State of Wisconsin

Part B Annual Performance Report

2010-2011

Submitted to the U.S. Dept. of Education,

Office of Special Education Programs (OSEP)

By

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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 actual target data, except where Office of Special Education Programs (OSEP) requires the state to use lag data, from FFY 2010 reporting period and other responsive APR information for Indicators 1, 2, 3, 4A, 4B, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20; and information to address any deficiencies identified in the OSEP letter responding to WDPI's February 1, 2011, submission of the FFY 2009 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

WDPI met quarterly with the State Superintendent's Council on Special Education (the State's advisory panel) to review the state's progress and slippage and obtain broad stakeholder input related to the indicators, improvement activities, and revisions to the SPP. NCRRC facilitated the January stakeholder meeting.

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, Local educational agencies (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. 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. WDPI uses 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 Elementary and Secondary Education Act (ESEA).

FFY	Measurable and Rigorous Target
2009 (2009-2010)	**85% of students with disabilities will graduate with a regular diploma**

Actual Target Data for 2009-10:

2009-10 SY	Regular Diploma	Certificate	HSED	Maximum Age	Cohort Dropouts	Regular Diploma Graduation Rate
Students with Disabilities	**6,712**	**81**	**78**	**118**	**1,427**	**79.75%**
Students without Disabilities	**57,975**	**152**	**360**	**128**	**4,925**	**91.24%**
All Students	**64,687**	**233**	**438**	**246**	**6,352**	**89.90%**

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 2009-2010 for the FFY 2010 APR. The actual numbers used in the calculation are provided above. The State is reporting using the graduation rate calculation and timeline established by the Department under the ESEA. Targets for this indicator are the same as the annual graduation rate targets under Title I of the ESEA. For FFY 2010 reporting,

the State's graduation rate of students with disabilities is 79.75%. This is an increase of 0.45% from the previous reporting period. The state missed the target for this indicator.

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 2009-10:

As noted above, for FFY 2010 reporting, WDPI is pleased to report progress of 0.45% from the previous reporting period. Wisconsin DPI has been working on improving the graduation rates of students with disabilities since the advent of the State Performance Plan. There are several DPI wide and Special Education Team initiated activities that are expected to have impacted the improvement of Indicator 1.

When elected in April 2009, Dr. Tony Evers made improving the graduation rates of students in Wisconsin the focus of his Every Child a Graduate platform. This focus was chosen with the recognition that all our work in the area of education that results in student achievement also should result in improvement in the numbers of students exiting high school with a regular diploma. As Dr. Evers has said:

Our education system works for most kids, but not all kids. Some learn differently or need support, while others need new challenges. Our mission is to prepare them all to succeed in further education and careers.

To meet the needs of today's students, we must customize the student experience, adopting technologies and instruction in ways that meaningfully engage the digital generation. http://www.dpi.wi.gov/sprntdnt/index.html

Since taking office as Wisconsin's Chief State School Officer, Dr. Evers has supported the work of many teams at DPI that focus on improving student graduation rates. These activities included Wisconsin's Graduation Summit (described below), the formation of a graduation rate work group that works to develop, examine and report graduation rate information with the incidental benefit of allowing DPI to get early information about trends among different groups when it comes to student graduation.

The Special Education Team has also been at the forefront of several initiatives that we expect will increase student engagement and improve graduation rates. These initiatives include Focused Monitoring, the Focused Review of Improvement Indicators, the development of a self-assessment process to monitor compliance with compliance indicators, the Wisconsin Response to Intervention (RtI) Center and the Wisconsin Positive Behavioral Interventions and Supports (PBIS) Network.

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 received 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. All but one district has been found to either have made sufficient progress to be removed from Focused Monitoring or has consolidated their efforts with other improvement activities.

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. Wisconsin DPI's Special Education Team has also been a leader in the formation of the Wisconsin RtI Center. The Wisconsin Response to Intervention (RtI) Center is dedicated to ensuring that all students have equal access to supports that will ensure their long-term academic and behavioral success. The Center's goal is to assist Wisconsin schools with putting high-quality instruction, balanced assessment and collaboration practices and systems into operation.

The Wisconsin Vision for an RtI Framework achieves this goal by creating collaborative systems among educators; using data to make informed decisions about students, staff and resources; and providing a framework for seeking success for all students. In turn, schools are presented with a process to examine gaps in opportunity and learning, which will ultimately assist in building systems that allow every child to graduate.

In turn, the Wisconsin RtI Center formed the Wisconsin PBIS Network in 2010 to help Wisconsin Schools use Positive Behavioral Interventions and Supports to increase student success. The Wisconsin PBIS Network provides support and technical assistance to Cooperative Educational Service Agencies (CESAs) and schools in implementing and sustaining PBIS. The goals of PBIS and the Network are to establish a positive school culture, increase academic performance, improve safety, and decrease problem behavior.

Discussion of Improvement Activities Completed in FFY 2010:

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 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 LEAs 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 2010**
1 A B C D E F	**Focused Monitoring – Graduation – Completion of Follow-up Technical Assistance**	Graduation Workgroup members	While most LEAs previously identified for focused monitoring due to low graduation rates of students with disabilities have completed their improvement plans, one continued to be monitored during the 2010-2011 school year. After analyzing their suspension and expulsion rates as interim measures of progress towards improving graduation rates, this LEA was found to have completed

G H			their improvement plan to the satisfaction of the Department. The Focused Monitoring of all LEAs in the area of Graduation has been completed.

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 2010
1 A B C D E F G H	**School Improvement: Focused Review of Improvement Indicators (FRII)** During the 2007-08 SY, WDPI began working to expand upon the successful focused monitoring model previously utilized to provide districts a mechanism for conducting a similar process of data analysis and improvement planning around the SPP improvement indicators of math achievement, preschool outcomes, parent involvement, and post-high school outcomes. The main focus has been to build an effective infrastructure to execute and support this process with statewide implementation, as a “stand alone” process.	FRII Workgroup FRII Coordinator	During the 2010-11 SY, WDPI selected three volunteer school districts to pilot the FRII process. Specifically examining the Focused Performance Review (FPR), the data analysis and improvement planning portion of the FRII process. Each pilot LEA was given one or two indicators to address during their data analysis. The first meeting involved covering the data elements that described the assigned indicator. Each LEA chose a staff member to facilitate the data review, using data from the WDPI FRII data books, as well as related LEA data. Based on the data reviewed, each LEA chose areas of priority, where they felt they needed more data. The second meeting involved revising the previously determined area(s) of priority. Additional staff members in the area of priority were also invited to join in the follow-up discussion and planning. Utilizing a WDPI developed improvement plan format, each LEA came up with an action plan to address the areas of priority. These plans were then submitted to the FRII Coordinator and shared with each LEA’s Local Performance Plan Review consultant.

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 provide 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 2010
1 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 2010-2011 school year, the fifth 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 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.

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 2010
1 A B C D E G H J	**Wisconsin Statewide Transition Initiative (WSTI)- Statewide Training** Offered training statewide for districts on compliance standards.	WDPI Transition Consultant WDPI Assistant Director of Special Education WSTI Director Wisconsin Post High School Outcomes Survey (PHSOS) Coordinator FACETS Coordinator DHS Consultant DVR Representative	• 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 Self-Assessment (PCSA) cycle. A total of 326 educators participated during 57 presentations and 120 LEAs (28% of total LEAs in Wisconsin) were represented. Note: Approximately 90 LEAs were included in the assessment. • 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. • 4 Transition e-Newsletters 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. • 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 Services. • The Transition Coordinator Network meetings were provided three times. They provided 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 5 content based 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	**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.	WSTI Director Post Secondary Outcomes Survey Project Director	WSTI and WPHSOS continued to collaborate to develop and refine a web-based data analysis/school improvement process that allows LEAs to see the connection between and impact of Indicators 1, 2, 13, & 14 as they develop their school improvement plans. • A web-based data toolkit has been developed • A web-based transition resources repository, TransitionResources4youth.com has been developed and will be available Fall 2011.
1 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	• 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 was 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.
1 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. Other activities included: • Have at least 1 WI representative attend the National CoT conference annually • Developed an interagency facilitators group as part of this process.

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 and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
1 A B C D E F G H	**Responsive Education for All Children (REACh) http://www.reachwi.com/ - Participation Information** Each year REACh works with new districts in implementing school improvement activities.	WDPI REACh Consultant	• Forty-three (43) Responsive Education for All Children (REACh) incentive grants were awarded to LEAs, representing 92 early childhood, elementary, middle, and high schools. Grants were awarded to schools with priorities in the areas of 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 LEAs, 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 LEA levels. • Four regional centers representing all 12 CESAs offered REACh workshops. • REACh Regional Center Coordinators and mentors provided ongoing technical assistance to help schools: • 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 LEAs identified by the Wisconsin Department of Public Instruction (WDPI).

			• The REACh mentor and training network increases the capacity of the WDPI and the Cooperative Educational Services Agencies (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 assisted WDPI in determining the impact of the REACh Initiative. The capacity of the REACh Initiative to serve LEAs was expanded through additional funding and activities under the Wisconsin Personnel Development System Grant.

Regional Service Network (RSN),
http://www.wi-rsn.org/
The state regional service network (RSN) consists of directors from each of the 12 CESAs. The major focus for the RSN is to provide a comprehensive system of personnel development to assure the quality of personnel and services for children with disabilities. Activities may include resource and technical assistance, a network of communication, and staff development and program assistance in the areas of planning, coordination, and implementation of special education and related services.

The mission of the RSN is to improve the quality of educational services to students with disabilities through a statewide network of representatives from each CESA in cooperation with WDPI. Each RSN provides a comprehensive system of personnel development that unites communication, staff development, and leadership. The goals of the RSN include:

- To maintain and expand a communication network for purposes of liaison among LEAs, CESAs, the WDPI and others including, but not limited to, parents and related agencies.
- To provide leadership to a continuing statewide initiative to assure a comprehensive staff development program.
- To model teamwork and collaboration in decision making and service delivery to generate creative solutions to mutually defined problems.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
1 A B C D	Regional Services Network (RSN)	WDPI Special Education Administration WDPI RSN	For FFY 2010, the Wisconsin Department of Public Instruction (WDPI) awarded a Regional Services Network (RSN) IDEA discretionary grant to each of 12 Cooperative Educational Services Agencies (CESAs). These 12 discretionary grants have been awarded each year since the 1984-1985 SY. The Regional Services Network (RSN) grant is comprised of one RSN Project

E G		Grant Liaison WDPI Special Education Team Consultants CESA RSNs	Director who implements the activities of the grant project. The purpose of the RSN grants is to provide a communication vehicle between the WDPI and each CESA and from the CESA to local educational agencies (LEAs) Directors of Special Education (DSE). The focus is on the areas of improving procedural compliance and increasing CESA performance on the indicators. The goals of the RSN grants are to provide this through leadership, professional development, and communication to LEAs within their respective CESA geographical areas. The RSN Project Directors met nine times during the 2010-2011 SY. Meeting agendas were organized around special education procedural compliance and the 20 indicators. The RSN WDPI grant liaison worked internally with WDPI consultants to develop agendas which reflected the current needs of the WDPI to communicate with the LEAs. The agenda items covered administrative updates and updates from WDPI consultants regarding both the work of the indicators and grant projects that support those indicators as well as procedural compliance updates. The information from these meetings was disseminated in each of the 12 CESAs at regional CESA RSN meetings for LEA DSEs where the information from the statewide meetings is disseminated. Each RSN grant required each RSN Project Director to hold 5 such meetings within their respective CESAs. Each of the RSNs submitted the dates of the meetings that were held at their CESA. At these meetings, the DSEs from the CESA provided feedback and stated issues of concern to the RSN Project Directors who brought this back to the statewide RSN meetings and communicated these issues with the WDPI. Topics have included, but are not limited to: Procedural Compliance Self-Assessment (PCSA), the Wisconsin Statewide Transition Initiative (WSTI), the Wisconsin Statewide Parent Education Initiative (WSPEI), organizing CESA trainings around the indicators, i.e. EC Indicators (6, 7,12) Indicator 13, Parent Involvement (Indicator 8), Indicators 9 and 10 and updates from the program areas, such as, Speech and Language, Specific Learning Disabilities and Emotional Behavioral Disabilities. RSN Project Directors also organized CESA trainings based upon current

			WDPI needs and other areas specified within the grants.

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.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
1 C D F	**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.	WDPI Autism Consultant Contracted Experts	In 2010-2011, 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. Three advanced level trainings were offered for more experienced school staff. One advanced training presented information on effective strategies to promote social skills and positive communication; the second advanced level training addressed issues around dealing with challenging behavior. The third advanced training provided information specific to early childhood. Each of these trainings includes strategies for preventing suspensions and expulsions, obtaining a diploma, and increasing the graduation rates of students with autism. 413 school staff attended basic or advanced level autism training during FFY 2010. 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.

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 2010
1 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 2010-2011, only one LEA within the state continued to be labeled as DIFI. Working within the agency, the Wisconsin Department of Public Instruction (WDPI) continued 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 Milwaukee Public Schools (MPS) to continue to progress on the Corrective Action Requirements directed by WDPI as part of MPS DIFI requirements. Using the findings from a Focused Monitoring (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. Establishment of a comprehensive system of Response to Intervention was continued throughout the year. MPS has trained all its schools in Positive Behavioral Interventions and Supports (PBIS) at the universal level. In academics, staff were trained in using data based decision-making. A Comprehensive Literacy Plan was initiated in grades K-12 throughout the LEAt The LEA is working on the creation of a district-wide math plan in the coming year.

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 2010**
1 A B C D E F G	**Wisconsin Post High School Outcomes Survey (WPHSOS)** **To increase response rates and improve outcomes** • Response rates will increase • Indicator 14 outcomes will increase	Wisconsin PHSOS Director WI DPI Transition Consultant	Data Collection The 2010-11 SY was Year 5 of outcomes data collection for the SPP Indicator #14, using the Wisconsin Post High School Outcomes Survey (WPHSOS). In the 2006-07 year, baseline data was collected from 2005-06 school year exiters. Baseline and longitudinal outcomes were shared with the Stakeholder Group, and improvement targets were set for 2011. Indicator 14 data collection and reporting responsibilities are a two-year process. During the 2010-11 school year, 144 school districts were assisted in the survey process, and another 88 were started in the data collection process. Updated post high materials and resources. Completed all 2011 Post High and Cooperative Educational Services Agency (CESA) web-based Reports All 2010 Statewide Outcomes Reports were written and posted on the WPHSOS website (www.posthighsurvey.org). Additional data and reports have been provided to the WDPI upon request. New: Products (as of 6/1/11): - The Transition Rubric was completed with the assistance of the National Transition Technical Assistance Center (NSTTAC) and Ed O'Leary. With the assistance of the National Post School Outcomes Center (NPSO), this rubric will be piloted in September and October 2011 and will be linked to the Resources Repository. • Predictor Rubrics were developed. There are 16 "predictors"

			of postsecondary success identified by NSTTAC. Those 16 Predictors are presented to LEAs in a way school teams can review them, discuss them, and use LEA data to rate and prioritize them. Predictors determined to be a "High Priority" can be actively planned for improvement activities. The Predictors will be linked to the Resources Repository. • The Data Use Toolkit and Facilitator's Guide was developed. The WPHSOS Director participated with the National Post School Outcomes Center, located at the University of Oregon – Eugene in the development of both the original (2009) and the revised Data Use Tool Kit (November 2010 and March 2011). This data toolkit was successfully piloted in the Hudson School District and was made available to LEAs in Wisconsin. The WPHSOS director presented the model at various state and national meetings throughout the 2010-11 school year. At the current time, the PowerPoint is filled by the LEA, but is now available as an auto-fill PowerPoint. Online LEA Improvement Planning. LEAs will complete the rubrics online, and then use the online transition planning worksheets to record, and if required, report LEA improvement plans. • The Transition Resources For Youth Resources Repository website (www.tr4y.org) was created and houses high quality tools and resources, including the data use toolkit and rubrics. • Transition Coordinator's Networking Meetings were held in November 2011, February 2011 and April 2011. These networking meetings provided district-specific and state employment data to school teams to assist them developing a plan for employment improvement planning. Information Sharing • Worked with Cooperative Educational Services Agency (CESA) Regional Services Network (RSN) project directors to complete seven CESA visits (two were completed in January 2010) and the remaining 3 are scheduled for September 2011. • Presented with NSTTAC mid-year planning meeting on May

			18, 2011. • Participated on monthly WSTI coordinator team meetings • Continued membership on the Interagency Agreement/TAG team • Wisconsin Transition Conference on February 17 -18, 2011 presented on the data use Powerpoint and facilitator's guide Provided outcomes data for the following: • WDHS (Wisconsin Department of Health Services) – Outcomes by the Pathways Region • Outcomes to the Technical College System • Pathways Regional Outcomes WPHSOS met with Kathy Ryder and subsequent meetings with Blue Door Consulting regarding the REACH and RtI website to achieve a uniform statewide project look to websites.

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 2010

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	Wisconsin's Statewide Personnel Development Grant (SPDG): Beginning Activities
	SPDG initiated activities throughout the state.
		SPDG Consultant	• 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 Wisconsin Professional Development Model (WPDM) but on content directly aligned with the 20 Indicators.
			• In conjunction with the Wisconsin State Transition Initiative (WSTI), SPDG hosted networking meetings in each of the Cooperative Educational Service Agency (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 that helped bring cutting-edge research and information pertaining to Transition in Wisconsin.
			• As a result of the May 2011 SPDG Institutions of Higher Education (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 learned about Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS) in the context of addressing these topics in pre-service:
			  o measuring and raising academic achievement of all learners,
			  o reducing special education referrals through universally accessible and differentiated instruction,
			  o developing collaborative teaching and learning partnerships, and
			  o reducing over-identification of students of color through culturally responsive and relevant pedagogy.
			
			Eighteen IHEs were awarded ~$10,000 mini-grants. The main focus of

			these grants is to change/reform higher educational practices related to pre-service training, including collaboration across IHE departments and with public education. Primary efforts of the SPDG EC hub focused on Indicators 6 (early childhood environments), 7 (child outcomes), and 12 (early childhood transition); including: content development for an online training and technical assistance module to determine and implement 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 Program Participation System (PPS) system, improving the transition technical assistance available to LEAs and counties, and convening a technical assistance network among the various state early childhood systems. Secondary efforts included: developing the Early Dual Language Learners Initiative (EDLLI) and resources for Early Childhood (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 professional development opportunities on early identification. 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 information is available and the Parent Leadership information is available. New Early Childhood and School Age Years information are available at: http://www.wispdg.org/pl/resources.html The training toolkit designed to support parents in decision making

			roles in local, regional, and state entities was published and is being distributed statewide.

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 2010
1 A B E	**Graduation Rate Workgroup**	FM Graduation Chair	In preparation for the peer review of Wisconsin's graduation rate by the US Department of Education, a cross-agency workgroup was convened and a proposed graduation target submitted in January 2010. Based on the submission, new graduation targets were developed: 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 was submitted in October 2010. In May 2011, Wisconsin LEAs were provided with a four year graduation rate and the transitional extended rate. These rates were reported solely for the purpose of getting districts and concerned stakeholders familiar with the four year rate. However, the four year rate will not be used for accountability purposed until August 2012. To help LEAs, parents, students and other stakeholders understand the changes to the graduation rate, the WDPI Graduation Workgroup developed a centralized webpage with links to graduation related information throughout the department. This "one stop" webpage is available at http://www.dpi.state.wi.us/graduation/index.html.

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 2010
1 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 LEA teams with the theme "Every Child a Graduate" in March 2010. Since then, the Wisconsin Department of Public Instruction continues to promote improved graduation rates for all students. However, the activities directly related to the Graduation Summit have been completed.

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 2010
1 A B C D E F G H	**Wisconsin Response to Intervention Initiatives (RTI)** Continuing work on statewide implementation of RTI.	RTI Internal Workgroup	The internal, cross-divisional Wisconsin Department of Public Instruction (WDPI) workgroup continued to meet monthly. The purpose of the workgroup is to solidify messaging and provide guidance to the field and the WI RtI Center through technical assistance tools. WDPI created and released a graphic representation of a systems-level view of the Wisconsin Response to Intervention Framework. WDPI partnered with the Wisconsin Educational Communications Board (ECB) to film a video project that provides real examples of teams in

			Wisconsin schools at various points in their RtI implementation. Accompanying professional development materials were created and are free to the public online. Technical assistance documents were created about the relationship between the new Specific Learning Disabilities (SLD) criteria and an RtI system. Over 1000 Wisconsin educators attended the third annual RtI Summit. School and district teams learned about RtI systems and examined their plans for scaling up their local RtI systems through learning from other Wisconsin schools' implementation efforts, national keynote speakers, and preconference workshops on Wisconsin's new specific learning disabilities eligibility criteria and system wide RtI implementation supports through the WI RtI Center. Another year of IDEA Discretionary funding was awarded to the Cooperative Educational Service Agency Statewide Network (CSN) to scale-up development and coordination of statewide professional development and technical assistance through the WI RtI Center. The work of the WI RtI Center adheres to and operationalizes the messaging and guidance from WDPI. Activities included: • In addition to the Director, an Academic Coordinator, a Research and Evaluation Coordinator, and a Communications Specialist were hired • Two advisory committee meetings were held, including 35 individuals representing WDPI, parent organizations, and professional organizations. One meeting was a combined with the Positive Behavioral Interventions and Supports (PBIS) advisory committee. • A website was launched that provides technical assistance tools and resources, school-based examples, research, online modules, and access to professional development registration (www.wisconsinrticenter.org). (5,788 visits; 3,344 unique visitors; 23,908; 3:18 average time spent on website.) • 24 trainers were trained to provide statewide professional development in Professional Learning Communities (PLC). • 286 school teams (141 districts; 1100 educators) participated in the Foundational Overview Training. • An RtI Framework Mapping training was created and piloted. • Online Assessment Literacy modules were created.

			• Online Parent Engagement modules were created. • An online RtI implementation assessment and the school-wide Implementation Review (SIR) were created to assess school-based implementation levels and direct teams toward the most appropriate professional development. • Newsletters and e-blasts distributed information to over 5,000 subscribers. • Center staff presented at 25 state organization conferences. This project will train participating LEA school staff to identify and implement evidence-based practices that address increasing graduation rates of students with disabilities.

Positive Behavioral Interventions and Supports (PBIS)
Positive Behavioral Interventions and Supports (PBIS) applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. Schools implementing PBIS build on existing strengths, complimenting and organizing current programming and strategies. Data-based decision-making is critical to successful PBIS implementation.

PBIS is a systems model that guides schools to design, implement, and evaluate effective school-wide, classroom and student-specific behavioral/instructional plans. PBIS includes school-wide procedures and processes for: a) all students, staff, and all school settings, b) specific settings within the school environment, c) individual classrooms and teachers, d) small group and simple student interventions for those at-risk, and e) individual student supports for students who have intensive and comprehensive needs across home, school, and community.

The Wisconsin Statewide PBIS 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.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
1 A B C D E F G H	**Wisconsin Positive Behavior Interventions and Supports (PBIS)** Continuing work on statewide implementation of PBIS.	PBIS Internal Workgroup	The Wisconsin PBIS Network (WI PBIS), an IDEA Discretionary Grant Project, continued to operate through the Cooperative Educational Service Agency (CESA) Statewide Network, and through the Wisconsin RtI Center. The purpose of the WI PBIS Network is to coordinate and provide statewide professional development and technical assistance delivered regionally, 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 the Wisconsin Department of Public Instruction (WDPI). In addition to a Statewide Coordinator, Data and Evaluation Coordinator, and Program Assistant, 5 Regional Technical Assistance Coordinators (2.5 FTE)

			provided regional technical assistance to LEAs and CESAs throughout the state 167 LEAs (37% of total) have at least one school trained in PBIS 795 schools trained in PBIS (36% of all WI schools) 681 schools implementing (86% of total trained) 280 schools implementing tier 1 with fidelity 201 PBIS trainings occurred throughout the state (26 administrative overviews, 30 coaches training days, 37 tier 1 training cohorts, 15 tier 2 training cohorts, 3 tier 3 training cohorts, 6 Tier 2/Tier 3 administrative overviews, 3 School-wide Information System (SWIS) facilitator training days, 4 coaching cohorts, 48 regional networking sessions, 3 district summits) Wisconsin trainers: 7 for Tier 1; 3 for Tier 2; 1 for Tier 3 4 (Aug, Nov, Feb, June) advisory committee meetings were held, representing practitioners, WDPI, parent organizations, and professional organizations. One meeting was a joint meeting with the RtI Center advisory committee. A website was launched to provide technical assistance tools and resources, school-based examples, research, online modules, and access to professional development registration (www.wisconsinpbisnetwork.org). (17,435 website visits; average time on site 4:27; 4.58 pages/visit; visits from 338 cities in Wisconsin) This project trains participating LEA school staff to identify and implement evidence based practices that address increasing graduation rates of students with disabilities.

