/08 to 6/30/09)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	76	236	236
	Dispute Resolution: Complaints, Hearings	8	12	12
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	1	1
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Dispute Resolution: Complaints, Hearings	0	0	0
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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	25	25	25
	Dispute Resolution: Complaints, Hearings	0	0	0

Part B State Annual Performance Report (APR) for 2009

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2008 (7/1/08 to 6/30/09)	(a) # of Findings of noncompliance identified in FFY 2008 (7/1/08 to 6/30/09)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
13. Percent of youth aged 16 and above with 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 student to meet those post-secondary goals, and annual IEP goals related to the student's transition service needs.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	65	65	65
	Dispute Resolution: Complaints, Hearings	0	0	0
After consulting with representatives of private schools, the LEA obtained a written affirmation signed by private school representatives. 34 CFR 300.134 (N-1)	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	3	3	3
	Dispute Resolution: Complaints, Hearings	0	0	0

Part B State Annual Performance Report (APR) for 2009

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2008 (7/1/08 to 6/30/09)	(a) # of Findings of noncompliance identified in FFY 2008 (7/1/08 to 6/30/09)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
The Public agency at least annually informs parents and individuals required to make referrals about the LEA's referral and evaluation procedures. Wisconsin Statutes Chapter 115.777 (N-2)	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	3	3	3
	Dispute Resolution: Complaints, Hearings	0	0	0
WDPI Directives on the Use of Seclusion and Restraint	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	1	1
	Dispute Resolution: Complaints, Hearings	0	0	0
LEA failed to develop a transition plan under the age of 16. Wisconsin Statutes, Chapter 115.787	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	1	1
	Dispute Resolution: Complaints, Hearings	0	0	0

Part B State Annual Performance Report (APR) for 2009

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2008 (7/1/08 to 6/30/09)	(a) # of Findings of noncompliance identified in FFY 2008 (7/1/08 to 6/30/09)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
LEA did not ensure a reevaluation of each child with a disability upon parent request. 34 CFR 300.303	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	2	2	2
LEA did not ensure IEP was in effect for student who transferred from one LEA to another. 34 CFR 300.323(e)	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	1	1	1
LEA did not respond appropriately to a referral for special education evaluation. Chapter 115.777, Wis. Stat.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	2	2	2
Sum the numbers down Column a and Column b			1460	1460
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			(b) / (a) X 100 =	100

TABLE 7
 REPORT OF DISPUTE RESOLUTION UNDER PART B, OF THE
 INDIVIDUALS WITH DISABILITIES EDUCATION ACT
 2009-10

STATE: WI - WISCONSIN

SECTION A: WRITTEN, SIGNED COMPLAINTS	
(1) Total number of written, signed complaints filed	82
(1.1) Complaints with reports issued	67
(a) Reports with findings of noncompliance	49
(b) Reports within timeline	66
(c) Reports within extended timelines	1
(1.2) Complaints pending	1
(a) Complaints pending a due process hearing	1
(1.3) Complaints withdrawn or dismissed	14

SECTION B: MEDIATION REQUESTS	
(2) Total number of mediation requests received through all dispute resolution processes	70
(2.1) Mediations held	46
(a) Mediations held related to due process complaints	7
(i) Mediation agreements related to due process complaints	4
(b) Mediations held not related to due process complaints	39
(i) Mediation agreements not related to due process complaint	38
(2.2) Mediations pending	1
(2.3) Mediations withdrawn or not held	23

SECTION C: DUE PROCESS COMPLAINTS	
(3) Total number of due process complaints filed	20
(3.1) Resolution meetings	3
(a) Written Settlement agreements reached through resolution meetings	2
(3.2) Hearings fully adjudicated	4
(a) Decisions within timeline (include expedited)	0
(b) Decisions within extended timeline	4
(3.3) Due process complaints pending	2
(3.4) Due process complaints withdrawn or dismissed (including resolved without a hearing)	14

SECTION D: EXPEDITED DUE PROCESS COMPLAINTS (RELATED TO DISCIPLINARY DECISION)	
(4) Total number of expedited due process complaints filed	0
(4.1) Resolution meetings	0
(a) Written settlement agreements	0
(4.2) Expedited hearings fully adjudicated	0
(a) Change of placement ordered	0
(4.3) Expedited due process complaints pending	0
(4.4) Expedited due process complaints withdrawn or dismissed	0

Please enter your Username (see letter):

Please enter your Password (see letter):

Welcome!