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 2010
1 C F G	**Disproportionality Mini-grants** WDPI provides mini-grants to LEAs, disproportionality experts, and CESAs to address disproportionality at the local and regional level.	Disproportionality workgroup LEAs Disproportionality experts	FFY 10 Grants awarded to: Dr. Lisa Bardon, UW-Stevens Point. Dr. Bardon provided customized technical assistance to six LEAs with disproportionate over-representation of students in the area of Emotional Behavioral Disabilities (EBD). Through a needs assessments of the prereferral and referral processes and through cultural development of the staff, Dr. Bardon helped the districts

	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.	CESAs	distinguish between cultural mismatch and EBD. Dr. Jeffrey Lewis, UW-Madison. Dr. Lewis provided onsite customized technical assistance to a district identified with significant discrepancy, based on race, in long-term suspensions and expulsions (Indicator 4B). His work, as developed in a report entitled "Re-Authoring Lives, Re-Authoring Communities," has much broader impact than just for Indicator 4B. He shared the results of his work with LEAs identified with disproportionate over-representation and LEAsstruggling to address racial equity in other areas of academic indicators. Dr. Lewis identified, engaged, and mobilized under-utilized resources in schools to strengthen relationships between students, particularly black males, and LEA staff. Dr. Aydin Bal, UW-Madison. Dr. Bal developed, researched, and wrote a theoretical framework to analyze the extent to which the role of culture can be systemically considered and addressed within a system of Positive Behavioral Interventions and Supports (PBIS) to ensure all students are served equitably and adequately within a PBIS system. In preparation, he conducted a literature review of seminal work in cultural psychology, cultural historical activity theory (CHAT), PBIS and culturally responsive research and practice. He also met with scholars/experts and local educators in special and general education and educational leadership. Widening the Circle, La Crosse Native American Student Association (NASA), Hmong Organization Promoting Education, UW-La Crosse School of Education, and the Native American Hmong Initiative (NAHI) (April 2011). Widening the Circle is an annual symposium to help educators and future educators better understand the role of Act 31 and how to implement it into their classes. Act 31 mandates teaching about Native American history and treaty rights in the state of Wisconsin. The symposium focuses on important Native contemporary and historical issues, as well as gaining the ability to authenticate resources to find out which resources are good and appropriate to use, then how to infuse those resources into their curriculum in a meaningful way. The symposium also gives participants the opportunity to meet with Native leaders and educators, build relationships that will provide a solid resource base, and learn about Native culture. A wide range of presenters from various Native nations across Wisconsin presented on stereotypes, history and culture, curriculum infusion, the history of Wisconsin's First Nations, Act 31, resource authentication and much more.

			(http://www.uwlax.edu/native/Act31.htm) Wisconsin Indian Education Association (WIEA) Annual Conference (April 2011). Every year, WIEA hosts a statewide conference for educators throughout the state to support the learning needs and styles of Native students. Conference presenters included tribal education directors, tribal college faculty and staff, language revitalization experts, and other organizations. (http://www.wiea.org/) Racial Justice Summit, Madison YWCA. Each year, the YWCA Madison hosts a racial justice summit that brings together community stakeholders to work on eliminating barriers that foster racism in our community. The summit focuses on institutional racism and involves nationally-known keynote speakers and researchers, as well as local experts and advocates. WDPI co-sponsored the October 2010 Summit, which was attended by 381 people and featured the following keynote presentations: Jacquelyn Boggess: Effects of Colorblindness in Madison—in Black and White. Paul Gorski: Countering Deficit Ideology, White Privilege, and the Well-Intentioned Cycle of Racism. Tim Wise: Colorblindness and Its Consequences: How Ignoring Race Deepens the Racial Divide. Jacqueline Battalora: The Invention of Whiteness in the Law. (http://www.ywcamadison.org/site/pp.asp?c=lkJZJdO4F&b=5373815)

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 2010
1 A C F G	**Disproportionality Demonstration Grants** WDPI funds disproportionality demonstration grants. The purpose of these grants is to fund large scale and systems-wide projects with an explicit	Disproportionality workgroup LEAs CESAs	FFY 10 Grants awarded to: **Madison Metropolitan School District ($25,000)** Phase 1 of a 5-phased research project to use a Cultural-Historical Activity Theory (CHAT) framework to address disproportionality. CHAT is used to analyze complex systems (e.g. health, education), but has never been

	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: • Large districts identified as having significant disproportionality based on more than one race and more than one		used to study disproportionality. The premise is that systems-change will not occur without looking at the dynamic interactions among LEA, building and family structures. Each phase of the project is designed to yield tools/products, a research paper, and a practitioner brief. Wisconsin RtI Stories ($25,000). A collaborative multimedia project among WDPI, the Educational Communications Board, the Wisconsin RtI Center, the National Center on Response to Intervention, Wisconsin Public Television and teacher advisors from around Wisconsin. Four videos are the foundation for the multimedia series: A Getting Started video that provides an overview of Wisconsin's RtI framework and three authentic videos from three Beloit elementary schools, Sherman Middle School and Shawano High School that share the promises and challenges of implementing an RtI system. These videos are streamed on the web, providing educators flexibility in when and where they engage in professional learning. In addition to the videos, bonus interviews are provided to deepen understanding and Conversation Starters are available to guide discussions about RtI. 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 LEA administration and other staff.

	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.		

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 2010
1 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	Disproportionality Workgroup Co Chairs CESAs LEAs	CREATE Coordination (CESA 6) Statewide coordination and project management consisted of third-party evaluation and customized technical assistance to LEAs identified with disproportionate over-representation. http://createwisconsin.net/

	to eliminate race as a predictor in education, including participation in special education. CREATE will work with local systems to address ingrained school practices that contribute to perpetuating disparities in access to learning. CREATE provides technical assistance and professional development to schools and their communities, including resources related to early intervening services and resources. CREATE goals: • Synthesize and expand research-based practices for culturally and linguistically diverse students in general and special education. • Establish a racial context for all educators that is personal, local, and immediate. • Leverage the continued improvement of schools through collaborative work with existing technical assistance networks, continuous school improvement processes, and regional and state	National experts Approximately $890,000/yr	Consortium on Racial Equity in PreK-12 Education (CESA 6) 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 LEAs, Cooperative Educational Service Agencies (CESAs), and the Wisconsin Department of Public Instruction (WDPI) in analyzing their systems and exercising leadership to eliminate racial disparities in education. • 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. • WDPI staff participated in the October 12, 2010, and March 8, 2011, consortium meetings alongside the LEA teams. • Staff from CESAs continued their training as Equity Coaches. They met on October 11, 2010, and March 7, 2011. • Content presented during the consortium meetings included: • Review and critique of district equity action plans that incorporate a theory of anti-racist school leadership; • Critical Race Theory. Also in partnership with Pacific Educational Group (PEG), CREATE hosted three two-day workshops entitled "Beyond Diversity." The nationally-recognized training is aimed at helping educators identify and examine the powerful intersections of race and schooling. “Beyond Diversity” was developed by Glenn Singleton and based on the book he co-authored with Curtis Linton, Courageous Conversations about Race. 186 educators and community members attended the trainings held in August 2010, March 2011, and April 2011. http://www.createwisconsin.net/districtpractices/consortiumk12_racial.cfm Annual institute on disproportionality (CESA 9) • CREATE, a Culturally Responsive Environment statewide conference was held April 26-28, 2011, at the Radisson Hotel and Conference Center (Green Bay, WI). Participation included 179 people, including representatives from the Great Lakes Intertribal Council, the Wisconsin Department of Corrections, private schools, universities and several Wisconsin LEAs.. This number also includes teams from LEAs identified as having disproportionate over representation. • Keynote Addresses: Dr. Lucille Ebert, E & O, State Director, Illinois PBIS Network, "District Level Strategies and Leadership with a Focus

	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. 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,		on Disproportionality within a PBIS Structure;" Dr. Geneva Gay, "Culturally Responsive Teaching in Theory and Practice;" and Dr. Jeanette Haynes Writer, "Recognizing and Centering Community and Relationships in the Quest for Culturally Responsive Education." • Conference workshops: o Racial Disproportionality and PBIS o Distinguish Between Cultural Mismatch and EBD o District Disproportionality Rubric and Needs Assessment o Translating Culturally Responsive Principles to Classroom Practices o Losing the Forest through the Trees: What All Educators Can Learn from the Examples of Schools Struggling with their "Indian" Nicknames and Logos o The Hidden Homeless o The Importance of Retaining Tribal Languages o The New Specific Learning Disabilities Criteria Along with Research-based and Evidence-based Interventions o Reading Communities and Realizing Knowledge: Building Culturally Responsive Bridges with Native Students and Communities o Understanding and Managing Unconscious Bias in Daily Practice o Culturally Responsive Assessment and Evaluation o Connecting the Dots o Culturally Responsive Family and Community Engagement o Permaculture as Social Design: Schools as Landscapes for Learning o What We Know, What They Need: Recognizing and Addressing Sources of educational Disparities for American Indian Students o Multicultural Storytelling http://www.createwisconsin.net/events/create_conference.cfm American Indian Student Achievement Network (AISAN) A community of practice continued for the twenty-five LEAs with the highest percentage of Native students. This year, this CREATE project developed a Facebook page and hosted a

	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**.		session designed specifically for members of the American Indian Student Achievement Network on April 29, 2011 at the Wisconsin Indian Education Association (WIEA) annual conference in Keshena, WI. The session was entitled, "The American Indian Student Achievement Network: What's Next?", and was facilitated by CREATE Tribal Ambassador Don Rosin and CESA staff, Jerianne Rosin. Approximately 27 individuals attended this session. AISAN coordinator Andrew Gokee & CREATE Tribal Ambassador Don Rosin registered a total of 62 individuals (38 tribal language teachers and 24 home-school coordinators) representing 16 of the 25 school districts to attend the 2011 WIEA conference, with resources provided by the American Indian Student Achievement Network. At the request of participants who attended the WI Tribal Language Symposium held in March of 2010, an ad hoc organization comprised of tribal language teachers and tribal language program personnel was formed in the current program year, and is presently known as the "WI Tribal Language Consortium". Two sessions involving this group were held. The first occurred in December, 2010 in Stevens Point. At the request of its members, the session focused on program updates, organizational development, and included an introductory discussion pertaining to development of a comprehensive needs analysis for the organization and its communities. A total of 24 individuals attended the Dec. 2010 session. Subsequent to the December, 2010 session, a needs assessment survey was developed by Bowman Performance Consulting in collaboration with the component coordinator. The purpose of the needs assessment was and is, to help identify (among other things), specific training needs and priorities of tribal language teachers and programs. The follow-up session occurred on April 30, 2011, in Keshena, WI, at the Menominee tribe's new convention center. Preliminary findings of the needs assessment were presented and discussed at the April 2011 session. A total of 45 individuals attended the April 2011 session. Through AISAN, Dr. Anton Treuer was contracted to keynote for the WIEA conference. In addition, he conducted two additional presentations; one for a general audience and one specifically for tribal language teachers. His keynote presentation (for a general audience) was entitled "Indigenous Language Revitalization in Indian Education Today". Dr. Treuer's first workshop presentation topic was entitled "Film Screening: First Speakers:

			Restoring the Ojibwe Language". Dr. Treuer's second workshop presentation topic (for tribal language teachers) was entitled "New Strategies for Indigenous Language Revitalization". CREATE e-newsletter (CESA 4) Electronic newsletters regarding culturally responsive education were produced that included articles, resources, and professional development opportunities relevant to cultural responsiveness in education. For the 2010-11 funding year, the CREATE newsletter has been published each month since September 2010. Ten issues were published in 2010-11. The number of newsletter recipients increased in 2010-11. As of May 2011 there were 615 subscribers. The contents of the e-newsletters included: • 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 • New columns added included: "In the Community," "CREATE in the Spotlight," "CREATE Updates," and "Always Remember." http://www.createwisconsin.net/enewsletter/ Leadership for Educational Equity (CESA 1) Staff from CESA 1 coordinated and implemented a training plan for Leadership for Educational Equity during the 2010-211 school year. Teams of both general and special educators from up to 5 LEAs (identified as having disproportionality in special education referral, identification, or placement for students who are culturally and/or linguistically diverse) will attend the trainings which will occur four times during the school year. The goals for this project are: Develop the capacity of the LEA leadership team to provide leadership around issues of educational equity. Support teams to examine policies and practices and develop and implement a plan to reduce or eliminate disproportionality and ensure educational achievement for all students.

			Dr. Shelley Zion, Executive Director of Continuing Education and Professional Development at the University of Colorado-Denver, is lead trainer for this project. Dr. Zion's responsibilities include helping teachers to understand the influence of culture, class, power, and privilege on curriculum, pedagogy, and classroom practices. Leadership for Educational Equity (teams from Monona Grove, Middleton-Cross Plains, and Glendale-River Hills) met on September 30, October 22, November 18, and December 10, 2010 and January 20, February 18, March 17 and April 15, 2011 in Monona Grove. The team of four from Glendale-River Falls disbanded in February following a serious illness of one team member and another team member assumed a statewide Response To Intervention (RTI) position. Culturally Responsive Classroom Practices (CESA 1) This part of the CREATE grant concentrates on culturally responsive classroom practices. This component of the CREATE initiative provides a series of training workshops for LEA 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. Staff from CESAs 1 and 2 are responsible for coordinating the training sessions. Dr. Shelley Zion, Executive Director of Continuing Education and Professional Development at the University of Colorado-Denver, is a mentor to three Wisconsin trainers. Dr. Zion's responsibilities include helping teachers to understand the influence of culture, class, power, and privilege on curriculum, pedagogy, and classroom practices. The three trainers from Wisconsin are Barb Van Haren (CESA 1), Courtney Bauder (UW-Oshkosh), and Dr. Calandra Lockhart (Alverno College). Each participant was given online access to the training and activities via MOODLE through CESA #1 located at www.cesa1.k12.wi.us. Courtney Bauder provided on-going online feedback and coaching to the

			participants via MOODLE. Site-based coaching was provided to two participating districts by Courtney Bauder. He provided coaching to the Sun Prairie and Ashland School Districts to meet with leaders and participants regarding culturally responsive practices. Classroom Practices (Milwaukee Cohort – teams from Racine, Glendale-River Hills, and Germantown totaling 45 participants) met on October 1 & 21, November 19, December 9, 2010 and January 21, February 17, March 18 and April 14, 2011 at the Bruce Guadalupe School or CESA #1 office. No attrition reported. Classroom Practices (Madison Cohort – teams from Madison, Sun Prairie, Monona Grove, and Middleton-Cross Plains-Totaling 60 participants) met on September 27, October 22, November 22, December 10, 2010 and April 4 and 11 and May 4 and 6, 2011 in Madison and Sun Prairie. February and March trainings were rescheduled due to union protesting in Madison and the availability of substitutes. A group of high school teachers from Middleton-Cross Plains discontinued the training citing that the pace of the training was too slow and that they were beyond the subject matter shared. Classroom Practices (Green Bay Cohort – teams from Pulaski, Seymour, and Fond du Lac – totaling 28 participants) met on September 24, October 25, November 19, December 13, 2010 and January 17, February 14, March 28, and May 2, 2011 in Pulaski. No attrition reported. http://www.createwisconsin.net/classroompractices/classrooms_training.cfm Professional Development Institute: Culturally Responsive Response to Intervention (CESA 11) In April 2011, CREATE co-hosted a day-long institute that focused on culturally-responsive RTI systems. 47 people attended the institute, which was a collaborative project between CREATE and Wisconsin's RtI Center.

			Needs assessment and professional development strategic plan for LEAs identified with disproportionate over-representation (CESA 11) The main objective of the CREATE Needs Assessment is to conduct, in coordination with the WDPI, a research-based review of policies, procedures, and practices for districts identified with disproportionate representation. CREATE used "Preventing Disproportionality by Strengthening District Policies and Procedures - An Assessment and Strategic Planning Process" developed by the National Center for Culturally Responsive Education Systems (NCCREST) (http://www.nccrest.org/PDFs/district_rubric.pdf?v_document_name=District%20Rubric). CREATE adapted NCCREST's needs assessment to a web-based, multiyear, interactive needs assessment. By April 2011, and in conjunction with the CREATE Conference, this component of CREATE facilitated a day-long review of policies, procedures and practices, that resulted in a strategic plan for districts to address Disproportionality. As a result of the review, the coordinator drafted a report and recommended a statewide research-based strategic plan for professional development that identifies the professional development needs (issues), suggested format for meeting the needs (web-based trainings, academies, conference, train-the-trainers, handbook, etc.), resources (national, regional, or local experts and their contact information), estimated budget, and timelines for professional development will be completed. The following activities were completed: • Provided technical assistance to districts prior to, during and following the April 27, 2011 CREATE Pre-Conference Needs Assessment. • Facilitated the April 27, 2011 CREATE Pre-Conference Needs Assessment, which was a day-long review of policies, procedures and practices with 25 LEAs (24 required and one elective) identified as disproportionate under Indicators 4b, 9 and 10. The result of this work was the completion of the required LEA reporting for PI-3201-DISP SPP: Annual Disproportionality Improvement Plan (ADIP), the LEA's strategic plan to address disproportionality, submitted by June 17, 2011 and LEA selection of 2011-12 Professional Development (PD) activities. • In addition to the 24 LEAs who attended the Pre-Conference Needs Assessment, 8 LEAs who were excused for participation in the

			CREATE Pre-Conference Needs Assessment by the DPI received technical assistance materials and individual assistance so they can also complete the ADIP and make PD selections by June 17, 2011. • 100% participation was obtained from the 32 identified LEAs. • Maintained and revised the online recording and reporting website features. Additional report and report printing options were added. • Assisted LEAs in authentically reviewing and using their LEA data and evidence in their on-going improvement planning http://www.createwisconsin.net/districtpractices/assessment_evaluation.cfm

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 2010
1 C D F	**Occupational Therapy and Physical Therapy Resource Guide**	WDPI consultants Planning Committee	The Resource and Planning Guide for School-Based Occupational Therapy (OT) and Physical Therapy (PT) was published in May 2011. One copy was sent to each of the Directors of Special Education in the State of Wisconsin. Copies were also given to each OT and PT who attended the School Based OT and PT conference.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for *FFY 2010*:

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

State Performance Plan Improvement Activities

Focused Performance Reviews
WDPI in collaboration with CESAs #7 and #5 originally developed the Special Education Data Retreat Model to provide a unique, structure forum where collaborative teams of special educators, administrators, along with regular educators evaluated their systems for design and delivery of special education and related services. Focused data analysis enables educators to identify potential root causes of the low graduation rate, leading toward the development of school/district plans to address identified needs and improve student outcomes. Some of the data analyzed includes graduation, dropout, suspension, expulsion, participation and performance on statewide assessments, and educational environments. Data is disaggregated by disability area, gender, and race/ethnicity whenever it is available. Statewide training was provided to give all Wisconsin

school districts the opportunity to analyze their own data by a collaborative staff team, to identify areas of need based on the data analysis, and to work towards a plan to address those needs building/district wide. To accomplish this statewide training, a "Train the Trainers" model was used. A two-day facilitated training was conducted for all Regional Service Network (RSN) directors and school improvement service (SIS) directors in the state. A model set of data was used for training purposes. After the RSN and SIS directors were trained, each CESA conducted trainings for its own school districts. Two follow-up meetings were conducted to provide support and technical assistance to those responsible for conducting special education data retreats. This data analysis component was further refined and integrated into Wisconsin's FM process as a beginning point for districts selected for FM and renamed the Focused Performance Review (FPR). Data continues to be disaggregated by disability area, and race/ethnicity whenever available.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
1 A B C D E F G H	Continued development of the FRII process. Pilot testing of the FRII process	FRII Coordinator Data Consultant DPI Assistant Director of Special Education FRII Workgroup FRII Pilot District Teams	During the 2010-2011 school year, the Focused Review of Improvement Indicators (FRII) Coordinator reviewed and revised the online FRII process. With support from the Data Consultant and the members of the FRII Workgroup, the FRII process was launched, with the use of the online data analysis tool, the online FRII Databook. Utilizing many of the tools developed during the earlier Focused Monitoring process, a comprehensive package of data and tools were offered to the pilot LEAs to use as they independently held two data review meetings. While the FRII coordinator provided support and minimal direction, each pilot site varied in the amount of information provided to LEA participants and the intensity of their data analysis. At the end of the two meetings at each of the three LEAs, the FRII Coordinator and FRII Workgroup members were provided extensive information on what does and doesn't work, resulting in further refinement of the process.

Internal Research Committee

The WDPI Special Education Team works collaboratively with staff from other DPI Teams to set WDPI-wide education research agendas and priorities. To positively impact on student outcomes, the committee works to create parameters for data-sharing with outside research organizations that are in-line with the advancement of education research and applicable federal and state laws, and to ensure that data and research products produced by WDPI are aligned with education priorities, are scientifically rigorous and meet standardized conventions.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
1 A B C E F	**Internal Research Committee:** Establish WDPI as a state leader in the support and facilitation of educational	WDPI Office of Educational Accountability, WDPI Student Services, Prevention and Wellness Team,	The Wisconsin Department of Public Instruction (WDPI) implemented the following: • Established an external research committee of statewide educational leaders to partner with the internal research committee to set a statewide research agenda

G	research and the use of data in order to indentify and share best practices that directly benefit the students and schools of Wisconsin. Improve Educational Outcomes through: conducting and supporting research that provides evidence of best practices in teaching and learning;	WDPI Title I and School Support team, WDPI Data Management and Reporting Team, WDPI Office of Legal Services Team, WDPI Special Education Team-Data Consultant	• Developed an online research request form • Developed a WDPI system of review for applications to conduct research • Developed data use agreements for researchers
1 A B C E F G	**Data Portal** Provide a unified and transparent data portal for use by stakeholders in Wisconsin education; Enable decision making informed by data, as evidenced by the work of RtI and LDS projects; seize opportunities afforded by new and existing technologies.	WDPI Office of Educational Accountability, WDPI Student Services, Prevention and Wellness Team, WDPI Title I and School Support team, WDPI Data Management and Reporting Team, WDPI Office of Legal Services Team, WDPI Special Education Team-Data Consultant	The Wisconsin Department of Public Instruction (WDPI) implemented the following: • Began development of a data portal for use by stakeholders. • Developed guidance on how to use data to make educational decisions.

Program Support Meetings
Each year, the program consultants on the Special Education Team design and host program support meetings for interested stakeholders, including parents, school district staff, educational administration, paraprofessionals, and higher education faculty. The overarching goal of these program support meetings is to disseminate innovative information and current resources to the field. At these meetings, program consultants typically present information and training aimed at reducing the graduation gap and dropout rates. Specific topics include research-based strategies to increase student engagement, establish a positive school climate, increase options for student learning, and enhance staff knowledge and skills. These opportunities will continue in future years.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
1 C D	Offer statewide Autism PST meetings to discuss issues related to Autism and share resources to support programming and educators in the field.	WDPI Autism Consultant	Autism: The Fall 2010 Autism Program Support Teachers (PST) meeting took place on September 22nd in Wisconsin Dells. Information shared at this meeting included the Wisconsin Department of Public Instruction (WDPI) updates on bulletins and autism eligibility, guidance on how to work with students to address bullying concerns, information on transition services, and a presentation by Paula Kluth on Literary Instruction which includes information on addressing challenging behaviors. The Spring 2011 Autism PST meeting took place on March 18th, in Madison. Information shared at this meeting included WDPI updates on bulletins and autism eligibility, guidance on the use of visual modeling in the classroom, information on transition services, and information about working with trauma in relation to students with autism.
1 C D	Offer statewide CD PST meetings to discuss issues related to CD and share resources to support programming and educators in the field.	WDPI CD Consultant CESA 6 Grant	Cognitive Disabilities: The Spring Cognitive Disabilities (CD) Program Support Teachers (PST) Meeting was held in Madison, WI on April 22, 2010. Information shared at this meeting included: WDPI updates on assessment grants; WDPI update on the least restrictive environment (LRE) study which related to Indicator 5; WDPI review of procedural compliance issues for 2009; transition programs for students ages 18-21; the Wisconsin Extended Grade Band Standards; and CD Eligibility Criteria review. Creating the Good Life: Improving Outcomes for Students with Severe Disabilities Conference was held. The Fall CD PST Meeting was held in Wisconsin Dells, WI on September 22, 2010. Information shared at the meeting included WDPI updates on the assessment grants, WDPI Bulletin updates and a review of the procedural compliance issues. Additionally, information on Transition programs for students with cognitive disabilities was also shared by WDPI Transition Consultant. Dr. Paula Kluth discussed literacy instruction for students with cognitive disabilities. The 5th annual Statewide Conference, Creating the Good Life: Improving

			Outcomes for Students with Severe Disabilities, for educators working with students with cognitive disabilities was held August 10-11, 2011 and addressed issues and current trends regarding inclusive practices. This conference was co-sponsored by WDPI andCooperative Educational Service Agency (CESA) 6. The conference provided educators with a variety of relevant topics including: Common Core Essential Elements, assessment of students with cognitive disabilities, best practices for inclusion, technology for students with cognitive disabilities, programming for students, vocational/employment opportunities, and adapting curriculum.
1 C D	Offer statewide EBD PST meetings on issues and resources related to EBD programs in the schools	WDPI EBD Consultant	Emotional Behavioral Disabilities (EBD): On October 15, 2010, an EBD PST Meeting was held at the Hilton Garden Inn in Oshkosh, Wisconsin. The WDPI EBD Consultant presented on WDPI Bulletins and updates, reviewed recent WDPI complaint decisions and behavior rating scales and checklists. On April 12, 2011, the EBD PST Meeting was held at the Hilton Garden Inn in Oshkosh, Wisconsin. The EBD Consultant presented updates on seclusion and restraint, compliance, and Indicator 13.
1 C D	Offer statewide TBI PST meetings on issues/resources surrounding traumatic brain injuries in school age youth.	WDPI TBI Consultant	Traumatic Brain Injury (TBI): On September 5, 2011 a TBI PST Meeting was held at the Crown Plaza in Madison. Nine participants attended. Dr. Mickey presented on behavioral/cognitive correlates. The DPI TBI webpage was reviewed with participants and a list of improvements was compiled.
1 C D	Offer statewide program support teacher (PST) meetings to discuss topics and issues related to deaf and hard of hearing programming.	WESP-DHH Outreach Team WDPI consultants	Deaf and Hard of Hearing (DHH): Three PST meetings were held with teachers of students who are Deaf or Hard of Hearing. Those attending are primarily teachers and educational audiologists along with the program support staff. These meetings were held in September and December, 2010 and May 2011. Topics for professional development are determined by the teachers with current updates from WDPI. These meetings average 35 participants in attendance. The topics for the school year were: 1) Conducting Effective Evaluations: The Observation, 2) Effective Evaluations: Student, Staff and Parent Interviews, and 3) The RtI and PBIS Models as related to DHH. Updates from WDPI and the Effective Itinerant Services Project were presented.
1	Offer statewide	WDPI Speech	Speech and Language (SL) PST Meeting:

C D	Speech and Language (SL) Leadership/PST meetings to discuss topics and issues related to current SL practice in the public schools and share resources to support SL programming and service delivery. A state-wide SL leadership and PST network list-serve is maintained to update speech/language pathologists from a state-wide perspective.	and Language Consultant CESA 6 Grant	On October 18, 2010, the first part of this meeting addressed the Application of the State Speech/Language Eligibility Criteria: A Look at Implementation Issues and Logistics in Practice. This presentation addressed correct implementation of the criteria with an emphasis on current issues for local education agencies (LEAs) and IEP teams in the area of Speech and Language eligibility. The second part of this meeting addressed progress monitoring and the Least Restrictive Environment (LRE). This was well attended with 150 participants. On February 11, 2011, a second meeting for SLP PSTs addressed service delivery to promote LRE for students with disabilities at all levels using digital technology such as I-Pods, Smart Phones, I-Pads, and the Kindle. This was well attended with 180 participants. The State-Wide Speech and Language Leadership and PST network list-serve was also used to follow up on these topics and address other topics that affect SL service in the public schools setting. There are 1,050 individuals signed up on this list-serve.
1 A B C D F	The Consultant for Specific Learning Disabilities holds two regional meetings to support practitioners in the field support students with SLD. Recent changes in SLD regulations, best practices, and technical assistance questions are addressed.	WDPI Consultant for Specific Learning Disabilities.	Specific Learning Disabilities (SLD): Two regional meetings, one in fall and one in spring were held for program support teachers across the state. Updates to the recent changes in SLD identification were shared as well as pertinent issues from the field including; Response to Intervention, effective assessment tools, roles and responsibilities, and current issues in the field.

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
2009 (2009-2010)	**No more than 2.39% of students with disabilities will drop out**

Actual Target Data for 2009-10:

2009-2010 SY Grades 7-12	Dropouts	Expected to Complete School Term	Dropout Rate
Students with Disabilities	**1,517**	**56,768**	**2.67%**
Students without Disabilities	**4,917**	**346,334**	**1.42%**
All Students	**6,434**	**403,102**	**1.60%**

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

As instructed in the Part B Indicator Measurement Table, Wisconsin is reporting data from 2009-2010 for the FFY 2010 APR. The actual numbers used in the calculation are provided above. The 2009-2010 result was 2.67% compared to 2.38% reported for 2008-2009. For 2009-2010, the State's percent of youth with IEPs dropping out of school increased by 0.29% from the previous APR. The State missed the target for this indicator by 0.28%

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.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2009-2010:

The dropout rate for FFY 2010 reporting is .29% higher than that rate reported for FFY 2009, representing slippage.

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 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.

WDPI also has several statewide discretionary grants aimed at reducing dropout rates. These include the Response to Intervention Center, Wisconsin's Positive Behavioral Interventions and Supports Network and Culturally Responsive Education for All: Training and Enhancement (CREATE) initiative. Please see a summary of these grants in the Improvement Activity Charts below.

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 2010:

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 2010**
2 A B C D E F G H	**Focused Monitoring – Graduation – Completion of Follow-up Technical Assistance**	Graduation Workgroup members	While most districts previously identified for focused monitoring due to low graduation rates of students with disabilities have completed their improvement plans, one continued to be monitored during the 2010-2011 school year. After analyzing their suspension and expulsion rates as interim measures of progress towards improving graduation rates, this district was found to have completed their improvement plan to the satisfaction of the Department. The Focused Monitoring of all districts in the area of Graduation has been completed.
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 2010
2 A B C D E F G H	**School Improvement: Focused Review of Improvement Indicators (FRII)** During the 2007-08 SY, WDPI began working to expand upon the successful focused monitoring model previously utilized to provide districts a mechanism for conducting a similar process of data analysis and improvement planning around the SPP improvement indicators of math achievement, preschool outcomes, parent involvement, and post-high school outcomes. The main focus has been to build an effective infrastructure to execute and support this process with statewide implementation, as a “stand alone” process.	FRII Workgroup FRII Coordinator	During the 2010-11 SY, WDPI selected three volunteer school districts to pilot the FRII process. Specifically examining the Focused Performance Review (FPR), the data analysis and improvement planning portion of the FRII process. Each pilot district was given one or two indicators to address during their data analysis. The first meeting involved covering the data elements that described the assigned indicator. Each district chose a staff member to facilitate the data review, using data from the DPI FRII data books, as well as related district data. Based on the data reviewed, each district chose areas of priority, where they felt they needed more data. The second meeting involved revising the previously determined area(s) of priority. Additional staff members in the area of priority were also invited to join in the follow-up discussion and planning. Utilizing a DPI developed improvement plan format, each district came up with an action plan to address the areas of priority. These plans were then submitted to the FRII Coordinator and shared with each district's Local Performance Plan Review consultant.

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 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.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
2 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 2010-2011 school year the fifth 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 2010

2 A B C D E G H J	**Wisconsin Statewide Transition Initiative (WSTI)-Statewide Training** Offered training statewide for districts on compliance standards.	WDPI Transition Consultant WDPI Assistant Director of Special Education WSTI Director Wisconsin Post High School Outcomes Survey (PHSOS) Coordinator FACETS Coordinator DHS Consultant DVR Representative	• 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 Self-Assessment (PCSA) cycle. A total of 326 educators participated during 57 presentations and 120 districts (28% of total districts in Wisconsin) were represented. Note: Approximately 90 districts were included in the Procedural Compliance Self-Assessment.. • 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. • 4 Transition e-Newsletters 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. • 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 Services. • The Transition Coordinator Network meetings were provided three times. 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 5 content based 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	**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.	WSTI Director Post Secondary Outcomes Survey Project Director	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. • A web-based data toolkit has been developed • A web-based transition resources repository, TransitionResources4youth.com has been developed and will be available fall 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. Have at least 1 WI rep attend National CoT conference annually. Developed an interagency facilitators group as part of this process.
2 A B C D	**Wisconsin Statewide Transition Initiative (WSTI) – interagency collaboration** WDPI initiated activities to impact student graduation rates improved	WDPI Transition Consultant	• 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

E G J	employment outcomes within transition efforts.		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.

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 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 2010
2 A B C D E F G H	**Responsive Education for All Children (REACh) http://www.reachwi.com/ - Participation Information** Each year REACh works with new districts in implementing school improvement activities.	WDPI REACh Consultant	• Forty-three (43) Responsive Education for All Children (REACh) incentive grants were awarded to school districts, representing 92 early childhood, elementary, middle, and high schools. Grants were awarded to schools with priorities in the areas of 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: • 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 districts

			identified by the Wisconsin Department of Public Instruction (WDPI). • The REACh mentor and training network increases the capacity of the WDPI and the Cooperative Educational Service Agencies (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 assisted WDPI in determining the impact of the REACh Initiative. The capacity of the REACh Initiative to serve school districts was expanded through additional funding and activities under the Wisconsin Personnel Development System Grant.

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 2010
2 C D F	**Autism Project (http://dpi.wi.gov/sped/autcatint2.html)** For more than ten years, WDPI has developed and conducted statewide trainings for school staff in the area of	WDPI Autism Consultant Contracted Experts	In 2010-2011, 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

	autism.		discussed topics such as functional behavioral assessment, classroom programming, sensory issues, and communication strategies. Three advanced level trainings were offered for more experienced school staff. One advanced training presented information on effective strategies to promote social skills and positive communication; the second advanced level training addressed issues around dealing with challenging behavior. The third advanced training provided information specific to early childhood. Each of these trainings included strategies for preventing suspensions and expulsions, obtaining a diploma, and increasing the graduation rates of students with autism. 413 school staff attended basic or advanced level autism training during FFY 2010. 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.

Regional Service Network (RSN),
http://www.wi-rsn.org/

The state regional service network (RSN) consists of directors from each of the 12 CESAs. The major focus for the RSN is to provide a comprehensive system of personnel development to assure the quality of personnel and services for children with disabilities. Activities may include resource and technical assistance, a network of communication, and staff development and program assistance in the areas of planning, coordination, and implementation of special education and related services.

The mission of the RSN is to improve the quality of educational services to students with disabilities through a statewide network of representatives from each CESA in cooperation with WDPI. Each RSN provides a comprehensive system of personnel development that unites communication, staff development, and leadership. The goals of the RSN include:

- To maintain and expand a communication network for purposes of liaison among LEAs, CESAs, the WDPI and others including, but not limited to, parents and related agencies.
- To provide leadership to a continuing statewide initiative to assure a comprehensive staff development program.
- To model teamwork and collaboration in decision making and service delivery to generate creative solutions to mutually defined problems.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010

2 A B C D E G	Regional Services Network (RSN)	WDPI Special Education Administration WDPI RSN Grant Liaison WDPI Special Education Team Consultants CESA RSNs	For FFY 2010, the Wisconsin Department of Public Instruction (WDPI) awarded a Regional Service Network (RSN) IDEA discretionary grant to each of 12 Cooperative Educational Service Agencies (CESAs). These 12 discretionary grants have been awarded each year since the 1984-1985 SY. The Regional Service Network (RSN) grant is comprised of one RSN Project Director who implements the activities of the grant project. The purpose of the RSN grants is to provide a communication vehicle between the WDPI and each CESA and from the CESA to local educational agencies (LEAs) Directors of Special Education (DSE). The focus is on the areas of improving procedural compliance and increasing CESA performance on the indicators. The goals of the RSN grants are to provide this through leadership, professional development, and communication to LEAs within their respective CESA geographical areas. The RSN Project Directors met nine times during the 2010-2011 SY. Meeting agendas were organized around special education procedural compliance and the 20 indicators. The RSN WDPI grant liaison worked internally with WDPI consultants to develop agendas which reflected the current needs of the WDPI to communicate with the LEAs. The agenda items covered administrative updates and updates from WDPI consultants regarding both the work of the indicators and grant projects that support those indicators as well as procedural compliance updates. The information from these meetings was disseminated in each of the 12 CESAs at regional CESA RSN meetings for LEA DSEs where the information from the statewide meetings is disseminated. Each RSN grant required each RSN Project Director to hold 5 such meetings within their respective CESAs. Each of the RSNs submitted the dates of the meetings that were held at their CESA. At these meetings, the DSEs from the CESA provided feedback and stated issues of concern to the RSN Project Directors who brought this back to the statewide RSN meetings and communicated these issues with the WDPI.

			Topics have included, but are not limited to: Procedural Compliance Self-Assessment (PCSA), the Wisconsin Statewide Transition Initiative (WSTI), the Wisconsin Statewide Parent Education Initiative (WSPEI), organizing CESA trainings around the indicators, i.e. EC Indicators (6, 7,12) Indicator 13, Parent Involvement (Indicator 8), Indicators 9 and 10 and updates from the program areas, such as, Speech and Language, Specific Learning Disabilities and Emotional Behavioral Disabilities. RSN Project Directors also organized CESA trainings based upon current WDPI needs and other areas specified within the grants.

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 2010
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	During 2010-2011, only one district within the state continues to be labeled as DIFI. Working within the agency, the Wisconsin Department of Public Instruction (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

		FM Graduation Technical Assistance Provider – Beloit	Action Requirements directed by WDPI as part of MPS DIFI requirements. Using the findings from a Focused Monitoring (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. Establishment of a comprehensive system of Response to Intervention was continued throughout the year. MPS has trained all its schools in Positive Behavioral Interventions and Supports (PBIS) at the universal level. In academics, staff were trained in using data based decision-making. A Comprehensive Literacy Plan was initiated in grades K-12 throughout the district. The district is working on the creation of a district-wide math plan in the coming year.

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 2010
2 A B C D E F G	**Wisconsin Post High School Outcomes Survey (WPHSOS)** **To increase response rates and improve outcomes** • Response rates will increase • Indicator 14 outcomes will increase	Wisconsin PHSOS Director WI DPI Transition Consultant	Data Collection The 2010-11 SY was Year 5 of outcomes data collection for the SPP Indicator #14, using the Wisconsin Post High School Outcomes Survey (WPHSOS). In the 2006-07 year, baseline data was collected from 2005-06 SY exiters. Baseline and longitudinal outcomes were shared with the Stakeholder Group, and improvement targets were set for 2011. Indicator 14 data collection and reporting responsibilities are a two-year process. During the 2010-11 school year, 144 school districts were assisted in the survey process, and another 88 were started in the data collection process. Post high materials and resources were updated. All 2011 Post High and Cooperative Educational Services Agency (CESA) web-based Reports were completed. All 2010 Statewide Outcomes Reports were written and posted

			on the WPHSOS website (www.posthighsurvey.org). Additional data and reports have been provided to the WDPI upon request. New: Products (as of 6/1/11): - The Transition Rubric was completed with the assistance of the National Transition Technical Assistance Center (NSTTAC) and Ed O'Leary. With the assistance of the National Post School Outcomes Center (NPSO), this Rubric will be piloted in September and October 2011 and will be linked to the Resources Repository. • Predictor Rubrics were developed. There are 16 "predictors" of postsecondary success identified by NSTTAC. Those 16 Predictors are presented to LEAs in a way school teams can review them, discuss them, and use LEA data to rate and prioritize them. Predictors determined to be a "High Priority" can be actively planned for improvement activities. The Predictors will be linked to the Resources Repository. • The Data Use Toolkit and Facilitator's Guide was developed. The WPHSOS Project Director participated with the National Post School Outcomes Center, located at the University of Oregon – Eugene in the development of both the original (2009) and the revised Data Use Tool Kit (November 2010 and March 2011). This data toolkit was successfully piloted in the Hudson School District and was made available to LEAs in Wisconsin. The WPHSOS project director presented the model at various state and national meetings throughout the 2010-11 school year. At the current time, the PowerPoint is filled by the LEA, but was available as an auto-fill PowerPoint by June 30, 2011. • Online LEA Improvement Planning. LEAs will complete the rubrics online, and then use the online transition planning worksheets to record, and if required, report LEA improvement plans. • The Transition Resources For Youth Resources Repository website (www.tr4y.org) was created and houses high quality tools and resources, including the data use toolkit and rubrics. • Transition Coordinator's Networking Meetings were held in

			November 2011, February 2011 and April 2011. These networking meetings provided district-specific and state employment data to school teams to assist them developing a plan for employment improvement planning. Information Sharing • Worked with Cooperative Educational Services Agency (CESA) Regional Service Network (RSN) project directors to complete seven CESA visits (two were completed in January 2010) and the remaining 3 are scheduled for September 2011. • Presented with NSTTAC mid-year planning meeting on May 18, 2011. • Participated on monthly WSTI coordinator team meetings • Continued membership on the Interagency Agreement/TAG team • Wisconsin Transition Conference on February 17 -18, 2011 presented on the data use Powerpoint and facilitator's guide Provided outcomes data for the following: WDHS (Wisconsin Department of Health Services) – Outcomes by the Pathways Region • Outcomes to the Technical College System • Pathways Regional Outcomes The WPHSOS Project Director with Kathy Ryder of the RtI center and subsequent meetings with Blue Door Consulting regarding the REACH and RtI website to achieve a uniform statewide project look to websites.

Wisconsin's Statewide Personnel Development Grant (SPDG):
The purpose of the SPDG is to assist WDPI in reforming and improving the State's personnel preparation and professional development systems. The intent of the priority is to improve educational results for children with disabilities through the delivery of

- High quality instruction and the recruitment, hiring, and retention of highly qualified special education teachers.
- Research based professional development that is implemented and sustained by statewide and local training and technical assistance systems which include communities and family organizations, institutions of higher education, CESA's, and early intervention agencies.

WPDS will meet the identified needs by accomplishing three overarching goals described through five outcomes.
Goal 1: Increase the application of scientifically based practices in identified core content areas through both pre-service and in-service professional development for educators and early interventionists in targeted LEAs and communities
Goal 2: Sustain implementation of new knowledge and skills through regional infrastructure that provides and supports ongoing learning utilizing trained mentors, communities of practice and other proven strategies.
Goal 3: Increase participation of communities, families and youth in the system change process that results in organizations with the capacity to engage, support, and transition children with disabilities birth-26.

These goals will be addressed using the Wisconsin 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 2010
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	• 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 Wisconsin Professional Development Model (WPDM) but on content that is directly aligned with the 20 Indicators. • In conjunction with the Wisconsin State Transition Initiative (WSTI), SPDG hosted networking meetings in each Cooperative Educational Service Agency (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 that helped bring cutting edge research and information pertaining to Transition in Wisconsin. • As a result of the May 2010 SPDG Institutions of Higher Education (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: o measuring and raising academic achievement of all learners, o reducing special education referrals through universally accessible and differentiated instruction,

			o developing collaborative teaching and learning partnerships, and o reducing over-identification of students of color through culturally responsive and relevant pedagogy. 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. Primary efforts of the SPDG Early Childhood (EC) hub focused on Indicators 6 (early childhood environments), 7 (child outcomes), and 12 (early childhood transition); including: content development for an online training and technical assistance module to determine and implement 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 Program Participation System (PPS) system, improving the transition technical assistance available to local school districts and counties, and convening a technical assistance network among the various state early childhood systems. 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. 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 information is available and the Parent Leadership information is developing. New Early Childhood and School Age Years information are available at.: http://www.wispdg.org/pl/resources.html

			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 in local, regional and state entities.

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 2010
2 A C F G	**Disproportionality Demonstration Grants** WDPI funds disproportionality demonstration grants. The purpose of these grants is to fund large scale and systems-wide projects with an explicit goal of creating tools or guides so other districts can replicate success reducing disproportionality in special education. 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.	Disproportionality workgroup LEAs CESAs	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.

	Priority Areas: • 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.		
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 2010**
2 C F G	**Disproportionality Mini-grants** WDPI provides mini-grants to LEAs, disproportionality experts, and CESAs to address disproportionality at the local and regional level. 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 workgroup LEAs Disproportionality experts CESAs	FFY 09 Grants awarded to: 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. 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

	Disproportionality website.		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 "cheat sheet" of recommended practices base on this review.
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 2010**
2 C D E F G H I	**Culturally Responsive Education for All: Training and Enhancement (CREATE).** CREATE is a statewide systems-change initiative designed to close the achievement gap between diverse students and to eliminate race as a predictor in education, including participation in special education. CREATE will work with local systems to address ingrained school practices that contribute to perpetuating disparities in access to learning. CREATE provides technical assistance and professional development to schools and their communities, including resources related to early intervening services and resources. CREATE goals: • Synthesize and expand research-based practices for culturally and linguistically diverse students in general and special education. • Establish a racial context for all educators that is personal, local, and immediate. • Leverage the continued improvement of schools through collaborative work with existing technical assistance networks,	Disproportionality Workgroup Co Chairs CESAs LEAs National experts Approximately $890,000/yr	CREATE Coordination (CESA 6) Statewide coordination and project management consisted of third-party evaluation and customized technical assistance to districts identified with disproportionate over-representation. http://createwisconsin.net/ Consortium on Racial Equity in PreK-12 Education (CESA 6) 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, Cooperative Educational Service Agencies (CESAs), and the Wisconsin Department of Public Instruction (WDPI)I in analyzing their systems and exercising leadership to eliminate racial disparities in education. • 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. • DPI staff participated in the October 12, 2010, and March 8, 2011, consortium meetings alongside the district teams. • Staff from CESAs continued their training as Equity Coaches. They met on October 11, 2010, and March 7, 2011. • Content presented during the consortium meetings included: • Review and critique of district equity action plans that incorporate a theory of anti-racist school leadership; • Critical Race Theory.

	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. 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.		Also in partnership with Pacific Educational Group (PEG), CREATE hosted three two-day workshops entitled "Beyond Diversity." The nationally-recognized training is aimed at helping educators identify and examine the powerful intersections of race and schooling. "Beyond Diversity" was developed by Glenn Singleton and based on the book he co-authored with Curtis Linton, Courageous Conversations about Race. 186 educators and community members attended the trainings held in August 2010, March 2011, and April 2011. http://www.createwisconsin.net/districtpractices/consortiumk12_racial.cfm Annual institute on disproportionality (CESA 9) • CREATE, a Culturally Responsive Environment statewide conference was held April 26-28, 2011, at the Radisson Hotel and Conference Center (Green Bay, WI). Participation included 179 people, including representatives from the Great Lakes Intertribal Council, the Wisconsin Department of Corrections, private schools, universities and several Wisconsin school districts. This number also includes teams from school districts identified as having disproportionate over representation. • Keynote Addresses: Dr. Lucille Ebert, E & O, State Director, Illinois PBIS Network, "District Level Strategies and Leadership with a Focus on Disproportionality within a PBIS Structure;" Dr. Geneva Gay, "Culturally Responsive Teaching in Theory and Practice;" and Dr. Jeanette Haynes Writer, "Recognizing and Centering Community and Relationships in the Quest for Culturally Responsive Education." • Conference workshops: o Racial Disproportionality and PBIS o Distinguish Between Cultural Mismatch and EBD o District Disproportionality Rubric and Needs Assessment o Translating Culturally Responsive Principles to Classroom Practices o Losing the Forest through the Trees: What All Educators Can Learn from the Examples of Schools Struggling with their "Indian" Nicknames and Logos

			o The Hidden Homeless o The Importance of Retaining Tribal Languages o The New Specific Learning Disabilities Criteria Along with Research-based and Evidence-based Interventions o Reading Communities and Realizing Knowledge: Building Culturally Responsive Bridges with Native Students and Communities o Understanding and Managing Unconscious Bias in Daily Practice o Culturally Responsive Assessment and Evaluation o Connecting the Dots o Culturally Responsive Family and Community Engagement o Permaculture as Social Design: Schools as Landscapes for Learning o What We Know, What They Need: Recognizing and Addressing Sources of educational Disparities for American Indian Students o Multicultural Storytelling http://www.createwisconsin.net/events/create_conference.cfm American Indian Student Achievement Network (AISAN) A community of practice continued for the twenty-five school districts with the highest percentage of Native students. This year, this CREATE project developed a Facebook page and hosted a session designed specifically for members of the American Indian Student Achievement Network on April 29, 2011 at the Wisconsin Indian Education Association (WIEA) annual conference in Keshena, WI. The session was entitled, “The American Indian Student Achievement Network: What’s Next?”, and was facilitated by CREATE Tribal Ambassador Don Rosin and CESA staff, Jerianne Rosin. Approximately 27 individuals attended this session. AISAN coordinator Andrew Gokee & CREATE Tribal Ambassador Don Rosin registered a total of 62 individuals (38 tribal language

			teachers and 24 home-school coordinators) representing 16 of the 25 school districts to attend the 2011 WIEA conference, with resources provided by the American Indian Student Achievement Network. At the request of participants who attended the WI Tribal Language Symposium held in March of 2010, an ad hoc organization comprised of tribal language teachers and tribal language program personnel was formed in the current program year, and is presently known as the "WI Tribal Language Consortium". Two sessions involving this group were held. The first occurred in December, 2010 in Stevens Point. At the request of its members, the session focused on program updates, organizational development, and included an introductory discussion pertaining to development of a comprehensive needs analysis for the organization and its communities. A total of 24 individuals attended the Dec. 2010 session. Subsequent to the December, 2010 session, a needs assessment survey was developed by Bowman Performance Consulting in collaboration with the component coordinator. The purpose of the needs assessment was and is, to help identify (among other things), specific training needs and priorities of tribal language teachers and programs. The follow-up session occurred on April 30, 2011, in Keshena, WI, at the Menominee tribe's new convention center. Preliminary findings of the needs assessment were presented and discussed at the April 2011 session. A total of 45 individuals attended the April 2011 session. Through AISAN, Dr. Anton Treuer was contracted to keynote for the WIEA conference. In addition, he conducted two additional presentations; one for a general audience and one specifically for tribal language teachers. His keynote presentation (for a general audience) was entitled "Indigenous Language Revitalization in Indian Education Today". Dr. Treuer's first workshop presentation topic was entitled "Film Screening: First Speakers: Restoring the Ojibwe Language". Dr. Treuer's second workshop presentation topic (for tribal language teachers) was entitled "New Strategies for Indigenous Language Revitalization".

			CREATE e-newsletter (CESA 4) Electronic newsletters regarding culturally responsive education were produced that include articles, resources, and professional development opportunities relevant to cultural responsiveness in education. For the 2010-11 funding year, the CREATE newsletter has been published each month since September 2010. Ten issues were published in 2010-11. The number of newsletter recipients increased in 2010-11. As of May 2011 there were 615 subscribers. The contents of the e-newsletters include: • 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 • New columns added include: "In the Community," "CREATE in the Spotlight," "CREATE Updates," and "Always Remember." http://www.createwisconsin.net/enewsletter/ Leadership for Educational Equity (CESA 1) Staff from CESA 1 coordinated and implemented a training plan for Leadership for Educational Equity during the 2010-211 school year. Teams of both general and special educators from up to 5 districts (identified as having disproportionality in special education referral, identification, or placement for students who are culturally and/or linguistically diverse) will attend the trainings which will occur four times during the school year. The goals for this project are: Develop the capacity of the district leadership team to provide leadership around issues of educational equity. Support teams to examine policies and practices and develop and implement a plan to reduce or eliminate disproportionality and ensure educational achievement for all students. Dr. Shelley Zion, Executive Director of Continuing Education and

			Professioanl Development at the University of Colorado-Denver, is lead trainer for this project. Dr. Zion's responsibilities include helping teachers to understand the influence of culture, class, power, and privilege on curriculum, pedagogy, and classroom practices. Leadership for Educational Equity (teams from Monona Grove, Middleton-Cross Plains, and Glendale-River Hills) met on September 30, October 22, November 18, and December 10, 2010 and January 20, February 18, March 17 and April 15, 2011 in Monona Grove. The team of four from Glendale-River Falls disbanded in February following a serious illness of one team member and another team member assumed a statewide Response To Intervention (RTI) position. Culturally Responsive Classroom Practices (CESA 1) This part 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. Staff from CESAs 1 and 2 are responsible for coordinating the training sessions. Dr. Shelley Zion, Executive Director of Continuing Education and Professional Development at the University of Colorado-Denver, is a mentor to three Wisconsin trainers. Dr. Zion's responsibilities include helping teachers to understand the influence of culture, class, power, and privilege on curriculum, pedagogy, and classroom practices. The three trainers from Wisconsin are Barb Van Haren (CESA 1), Courtney Bauder (UW-Oshkosh), and Dr. Calandra Lockhart (Alverno College).