We invite you to fill out a survey for us. We are the Special Education Team of the Wisconsin Department of Public Instruction (WDPI). This is a survey for parents of children and youth with disabilities. It is to ask about how your school joins with you as a partner in your child's education.

We are required to collect this information by federal law. The law is the Individuals with Disabilities Education Act (IDEA 2004). We will use your answers to give better services to children and youth with disabilities and their families. We need your help to do this. Your privacy is also important. Your answers go straight to an agency outside of Wisconsin. You can be sure that your school and WDPI will not know who gave your answers. Your answers will not change your child's education or services.

Thank you for taking the time to fill out the survey. The full survey should take about 20 minutes or less to complete. Before you start, please read the *Consent Statement*.

Consent Statement

Please read this Consent Statement carefully.

Reasons for the Survey: The Office of Special Education of the U.S. Department of Education requires WDPI to collect information. Some of the information must be about parent involvement in their child's special education program. The information helps the WDPI and schools give better services to children and youth with disabilities and their families.

Risks of Filling Out the Survey: There are no risks to you if you fill out this survey. Your answers will not change the special education or services that the school gives to your child.

Privacy: A separate agency outside of Wisconsin will keep your own answers to this survey private. WDPI cannot link you or your child to your answers in any reports. All reports will combine answers from many parents.

Voluntary Nature for Filling Out the Survey: WDPI is required to collect information from parents about their experiences with schools. You are not required to give the information. You can decide to fill out the survey or not to fill out the survey. Your decision will not change your relationships with WDPI or your school.

Directions for Filling Out the Survey:

Think about the child named in the letter that the school sent to you. Read each item and mark your answer for that child. For each item, mark one of the following: "Very Strongly Agree," "Strongly Agree," "Agree," "Disagree," "Strongly Disagree," and "Very Strongly Disagree." If you have difficulty with any of the items, please make a "best guess."

<i>Preschool Special Education Partnership Efforts and Quality of Services</i>	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
1. I am considered an equal partner in planning my child's preschool special education.	<input type="checkbox"/>					
2. My recommendations are included on the IEP/IFSP.	<input type="checkbox"/>					
3. If my child's services are provided only with children with disabilities, a written explanation of this is on the IEP/IFSP.	<input type="checkbox"/>					
4. I was offered special assistance (e.g., childcare or transportation) so that I could participate in the IEP/IFSP meeting(s).	<input type="checkbox"/>					
5. My child's evaluation report was written using words I understand.	<input type="checkbox"/>					
6. I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	<input type="checkbox"/>					
<i>People from preschool special education, including teachers and other service providers:</i>	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
7. ...seek out family input.	<input type="checkbox"/>					
8. ...provide me with clear written information about my child.	<input type="checkbox"/>					
9. ...provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	<input type="checkbox"/>					
10. ...are available to speak with me.	<input type="checkbox"/>					
11. ...have a person on staff that is available to answer parents' questions.	<input type="checkbox"/>					
12. ...treat me as an equal team member.	<input type="checkbox"/>					