			Each participant was given online access to the training and activities via MOODLE through CESA #1 located at www.cesa1.k12.wi.us. Courtney Bauder provided ongoing online feedback and coaching to the participants via MOODLE. Site-based coaching was provided to two participating districts by Courtney Bauder. He provided coaching to the Sun Prairie and Ashland School Districts to meet with leaders and participants regarding culturally responsive practices. Classroom Practices (Milwaukee Cohort – teams from Racine, Glendale-River Hills, and Germantown totaling 45 participants) met on October 1 & 21, November 19, December 9, 2010 and January 21, February 17, March 18 and April 14, 2011 at the Bruce Guadalupe School or CESA #1 office. No attrition reported. Classroom Practices (Madison Cohort – teams from Madison, Sun Prairie, Monona Grove, and Middleton-Cross Plains-Totaling 60 participants) met on September 27, October 22, November 22, December 10, 2010 and April 4 and 11 and May 4 and 6, 2011 in Madison and Sun Prairie. February and March trainings were rescheduled due to union protesting in Madison and the availability of substitutes. A group of high school teachers from Middleton-Cross Plains discontinued the training citing the pace of the training was too slow and that they were beyond the subject matter shared. Classroom Practices (Green Bay Cohort – teams from Pulaski, Seymour, and Fond du Lac – totaling 28 participants) met on September 24, October 25, November 19, December 13, 2010 and January 17, February 14, March 28, and May 2, 2011 in Pulaski. No attrition reported. http://www.createwisconsin.net/classroompractices/classrooms_training.cfm Professional Development Institute: Culturally Responsive Response to Intervention (CESA 11)

			In April 2011, CREATE co-hosted a day-long institute that focused on culturally-responsive RTI systems. 47 people attended the institute, which was a collaborative project between CREATE and Wisconsin's RtI Center. Needs assessment and professional development strategic plan for districts identified with disproportionate over-representation (CESA 11) The main objective of the CREATE Needs Assessment is to conduct, in coordination with the WDPI, a research-based review of policies, procedures, and practices for districts identified with disproportionate representation. CREATE used "Preventing Disproportionality by Strengthening District Policies and Procedures - An Assessment and Strategic Planning Process" developed by the National Center for Culturally Responsive Education Systems (NCCREST) (http://www.nccrest.org/PDFs/district_rubric.pdf?v_document_name=District%20Rubric). CREATE adapted NCCREST's needs assessment to a web-based, multiyear, interactive needs assessment. By April 2011, and in conjunction with the CREATE Conference, this component of CREATE facilitated a day-long review of policies, procedures and practices, that resulted in a strategic plan for districts to address Disproportionality. As a result of the review, the coordinator drafted a report and recommended a statewide research-based strategic plan for professional development that identifies the professional development needs (issues), suggested format for meeting the needs (web-based trainings, academies, conference, train-the-trainers, handbook, etc.), resources (national, regional, or local experts and their contact information), estimated budget, and timelines for professional development will be completed. The following activities were completed: • Provided technical assistance to districts prior to, during and following the April 27, 2011 CREATE Pre-Conference Needs

			Assessment. • Facilitated the April 27, 2011 CREATE Pre-Conference Needs Assessment, which was a day-long review of policies, procedures and practices with 25 school districts (24 required and one elective) identified as disproportionate under Indicators 4b, 9 and 10. The result of this work will be the completion of the required district reporting for PI-3201-DISP SPP: Annual Disproportionality Improvement Plan (ADIP), the district's a strategic plan to address disproportionality, submitted by June 17, 2011 and district selection of 2011-12 Professional Development activities. • In addition to the 24 districts who attended the Pre-Conference Needs Assessment, 8 districts who were excused for participation in the CREATE Pre-Conference Needs Assessment by the DPI received technical assistance materials and individual assistance so they can also complete the ADIP and make PD selections by June 17, 2011. • 100% participation was obtained from the 32 identified districts. • Maintained and revised the on-line recording and reporting website features. Additional report and report printing options were added. • Assisted districts in authentically reviewing and using their local district data and evidence in their on-going improvement planning http://www.createwisconsin.net/districtpractices/assessment_evaluation.cfm

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 2010
2 A B	**Wisconsin Response to Intervention Initiatives (RTI)** Continuing work on statewide	RTI Internal Workgroup	The internal, cross-divisional Wisconsin Department of Public Instruction (WDPI) workgroup continued to meet monthly. The purpose of the workgroup is to solidify messaging and provide

C D E F G H	implementation of RTI.		guidance to the field and the WI RtI Center through technical assistance tools. WDPI created and released a graphic representation of a systems-level view of the Wisconsin Response to Intervention Framework. WDPI partnered with the Wisconsin Educational Communications Board (ECB) to film a video project that provides real examples of teams in Wisconsin schools at various points in their RtI implementation. Accompanying professional development materials were created and are free to the public online. Technical assistance documents were created about the relationship between the new specific learning disabilities criteria and an RtI system. Over 1000 Wisconsin educators attended the third annual RtI Summit. School and district teams learned about RtI systems and examined their plans for scaling up their local RtI systems through learning from other Wisconsin schools' implementation efforts, national keynote speakers, and preconference workshops on Wisconsin's new specific learning disabilities eligibility criteria and system wide RtI implementation supports through the WI RtI Center. Another year of IDEA Discretionary funding was awarded to the Cooperative Educational Services Agency (CESA) Statewide Network to scale-up development and coordination of statewide professional development and technical assistance through the WI RtI Center. The work of the WI RtI Center adheres to and operationalizes the messaging and guidance from WDPI. • In addition to the Director, an Academic Coordinator, a Research and Evaluation Coordinator, and a Communications Specialist were hired • Two advisory committee meetings were held, including 35 individuals representing WDPI, parent organizations, and professional organizations. One meeting was a combined with the Positive Behavioral Interventions and Supports (PBIS) advisory committee.

			• A website was launced that provides technical assistance tools and resources, school-based examples, research, online modules, and access to professional development registration (www.wisconsinrticenter.org). (5,788 visits; 3,344 unique visitors; 23,908; 3:18 average time spent on website.) • 24 trainers were trained to provide statewide professional development in Professional Learning Communities (PLC). • 286 school teams (141 districts; 1100 educators) participated in the Foundational Overview Training. • An RtI Framework Mapping training was created and piloted. • Online Assessment Literacy modules were created. • Online Parent Engagement modules were created. • An online RtI implementation assessment and the school-wide Implementation Review (SIR) were created to assess school-based implementation levels and direct teams toward the most appropriate professional development. • Newsletters and e-blasts distributed information to over 5,000 subscribers. • Center staff presented at 25 state organization conferences. This project will train participating LEA school staff to identify and implement evidence based practices that address decreasing dropout rates of students with disabilities.

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	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010

Category(s)			
2 A B C D E F G H	**Wisconsin Positive Behavior Interventions and Supports (PBIS)** Continuing work on statewide implementation of PBIS.	PBIS Internal Workgroup	The Wisconsin PBIS Network (WI PBIS), an IDEA Discretionary Grant Project, continued to operate through the Cooperative Educational Services (CESA) Statewide Network, and through the Wisconsin RtI Center. The purpose of the WI PBIS Network is to coordinate and provide statewide professional development and technical assistance delivered regionally, 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 the Wisconsin Department of Public Instruction (WDPI). In addition to a Statewide Coordinator, Data and Evaluation Coordinator, and Program Assistant, 5 Regional Technical Assistance Coordinators (2.5 FTE) provided regional technical assistance to districts and CESAs throughout the state 167 districts (37% of total) have at least one school trained in PBIS 795 schools trained in PBIS (36% of all WI schools) 681 schools implementing (86% of total trained) 280 schools implementing tier 1 with fidelity 201 PBIS trainings occurred throughout the state (26 administrative overviews, 30 coaches training days, 37 tier 1 training cohorts, 15 tier 2 training cohorts, 3 tier 3 training cohorts, 6 Tier 2/Tier 3 administrative overviews, 3 school-wide Information System (SWIS) facilitator training days, 4 coaching cohorts, 48 regional networking sessions, 3 district summits) Wisconsin trainers: 7 for Tier 1; 3 for Tier 2; 1 for Tier 3 4 (Aug, Nov, Feb, June) advisory committee meetings were held, representing practitioners, WDPI, parent organizations, and professional organizations. One meeting was a joint meeting with the RtI Center advisory committee. A website was launched to provide technical assistance tools and resources, school-based examples, research, online modules, and access to professional development registration (www.wisconsinpbisnetwork.org). (17,435 website visits; average time on site 4:27; 4.58 pages/visit; visits from 338 cities in

			Wisconsin) This project trains participating LEA school staff to identify and implement evidence based practices that address decreasing dropout rates of students with disabilities.

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 2010
2 A B E	**Graduation Rate Workgroup**	FM Graduation Chair	In preparation for the peer review of Wisconsin's graduation rate by the US Department of Education, a cross-agency workgroup was convened and a proposed graduation target submitted in January 2010. Based on the submission, new graduation targets were developed: 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 was submitted in October 2010. In May 2011, Wisconsin school districts were provided with a four year graduation rate and the transitional extended rate. These rates were reported solely for the purpose of getting districts and concerned stakeholders familiar with the four year rate. However, the four year rate will not be used for accountability purposed until August 2012. To help districts, parents, students and other stakeholders understand the changes to the graduation rate, the DPI Graduation Workgroup developed a centralized webpage with links to graduation related information throughout the department. This "one stop" webpage is available at

			http://www.dpi.state.wi.us/graduation/index.html.

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 2010
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. Since then, the Department of Public Instruction continues to promote improved graduation rates for all students. However, the activities directly related to the Graduation Summit have been completed.

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 2010
2 C D F	**Occupational Therapy and Physical Therapy Resource Guide**	WDPI consultants Planning Committee	The Resource and Planning Guide for School-Based Occupational Therapy (OT) and Physical Therapy (PT) was published in May 2011. One copy was sent to each of the Directors of Special Education in the State of Wisconsin. Copies were also given to each OT and PT who attend the School Based OT and PT conference.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:

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 restructured as the Focused Review of Improvement Indicators.

State Performance Plan Improvement Activities

Focused Performance Reviews
WDPI in collaboration with CESAs #7 and #5 originally developed the Special Education Data Retreat Model to provide a unique, structure forum where collaborative teams of special educators, administrators, along with regular educators evaluated their systems for design and delivery of special education and related services. Focused data analysis enables educators to identify potential root causes of the low graduation rate, leading toward the development of school/district plans to address identified needs and improve student outcomes. Some of the data analyzed includes graduation, dropout, suspension, expulsion, participation and performance on statewide assessments, and educational environments. Data is disaggregated by disability area, gender, and race/ethnicity whenever it is available. Statewide training was provided to give all Wisconsin school districts the opportunity to analyze their own data by a collaborative staff team, to identify areas of need based on the data analysis, and to work towards a plan to address those needs building/district wide. To accomplish this statewide training, a “Train the Trainers” model was used. A two-day facilitated training was conducted for all Regional Service Network (RSN) directors and school improvement service (SIS) directors in the state. A model set of data was used for training purposes. After the RSN and SIS directors were trained, each CESA conducted trainings for its own school districts. Two follow-up meetings were conducted to provide support and technical assistance to those responsible for conducting special education data retreats. This data analysis component was further refined and integrated into Wisconsin’s FM process as a beginning point for districts selected for FM and renamed the Focused Performance Review (FPR). Data continues to be disaggregated by disability area, and race/ethnicity whenever available.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
2 A B	Continued development of the FRII process.	FRII Coordinator Data Consultant	During the 2010-2011 school year, the Focused Review of Improvement Indicators (FRII) Coordinator reviewed and revised the online FRII process. With

C D E F G H	Pilot testing of the FRII process	DPI Assistant Director of Special Education FRII Workgroup FRII Pilot District Teams	support from the Data Consultant and the members of the FRII Workgroup, the FRII process was launched, with the use of the online data analysis tool, the online FRII Databook. Utilizing many of the tools developed during the earlier Focused Monitoring process, a comprehensive package of data and tools was offered to the pilot sites to use as they independently held two data review meetings. While the FRII coordinator provided support and minimal direction, each pilot site varied in the amount of information provided to district participants and the intensity of their data analysis. At the end of the two meetings at each of the three sites, the FRII Coordinator and FRII Workgroup members were provided extensive information on what does and doesn't work, resulting in further refinement of the process.

Internal Research Committee

The WDPI Special Education Team works collaboratively with staff from other DPI Teams to set WDPI-wide education research agendas and priorities. To positively impact on student outcomes, the committee works to create parameters for data-sharing with outside research organizations that are in-line with the advancement of education research and applicable federal and state laws, and to ensure that data and research products produced by WDPI are aligned with education priorities, are scientifically rigorous and meet standardized conventions.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
2 A B C E F G	**Internal Research Committee:** Establish WDPI as a state leader in the support and facilitation of educational research and the use of data in order to indentify and share best practices that directly benefit the students and schools of Wisconsin. Improve Educational Outcomes through: conducting and supporting research that provides evidence of best practices in teaching and learning;	WDPI Office of Educational Accountability, WDPI Student Services, Prevention and Wellness Team, WDPI Title I and School Support team, WDPI Data Management and Reporting Team, WDPI Office of Legal Services Team, WDPI	The Wisconsin Department of Public Instruction (WDPI) implemented the following: • Established an external research committee of statewide educational leaders to partner with internal research committee to set a statewide research agenda • Developed an online research request form • Developed WDPI system of review for applications to conduct research • Developed data use agreements for researchers

		Special Education Team-Data Consultant	
2 A B C E F G	**Data Portal** Provide a unified and transparent data portal for use by stakeholders in Wisconsin education; Enable decision making informed by data, as evidenced by the work of RtI and LDS projects; seize opportunities afforded by new and existing technologies.	WDPI Office of Educational Accountability, WDPI Student Services, Prevention and Wellness Team, WDPI Title I and School Support team, WDPI Data Management and Reporting Team, WDPI Office of Legal Services Team, WDPI Special Education Team-Data Consultant	The Wisconsin Department of Public Instruction (WDPI) implemented the following: • Began development of a data portal for use by stakeholders. • Developing guidance on how to use data to make educational decisions.

Program Support Meetings
Each year, the program consultants on the Special Education Team design and host program support meetings for interested stakeholders, including parents, school district staff, educational administration, paraprofessionals, and higher education faculty. The overarching goal of these program support meetings is to disseminate innovative information and current resources to the field. At these meetings, program consultants typically present information and training aimed at reducing the graduation gap and dropout rates. Specific topics include research-based strategies to increase student engagement, establish a positive school climate, increase options for student learning, and enhance staff knowledge and skills. These opportunities will continue in future years.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
2 C D	Offer statewide Autism PST meetings to discuss issues related to Autism and share resources to support programming and educators in the field.	WDPI Autism Consultant	Autism: The Fall 2010 Autism Program Support Teachers (PST) meeting took place on September 22nd in Wisconsin Dells. Information shared at this meeting included the Wisconsin Department of Public Instruction (WDPI) updates on bulletins and autism eligibility, guidance on how to work with students to

			address bullying concerns, information on transition services, and a presentation by Paula Kluth on Literary Instruction which includes information on addressing challenging behaviors. The Spring 2011 Autism PST meeting took place on March 18th, in Madison. Information shared at this meeting included WDPI updates on bulletins and autism eligibility, guidance on the use of visual modeling in the classroom, information on transition services, and information about working with trauma in relation to students with autism.
2 C D	Offer statewide CD PST meetings to discuss issues related to CD and share resources to support programming and educators in the field.	WDPI CD Consultant CESA 6 Grant	Cognitive Disabilities: The Spring Cognitive Disabilities (CD) Program Support Teachers (PST) Meeting was held in Madison, WI on April 22, 2010. Information shared at this meeting included: WDPI updates on assessment grants; WDPI update on LRE study- related to Indicator 5; WDPI review of procedural compliance issues for 2009; transition programs for students ages 18-21; the Wisconsin Extended Grade Band Standards; and CD Eligibility Criteria review. Creating the Good Life: Improving Outcomes for Students with Severe Disabilities Conference was held. The Fall CD PST Meeting was held in Wisconsin Dells, WI on September 22, 2010. Information shared at the meeting included WDPI updates on the assessment grants, WDPI Bulletin updates and a review of the procedural compliance issues. Additionally, information on Transition programs for students with cognitive disabilities was also shared by WDPI Transition Consultant. Dr. Paula Kluth discussed literacy instruction for students with cognitive disabilities. The 5th annual Statewide Conference, Creating the Good Life: Improving Outcomes for Students with Severe Disabilities, for educators working with students

			with cognitive disabilities was held August 10-11, 2011 and addressed issues and current trends regarding inclusive practices. This conference was co-sponsored by WDPI's, Cooperative Educational Services Agency (CESA) 6. The conference provided educators with a variety of relevant topics including: Common Core Essential Elements, assessment of students with cognitive disabilities, best practices for inclusion, technology for students with cognitive disabilities, programming for students, vocational/employment opportunities, and adapting curriculum.
2 C D	Offer statewide EBD PST meetings on issues and resources related to EBD programs in the schools	WDPI EBD Consultant	Emotional Behavioral Disabilities (EBD): On October 15, 2010, an EBD PST Meeting was held at the Hilton Garden Inn in Oshkosh, Wisconsin. The WDPI EBD Consultant presented on WDPI Bulletins and updates, reviewed recent WDPI complaint decisions and behavior rating scales and checklists. On April 12, 2011, the EBD PST Meeting was held at the Hilton Garden Inn in Oshkosh, Wisconsin. The EBD Consultant presented updates on seclusion and restraint, compliance, and Indicator 13.
2 C D	Offer statewide TBI PST meetings on issues/resources surrounding traumatic brain injuries in school age youth.	WDPI TBI Consultant	Traumatic Brain Injury (TBI): On September 5, 2011 a TBI PST Meeting was held at the Crown Plaza in Madison. Nine participants attended. Dr. Mickey presented on behavioral/cognitive correlates. The DPI TBI webpage was reviewed with participants and a list of improvements was compiled.
2 C D	Offer statewide program support teacher (PST) meetings to discuss topics and issues related to deaf and hard of hearing programming.	WESP-DHH Outreach Team WDPI consultants	Deaf and Hard of Hearing (DHH): Three PST meetings were held with teachers of students who are Deaf or Hard of Hearing. Those attending are primarily teachers and educational audiologists along with the program support staff. These meetings were held in September and

			December, 2010 and May 2011. Topics for professional development are determined by the teachers with current updates from WDPI. These meetings average 35 participants in attendance. The topics for the school year were: 1) Conducting Effective Evaluations: The Observation, 2) Effective Evaluations: Student, Staff and Parent Interviews, and 3) The RtI and PBIS Models as related to DHH. Updates from WDPI and the Effective Itinerant Services Project were presented.
2 C D	Offer statewide Speech and Language (SL) Leadership/PST meetings to discuss topics and issues related to current SL practice in the public schools and share resources to support SL programming and service delivery. A state-wide SL leadership and PST network list-serve is maintained to update speech/language pathologists from a state-wide perspective.	WDPI Speech and Language Consultant CESA 6 Grant	Speech and Language (SL) PST Meeting: On October 18, 2010, the first part of this meeting addressed the Application of the State Speech/Language Eligibility Criteria: A Look at Implementation Issues and Logistics in Practice. This presentation addressed correct implementation of the criteria with an emphasis on current issues for local education agencies (LEAs) and IEP teams in the area of Speech and Language eligibility. The second part of this meeting addressed progress monitoring and the Least Restrictive Environment (LRE). This was well attended with 150 participants. On February 11, 2011, a second meeting for SLP PSTs addressed service delivery to promote LRE for students with disabilities at all levels using digital technology such as I-Pods, Smart Phones, I-Pads, and the Kindle. This was well attended with 180 participants. The State-Wide Speech and Language Leadership and PST network list-serve was also used to follow up on these topics and address other topics that affect SL service in the public schools setting. There are 1,050 individuals signed up on this list-serve.
2 A B C	The Consultant for Specific Learning Disabilities holds two regional meetings to support practitioners in the field support students with SLD. Recent changes in SLD regulations, best practices, and	WDPI Consultant for Specific Learning Disabilities.	Specific Learning Disabilities (SLD): Two regional meetings, one in fall and one in spring were held for program support teachers across the state. Updates to the recent changes in SLD

D F	technical assistance questions are addressed.		identification were shared as well as pertinent issues from the field including; Response to Intervention, effective assessment tools, roles and responsibilities, and current issues in the field.

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 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
2010 (2010-2011)	**Percent of districts meeting AYP in reading: 85%** **Percent of districts meeting AYP in math: 85%** **Participation rate for children in reading: 95%** **Participation rate for children in math: 95%** **Proficiency for children in reading: 80.5%** **Proficiency for children in math: 68.5%**

Actual Target Data for 2010-11:

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

Percent = # of districts, by subject, that met 2010-2011 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 2010-11 AYP Requirements	# of Districts Meeting Min. SwD Cell Size	**% of Districts Meeting AYP Objectives for Disability Subgroup**
Reading	37	40	**93%**
Math	35	40	**88%**

B. Participation Rate

Please note: Wisconsin did not have any children with IEPs participating in alternate assessments against grade level standards for SY 2010-11.

Grade / Subject	# of Children with IEPs	# of Children with IEPs Participating in the Assessment	# of Children with IEPs Not Participating in the Assessment	**2010-11 Overall Participation Rate**
3rd Gr. Reading	8,344	8,231	113	**99%**
3rd Gr. Math	8,344	8,297	47	**99%**
4th Gr. Reading	8,912	8,815	97	**99%**
4th Gr. Math	8,912	8,865	47	**99%**
5th Gr. Reading	8,891	8,818	73	**99%**
5th Gr. Math	8,891	8,849	42	**100%**
6th Gr. Reading	8,656	8,537	119	**99%**
6th Gr. Math	8,656	8,594	62	**99%**
7th Gr. Reading	8,617	8,509	108	**99%**
7th Gr. Math	8,617	8,564	53	**99%**
8th Gr. Reading	8,404	8,267	137	**98%**
8th Gr. Math	8,404	8,317	87	**99%**
10th Gr. Reading	8,621	8,400	221	**97%**
10th Gr. Math	8,621	8,383	238	**97%**

Data Source: From Wisconsin Student Assessment System (WSAS) 2010-11 SY.

C. Performance Rates

Please note: Wisconsin did not have any children with IEPs participating in alternate assessments against grade level standards for SY 2010-11.

Grade / Subject	# of Children with IEPs Enrolled for a Full Academic Year	# of Children Scoring Proficient or Above	**2010-11 Overall Proficiency Rate**
3rd Gr. Reading	6,985	3,583	**51%**
3rd Gr. Math	6,985	3,785	**54%**
4th Gr. Reading	7,515	3,949	**53%**
4th Gr. Math	7,515	4,162	**55%**
5th Gr. Reading	7,517	4,077	**54%**
5th Gr. Math	7,517	3,843	**51%**
6th Gr. Reading	7,540	4,022	**53%**
6th Gr. Math	7,540	3,487	**46%**
7th Gr. Reading	7,332	3,904	**53%**
7th Gr. Math	7,332	3,212	**44%**
8th Gr. Reading	7,154	3,776	**53%**
8th Gr. Math	7,154	3,067	**43%**
10th Gr. Reading	7,184	2,586	**36%**
10th Gr. Math	7,184	2,222	**31%**

Data Source: Wisconsin Student Assessment System (WSAS) 2010-11 SY.

Analysis of Actual Target Data

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

Subject	2009-10	2010-11	Outcome
Reading	94%	**93%**	**Met Target**
Math	98%	**88%**	**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 a decrease of 1% in Reading and 10% in Math relative to the results of 2010-2011.

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 80.5% in Reading and 68.5% in Math for 2010-11. 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 80.5% of students counted as proficient in Reading and 68.5% in Math), or through the use of confidence intervals or Safe Harbor if the AMO is not met.

2010-2011 Data:

Thirty-Three 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). Thus, 40 total districts met the SwD cell size of 40 in all relevant grade spans for fall 2010. Among these 40 districts, 37 met AYP for SwD in all grade spans for reading, and 35 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. Five districts did not meet AYP for SwD in all grade spans for math. In both reading and math, Wisconsin exceeded the targets for districts meeting AYP.

B. Participation Rate for Children with Disabilities

	2009-10	2010-11	Outcome
3rd Gr. Reading	99%	**99%**	**Met Target**
3rd Gr. Math	99%	**99%**	**Met Target**
4th Gr. Reading	99%	**99%**	**Met Target**
4th Gr. Math	99%	**99%**	**Met Target**
5th Gr. Reading	99%	**99%**	**Met Target**
5th Gr. Math	99%	**100%**	**Met Target**
6th Gr. Reading	99%	**99%**	**Met Target**
6th Gr. Math	99%	**99%**	**Met Target**
7th Gr. Reading	99%	**99%**	**Met Target**
7th Gr. Math	99%	**99%**	**Met Target**
8th Gr. Reading	99%	**98%**	**Met Target**
8th Gr. Math	99%	**99%**	**Met Target**
10th Gr. Reading	97%	**97%**	**Met Target**
10th Gr. Math	97%	**97%**	**Met Target**

Data Source: Wisconsin Student Assessment System (WSAS) 2009-10 and 2010-11 SY

Wisconsin continues to exceed the 95% target for the rate of children with disabilities participating in statewide testing. The State reports publicly on the participation of children with disabilities on statewide assessments at the district and school level with the same frequency and in the same detail as it reports on the assessments of nondisabled children, as required by 34 CFR §300.160(f). Wisconsin does not offer alternate assessments based on grade-level academic achievement standards or modified academic achievement standards. In addition, testing accommodations are only permitted for students with disabilities.

Table 6: Report of the Participation and Performance of Students with Disabilities on State Assessments by Content Area, Grade, and Type of Assessment is posted at http://dpi.wi.gov/sped/ccreports.html. This report includes the statewide number of students with disabilities who took the statewide assessment with accommodations by grade and subject.

The CONSOLIDATED STATE PERFORMANCE REPORT is posted at http://www.dpi.wi.gov/esea/pdf/cspr1011i.pdf (see 1.2.2 and 1.2.4) which shows the statewide number of students who took the statewide assessment with accommodations by subject.

The WI School Performance Report - Wisconsin Student Assessment System is posted at http://www2.dpi.state.wi.us/wsas/default.asp. This report shows by state, district, or school the participation and performance rates of students with disabilities by grade, subject, and assessment type (WI Knowledge and Concepts Examination - WKCE, or WI Alternate Assessment - WAA).

C. Proficiency Rate for Children with Disabilities

	2009-10	**2010-11**	**Outcome**
3rd Gr. Reading	51%	**51%**	**No Change**
3rd Gr. Math	58%	**54%**	**Slippage**
4th Gr. Reading	51%	**53%**	**Progress**
4th Gr. Math	58%	**55%**	**Slippage**
5th Gr. Reading	46%	**54%**	**Progress**
5th Gr. Math	51%	**51%**	**No Change**
6th Gr. Reading	51%	**53%**	**Progress**
6th Gr. Math	44%	**46%**	**Progress**
7th Gr. Reading	53%	**53%**	**No Change**
7th Gr. Math	47%	**44%**	**Slippage**
8th Gr. Reading	48%	**53%**	**Progress**
8th Gr. Math	42%	**43%**	**Progress**
10th Gr. Reading	38%	**36%**	**Slippage**
10th Gr. Math	29%	**31%**	**Progress**

Data Source: Wisconsin Student Assessment System (WSAS) 2009-10 and 2010-11SY

The State reports publicly on the performance of children with disabilities on statewide assessments at the district and school level with the same frequency and in the same detail as it reports on the assessments of nondisabled children, as required by 34 CFR §300.160(f). Wisconsin does not offer alternate assessments based on grade-level academic achievement standards or modified academic achievement standards.

Table 6: Report of the Participation and Performance of Students with Disabilities on State Assessments by Content Area, Grade, and Type of Assessment is posted at http://dpi.wi.gov/sped/ccreports.html. This report includes the statewide number of students with disabilities who took the statewide assessment with accommodations by grade and subject.

The WI School Performance Report - Wisconsin Student Assessment System is posted at http://www2.dpi.state.wi.us/wsas/default.asp. This report shows by state, district, or school the participation and performance rates of students with disabilities by grade, subject, and assessment type (WI Knowledge and Concepts Examination - WKCE, or WI Alternate Assessment - WAA).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY2010:

Explanation of Progress or Slippage

Wisconsin continues to improve in reading and math proficiency in certain grade levels. For reading, progress was demonstrated in four grades, (4th, 5th, 6th and 8th), with two grades, (3rd and 7th), remaining constant relative to the 2009-2010 SY. For math, progress was demonstrated in three grades, (6th, 8th, and 10th) with an additional grade, (5th), demonstrating constant results relative to the 2009-2010 SY.

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. 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, most of these school districts have been demonstrating consistent increases in the reading proficiency of students with disabilities on statewide assessments. Gains this year have been in the following grades: 4, 5, 6, and 8 with a notable 8% increase in the reading proficiency of students with disabilities in grade 5.

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 2010**

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	All districts who had open Focused Monitoring plans in the area of Reading achievement have completed their improvement plans and will no longer be involved in Focused Monitoring.

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 2010
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	FRII Workgroup FRII Coordinator	During the 2010-11 SY, WDPI selected three volunteer school districts to pilot the FRII process. Specifically examining the Focused Performance Review (FPR), the data analysis and improvement planning portion of the FRII process. Each pilot district was given one or two indicators to address during their data analysis. The first meeting involved covering the data elements that described the assigned indicator. Each district choose a staff member to facilitate the data review, using data from the DPI FRII data books, as well as related district data. Based on the data reviewed, each district chose areas of priority, where they felt they needed more data. The second meeting involved revising the previously determined area(s) of priority. Additional staff members in the area of priority were also invited to join in the follow-up discussion and planning. Utilizing a DPI developed improvement plan format, each district came up with an

	process with statewide implementation, as a "stand alone" process.		action plan to address the areas of priority. These plans were then submitted to the FRII Coordinator and shared with each district's Local Performance Plan Review consultant.

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 2010
3 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 2010-2011 school year the fifth cohort of LEAs completed the self-assessment process; WDPI conducted verification activities with all participating LEAs to ensure correction of noncompliance.

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 2010
3 A B C D E F G H	**Responsive Education for All Children (REACh)** **http://www.reachwi.com/ - Participation Information** Each year REACh works with new districts in implementing school improvement activities.	WDPI REACh Consultant	• Forty-three (43) Responsive Education for All Children (REACh) incentive grants were awarded to school districts, representing 92 early childhood, elementary, middle, and high schools. Grants were awarded to schools with priorities in the areas of 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: • 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 districts identified by the Wisconsin Department of Public Instruction (WDPI). • The REACh mentor and training network increases the capacity of the WDPI and the Cooperative Educational Services Agencies (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 assisted WDPI in determining the impact of the REACh Initiative. The capacity of the REACh Initiative to serve school districts

			was expanded through additional funding and activities 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 2010
3 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 2010-2011, only one district within the state continues to be labeled as DIFI. Working within the agency, the Wisconsin Department of Public Instruction (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 Milwaukee Public Schools (MPS) to continue to progress on the Corrective Action Requirements directed by WDPI as part of MPS 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 Establishment of a comprehensive system of Response to Intervention was continued throughout the year. MPS has trained all its schools in Positive Behavior Intervention Supports (PBIS) at the universal level. In academics, staff were trained in using data based decision-making. A Comprehensive Literacy Plan was initiated in grades K-12 throughout the district. The district is working on the creation of a district-wide math plan in the coming year..

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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
3 C D F G H	**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	DPI Content and Learning Team	The partnership grants continue to be funded during the 2010-2011 school year. The grants continued to show positive results. Many school districts, who have been participating in the partnership grant program, have shown significant increases in the percentage of students who are proficient on state wide testing.

	colleges and universities to expand teachers' subject matter knowledge.		

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 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 2010
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 2010, WDPI continued to work with the North Central Regional Resource Center (NCRRC) and the other two grantee states (Michigan and Pennsylvania) to administer and enhance the Teacher and Administrator surveys. The survey was used to elicit the reaction of these educators to the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) and Wisconsin's Extended Grade Band Standards. Ongoing results of the survey were analyzed and presented at the Council of Chief State School Officer's (CCSSO's) National Student Assessment Conference and at the Office of Special Education (OSEP) Project Director's Conference. Early analysis confirms 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 2010**
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 (NCEO)	During FFY 2010, 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). Initially WDPI had reviewed data from the WKCE results for students with disabilities. The results of this data 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. This year, Wisconsin's AA-MAS (2%) team published a second document with NCEO titled, "Who Are the Students Who May Qualify for an Alternate Assessment Based on Modified Academic Achievement Standards (AA-MAS)?: Focus Group Results." As before, this second document has been shared with other states in the GSEG Grant as well as being posted on the NCEO website for greater dissemination. In this document, we summarized the primary core concepts that were found during the three regional study groups in Wisconsin. As the workgroup examined and analyzed the results of the focus groups, three major themes were found. First, that teachers need help ensuring that students with disabilities receive access to general education curriculum, especially knowing how to differentiate instruction effectively. Secondly, they do not always know how to appropriately choose and use accommodations, not only for assessment but also for instruction. And last, teachers need help knowing how to collect and use data to enhance instruction. As a result of the focus group information, four activities

			were planned, two of which were held during FFY 2010. The first was a training in January 2011 for school teams from around the state on differentiated instruction, accommodations use and data use for instructional purposes. Three nationally known experts provided training to school teams, who in turn developed action plans on how they would disseminate the information they learned. In May 2011, half of the teams returned for advanced training in the three area covered in the first training based on the results of their action plans. Additional training was provided in the area of Universal Design for Learning. And two follow-up activities were planned for August and September 2011. The results of this year's activities have been shared nationally at the National Student Assessment Conference (CCSSO) and the OSEP Project Director's Meeting.

Wisconsin Response to Intervention Initiatives (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 2010
3 A B C D E F G H	**Wisconsin Response to Intervention Initiatives (RTI)** Continuing work on statewide implementation of RTI.	RTI Internal Workgroup Statewide Discretionary Grant RTI Center	The internal, cross-divisional Wisconsin Department of Public Instruction (WDPI) workgroup continued to meet monthly. The purpose of the workgroup is to solidify messaging and provide guidance to the field and the WI RtI Center through technical assistance tools. WDPI created and released a graphic representation of a systems-level view of the Wisconsin Response to Intervention Framework. WDPI partnered with the Wisconsin Educational Communications Board (ECB) to film a video project that provides real examples of teams in Wisconsin schools at various points in their RtI implementation. Accompanying professional development materials were created and are

			free to the public online. Technical assistance documents were created about the relationship between the new specific learning disabilities criteria and an RtI system. Over 1000 Wisconsin educators attended the third annual RtI Summit. School and district teams learned about RtI systems and examined their plans for scaling up their local RtI systems through learning from other Wisconsin schools' implementation efforts, national keynote speakers, and preconference workshops on Wisconsin's new specific learning disabilities eligibility criteria and system wide RtI implementation supports through the WI RtI Center. Another year of IDEA Discretionary funding was awarded to the Cooperative Educational Services Agency (CESA) Statewide Network to scale-up development and coordination of statewide professional development and technical assistance through the WI RtI Center. The work of the WI RtI Center adheres to and operationalizes the messaging and guidance from WDPI. • In addition to the Director, an Academic Coordinator, a Research and Evaluation Coordinator, and a Communications Specialist were hired • Two advisory committee meetings were held, including 35 individuals representing WDPI, parent organizations, and professional organizations. One meeting was a combined with the Positive Behavioral Interventions and Supports (PBIS) advisory committee. • A website was launched that provides technical assistance tools and resources, school-based examples, research, online modules, and access to professional development registration (www.wisconsinrticenter.org). (5,788 visits; 3,344 unique visitors; 23,908; 3:18 average time spent on website.) • 24 trainers were trained to provide statewide professional development in Professional Learning Communities (PLC). • 286 school teams (141 districts; 1100 educators)

			participated in the Foundational Overview Training. • An RtI Framework Mapping training was created and piloted. • Online Assessment Literacy modules were created. • Online Parent Engagement modules were created. • An online RtI implementation assessment and the school-wide Implementation Review (SIR) were created to assess school-based implementation levels and direct teams toward the most appropriate professional development. • Newsletters and e-blasts distributed information to over 5,000 subscribers. • Center staff presented at 25 state organization conferences. 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.

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 2010

3 A B C D E F G H	**Wisconsin Positive Behavior Interventions and Supports (PBIS)** Continuing work on statewide implementation of PBIS	PBIS Internal Workgroup Statewide Discretionary Grant WI PBIS Network	The Wisconsin PBIS Network (WI PBIS), an IDEA Discretionary Grant Project, continued to operate through the Cooperative Educational Services (CESA) Statewide Network, and through the Wisconsin RtI Center. The purpose of the WI PBIS Network is to coordinate and provide statewide professional development and technical assistance delivered regionally, 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 the Wisconsin Department of Public Instruction (WDPI). In addition to a Statewide Coordinator, Data and Evaluation Coordinator, and Program Assistant, 5 Regional Technical Assistance Coordinators (2.5 FTE) provided regional technical assistance to districts and CESAs throughout the state 167 districts (37% of total) have at least one school trained in PBIS 795 schools trained in PBIS (36% of all WI schools) 681 schools implementing (86% of total trained) 280 schools implementing tier 1 with fidelity 201 PBIS trainings occurred throughout the state (26 administrative overviews, 30 coaches training days, 37 tier 1 training cohorts, 15 tier 2 training cohorts, 3 tier 3 training cohorts, 6 Tier 2/Tier 3 administrative overviews, 3 school-wide Information System (SWIS) facilitator training days, 4 coaching cohorts, 48 regional networking sessions, 3 district summits) Wisconsin trainers: 7 for Tier 1; 3 for Tier 2; 1 for Tier 3 4 (Aug, Nov, Feb, June) advisory committee meetings were held, representing practitioners, WDPI, parent organizations, and professional organizations. One meeting was a joint meeting with the RtI Center advisory committee. A website was launched to provide technical assistance tools and resources, school-based examples, research, online modules, and access to professional development registration (www.wisconsinpbisnetwork.org). (17,435 website visits; average time on site 4:27; 4.58 pages/visit; visits from 338 cities in Wisconsin) This project trains 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.

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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
3 B D E F H	**Assistive Technology Lending Center (ATLC)**	WDPI ATLC grant liaison and CESA 2 lending center staff	• The ATLC was established as a new DPI IDEA discretionary grant during the project year July 1, 2009 – June 30, 2010 for the acquisition and loan of high-end Alternative and Augmentative Communication (AAC) equipment to LEA staff at no cost. • The ATLC staff utilize a Data Reporting & Evaluation Form to collect data from patrons who check out devices. Several patrons indicated borrowing equipment to determine if the device would be a tool a child with a disability could use to assist them in academic test taking and as an accommodation on the WKCE statewide test. Given this feedback, staff at the ATLC are in the process of developing an additional data collection system to look at how the trial of the ATLC devices influence IEP team determinations for participation in WKCE testing and accommodations. • A total of 69 patrons checked out AAC devices for this project year (an increase of 28 patrons, from 41 last year to 69 this year). • One hundred two students from thirty-two Wisconsin public school districts borrowed AAC devices valued at $705,670.00 during the 2010-2011 school year (Baseline Data).

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:

State Performance Plan Improvement Activities

Internal Research Committee
The WDPI Special Education Team works collaboratively with staff from other DPI Teams to set WDPI-wide education research agendas and priorities. To positively impact on student outcomes, the committee works to create parameters for data-sharing with outside research organizations that are in-line with the advancement of education research and applicable federal and state laws, and to ensure that data and research products produced by WDPI are aligned with education priorities, are scientifically rigorous and meet standardized conventions.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
3 A B C E F G	**Internal Research Committee:** Establish WDPI as a state leader in the support and facilitation of educational research and the use of data in order to indentify and share best practices that directly benefit the students and schools of Wisconsin. Improve Educational Outcomes through: conducting and supporting research that provides evidence of best practices in teaching and learning;	WDPI Office of Educational Accountability, WDPI Student Services, Prevention and Wellness Team, WDPI Title I and School Support team, WDPI Data Management and Reporting Team, WDPI Office of Legal Services Team, WDPI Special Education Team-Data Consultant	The Wisconsin Department of Public Instruction (WDPI) implemented the following: • Established an external research committee of statewide educational leaders to partner with internal research committee to set a statewide research agenda • Developed an online research request form • Developed WDPI system of review for applications to conduct research • Developed data use agreements for researchers
3 A B C E F G	**Data Portal** Provide a unified and transparent data portal for use by stakeholders in Wisconsin education; Enable decision making informed by	WDPI Office of Educational Accountability, WDPI Student Services, Prevention and Wellness Team, WDPI Title I and School Support team, WDPI Data Management	The Wisconsin Department of Public Instruction (WDPI) implemented the following: • Began development of a data portal for use by stakeholders. • Developing guidance on how to use data to make educational decisions.

	data, as evidenced by the work of RtI and LDS projects; seize opportunities afforded by new and existing technologies.	and Reporting Team, WDPI Office of Legal Services Team, WDPI Special Education Team-Data Consultant	

Program Support Meetings
Each year, the program consultants on the Special Education Team design and host program support meetings for interested stakeholders, including parents, school district staff, educational administration, paraprofessionals, and higher education faculty. The overarching goal of these program support meetings is to disseminate innovative information and current resources to the field. At these meetings, program consultants typically present information and training aimed at reducing the graduation gap and dropout rates. Specific topics include research-based strategies to increase student engagement, establish a positive school climate, increase options for student learning, and enhance staff knowledge and skills. These opportunities will continue in future years.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
3 C D	Offer statewide Autism PST meetings to discuss issues related to Autism and share resources to support programming and educators in the field.	WDPI Autism Consultant	Autism: The Fall 2010 Autism Program Support Teachers (PST) meeting took place on September 22nd in Wisconsin Dells. Information shared at this meeting included the Wisconsin Department of Public Instruction (WDPI) updates on bulletins and autism eligibility, guidance on how to work with students to address bullying concerns, information on transition services, and a presentation by Paula Kluth on Literary Instruction which includes information on addressing challenging behaviors. The Spring 2011 Autism PST meeting took place on March 18th, in Madison. Information shared at this meeting included WDPI updates on bulletins and autism eligibility, guidance on the use of visual modeling in the classroom, information on transition services, and information about working with trauma in relation to students with autism.

3 C D	Offer statewide CD PST meetings to discuss issues related to CD and share resources to support programming and educators in the field.	WDPI CD Consultant CESA 6 Grant	Cognitive Disabilities: The Spring Cognitive Disabilities (CD) Program Support Teachers (PST) Meeting was held in Madison, WI on April 22, 2010. Information shared at this meeting included: WDPI updates on assessment grants; WDPI update on LRE study- related to Indicator 5; WDPI review of procedural compliance issues for 2009; transition programs for students ages 18-21; the Wisconsin Extended Grade Band Standards; and CD Eligibility Criteria review. Creating the Good Life: Improving Outcomes for Students with Severe Disabilities Conference was held. The Fall CD PST Meeting was held in Wisconsin Dells, WI on September 22, 2010. Information shared at the meeting included WDPI updates on the assessment grants, WDPI Bulletin updates and a review of the procedural compliance issues. Additionally, information on Transition programs for students with cognitive disabilities was also shared by WDPI Transition Consultant. Dr. Paula Kluth discussed literacy instruction for students with cognitive disabilities. The 5th annual Statewide Conference, Creating the Good Life: Improving Outcomes for Students with Severe Disabilities, for educators working with students with cognitive disabilities was held August 10-11, 2011 and addressed issues and current trends regarding inclusive practices. This conference was co-sponsored by WDPI's, Cooperative Educational Services Agency (CESA) 6. The conference provided educators with a variety of relevant topics including: Common Core Essential Elements, assessment of students with cognitive disabilities, best practices for inclusion, technology for students with cognitive disabilities, programming for students, vocational/employment opportunities, and adapting curriculum.

3 C D	Offer statewide EBD PST meetings on issues and resources related to EBD programs in the schools	WDPI EBD Consultant	Emotional Behavioral Disabilities (EBD): On October 15, 2010, an EBD PST Meeting was held at the Hilton Garden Inn in Oshkosh, Wisconsin. The WDPI EBD Consultant presented on WDPI Bulletins and updates, reviewed recent WDPI complaint decisions and behavior rating scales and checklists. On April 12, 2011, the EBD PST Meeting was held at the Hilton Garden Inn in Oshkosh, Wisconsin. The EBD Consultant presented updates on seclusion and restraint, compliance, and Indicator 13.
3 C D	Offer statewide TBI PST meetings on issues/resources surrounding traumatic brain injuries in school age youth.	WDPI TBI Consultant	Traumatic Brain Injury (TBI): On September 5, 2011 a TBI PST Meeting was held at the Crown Plaza in Madison. Nine participants attended. Dr. Mickey presented on behavioral/cognitive correlates. The DPI TBI webpage was reviewed with participants and a list of improvements was compiled.
3 C D	Offer statewide program support teacher (PST) meetings to discuss topics and issues related to deaf and hard of hearing programming.	WESP-DHH Outreach Team WDPI consultants	Deaf and Hard of Hearing (DHH): Three PST meetings were held with teachers of students who are Deaf or Hard of Hearing. Those attending are primarily teachers and educational audiologists along with the program support staff. These meetings were held in September and December, 2010 and May 2011. Topics for professional development are determined by the teachers with current updates from WDPI. These meetings average 35 participants in attendance. The topics for the school year were: 1) Conducting Effective Evaluations: The Observation, 2) Effective Evaluations: Student, Staff and Parent Interviews, and 3) The RtI and PBIS Models as related to DHH. Updates from WDPI and the Effective Itinerant Services Project were presented.

3 C D	Offer statewide Speech and Language (SL) Leadership/PST meetings to discuss topics and issues related to current SL practice in the public schools and share resources to support SL programming and service delivery. A state-wide SL leadership and PST network list-serve is maintained to update speech/language pathologists from a state-wide perspective.	WDPI Speech and Language Consultant CESA 6 Grant	Speech and Language (SL) PST Meeting: On October 18, 2010, the first part of this meeting addressed the Application of the State Speech/Language Eligibility Criteria: A Look at Implementation Issues and Logistics in Practice. This presentation addressed correct implementation of the criteria with an emphasis on current issues for local education agencies (LEAs) and IEP teams in the area of Speech and Language eligibility. The second part of this meeting addressed progress monitoring and the Least Restrictive Environment (LRE). This was well attended with 150 participants. On February 11, 2011, a second meeting for SLP PSTs addressed service delivery to promote LRE for students with disabilities at all levels using digital technology such as I-Pods, Smart Phones, I-Pads, and the Kindle. This was well attended with 180 participants. The State-Wide Speech and Language Leadership and PST network list-serve was also used to follow up on these topics and address other topics that affect SL service in the public schools setting. There are 1,050 individuals signed up on this list-serve.
3 A B C D F	The Consultant for Specific Learning Disabilities holds two regional meetings to support practitioners in the field support students with SLD. Recent changes in SLD regulations, best practices, and technical assistance questions are addressed.	WDPI Consultant for Specific Learning Disabilities.	Specific Learning Disabilities (SLD): Two regional meetings, one in fall and one in spring were held for program support teachers across the state. Updates to the recent changes in SLD identification were shared as well as pertinent issues from the field including; Response to Intervention, effective assessment tools, roles and responsibilities, and current issues in the field.

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

Include State's definition of "significant discrepancy."

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

Actual Target Data for Indicator 4A (FFY 2009):

As instructed in the Part B Indicator Measurement Table, Wisconsin is reporting data from the 2009-2010 school year for the FFY 2010 APR.

School Year	# Districts with Significant Discrepancy	Total # of Districts	Percent of Districts with Significant Discrepancy
2009-10	2	442	0.45%

Data Source: Individual Student Enrollment System (ISES)

Calculation for 4A

Pre-K through 12th Grade
2/432 = 0.004525
0.004525 x 100 = 0.45%

Union High Schools
0/10 = 0.00000
0.000000 100 = 0.00%

0.45% (Pre-K through 12th Grade) + 0.00% (Union High Schools) = 0.45% Statewide

The State examined the data for the year before the reporting year, as instructed by OSEP, 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 two LEAs, or 0.45%, with significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year during 2009-10. This percentage reflects a 0.23% decrease in percentage from the previous reporting period, or one LEA. The state met and exceeded the target set by the stakeholders by 1.83%, or 5 school districts. The minimum "n" size of four students with disabilities suspended/expelled for more than 10 days resulted in excluding 415 districts from the calculation. Of those 415 districts, 311 (75%) had no students with disabilities suspended or expelled for greater than 10 days.

Districts are aware of the requirements that are activated when a child with a disability has been suspended or expelled from school for more than ten days. They are also aware of the negative effects of long-term suspensions and expulsions on a child's future success in school and beyond. Districts in Wisconsin are using positive behavioral interventions and supports to proactively address behavior challenges and keep children in school. Many districts also participate in CREATE (see Indicator 9 for more information). For these reasons, most of the districts in Wisconsin do

not meet the minimum cell size because they are not suspending and removing children with disabilities for more than ten days. The minimum cell size of four allows the Department to target resources on the neediest districts. It also allows for slight variance in population in very small districts.

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.)

For the two LEAs identified with significant discrepancy, a review was conducted of the LEAs' 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 as required by 34 CFR §300.170(b). WDPI then conducted additional data reviews and interviews using standard protocols. Noncompliance was identified in one of these districts; however, there were no racial patterns of noncompliance identified. WDPI will verify 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.

Actual Target Data for Indicator 4B (FFY 2009):

As instructed in the Part B Indicator Measurement Table, Wisconsin is reporting data from the 2009-2010 school year for the FFY 2010 APR.

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

Data Source: Individual Student Enrollment System (ISES)

Calculation for 4B
0/442 = 0.0000000
0.000000*100= 0.00%

Per OSEP's direction, WDPI revised its methodology calculation for Indicator 4B. Districts are identified for having significant discrepancy if they meet the minimum n size of 4 students with disabilities for a given race/ethnicity suspended/expelled for more than 10 days, and have a risk for any racial/ethnic group greater than 2 standard deviations above the statewide risk for a given reporting period, The revised criteria is an acceptable comparison methodology as found in 34 CFR §300.170 and establishes a single State bar that applies to all race/ethnicities. Using the revised criteria, WDPI reviewed the spring 2011 data analysis of 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. No additional LEAs were identified based on statistical data using the revised criteria. WDPI is submitting complete data and does not need any additional time to complete the data analysis nor to review LEA policies, procedures, and practices (*infra*).