<i>People from preschool special education, including teachers and other service providers:</i>	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
13....encourage me to participate in the decision-making process.	<input type="checkbox"/>					
14....respect my culture.	<input type="checkbox"/>					
15....ensure that I have fully understood my rights related to preschool special education.	<input type="checkbox"/>					
16....communicate regularly with me regarding my child's progress on IEP/IFSP goals.	<input type="checkbox"/>					
17....give me options concerning my child's services and supports.	<input type="checkbox"/>					
18....give me information about organizations that offer support for parents (for example, Parent Training and Information Centers, Family Resource Centers, disability groups).	<input type="checkbox"/>					
19. ...offer parents training about preschool special education.	<input type="checkbox"/>					
20....offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	<input type="checkbox"/>					
21....explain what options parents have if they disagree with a decision made by the preschool special education program.	<input type="checkbox"/>					
22....give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	<input type="checkbox"/>					
23. Please write any additional information that you think is important for improving the special education services students with disabilities receive:						
General Information						
24. Enter your child's birthday and year:						

<p>25. My child first started receiving special education services (i.e., IFSP or IEP) in:</p> <ul style="list-style-type: none"><input type="checkbox"/> Age 0-1<input type="checkbox"/> Age 2-3<input type="checkbox"/> Age 4-5<input type="checkbox"/> Kindergarten	<p>28. My child is eligible to receive special education services in the category:</p> <ul style="list-style-type: none"><input type="checkbox"/> autism<input type="checkbox"/> cognitive disability<input type="checkbox"/> emotional behavioral disability<input type="checkbox"/> hearing impairment (+deafness)<input type="checkbox"/> orthopedic impairment<input type="checkbox"/> other health impairment<input type="checkbox"/> significant developmental delay<input type="checkbox"/> specific learning disability<input type="checkbox"/> speech or language impairment<input type="checkbox"/> traumatic brain injury<input type="checkbox"/> visual impairment (+blindness)
<p>26. My child is:</p> <p>Ethnicity Choose One</p> <ul style="list-style-type: none"><input type="checkbox"/> Hispanic / Latino<input type="checkbox"/> Not Hispanic / Latino <p><i>Respondents are asked to select both an ethnicity and one or more of the five racial categories.</i></p>	<p>29. My answers to this survey were entered into the survey by:</p> <ul style="list-style-type: none"><input type="checkbox"/> Myself<input type="checkbox"/> A school district staff person assisting me<input type="checkbox"/> Parent or community member assisting me
<p>27. My child is:</p> <p>Race Choose One or More</p> <ul style="list-style-type: none"><input type="checkbox"/> American Indian / Alaska Native<input type="checkbox"/> Asian<input type="checkbox"/> Black or African American<input type="checkbox"/> Native Hawaiian or Other Pacific Islander<input type="checkbox"/> White	<p><i>Thank you for completing the survey. Please mail in the enclosed envelope to:</i></p> <p>North Central Regional Resource Center 5 Pattee Hall 150 Pillsbury Dr. Minneapolis, MN 55455</p>

Please enter your Username (see letter):

Please enter your Password (see letter):

Welcome!

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We are required to collect this information by federal law. The law is the Individuals with Disabilities Education Act (IDEA 2004). We will use your answers to give better services to children and youth with disabilities and their families. We need your help to do this. Your privacy is also important. Your answers go straight to an agency outside of Wisconsin. You can be sure that your school and WDPI will not know who gave your answers. Your answers will not change your child's education or services.

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Risks of Filling Out the Survey: There are no risks to you if you fill out this survey. Your answers will not change the special education or services that the school gives to your child.

Privacy: A separate agency outside of Wisconsin will keep your own answers to this survey private. WDPI cannot link you or your child to your answers in any reports. All reports will combine answers from many parents.

Voluntary Nature for Filling Out the Survey: WDPI is required to collect information from parents about their experiences with schools. You are not required to give the information. You can decide to fill out the survey or not to fill out the survey. Your decision will not change your relationships with WDPI or your school.

Directions for Filling Out the Survey:

Please answer this survey for one child only. Think about the child named in the letter that the school sent to you. Read each item and mark your answer for that child. For each item, mark one of the following: "Very Strongly Agree," "Strongly Agree," "Agree," "Disagree," "Strongly Disagree," and "Very Strongly Disagree." If you have difficulty with any of the items, please make a "best guess."