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

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

The minimum "n" size of four students with disabilities suspended/expelled for more than 10 days for a given race/ethnicity resulted in excluding 433 LEAs from the calculation for significant discrepancy. The total number of districts that did not meet the minimum "n" size was 433 LEAs. Of the 433 LEAs, 311 districts had no students with disabilities suspended/expelled for more than 10 days.

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

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.)

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2009-10 (4A and 4B):

Districts identified with significant discrepancies based on 2009-2010 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).

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

The five LEAs identified with significant discrepancy were required to complete a needs assessment related to policies, procedures, and practices that impact suspension and expulsion rates, including the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards and revise as necessary to ensure that policies, procedures, and practices comply with Part B, as required by 34 CFR 300.170(b). The LEAs completed the review (and revised, if necessary, noncompliant policies, procedures, and/or practices) and were required to submit an improvement plan directed at decreasing the number of students with disabilities suspended or expelled for greater than ten days in a school year. All LEAs used a team review process.

Based on the State's review of the LEA's policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions, and supports and procedural safeguards to ensure compliance with IDEA pursuant to 34 CFR §300.107(b), WDPI identified noncompliance in two LEAs. WDPI then conducted additional data reviews and interviews using standard protocols and determined there were no racial patterns of noncompliance. There was no evidence that the noncompliance contributed to the significant discrepancies, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten days in a school year for children with IEPs. WDPI, consequently, identified no districts with 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. The State met its target of 0% for Indicator 4B during the 2009-2010 SY.

For the two LEAs identified with noncompliance with identified requirements of Part B, WDPI will verify each district (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.

Report on the Status of Correction of Noncompliance

During FFY 2009, WDPI issued a finding of noncompliance related to the use of positive behavioral interventions in one LEA. During FFY 2010, 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 all noncompliance. WDPI ensured current compliance by reviewing post-finding data on a reasonable sample of children. 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.

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010) using 2008-2009 data	**1**
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the district of the finding)	**1**
3. Number of FFY 2009 findings not verified as corrected within one year [(1) minus (2)]	**0**

Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	**0**
5. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	**0**
6. Number of FFY 2009 findings not yet verified as corrected [(4) minus (5)]	**0**

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

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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
4 A B C D E F G H	**Focused Monitoring – Graduation – Completion of Follow-up Technical Assistance**	Graduation Workgroup members	While most districts previously identified for focused monitoring due to low graduation rates of students with disabilities have completed their improvement plans, one continued to be monitored during the 2010-2011 school year. After analyzing their suspension and expulsion rates as interim measures of progress towards improving graduation rates, this district was found to have completed their improvement plan to the satisfaction of the Department. The Focused Monitoring of all districts in the area of Graduation has been completed.

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 2010
4 B C D	**School Improvement: Focused Review of Improvement Indicators (FRII)** During the 2007-08 SY, WDPI	FRII Workgroup FRII Coordinator	During the 2010-11 SY, WDPI selected three volunteer school districts to pilot the FRII process. Specifically examining the Focused Performance Review (FPR), the data analysis and improvement planning portion of the FRII

E F G H	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.		process. Each pilot district was given one or two indicators to address during their data analysis. The first meeting involved covering the data elements that described the assigned indicator. Each district choose a staff member to facilitate the data review, using data from the DPI FRII data books, as well as related district data. Based on the data reviewed, each district chose areas of priority, where they felt they needed more data. The second meeting involved revising the previously determined area(s) of priority. Additional staff members in the area of priority were also invited to join in the follow-up discussion and planning. Utilizing a DPI developed improvement plan format, each district came up with an action plan to address the areas of priority. These plans were then submitted to the FRII Coordinator and shared with each district's Local Performance Plan Review consultant.

Procedural Compliance Self-Assessment Process http://dpi.wi.gov/sped/spp-selfassmt.html.
Each year the Sate 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 2010
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 2010-2011 school year the fifth cohort of LEAs completed the self-assessment process; the Wisconsin Department of Public Instruction (WDPI) conducted verification activities with all participating Local Education Agencies (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(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
4 A B C D E G H J	**Wisconsin Statewide Transition Initiative (WSTI)- Statewide Training** Offered training statewide for districts on compliance standards.	WDPI Transition Consultant WDPI Assistant Director of Special Education WSTI Director Wisconsin Post High School Outcomes Survey (PHSOS) Coordinator FACETS Coordinator DHS Consultant DVR Representative	• 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 326 educators participated during 57 presentations and 120 districts (28% of total districts in Wisconsin) were represented. Note: Approximately 90 districts were included in the assessment. • 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. • 4 Transition e-Newsletters 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. • 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 were provided three times. 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 5 content based 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.
4 A B C D F G	**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.	WSTI Director Post Secondary Outcomes Survey Project Director	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. • A web-based data toolkit has been developed • A web-based transition resources repository, TransitionResources4youth.com has been developed and will be available fall 2011.
4 C D F G	**Wisconsin Statewide Transition Initiative (WSTI)-Participation in National Community of Practice on Transition** Participation in National Community of Practice on	WDPI Transition Consultant NASDSE	WDPI continues to participate in the National Community of Practice on Transition hosted by NASDSE at http://www.sharedwork.org. Have at least 1 WI rep attend National CoT conference annually.

	Transition.		Developed an interagency facilitators group as part of this process.
4 A B C D E G J	**Wisconsin Statewide Transition Initiative (WSTI)- New initiatives.** WDPI initiated new activities to impact student graduation rates with transition.	WDPI Transition Consultant	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. 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.

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 2010
4 A B	**Responsive Education for All Children (REACh) http://www.reachwi.com/ -**	WDPI REACh Consultant	• Forty-three (43) Responsive Education for All Children (REACh) incentive grants were awarded to school districts, representing 92 early childhood, elementary,

C D E F G H	**Participation Information** Each year REACh works with new districts in implementing school improvement activities.		middle, and high schools. Grants were awarded to schools with priorities in the areas of 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: • 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 districts identified by the Wisconsin Department

			of Public Instruction (WDPI). • The REACh mentor and training network increases the capacity of the WDPI and the Cooperative Educational Services Agencies (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 assisted WDPI in determining the impact of the REACh Initiative. The capacity of the REACh Initiative to serve school districts was expanded through additional funding and activities under the Wisconsin Personnel Development System Grant.

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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
4 C D F	**Autism Project (http://dpi.wi.gov/sped/autcatint2.html)** For more than ten years, WDPI	WDPI Autism Consultant Contracted Experts	In 2010-2011, 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.

	has developed and conducted statewide trainings for school staff in the area of autism.		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. Three advanced level trainings were offered for more experienced school staff. One advanced training presented information on effective strategies to promote social skills and positive communication; the second advanced level training addressed issues around dealing with challenging behavior. The third advanced training provided information specific to early childhood. Each of these trainings includes strategies for preventing suspensions and expulsions, obtaining a diploma, and increasing the graduation rates of students with autism. 413 school staff attended basic or advanced level autism training during FFY 2010. 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.

Regional Service Network (RSN),
http://www.wi-rsn.org/
The state regional service network (RSN) consists of directors from each of the 12 CESAs. The major focus for the RSN is to provide a comprehensive system of personnel development to assure the quality of personnel and services for children with disabilities. Activities may include resource and technical assistance, a network of communication, and staff development and program assistance in the areas of planning, coordination, and implementation of special education and related services.

The mission of the RSN is to improve the quality of educational services to students with disabilities through a statewide network of representatives from each CESA in cooperation with WDPI. Each RSN provides a comprehensive system of personnel development that unites communication, staff development, and leadership. The goals of the RSN include:

- To maintain and expand a communication network for purposes of liaison among LEAs, CESAs, the WDPI and others including, but not limited to, parents and related agencies.
- To provide leadership to a continuing statewide initiative to assure a comprehensive staff development program.
- To model teamwork and collaboration in decision making and service delivery to generate creative solutions to mutually defined problems.

Indicator and	Improvement Activity	Resources	Status of Improvement Activity

Category(s)	Description		FFY 2010
4 A B C D E G	Regional Services Network (RSN)	WDPI Special Education Administration WDPI RSN Grant Liaison WDPI Special Education Team Consultants CESA RSNs	For FFY 2010, the Wisconsin Department of Public Instruction (WDPI) awarded a Regional Services Network (RSN) IDEA discretionary grant to each of 12 Cooperative Educational Services Agencies (CESAs). These 12 discretionary grants have been awarded each year since the 1984-1985 SY. The Regional Services Network (RSN) grant is comprised of one RSN Project Director who implements the activities of the grant project. The purpose of the RSN grants is to provide a communication vehicle between the WDPI and each CESA and from the CESA to local education agencies (LEAs) Directors of Special Education (DSE). The focus is on the areas of improving procedural compliance and increasing CESA performance on the indicators. The goals of the RSN grants are to provide this through leadership, professional development, and communication to LEAs within their respective CESA geographical areas. The RSN Project Directors met nine times during the 2010-2011 SY. Meeting agendas were organized around special education procedural compliance and the 20 indicators. The RSN WDPI grant liaison worked internally with WDPI consultants to develop agendas which reflected the current needs of the WDPI to communicate with the LEAs. The agenda items covered administrative updates and updates from WDPI consultants regarding both the work of the indicators and grant projects that support those indicators as well as procedural compliance updates. The information from these meetings was disseminated in each of the 12 CESAs at regional CESA RSN meetings for LEA DSEs where the information from the statewide meetings is disseminated. Each RSN grant required each RSN Project Director to hold 5 such meetings within their respective CESAs. Each of the RSNs submitted the dates of the meetings that were held at their CESA. At these

			meetings, the DSEs from the CESA provided feedback and stated issues of concern to the RSN Project Directors who brought this back to the statewide RSN meetings and communicated these issues with the WDPI. Topics have included, but are not limited to: Procedural Compliance Self-Assessment (PCSA), the Wisconsin Statewide Transition Initiative (WSTI), the Wisconsin Statewide Parent Education Initiative (WSPEI), organizing CESA trainings around the indicators, i.e. EC Indicators (6, 7,12) Indicator 13, Parent Involvement (Indicator 8), Indicators 9 and 10 and updates from the program areas, such as, Speech and Language, Specific Learning Disabilities and Emotional Behavioral Disabilities. RSN Project Directors also organized CESA trainings based upon current WDPI needs and other areas specified within the grants.

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 2010
4	**Schools Identified for**	Title I	During 2010-2011, only one district within the state

B D F H	**Improvement (SIFI)/ Districts Identified for Improvement (DIFI)-Identification and Assistance** WDPI initiated activities to assist districts deemed to be DIFI.	WDPI Urban Special Education Consultant FM co-chairs FM Graduation Technical Assistance Provider – Beloit	continues to be labeled as DIFI. Working within the agency, the Wisconsin Department of Public Instruction (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 Milwaukee Public Schools (MPS) to continue to progress on the Corrective Action Requirements directed by WDPI as part of MPS DIFI requirements. . Using the findings from a Focused Monitoring (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. Establishment of a comprehensive system of Response to Intervention was continued throughout the year. MPS has trained all its schools in Positive Behavior Intervention Supports (PBIS) at the universal level. Some schools have also been trained at higher tiers as they reach data benchmarks. Schools are beginning to use data to inform decisions through PBIS regarding disciplinary measures. In academics, staff were trained in using data based decision-making.

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 2010
4 A B C D E	**Wisconsin Post High School Outcomes Survey (WPHSOS)** **To increase response rates and improve outcomes**	Wisconsin PHSOS Director WI DPI Transition Consultant	Data Collection The 2010-11 SY was Year 5 of outcomes data collection for the SPP Indicator #14, using the Wisconsin Post High School Outcomes Survey (WPHSOS). In the 2006-07 year, baseline data was collected from 2005-06 SY exiters.

F G	• Response rates will increase • Indicator 14 outcomes will increase		Baseline and longitudinal outcomes were shared with the Stakeholder Group, and improvement targets were set for 2011. Indicator 14 data collection and reporting responsibilities are a two-year process. During the 2010-11 school year, 144 school districts were assisted in the survey process, and another 88 were started in the data collection process. Updated post high materials and resources. Completed all 2011 Post High and Cooperative Educational Services Agency (CESA) web-based Reports All 2010 Statewide Outcomes Reports were written and posted on the WPHSOS website (www.posthighsurvey.org). Additional data and reports have been provided to the WDPI upon request. New: Products (as of 6/1/11): - The Transition Rubric was completed with the assistance of the National Transition Technical Assistance Center (NSTTAC) and Ed O'Leary. With the assistance of the National Post School Outcomes Center (NPSO), this Rubric will be piloted in September and October 2011 and will be linked to the Resources Repository. • Predictor Rubrics were developed. There are 16 "predictors" of postsecondary success identified by NSTTAC. Those 16 Predictors are presented to LEAs in a way school teams can review them, discuss them, and use LEA data to rate and prioritize them. Predictors determined to be a "High Priority" can be actively planned for improvement activities. The Predictors will be linked to the Resources Repository. • The Data Use Toolkit and Facilitator's Guide was developed. The WPHSOS Director participated with the National Post School Outcomes Center, located at the University of Oregon – Eugene in the development of both the original (2009) and the revised Data Use Tool Kit (November 2010 and March 2011). This data toolkit was successfully piloted in the Hudson School District

			and was made available to LEAs in Wisconsin. The WPHSOS director presented the model at various state and national meetings throughout the 2010-11 school year. At the current time, the PowerPoint is filled by the LEA, but will be available as an auto-fill PowerPoint by June 30, 2011. • Online LEA Improvement Planning. LEAs will complete the rubrics online, and then use the online transition planning worksheets to record, and if required, report LEA improvement plans. • The Transition Resources For Youth Resources Repository website (www.tr4y.org) was created and houses high quality tools and resources, including the data use toolkit and rubrics. • Transition Coordinator's Networking Meetings were held in November 2011, February 2011 and April 2011. These networking meetings provided district-specific and state employment data to school teams to assist them developing a plan for employment improvement planning. Information Sharing • Worked with Cooperative Educational Services Agency (CESA) Regional Services Network (RSN) project directors to complete seven CESA visits (two were completed in January 2010) and the remaining 3 are scheduled for September 2011. • Presented with NSTTAC mid-year planning meeting on May 18, 2011. • Participated on monthly WSTI coordinator team meetings • Continued membership on the Interagency Agreement/TAG team • Wisconsin Transition Conference on February 17 -18, 2011 presented on the data use Powerpoint and facilitator's guide Provided outcomes data for the following:

			• WDHS (Wisconsin Department of Health Services) – Outcomes by the Pathways Region • Outcomes to the Technical College System • Pathways Regional Outcomes Met with Kathy Ryder and subsequent meetings with Blue Door Consulting regarding the REACH and RtI website to achieve a uniform statewide project look to websites.

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 2010
4 A B C E F G H	**Wisconsin's Statewide Personnel Development Grant (SPDG)**: **Beginning Activities** SPDG initiated activities throughout the state.	SPDG Consultant	• 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 (WSTI), SPDG hosted networking meetings in each Cooperative Educational Services Agency (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 that helped bring cutting-edge research and information pertaining to Transition in Wisconsin. • As a result of the May 2010 SPDG Institutions of Higher Education (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: o measuring and raising academic achievement of all learners o reducing special education referrals through universally accessible and differentiated instruction o developing collaborative teaching and learning partnerships, and o reducing over-identification of students of color through culturally responsive and relevant pedagogy. 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. Primary efforts of the SPDG Early Childhood (EC) hub focused on Indicators 6 (early childhood environments), 7 (child outcomes), and 12 (early childhood transition); including: content development for a online training and technical assistance module to determine and implement 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 Program Participation System (PPS) system, improving the transition technical assistance available to local school districts and counties, and convening a

			technical assistance network among the various state early childhood systems. 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. 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 information is available and the Parent Leadership information is developing. New Early Childhood and School Age Years information are available at: http://www.wispdg.org/pl/resources.html 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 in local, regional and state entities.
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 2010**
4 B	**Activities related to identification of significant discrepancy – annual data review and notification of districts with significant discrepancy** WDPI annually analyzes data to identify districts that meet the State definition of significant discrepancy, including based	WDPI Special Education Team staff, including data consultant	In Spring 2011, the Wisconsin Department of Public Instruction (WDPI) reviewed data and identified districts with data demonstrating a significant discrepancy, including based on race and 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 and WDPI reviewed their policies, procedures, and practices for noncompliance.

	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.		
4 B	**Activities related to identification of significant discrepancy – LEA improvement plan** 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.	WDPI Special Education Team staff	All districts identified with significant discrepancy submitted improvement plans. Because all districts were identified with significant discrepancy based on race, the districts used a needs assessment and an improvement plan developed by the National Center on Culturally Responsive Educational Systems (NCCRESt), which was revised to an online multi-year planning tool (funded by Culturally Responsive Education for All: Training and Enhancement (CREATE)). All districts focused their improvement plans on discipline. One district's improvement activities related to discipline are also monitored by a court-appointed expert and required a comprehensive plan.
4 D	**Activities related to identification of significant discrepancy – technical assistance to districts** The State works with LEAs to improve performance. A minimum of one WDPI staff person is assigned to each district 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.	WDPI staff	Wisconsin Department of Public Instruction (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. While most districts previously identified for focused monitoring due to low graduation rates of students with disabilities have completed their improvement plans, one district continued to be monitored during the 2010-11 school year. As noted in previous Annual Performance Reports, district plans included activities to reduce suspension and expulsion rates of students with disabilities. After analyzing their suspension and expulsion rates as interim measures of progress towards improving graduation rates, this district

	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.		was found to have completed their improvement plan to the satisfaction of the Department. The Focused Monitoring of all districts in the area of Graduation has been completed. Disproportionality workgroup members received and responded to requests for technical assistance. Districts identified for Indicator 4B for more than one year are required to participate in technical assistance and professional development activities. For more detail regarding the activities from which districts could choose, see the description of Culturally Responsive Education for All: Training and Enhancement (CREATE) (see Indicators 9, 10).
4 C D	**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.	WDPI staff	Continued maintenance.
4 E	**Activities related to identification of significant discrepancy – review of policies, procedures, and practices**	WDPI staff	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

	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.		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 the disproportionality needs assessment developed by NCCRESt and/or the procedural compliance assessment process. For all identified noncompliance, the WDPI verifies correction of noncompliance consistent with OSEP Memorandum 09-02.

Wisconsin 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 2010
4 A B C D E F G H	**Wisconsin Response to Intervention Initiatives (RTI)** Continuing work on statewide implementation of RTI.	RTI Internal Workgroup	The internal, cross-divisional Wisconsin Department of Public Instruction (WDPI) workgroup continued to meet monthly. The purpose of the workgroup is to solidify messaging and provide guidance to the field and the WI RtI Center through technical assistance tools. WDPI created and released a graphic representation of a systems-level view of the Wisconsin Response to Intervention Framework. WDPI partnered with the Wisconsin Educational Communications Board (ECB) to film a video project that provides real examples of teams in Wisconsin schools at various points in their RtI implementation. Accompanying professional development materials were created and are free to the public online.

			Technical assistance documents were created about the relationship between the new specific learning disabilities criteria and an RtI system. Over 1000 Wisconsin educators attended the third annual RtI Summit. School and district teams learned about RtI systems and examined their plans for scaling up their local RtI systems through learning from other Wisconsin schools' implementation efforts, national keynote speakers, and preconference workshops on Wisconsin's new specific learning disabilities eligibility criteria and system wide RtI implementation supports through the WI RtI Center. Another year of IDEA Discretionary funding was awarded to the Cooperative Educational Services Agency (CESA) Statewide Network to scale-up development and coordination of statewide professional development and technical assistance through the WI RtI Center. The work of the WI RtI Center adheres to and operationalizes the messaging and guidance from WDPI. • In addition to the Director, an Academic Coordinator, a Research and Evaluation Coordinator, and a Communications Specialist were hired • Two advisory committee meetings were held, including 35 individuals representing WDPI, parent organizations, and professional organizations. One meeting was a combined with the Positive Behavioral Interventions and Supports (PBIS) advisory committee. • A website was launched that provides technical assistance tools and resources, school-based examples, research, online modules, and access to professional development registration (www.wisconsinrticenter.org). (5,788 visits; 3,344 unique visitors; 23,908; 3:18 average time spent on website.) • 24 trainers were trained to provide statewide professional development in Professional Learning Communities (PLC). • 286 school teams (141 districts; 1100 educators) participated in the Foundational Overview Training.

			• An RtI Framework Mapping training was created and piloted. • Online Assessment Literacy modules were created. • Online Parent Engagement modules were created. • An online RtI implementation assessment and the school-wide Implementation Review (SIR) were created to assess school-based implementation levels and direct teams toward the most appropriate professional development. • Newsletters and e-blasts distributed information to over 5,000 subscribers. • Center staff presented at 25 state organization conferences. 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.
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 2010**
4 C D F	**Occupational Therapy and Physical Therapy Resource Guide**	WDPI consultants Planning Committee	The Resource and Planning Guide for School-Based Occupational Therapy (OT) and Physical Therapy (PT) was published in May 2011. One copy was sent to each of the Directors of Special Education in the State of Wisconsin. Copies were also given to each OT and PT who attend the School Based OT and PT conference.
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 2010
4 A C F G	**Disproportionality Demonstration Grants** WDPI funds disproportionality demonstration grants. The purpose of these grants is to fund large scale and systems-wide projects with an explicit goal of creating tools or guides so other districts can replicate success reducing disproportionality in special education. 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	Disproportionality workgroup LEAs CESAs	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.

	project in a teachable format so other districts or consortiums can replicate such project or process. Priority Areas: • 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.		
Disproportionality Mini-grants WDPI provides mini-grants to LEAs, disproportionality experts, and CESAs to address disproportionality at the local and regional level.			
Indicator(s) and Category(s)	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2010**
4	**Disproportionality Mini-**	Disproportionality	FFY 09 Grants awarded to:

C F G	**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.	workgroup LEAs Disproportionality experts CESAs	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 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. 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.

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 2010
4 C D E F G H I	**Culturally Responsive Education for All: Training and Enhancement (CREATE).** CREATE is a statewide systems-change initiative designed to close the achievement gap between diverse students and to	Disproportionality Workgroup Co Chairs CESAs LEAs National experts	CREATE Coordination (CESA 6) Statewide coordination and project management consisted of third-party evaluation and customized technical assistance to districts identified with disproportionate over-representation. http://createwisconsin.net/

	eliminate race as a predictor in education, including participation in special education. CREATE will work with local systems to address ingrained school practices that contribute to perpetuating disparities in access to learning. CREATE provides technical assistance and professional development to schools and their communities, including resources related to early intervening services and resources. CREATE goals: • Synthesize and expand research-based practices for culturally and linguistically diverse students in general and special education. • Establish a racial context for all educators that is personal, local, and immediate. • Leverage the continued improvement of schools through collaborative work with existing technical assistance networks, continuous school improvement processes, and regional and state leadership academies. • Engage a statewide discourse across local, professional practice, and policy communities on improving educational	Approximately $890,000/yr	Consortium on Racial Equity in PreK-12 Education (CESA 6) 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, Cooperative Educational Service Agencies (CESAs), and the Wisconsin Department of Public Instruction (WDPI)I in analyzing their systems and exercising leadership to eliminate racial disparities in education. • 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. • DPI staff participated in the October 12, 2010, and March 8, 2011, consortium meetings alongside the district teams. • Staff from CESAs continued their training as Equity Coaches. They met on October 11, 2010, and March 7, 2011. • Content presented during the consortium meetings included: • Review and critique of district equity action plans that incorporate a theory of anti-racist school leadership; • Critical Race Theory. Also in partnership with Pacific Educational Group (PEG), CREATE hosted three two-day workshops entitled "Beyond Diversity." The nationally-recognized training is aimed at helping educators identify and examine the powerful intersections of race and schooling. “Beyond Diversity” was developed by Glenn Singleton and based on the book he co-authored with Curtis Linton, Courageous Conversations about Race. 186 educators and community members attended the trainings held in August 2010, March 2011, and April 2011. http://www.createwisconsin.net/districtpractices/consortiumk12_racial.cfm

	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. 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.		Annual institute on disproportionality (CESA 9) • CREATE, a Culturally Responsive Environment statewide conference was held April 26-28, 2011, at the Radisson Hotel and Conference Center (Green Bay, WI). Participation included 179 people, including representatives from the Great Lakes Intertribal Council, the Wisconsin Department of Corrections, private schools, universities and several Wisconsin school districts. This number also includes teams from school districts identified as having disproportionate over representation. • Keynote Addresses: Dr. Lucille Ebert, E & O, State Director, Illinois PBIS Network, "District Level Strategies and Leadership with a Focus on Disproportionality within a PBIS Structure;" Dr. Geneva Gay, "Culturally Responsive Teaching in Theory and Practice;" and Dr. Jeanette Haynes Writer, "Recognizing and Centering Community and Relationships in the Quest for Culturally Responsive Education." • Conference workshops: o Racial Disproportionality and PBIS o Distinguish Between Cultural Mismatch and EBD o District Disproportionality Rubric and Needs Assessment o Translating Culturally Responsive Principles to Classroom Practices o Losing the Forest through the Trees: What All Educators Can Learn from the Examples of Schools Struggling with their "Indian" Nicknames and Logos o The Hidden Homeless o The Importance of Retaining Tribal Languages o The New Specific Learning Disabilities Criteria Along with Research-based and Evidence-based Interventions o Reading Communities and Realizing Knowledge: Building Culturally Responsive Bridges with Native Students and Communities

			o Understanding and Managing Unconscious Bias in Daily Practice o Culturally Responsive Assessment and Evaluation o Connecting the Dots o Culturally Responsive Family and Community Engagement o Permaculture as Social Design: Schools as Landscapes for Learning o What We Know, What They Need: Recognizing and Addressing Sources of educational Disparities for American Indian Students o Multicultural Storytelling http://www.createwisconsin.net/events/create_conference.cfm American Indian Student Achievement Network (AISAN) A community of practice continued for the twenty-five school districts with the highest percentage of Native students. This year, this CREATE project developed a Facebook page and hosted a session designed specifically for members of the American Indian Student Achievement Network on April 29, 2011 at the Wisconsin Indian Education Association (WIEA) annual conference in Keshena, WI. The session was entitled, “The American Indian Student Achievement Network: What’s Next?”, and was facilitated by CREATE Tribal Ambassador Don Rosin and CESA staff, Jerianne Rosin. Approximately 27 individuals attended this session. AISAN coordinator Andrew Gokee & CREATE Tribal Ambassador Don Rosin registered a total of 62 individuals (38 tribal language teachers and 24 home-school coordinators) representing 16 of the 25 school districts to attend the 2011 WIEA conference, with resources provided by the American Indian Student Achievement Network. At the request of participants who attended the WI Tribal

			Language Symposium held in March of 2010, an ad hoc organization comprised of tribal language teachers and tribal language program personnel was formed in the current program year, and is presently known as the "WI Tribal Language Consortium". Two sessions involving this group were held. The first occurred in December, 2010 in Stevens Point. At the request of its members, the session focused on program updates, organizational development, and included an introductory discussion pertaining to development of a comprehensive needs analysis for the organization and its communities. A total of 24 individuals attended the Dec. 2010 session. Subsequent to the December, 2010 session, a needs assessment survey was developed by Bowman Performance Consulting in collaboration with the component coordinator. The purpose of the needs assessment was and is, to help identify (among other things), specific training needs and priorities of tribal language teachers and programs. The follow-up session occurred on April 30, 2011, in Keshena, WI, at the Menominee tribe's new convention center. Preliminary findings of the needs assessment were presented and discussed at the April 2011 session. A total of 45 individuals attended the April 2011 session. Through AISAN, Dr. Anton Treuer was contracted to keynote for the WIEA conference. In addition, he conducted two additional presentations; one for a general audience and one specifically for tribal language teachers. His keynote presentation (for a general audience) was entitled "Indigenous Language Revitalization in Indian Education Today". Dr. Treuer's first workshop presentation topic was entitled "Film Screening: First Speakers: Restoring the Ojibwe Language". Dr. Treuer's second workshop presentation topic (for tribal language teachers) was entitled "New Strategies for Indigenous Language Revitalization". CREATE e-newsletter (CESA 4) Electronic newsletters regarding culturally responsive education were produced that include articles, resources, and professional development opportunities relevant to

			cultural responsiveness in education. For the 2010-11 funding year, the CREATE newsletter has been published each month since September 2010. Ten issues were published in 2010-11. The number of newsletter recipients increased in 2010-11. As of May 2011 there were 615 subscribers. The contents of the e-newsletters include: • 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 • New columns added include: "In the Community," "CREATE in the Spotlight," "CREATE Updates," and "Always Remember." http://www.createwisconsin.net/enewsletter/ Leadership for Educational Equity (CESA 1) Staff from CESA 1 coordinated and implemented a training plan for Leadership for Educational Equity during the 2010-211 school year. Teams of both general and special educators from up to 5 districts (identified as having disproportionality in special education referral, identification, or placement for students who are culturally and/or linguistically diverse) will attend the trainings which will occur four times during the school year. The goals for this project are: Develop the capacity of the district leadership team to provide leadership around issues of educational equity. Support teams to examine policies and practices and develop and implement a plan to reduce or eliminate disproportionality and ensure educational achievement for all students. Dr. Shelley Zion, Executive Director of Continuing Education and Professional Development at the University of

			Colorado-Denver, is lead trainer for this project. Dr. Zion's responsibilities include helping teachers to understand the influence of culture, class, power, and privilege on curriculum, pedagogy, and classroom practices. Leadership for Educational Equity (teams from Monona Grove, Middleton-Cross Plains, and Glendale-River Hills) met on September 30, October 22, November 18, and December 10, 2010 and January 20, February 18, March 17 and April 15, 2011 in Monona Grove. The team of four from Glendale-River Falls disbanded in February following a serious illness of one team member and another team member assumed a statewide Response To Intervention (RTI) position. Culturally Responsive Classroom Practices (CESA 1) This part 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. Staff from CESAs 1 and 2 are responsible for coordinating the training sessions. Dr. Shelley Zion, Executive Director of Continuing Education and Professional Development at the University of Colorado-Denver, is a mentor to three Wisconsin trainers. Dr. Zion's responsibilities include helping teachers to understand the influence of culture, class, power, and privilege on curriculum, pedagogy, and classroom practices. The three trainers from Wisconsin are Barb Van Haren (CESA 1), Courtney Bauder (UW-

			Oshkosh), and Dr. Calandra Lockhart (Alverno College). Each participant was given online access to the training and activities via MOODLE through CESA #1 located at www.cesa1.k12.wi.us. Courtney Bauder provided on-going on line feedback and coaching to the participants via MOODLE. Site-based coaching was provided to two participating districts by Courtney Bauder. He provided coaching to the Sun Prairie and Ashland School Districts to meet with leaders and participants regarding culturally responsive practices. Classroom Practices (Milwaukee Cohort – teams from Racine, Glendale-River Hills, and Germantown totaling 45 participants) met on October 1 & 21, November 19, December 9, 2010 and January 21, February 17, March 18 and April 14, 2011 at the Bruce Guadalupe School or CESA #1 office. No attrition reported. Classroom Practices (Madison Cohort – teams from Madison, Sun Prairie, Monona Grove, and Middleton-Cross Plains-Totaling 60 participants) met on September 27, October 22, November 22, December 10, 2010 and April 4 and 11 and May 4 and 6, 2011 in Madison and Sun Prairie. February and March trainings were rescheduled due to union protesting in Madison and availability of sub. A group of high school teachers from Middleton-Cross Plains discontinued the training citing that the pace of the training was too slow and that they were beyond the subject matter shared. Classroom Practices (Green Bay Cohort – teams from Pulaski, Seymour, and Fond du Lac – totaling 28 participants) met on September 24, October 25, November 19, December 13, 2010 and January 17, February 14, March 28, and May 2, 2011 in Pulaski. No attrition reported. http://www.createwisconsin.net/classroompractices/classroo

			ms_training.cfm Professional Development Institute: Culturally Responsive Response to Intervention (CESA 11) In April 2011, CREATE co-hosted a day-long institute that focused on culturally-responsive RTI systems. 47 people attended the institute, which was a collaborative project between CREATE and Wisconsin's RtI Center. Needs assessment and professional development strategic plan for districts identified with disproportionate over-representation (CESA 11) The main objective of the CREATE Needs Assessment is to conduct, in coordination with the WDPI, a research-based review of policies, procedures, and practices for districts identified with disproportionate representation. CREATE used "Preventing Disproportionality by Strengthening District Policies and Procedures - An Assessment and Strategic Planning Process" developed by the National Center for Culturally Responsive Education Systems (NCCREST) (http://www.nccrest.org/PDFs/district_rubric.pdf?v_document_name=District%20Rubric). CREATE adapted NCCREST's needs assessment to a web-based, multiyear, interactive needs assessment. By April 2011, and in conjunction with the CREATE Conference, this component of CREATE facilitated a day-long review of policies, procedures and practices, that resulted in a strategic plan for districts to address Disproportionality. As a result of the review, the coordinator drafted a report and recommended a statewide research-based strategic plan for professional development that identifies the professional development needs (issues), suggested format for meeting the needs (web-based trainings, academies, conference, train-the-trainers, handbook, etc.), resources (national, regional, or local experts and their contact information),

			estimated budget, and timelines for professional development will be completed. The following activities were completed: • Provided technical assistance to districts prior to, during and following the April 27, 2011 CREATE Pre-Conference Needs Assessment. • Facilitated the April 27, 2011 CREATE Pre-Conference Needs Assessment, which was a day-long review of policies, procedures and practices with 25 school districts (24 required and one elective) identified as disproportionate under Indicators 4b, 9 and 10. The result of this work will be the completion of the required district reporting for PI-3201-DISP SPP: Annual Disproportionality Improvement Plan (ADIP), the district's a strategic plan to address disproportionality, submitted by June 17, 2011 and district selection of 2011-12 Professional Development activities. • In addition to the 24 districts who attended the Pre-Conference Needs Assessment, 8 districts who were excused for participation in the CREATE Pre-Conference Needs Assessment by the DPI received technical assistance materials and individual assistance so they can also complete the ADIP and make PD selections by June 17, 2011. • 100% participation was obtained from the 32 identified districts. • Maintained and revised the on-line recording and reporting website features. Additional report and report printing options were added. • Assisted districts in authentically reviewing and using their local district data and evidence in their on-going improvement planning http://www.createwisconsin.net/districtpractices/assessment_evaluation.cfm

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 2010
4 A B C D E F G H	**Wisconsin Positive Behavior Interventions and Supports (PBIS)**	PBIS Internal Workgroup	The Wisconsin PBIS Network (WI PBIS), an IDEA Discretionary Grant Project, continued to operate through the Cooperative Educational Services (CESA) Statewide Network, and through the Wisconsin RtI Center. The purpose of the WI PBIS Network is to coordinate and provide statewide professional development and technical assistance delivered regionally, 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 the Wisconsin Department of Public Instruction (WDPI). In addition to a Statewide Coordinator, Data and Evaluation Coordinator, and Program Assistant, 5 Regional Technical Assistance Coordinators (2.5 FTE) provided regional technical assistance to districts and CESAs throughout the state 167 districts (37% of total) have at least one school trained in PBIS 795 schools trained in PBIS (36% of all WI schools) 681 schools implementing (86% of total trained) 280 schools implementing tier 1 with fidelity 201 PBIS trainings occurred throughout the state (26 administrative overviews, 30 coaches training days, 37 tier 1 training cohorts, 15 tier 2 training cohorts, 3 tier 3 training cohorts, 6 Tier 2/Tier 3 administrative overviews, 3 school-wide Information System (SWIS) facilitator training days, 4

			coaching cohorts, 48 regional networking sessions, 3 district summits) Wisconsin trainers: 7 for Tier 1; 3 for Tier 2; 1 for Tier 3 4 (Aug, Nov, Feb, June) advisory committee meetings were held, representing practitioners, WDPI, parent organizations, and professional organizations. One meeting was a joint meeting with the RtI Center advisory committee. A website was launched to provide technical assistance tools and resources, school-based examples, research, online modules, and access to professional development registration (www.wisconsinpbisnetwork.org). (17,435 website visits; average time on site 4:27; 4.58 pages/visit; visits from 338 cities in Wisconsin) This project trains 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.

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(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
4 A B E	**Graduation Rate Workgroup**	FM Graduation Chair	In preparation for the peer review of Wisconsin's graduation rate by the US Department of Education, a cross-agency workgroup was convened and a proposed graduation target submitted in January 2010. Based on the submission, new graduation targets were developed: 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 was submitted in October 2010. In May 2011, Wisconsin school districts were provided with a four year graduation rate and the transitional extended rate. These rates were reported solely for the purpose of getting districts and concerned stakeholders familiar with the four year rate. However, the four year rate will not be used for accountability purposed until August 2012. To help districts, parents, students and other stakeholders understand the changes to the graduation rate, the DPI Graduation Workgroup developed a centralized webpage with links to graduation related information throughout the department. This "one stop" webpage is available at http://www.dpi.state.wi.us/graduation/index.html.

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(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
4 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. Since then, the Department of Public Instruction continues to promote improved graduation rates for all students. However, the activities directly related to the Graduation Summit have been completed.

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 2010**
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	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.
4 C D	**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.	Disproportionality workgroup members Special education team members (See CREATE 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.
4 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	Disproportionality workgroup	Continued maintenance and updates of the webpage throughout the year. (http://www.dpi.wi.gov/sped/spp-disp.html)

	significant discrepancy, based on race.		

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.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
4 A B C D E	**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. 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	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 the summary of CREATE B. For more information please see the summary of CREATE I.

	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.		

Linguistically Culturally Diverse (LCD) II Populations: American Indian and Spanish Speaking

The original Linguistically Culturally Diverse (LCD) guides were written as companion guides to the publication *Language Sample Analysis (LSA), the Wisconsin Guide.* LSA was first published in 1992 and then revised and updated in 2005. The LCD companion guides were added to provide speech language pathologists (SLPs) a process to differentiate a language disorder from a language difference. Given the cultural bias within most formal measures, the LSA was expanded to document current language status in English or three other languages and their dialects. These included Spanish, Hmong and African American.

The LCD workgroup reviewed the LCD guides in August of 2009 to determine if the material could be utilized not only for SLPs but also for general educators to address over identification of various minority students in special education. LCD I was published in 1997) and LCD II was published in 2003.

The workgroup found the guides to contain outdated terminology regarding the various cultures described in the guides. This language was determined to be insulting in today's environment. As a result the guides were removed from publication sales. However, it was determined that the information regarding language, dialects and sound system of typically developing English Language Learners from the various populations identified was a continued need. As a result the normal development of the groups identified will be updated. The first section to be updated will be the section in the LCD guide regarding the language, dialects and sound system of typically developing Spanish speaking children.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
4 A B C D F H	Update and revise the Spanish Speaking section of the publication Linguistically Culturally Diverse (LCD) II	LCD Workgroup	• A workgroup to revise the Spanish language portion of the LCD II guide was established by the Wisconsin Department of Public Instruction (WDPI) in the last activity cycle. A literature review and internet search were completed to collect the most recent information on the topic. • A first draft of the LCD II document has been completed. The following items have been completed as part of the

			first draft: typical development of Spanish syntax, morphology, and phonology, a general comparison/contrast between English and Spanish, and assessment procedures for IEP teams who are assessing English Language Learners to determine language difference from language disorder. This work has been reviewed by two WDPI ESL consultants. • Feedback from the WDPI ESL consultants is currently being incorporated into the document described above. • Feedback from the WDPI ESL consultants is currently being incorporated into the document described above. • A peer review of the document will be completed by individuals in the field. To accomplish this, the document will first be posted as a draft for guidance and feedback from the field. After the guidance/feedback period, revisions will be made based on the feedback and the final draft of the document will be posted to the WDPI web site for practitioners to start using.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010

State Performance Plan Improvement Activities
Focused Performance Reviews WDPI in collaboration with CESAs #7 and #5 originally developed the Special Education Data Retreat Model to provide a unique, structure forum where collaborative teams of special educators, administrators, along with regular educators evaluated their systems for design and delivery of special education and related services. Focused data analysis enables educators to identify potential root causes of the low graduation rate, leading toward the development of school/district plans to address identified needs and improve student outcomes. Some of the data analyzed includes graduation, dropout, suspension, expulsion, participation and performance on statewide assessments, and educational environments. Data is disaggregated by disability area, gender, and race/ethnicity whenever it is available. Statewide training was provided to give all Wisconsin school districts the opportunity to analyze their own data by a collaborative staff team, to identify areas of need based on the data analysis, and to work towards a plan to address those needs building/district wide. To accomplish this statewide training, a "Train the Trainers" model was used. A two-day facilitated training was conducted for all Regional Service Network (RSN) directors and school improvement service (SIS) directors in the state. A model set of data was used for training purposes. After the RSN and SIS directors were trained, each CESA conducted trainings for its own school districts. Two follow-up meetings were conducted to provide support and technical assistance to those responsible for conducting special education data retreats. This data analysis component was further refined and

integrated into Wisconsin's FM process as a beginning point for districts selected for FM and renamed the Focused Performance Review (FPR). Data continues to be disaggregated by disability area, and race/ethnicity whenever available.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
4 A B C D E F G H	Continued development of the FRII process. Pilot testing of the FRII process	FRII Coordinator Data Consultant DPI Assistant Director of Special Education FRII Workgroup FRII Pilot District Teams	During the 2010-2011 school year, the Focused Review of Improvement Indicators (FRII) Coordinator reviewed and revised the online FRII process. With support from the Data Consultant and the members of the FRII Workgroup, the FRII process was launched, with the use of the online data analysis tool, the online FRII Databook. Utilizing many of the tools developed during the earlier Focused Monitoring process, a comprehensive package of data and tools was offered to the pilot sites to use as they independently held two data review meetings. While the FRII coordinator provided support and minimal direction, each pilot site varied in the amount of information provided to district participants and the intensity of their data analysis. At the end of the two meetings at each of the three sites, the FRII Coordinator and FRII Workgroup members were provided extensive information on what does and doesn't work, resulting in further refinement of the process.

Internal Research Committee
The WDPI Special Education Team works collaboratively with staff from other DPI Teams to set WDPI-wide education research agendas and priorities. To positively impact on student outcomes, the committee works to create parameters for data-sharing with outside research organizations that are in-line with the advancement of education research and applicable federal and state laws, and to ensure that data and research products produced by WDPI are aligned with education priorities, are scientifically rigorous and meet standardized conventions.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
4 A B C E F G	**Internal Research Committee:** Establish WDPI as a state leader in the support and facilitation of educational research and the use of data in order to indentify and share best practices that directly benefit the students and	WDPI Office of Educational Accountability, WDPI Student Services, Prevention and Wellness Team, WDPI Title I and School Support team, WDPI Data Management	The Wisconsin Department of Public Instruction (WDPI) implemented the following: • Established an external research committee of statewide educational leaders to partner with internal research committee to set a statewide research agenda • Developed an online research request form • Developed WDPI system of review for applications

	schools of Wisconsin. Improve Educational Outcomes through: conducting and supporting research that provides evidence of best practices in teaching and learning;	and Reporting Team, WDPI Office of Legal Services Team, WDPI Special Education Team-Data Consultant	to conduct research • Developed data use agreements for researchers
4 A B C E F G	**Data Portal** Provide a unified and transparent data portal for use by stakeholders in Wisconsin education; Enable decision making informed by data, as evidenced by the work of RtI and LDS projects; seize opportunities afforded by new and existing technologies.	WDPI Office of Educational Accountability, WDPI Student Services, Prevention and Wellness Team, WDPI Title I and School Support team, WDPI Data Management and Reporting Team, WDPI Office of Legal Services Team, WDPI Special Education Team-Data Consultant	The Wisconsin Department of Public Instruction (WDPI) implemented the following: • Began development of a data portal for use by stakeholders. • Developing guidance on how to use data to make educational decisions.

Program Support Meetings
Each year, the program consultants on the Special Education Team design and host program support meetings for interested stakeholders, including parents, school district staff, educational administration, paraprofessionals, and higher education faculty. The overarching goal of these program support meetings is to disseminate innovative information and current resources to the field. At these meetings, program consultants typically present information and training aimed at reducing the graduation gap and dropout rates. Specific topics include research-based strategies to increase student engagement, establish a positive school climate, increase options for student learning, and enhance staff knowledge and skills. These opportunities will continue in future years.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
4 C D	Offer statewide Autism PST meetings to discuss issues related to Autism and share resources to support programming and educators in the field.	WDPI Autism Consultant	Autism: The Fall 2010 Autism Program Support Teachers (PST) meeting took place on September 22nd in Wisconsin Dells. Information shared at this meeting included the Wisconsin Department of Public Instruction (WDPI) updates on bulletins and autism eligibility, guidance on how to work with students to address bullying concerns, information on transition services, and a presentation by Paula Kluth on Literary Instruction which includes information on addressing

			challenging behaviors. The Spring 2011 Autism PST meeting took place on March 18th, in Madison. Information shared at this meeting included WDPI updates on bulletins and autism eligibility, guidance on the use of visual modeling in the classroom, information on transition services, and information about working with trauma in relation to students with autism.
4 C D	Offer statewide CD PST meetings to discuss issues related to CD and share resources to support programming and educators in the field.	WDPI CD Consultant CESA 6 Grant	Cognitive Disabilities: The Spring Cognitive Disabilities (CD) Program Support Teachers (PST) Meeting was held in Madison, WI on April 22, 2010. Information shared at this meeting included: WDPI updates on assessment grants; WDPI update on LRE study-related to Indicator 5; WDPI review of procedural compliance issues for 2009; transition programs for students ages 18-21; the Wisconsin Extended Grade Band Standards; and CD Eligibility Criteria review. Creating the Good Life: Improving Outcomes for Students with Severe Disabilities Conference was held. The Fall CD PST Meeting was held in Wisconsin Dells, WI on September 22, 2010. Information shared at the meeting included WDPI updates on the assessment grants, WDPI Bulletin updates and a review of the procedural compliance issues. Additionally, information on Transition programs for students with cognitive disabilities was also shared by WDPI Transition Consultant. Dr. Paula Kluth discussed literacy instruction for students with cognitive disabilities. The 5th annual Statewide Conference, Creating the Good Life: Improving Outcomes for Students with Severe Disabilities, for educators working with students with cognitive disabilities was held August 10-11, 2011 and addressed issues and current trends regarding inclusive practices. This conference was co-sponsored by WDPI's, Cooperative Educational Services Agency (CESA) 6. The conference

			provided educators with a variety of relevant topics including: Common Core Essential Elements, assessment of students with cognitive disabilities, best practices for inclusion, technology for students with cognitive disabilities, programming for students, vocational/employment opportunities, and adapting curriculum.
4 C D	Offer statewide EBD PST meetings on issues and resources related to EBD programs in the schools	WDPI EBD Consultant	Emotional Behavioral Disabilities (EBD): On October 15, 2010, an EBD PST Meeting was held at the Hilton Garden Inn in Oshkosh, Wisconsin. The WDPI EBD Consultant presented on WDPI Bulletins and updates, reviewed recent WDPI complaint decisions and behavior rating scales and checklists. On April 12, 2011, the EBD PST Meeting was held at the Hilton Garden Inn in Oshkosh, Wisconsin. The EBD Consultant presented updates on seclusion and restraint, compliance, and Indicator 13.
4 C D	Offer statewide TBI PST meetings on issues/resources surrounding traumatic brain injuries in school age youth.	WDPI TBI Consultant	Traumatic Brain Injury (TBI): On September 5, 2011 a TBI PST Meeting was held at the Crown Plaza in Madison. Nine participants attended. Dr. Mickey presented on behavioral/cognitive correlates. The DPI TBI webpage was reviewed with participants and a list of improvements was compiled.
4 C D	Offer statewide program support teacher (PST) meetings to discuss topics and issues related to deaf and hard of hearing programming.	WESP-DHH Outreach Team WDPI consultants	Deaf and Hard of Hearing (DHH): Three PST meetings were held with teachers of students who are Deaf or Hard of Hearing. Those attending are primarily teachers and educational audiologists along with the program support staff. These meetings were held in September and December, 2010 and May 2011. Topics for professional development are determined by the teachers with current updates from WDPI. These meetings average 35 participants in attendance. The topics for the school year were: 1) Conducting Effective Evaluations: The Observation, 2) Effective Evaluations: Student, Staff and Parent Interviews, and 3) The RtI and PBIS Models as related to DHH. Updates from WDPI and the Effective Itinerant

			Services Project were presented.
4 C D	Offer statewide Speech and Language (SL) Leadership/PST meetings to discuss topics and issues related to current SL practice in the public schools and share resources to support SL programming and service delivery. A state-wide SL leadership and PST network list-serve is maintained to update speech/language pathologists from a state-wide perspective.	WDPI Speech and Language Consultant CESA 6 Grant	Speech and Language (SL) PST Meeting: On October 18, 2010, the first part of this meeting addressed the Application of the State Speech/Language Eligibility Criteria: A Look at Implementation Issues and Logistics in Practice. This presentation addressed correct implementation of the criteria with an emphasis on current issues for local education agencies (LEAs) and IEP teams in the area of Speech and Language eligibility. The second part of this meeting addressed progress monitoring and the Least Restrictive Environment (LRE). This was well attended with 150 participants. On February 11, 2011, a second meeting for SLP PSTs addressed service delivery to promote LRE for students with disabilities at all levels using digital technology such as I-Pods, Smart Phones, I-Pads, and the Kindle. This was well attended with 180 participants. The State-Wide Speech and Language Leadership and PST network list-serve was also used to follow up on these topics and address other topics that affect SL service in the public schools setting. There are 1,050 individuals signed up on this list-serve.

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
2010 (2010-2011)	Inside the regular class 80% of day: **60%** Inside the regular class less than 40% of day: **10%** In separate schools, residential facilities, or homebound/hospital placements: **1%**

Actual Target Data for 2010-11:

2010-11 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	60,959	108,643	**56.11%**
B. Percent of children with IEPs aged 6 through 21 served inside the regular class less than 40% of the day	11,475	108,643	**10.56%**
C. Percent of children with IEPs aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements	1,305	108,643	**1.20%**

Data Source: Part B, Individuals with Disabilities Education Act Implementation of FAPE Requirements 2010.

WDPI is making progress in meeting the targets set for this indicator. The State had a 1.53% increase in the percentage of children with IEPs aged 6 through 21 served inside the regular class 80% or more of the day, from 54.58% in the previous reporting period to 56.11% during this reporting period. There was a 0.41% decrease in the percentage of children with IEPs age 6 through 21 served inside the regular class less than 40%. There was a slight decrease in the percentage of children with IEPs served in separate schools, residential facilities, or homebound/ hospital placements from the previous reporting period (0.01%).

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 <u>and</u> Explanation of Progress or Slippage that occurred for 2010-11:

An analysis of the 2010-11 data indicates that progress is being made toward measurements A, B, and C, of the targets. For students served inside the regular class less more than 80% of the day, progress toward the target of 1.53% was reported. For students served inside the regular class less than 40% of the day, progress toward the target of 0.41% was reported. For students served in separate schools, residential facilities, or homebound/hospital placements, progress toward the target of 0.01% 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			
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 2010**
5 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	FRII Workgroup FRII Coordinator	During the 2010-11 SY, WDPI selected three volunteer school districts to pilot the FRII process. Specifically examining the Focused Performance Review (FPR), the data analysis and improvement planning portion of the FRII process. Each pilot district was given one or two indicators to address during their data analysis. The first meeting involved covering the data elements that described the assigned indicator. Each district choose a staff member to facilitate the data review, using data from the DPI FRII data books, as well as related district data. Based on the data reviewed, each district chose areas of priority, where they felt they needed more data. The second meeting involved revising the previously determined area(s) of priority. Additional staff members in the area of priority were also invited to join in the follow-up discussion and planning. Utilizing a DPI developed improvement plan format, each district came up with an

	process with statewide implementation, as a "stand alone" process.		action plan to address the areas of priority. These plans were then submitted to the FRII Coordinator and shared with each district's Local Performance Plan Review consultant.

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 2010
5 A 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	For the first time, LEAs submitted High Cost Aid claims using a web-based claims process. Based on the claim submittals, 134 LEAs received high cost aid payments for services provided to 972 students. The new web-based data collection format allows for more efficient fiscal monitoring and ensures compliance with IDEA regulations and requirements. The High Cost Aid program Question and Answer document was updated in response to questions during the claim submittal process. The High Cost Aid introductory power point was updated to include visuals and simulations outlining the claim spreadsheet. Three live webinars were presented on the High Cost claim process. A news release was released titled, "134 local education agencies share $5.5 million in high cost special education aid."

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 2010
5 C D F	**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.	WDPI Autism Consultant Contracted Experts	In 2010-2011, 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. Three advanced level trainings were offered for more experienced school staff. One advanced training presented information on effective strategies to promote social skills and positive communication; the second advanced level training addressed issues around dealing with challenging behavior. The third advanced training provided information specific to early childhood. Each of these trainings includes strategies for preventing suspensions and expulsions, obtaining a diploma, and increasing the graduation rates of students with autism. 413 school staff attended basic or advanced level autism training during FFY 2010. 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.

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 2010
5 C D G	**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. The program offered timely information on Best Practices in Inclusive Education, Differentiation, Autism Spectrum Disorders, and Collaboration.	Institute Staff WDPI Cognitive Disabilities (CD) Consultant	Wisconsin's 17th Annual Statewide Institute On Best Practices in Inclusive Education was held on July 26-28, 2010. Featured keynote speakers were nationally known inclusion expert Dr. Patrick Schwartz and Chris Zeigler Dendy, author of "A Bird's Eye View of Life with ADD or ADHD." The sessions at the Institute offered timely information on Best Practices in Inclusive Education, Universal Design for Learning, Literacy, Including Students with ADHD and Executive Function Disorder, Inclusive Staffing and Service Delivery Models, Autism, Accessible Science Instruction, Math Standards for All, Transition, Challenging Behaviors, and Peer Supports. The participating school teams were given the opportunity to meet together during the conference. These teams were able to review new information and assimilate recent research on inclusive education and develop or update their school inclusion plans.

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 2010

5 C D G	**Creating the Good Life: Improving Outcomes for Students with Cognitive Disabilities (CD)** 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.	CESA #6 CESA #5 WDPI Special Education Team	The Fifth 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 effective practices in the instruction of students with cognitive disabilities, especially those with significant cognitive disabilities. This conference was cosponsored by the Wisconsin Department of Public Instruction (DPI), Wisconsin's 12 Cooperative Educational Services Agencies (CESA) and the University of Wisconsin-Oshkosh. The conference provided educators with a variety of relevant topics including but not limited to: assistive technology; inclusive programming; autism; self-directed employment; literacy; transition programs for students with significant disabilities ages 18-21: Common Core Standards and Extended Grade Band Standards.

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 2010
5 C D G	**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	Circle of Life Planning Committee	The conference held on April 28-29, 2011 included nationally known keynote speakers, topical sectionals, parent listening sessions, family fun night, roundtable discussions on such topics as individualized service plans. The keynote speaker was selected to highlight self-determination in regards to people/students with disabilities.

	skills, garner the latest information, including information on inclusive programming and form lasting friendships.		
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.			
Indicator(s) and Category(s)	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2010**
5 A	**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.	WDPI Data Management and Reporting Team Special Education Team Data Coordinator	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. During August 2010, a member of the Data Management and Reporting Team along with a member 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 and concerns specific to students with disabilities were highlighted during this training. Web posting of this training is available for ongoing user access.
5 A B C G	**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 Management and Reporting Team.	WDPI Office of Educational Accountability, WDPI Applications Development Team, and the WDPI Data Management and Reporting Team, Special Education Team Data Coordinator, Special Education Team Data Consultant	Continuing -- Remove Special Education Team Data Consultant from Resource The Cross-Department Data workgroup continued to meet during the 2010-11 SY. Members of the team worked to develop and provide technical assistance and training documentation. The workgroup also reviewed incoming Local Education Agency (LEA) data, including educational environment, to help identify possible reporting errors. The workgroup also provided bi-monthly technical assistance conference calls which either covered specific data collection and/or reporting topics or else provided LEAs with an opportunity to ask LEA specific data reporting questions.

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 2010
5 A B	**National Technical Assistance** The WDPI accesses national technical assistance whenever possible.	Data Coordinator, Data Consultant, Assistant Director Special Education Team	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.

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 2010
5 A B C D E F G H	**Wisconsin Response to Intervention Initiatives (RTI)** Continuing work on statewide implementation of RTI.	RTI Internal Workgroup	The internal, cross-divisional Wisconsin Department of Public Instruction (WDPI) workgroup continued to meet monthly. The purpose of the workgroup is to solidify messaging and provide guidance to the field and the WI RtI Center through technical assistance tools. WDPI created and released a graphic representation of a systems-level view of the Wisconsin Response to Intervention Framework. WDPI partnered with the Wisconsin Educational Communications Board (ECB) to film a video project that provides real examples of teams in Wisconsin schools at various points in their RtI implementation. Accompanying professional development materials were created and are free to the public online.

			Technical assistance documents were created about the relationship between the new specific learning disabilities criteria and an RtI system. Over 1000 Wisconsin educators attended the third annual RtI Summit. School and district teams learned about RtI systems and examined their plans for scaling up their local RtI systems through learning from other Wisconsin schools' implementation efforts, national keynote speakers, and preconference workshops on Wisconsin's new specific learning disabilities eligibility criteria and system wide RtI implementation supports through the WI RtI Center. Another year of IDEA Discretionary funding was awarded to the Cooperative Educational Services Agency (CESA) Statewide Network to scale-up development and coordination of statewide professional development and technical assistance through the WI RtI Center. The work of the WI RtI Center adheres to and operationalizes the messaging and guidance from WDPI. • In addition to the Director, an Academic Coordinator, a Research and Evaluation Coordinator, and a Communications Specialist were hired • Two advisory committee meetings were held, including 35 individuals representing WDPI, parent organizations, and professional organizations. One meeting was a combined with the Positive Behavioral Interventions and Supports (PBIS) advisory committee. • A website was launced that provides technical assistance tools and resources, school-based examples, research, online modules, and access to professional development registration (www.wisconsinrticenter.org). (5,788 visits; 3,344 unique visitors; 23,908; 3:18 average time spent on website.) • 24 trainers were trained to provide statewide professional development in Professional Learning Communities (PLC). • 286 school teams (141 districts; 1100 educators) participated in the Foundational Overview Training. • An RtI Framework Mapping training was created and

			piloted. • Online Assessment Literacy modules were created. • Online Parent Engagement modules were created. • An online RtI implementation assessment and the school-wide Implementation Review (SIR) were created to assess school-based implementation levels and direct teams toward the most appropriate professional development. • Newsletters and e-blasts distributed information to over 5,000 subscribers. • Center staff presented at 25 state organization conferences. This project will train participating LEA school staff to identify and implement evidence based practices for meeting the needs of students with disabilities in the least restrictive environment

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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
5 A B C D E F G	**Wisconsin Positive Behavior Interventions and Supports (PBIS)** Continuing work on statewide implementation of PBIS.	PBIS Internal Workgroup	The Wisconsin PBIS Network (WI PBIS), an IDEA Discretionary Grant Project, continued to operate through the Cooperative Educational Services (CESA) Statewide Network, and through the Wisconsin RtI Center. The purpose of the WI PBIS Network is to coordinate and provide statewide professional development and technical assistance delivered regionally, as well as to gather, analyze and report PBIS implementation data. The work of the WI

H			PBIS Network adheres to and operationalizes the messaging and guidance from the Wisconsin Department of Public Instruction (WDPI). In addition to a Statewide Coordinator, Data and Evaluation Coordinator, and Program Assistant, 5 Regional Technical Assistance Coordinators (2.5 FTE) provided regional technical assistance to districts and CESAs throughout the state 167 districts (37% of total) have at least one school trained in PBIS 795 schools trained in PBIS (36% of all WI schools) 681 schools implementing (86% of total trained) 280 schools implementing tier 1 with fidelity 201 PBIS trainings occurred throughout the state (26 administrative overviews, 30 coaches training days, 37 tier 1 training cohorts, 15 tier 2 training cohorts, 3 tier 3 training cohorts, 6 Tier 2/Tier 3 administrative overviews, 3 school-wide Information System (SWIS) facilitator training days, 4 coaching cohorts, 48 regional networking sessions, 3 district summits) Wisconsin trainers: 7 for Tier 1; 3 for Tier 2; 1 for Tier 3 4 (Aug, Nov, Feb, June) advisory committee meetings were held, representing practitioners, WDPI, parent organizations, and professional organizations. One meeting was a joint meeting with the RtI Center advisory committee. A website was launched to provide technical assistance tools and resources, school-based examples, research, online modules, and access to professional development registration (www.wisconsinpbisnetwork.org). (17,435 website visits; average time on site 4:27; 4.58 pages/visit; visits from 338 cities in Wisconsin) This project trains participating LEA school staff to identify and implement evidence based practices for meeting the needs of students with disabilities in the least restrictive environment.

LRE and Separate Schools
During the 2008-09 school year, WDPI focused on monitoring placement in separate schools for students with disabilities. There are three separate schools for students with significant disabilities in Wisconsin, During the 2008-09 WDPI selected a random sample of students attending these schools and reviewed their IEPs to see how IEP teams documented their discussions about LRE placement at the separate schools. Technical Assistance was provided to each of the separate schools.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
5 B C D	**Monitoring LRE in Separate Facilities**	WDPI Education Consultants	WDPI staff selected a random sample of IEPs of students attending separate schools for a compliance review. The results of the compliance review were used to develop technical assistance on Least Restrictive Environment (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 verified correction within one year of notification

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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
5 B D E F H	**Assistive Technology Lending Center (ATLC)**	WDPI ATLC grant liaison and CESA 2 lending center staff	• The ATLC was established as a new DPI IDEA discretionary grant during the project year July 1, 2009 – June 30, 2010 for the acquisition and loan of high-end Alternative and Augmentative Communication (AAC) equipment to LEA staff at no cost. • The ATLC staff utilize a Data Reporting & Evaluation Form to collect data from patrons who check out devices. The Data Reporting & Evaluation Form returned by educators indicate several reports that the

			trial of the high-end AAC devices provided for more independence for students with their communication challenges resulting in the students being able to participate in general education setting activities with peers. Given this feedback, staff at the ATLC are in the process of developing an additional data collection system to look at how the trial and subsequent use of the high end AAC affects IEP team placement determinations. • A total of 69 patrons checked out AAC devices for this project year (an increase of 28 patrons, from 41 last year). • One hundred two students from thirty-two Wisconsin LEA public school districts borrowed AAC devices valued at $705,670.00 during the 2010-2011 school year (Baseline Data).
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 2010**
5 C D	**Occupational Therapy and Physical Therapy Resource Guide**	WDPI consultants Planning Committee	The Resource and Planning Guide for School-Based Occupational Therapy (OT) and Physical Therapy (PT) was published in May 2011. One copy was sent to each of the Directors of Special Education in the State of Wisconsin. Copies were also given to each OT and PT who attend the School Based OT and PT conference.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010.

State Performance Plan Improvement Activities
Program Support Meetings Each year, the program consultants on the Special Education Team design and host program support meetings for interested stakeholders,

including parents, school district staff, educational administration, paraprofessionals, and higher education faculty. The overarching goal of these program support meetings is to disseminate innovative information and current resources to the field. At these meetings, program consultants typically present information and training aimed at reducing the graduation gap and dropout rates. Specific topics include research-based strategies to increase student engagement, establish a positive school climate, increase options for student learning, and enhance staff knowledge and skills. These opportunities will continue in future years.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
5 C D	Offer statewide Autism PST meetings to discuss issues related to Autism and share resources to support programming and educators in the field.	WDPI Autism Consultant	Autism: The Fall 2010 Autism Program Support Teachers (PST) meeting took place on September 22nd in Wisconsin Dells. Information shared at this meeting included the Wisconsin Department of Public Instruction (WDPI) updates on bulletins and autism eligibility, guidance on how to work with students to address bullying concerns, information on transition services, and a presentation by Paula Kluth on Literary Instruction which includes information on addressing challenging behaviors. The Spring 2011 Autism PST meeting took place on March 18th, in Madison. Information shared at this meeting included WDPI updates on bulletins and autism eligibility, guidance on the use of visual modeling in the classroom, information on transition services, and information about working with trauma in relation to students with autism.
5 C D	Offer statewide CD PST meetings to discuss issues related to CD and share resources to support programming and educators in the field.	WDPI CD Consultant CESA 6 Grant	Cognitive Disabilities: The Spring Cognitive Disabilities (CD) Program Support Teachers (PST) Meeting was held in Madison, WI on April 22, 2010. Information shared at this meeting included: WDPI updates on assessment grants; WDPI update on LRE study-related to Indicator 5; WDPI review of procedural compliance issues for 2009; transition programs for students ages 18-21; the Wisconsin Extended Grade Band Standards; and CD Eligibility Criteria review. Creating the Good Life: Improving Outcomes for Students with Severe Disabilities Conference was held.

			The Fall CD PST Meeting was held in Wisconsin Dells, WI on September 22, 2010. Information shared at the meeting included WDPI updates on the assessment grants, WDPI Bulletin updates and a review of the procedural compliance issues. Additionally, information on Transition programs for students with cognitive disabilities was also shared by WDPI Transition Consultant. Dr. Paula Kluth discussed literacy instruction for students with cognitive disabilities. The 5th annual Statewide Conference, Creating the Good Life: Improving Outcomes for Students with Severe Disabilities, for educators working with students with cognitive disabilities was held August 10-11, 2011 and addressed issues and current trends regarding inclusive practices. This conference was co-sponsored by WDPI's, Cooperative Educational Services Agency (CESA) 6. The conference provided educators with a variety of relevant topics including: Common Core Essential Elements, assessment of students with cognitive disabilities, best practices for inclusion, technology for students with cognitive disabilities, programming for students, vocational/employment opportunities, and adapting curriculum.
5 C D	Offer statewide EBD PST meetings on issues and resources related to EBD programs in the schools	WDPI EBD Consultant	Emotional Behavioral Disabilities (EBD): On October 15, 2010, an EBD PST Meeting was held at the Hilton Garden Inn in Oshkosh, Wisconsin. The WDPI EBD Consultant presented on WDPI Bulletins and updates, reviewed recent WDPI complaint decisions and behavior rating scales and checklists. On April 12, 2011, the EBD PST Meeting was held at the Hilton Garden Inn in Oshkosh, Wisconsin. The EBD Consultant presented updates on seclusion and restraint, compliance, and Indicator 13.
5 C	Offer statewide TBI PST meetings on issues/resources surrounding traumatic brain	WDPI TBI Consultant	Traumatic Brain Injury (TBI): On September 5, 2011 a TBI PST Meeting was held at the

D	injuries in school age youth.		Crown Plaza in Madison. Nine participants attended. Dr. Mickey presented on behavioral/cognitive correlates. The DPI TBI webpage was reviewed with participants and a list of improvements was compiled.
5 C D	Offer statewide program support teacher (PST) meetings to discuss topics and issues related to deaf and hard of hearing programming.	WESP-DHH Outreach Team WDPI consultants	Deaf and Hard of Hearing (DHH): Three PST meetings were held with teachers of students who are Deaf or Hard of Hearing. Those attending are primarily teachers and educational audiologists along with the program support staff. These meetings were held in September and December, 2010 and May 2011. Topics for professional development are determined by the teachers with current updates from WDPI. These meetings average 35 participants in attendance. The topics for the school year were: 1) Conducting Effective Evaluations: The Observation, 2) Effective Evaluations: Student, Staff and Parent Interviews, and 3) The RtI and PBIS Models as related to DHH. Updates from WDPI and the Effective Itinerant Services Project were presented.
5 C D	Offer statewide Speech and Language (SL) Leadership/PST meetings to discuss topics and issues related to current SL practice in the public schools and share resources to support SL programming and service delivery. A state-wide SL leadership and PST network list-serve is maintained to update speech/language pathologists from a state-wide perspective.	WDPI Speech and Language Consultant CESA 6 Grant	Speech and Language (SL) PST Meeting: On October 18, 2010, the first part of this meeting addressed the Application of the State Speech/Language Eligibility Criteria: A Look at Implementation Issues and Logistics in Practice. This presentation addressed correct implementation of the criteria with an emphasis on current issues for local education agencies (LEAs) and IEP teams in the area of Speech and Language eligibility. The second part of this meeting addressed progress monitoring and the Least Restrictive Environment (LRE). This was well attended with 150 participants. On February 11, 2011, a second meeting for SLP PSTs addressed service delivery to promote LRE for students with disabilities at all levels using digital technology such as I-Pods, Smart Phones, I-Pads, and the Kindle. This was well attended with 180 participants. The State-Wide Speech and Language Leadership and PST network list-serve was also used to follow up on these topics

			and address other topics that affect SL service in the public schools setting. There are 1,050 individuals signed up on this list-serve.

Wisconsin School for the Visually Handicapped (WSVH), http://www.wcbvi.k12.wi.us/

The Wisconsin School for the Visually Handicapped (WSVH) and the Wisconsin Center for the Blind and Visually Impaired (WCBVI) work together to serve students across the state who are blind of visually impaired. Students attending WSVH are actively involved in statewide and district-wide assessments with the appropriate accommodations. The WCBVI Outreach staff work with students who are not placed at the school to ensure adequate evaluations are completed and service is provided by the school district. There is ongoing outreach consultation with district staff. The graduation rate of students who are blind or visually impaired is similar to their sighted peers. Students receive ongoing research through transition services and are given the opportunity to work with WCBVI Outreach staff in a six-week Summer Employment Program to help prepare them for the adult world. A counselor is available at WSVH to meet with students to address behaviors that may lead to suspension or expulsion and help guide students in decision making. Students are given the opportunity to meet with the counselor one-on-one to help deal with other social issues.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
5 C D F G	Short Course Programs for Students who are blind or have low vision.	Short course teacher of the visually impaired (TVI) and orientation and mobility (O&M) instructor	Students who attend local education agencies (LEAs) attended short courses to receive intensive instruction in the areas of the expanded core curriculum: compensatory skills,(including Braille and other communication modes), Orientation & Mobility, (O&M), social interaction skills, independent living skills, and personal management, career and vocational, education, assistive technology, visual efficiency skills, skills of self-determination and advocacy skills). This allows students to gain needed skills while remaining in their least restrictive environment. Teachers, attend along with their students to gain insight into strategies that can be used by LEA staff.
5 C D G E	Professional development opportunities are provided for teachers of the visually impaired to increase their ability to support students with visual impairment.	Regional Support Specialist and Professional Development Coordinator	Braille Music for Teachers of the Visually Impaired A one credit course was offered as a professional development opportunity to teachers of the visually impaired to increase their ability to support Braille-reading students and their music teachers to learn music. iDevices: iPad and iPod Touch-Applications you and your students can use

			A one credit course was offered as a professional development opportunity to teachers of the visually impaired to increase their ability to support Braille-reading students and their music teachers to learn music. Introduction to the LiveScribe SmartPen A one credit course was offered as a professional development opportunity to teachers of the visually impaired to increase their ability to support Braille-reading students and their music teachers to learn music.
5 C D F H	Transition to employment for students with visual impairments.	Transition Specialist and other WCBVI Outreach Staff	A six-week program was provided for students who are blind or visually impaired ages 16-21 that provides instruction in job readiness skills and four weeks of paid part-time employment in the community.
5 C D F G	Environmental education for students with visual impairments occurs at Apostle Island School.	Regional Support Specialist and Support Staff	Students attend a four day program with hands-on environmental education facilitated by Northland College's Sigard Olson environmental studies students. This program takes place in the Apostle Islands.
5 C D E F G H	Professional development for Braille transcribers.	WCBVI Braillist certified in the Literary, Nemeth (Math code) and Format codes.	Ongoing training offered to transcribers statewide to enhance their ability to efficiently and accurately support the teachers of the visually impaired and Braille reading students in Wisconsin.
5 C D F G	Sensory Symposium The Symposium brings together teachers, family/caregivers/interventionists and the babies, toddlers and children whom they support	Preschool Consultant (TVI) Orientation and Mobility Instructor Contracted Staff	The Symposium brought together teachers, family/caregivers/ interventionists and the babies, toddlers and children whom they support (birth to 6 years of age) to train and demonstrate best practice recommendations from the field of visual impairment. The symposia demonstrated in a hands-on manner the integration of the Expanded Core Curriculum and Wisconsin Model Early Learning Standards.

	(birth to 6 years of age) to train and demonstrate best practice recommendations from the field of visual impairment.		
5 C D E F G H	Low Vision Clinic Low vision clinics provide information about students' functional use of their vision in the home and educational environment, allowing participants to receive information regarding accommodations that will be helpful in their lives and in order to access the educational curriculum.	Regional Support Specialist Parent Liaison O&M Instructor Technology Specialist Low Vision Therapist Contracted Ophthalmologists	Teachers, family/caregivers and students with low vision attend the Low Vision Clinics. Low vision clinics provide information about students' functional use of their vision in the home and educational environment, allowing participants to receive information regarding accommodations that will be helpful in their lives and in order to access the educational curriculum.
5 C D E F G H	Refraction Clinics are offered to determine if glasses would be beneficial. Some limited information regarding functional levels of vision may be obtained through the clinic's examination process and outreach staff will endeavor to obtain data to assist in developing strategies for working with those students in this population.	Refraction Clinics Outreach Staff	Teachers, family/caregivers and students who are visually impaired and who have additional disabilities that prohibit them from verbally communicating their vision needs, attend the Refraction Clinics. The purpose of the Refraction Clinic is to attempt to determine if glasses would be beneficial. Some limited information regarding functional levels of vision may be obtained through the clinic's examination process and our staff will endeavor to obtain data to assist in developing strategies for working with those students in this population.
5 A B C D F G H	Silver Lake Teacher of the Visually Impaired Training Program	Contracted instructors WCBVI staff	Every aspect of teaching students who are blind or have low vision is taught through this program, allowing graduates to obtain a license to teach students who are blind or visually impaired in Wisconsin.

5 C D E F G	Vision Impaired Inservice in America (VIISA): 3 Credit graduate course. This coursework supports participants to have a deeper understanding of intervention strategies and materials appropriate for use with this population of children in all areas of development and programming. They also learn about the other agencies and service providers in their state that can be of help to them.	Professional Development Coordinator Preschool Consultant Orientation and Mobility Consultant Contracted Lead Instructors	VIISA (Vision Impaired Inservice in America) Project provided inservice training to early intervention and early childhood personnel, and teachers serving students, with blindness and visual impairments.
5 C D F G H	Repository of Vision-Specific Materials Coordination The repository provides materials for teachers, interventionists, therapists, and family/care givers who have or support students who are blind or have low vision (including those with additional disabilities).	Outreach Director Accessible Instructional Materials Coordinator Braillists WCBVI Medial Specialist	WCBVI Outreach is responsible for the repository of materials made available through the American Printing House for the Blind (APH) and through other means. WCBVI staff maintains census documentation of eligibility for the collection of materials from APH. The repository provides materials for teachers, interventionists, therapists, and family/care givers who have or support students who are blind or have low vision (including those with additional disabilities).
5 C D F G H	Technology Loan Program This program loans both low and high tech items to teachers of the visually impaired, orientation and mobility instructors, therapists, interventionists and family/caregivers. Some items are loaned for the academic life of the student and some are loaned for evaluation purposes.	Instructional and Assistive Technology Specialist	This program loaned out both low and high tech items to teachers of the visually impaired, orientation and mobility instructors, therapists, interventionists and family/caregivers. Some items are loaned for the academic life of the student and some are loaned for evaluation purposes.

5 C D E G H	Braille Refresher Course - 1 graduate credit This is an overview of the rules of the Braille Code offered for teachers who are interested in refreshing their Braille skills and to learn new Braille formatting changes (new rules were issued by the Braille Authority of North America in 2009).	Outreach Director Contracted Staff	This course was offered during FFY 2010.
5 E F H	Wisconsin Braille Competency Exam This examination is offered twice each year and teachers of the visually impaired must pass this examination in order to receive a license to teach students who are blind or visually impaired in Wisconsin.	Outreach Director Braillists Contracted Staff	This examination was offered twice during the year.

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
2010 (2010-2011)	A. N/A B. N/A

Actual Target Data for FFY 2010:

Not required to report.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010.

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: 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
2010 **(2010-2011)**	**Outcome A1:** **79.4 %** 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 **