<i>Schools Efforts to Partner with Parents</i>	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	<input type="checkbox"/>					
2. I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	<input type="checkbox"/>					
3. At the IEP meeting, we discussed how my child would participate in statewide assessments.	<input type="checkbox"/>					
4. At the IEP meeting, we discussed accommodations and modifications that my child would need.	<input type="checkbox"/>					
5. All of my concerns and recommendations were documented on the IEP.	<input type="checkbox"/>					
6. Written justification was given for the extent that my child would not receive services in the regular classroom.	<input type="checkbox"/>					
7. I was given information about organizations that offer support for parents of children with disabilities.	<input type="checkbox"/>					
8. I have been asked for my opinion about how well special education services are meeting my child's needs.	<input type="checkbox"/>					
9. My child's evaluation report is written in terms I understand.	<input type="checkbox"/>					
10. Written information I receive is written in an understandable way.	<input type="checkbox"/>					
11. Teachers are available to speak with me.	<input type="checkbox"/>					
12. Teachers treat me as a team member.	<input type="checkbox"/>					

<i>Teachers and Administrators...</i>	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
13. ...seek out parent input.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. ...show sensitivity to the needs of students with disabilities and their families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. ...encourage me to participate in the decision-making process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. ...respect my cultural heritage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. ...ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>The School...</i>	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
18. ...has a person on staff who is available to answer parents' questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. ...communicates regularly with me regarding my child's progress on IEP goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. ...gives me choices with regard to services that address my child's needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. ...offers parents training about special education issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. ...offers parents a variety of ways to communicate with teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. ...gives parents the help they may need to play an active role in their child's education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. ...provides information on agencies that can assist my child in the transition from school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. ...explains what options parents have if they disagree with a decision of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. Please write any additional information that you think is important for improving the special education services students with disabilities receive:

General Information

27. Enter your child's birthday and year:

28. My child's grade in school is:

- Kindergarten
- 1st grade
- 2nd grade
- 3rd grade
- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade
- Other

29. My child first started receiving special education services (i.e., IFSP or IEP) in:

- Age 0-1
- Age 2-3
- Age 4-5
- Kindergarten
- 1st grade
- 2nd grade
- 3rd grade
- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade
- Other

<p>30. My child is:</p> <p>Ethnicity Choose One</p> <ul style="list-style-type: none"><input type="checkbox"/> Hispanic / Latino<input type="checkbox"/> Not Hispanic / Latino <p><i>Respondents are asked to select both an ethnicity and one or more of the five racial categories.</i></p>	<p>31. My child is:</p> <p>Race Choose One or More</p> <ul style="list-style-type: none"><input type="checkbox"/> American Indian / Alaska Native<input type="checkbox"/> Asian<input type="checkbox"/> Black or African American<input type="checkbox"/> Native Hawaiian or Other Pacific Islander<input type="checkbox"/> White
<p>32. My child is eligible to receive special education services in the category:</p> <ul style="list-style-type: none"><input type="checkbox"/> autism<input type="checkbox"/> cognitive disability<input type="checkbox"/> emotional behavioral disability<input type="checkbox"/> hearing impairment (+deafness)<input type="checkbox"/> orthopedic impairment<input type="checkbox"/> other health impairment<input type="checkbox"/> significant developmental delay<input type="checkbox"/> specific learning disability<input type="checkbox"/> speech or language impairment<input type="checkbox"/> traumatic brain injury<input type="checkbox"/> visual impairment (+blindness)	<p>33. My answers were entered into this survey by:</p> <ul style="list-style-type: none"><input type="checkbox"/> Myself<input type="checkbox"/> A school district staff person assisting me<input type="checkbox"/> Parent or community member assisting me

Thank you for completing the survey. Please mail in the enclosed envelope to:

**North Central Regional Resource Center
5 Pattee Hall
150 Pillsbury Dr.
Minneapolis, MN 55455**

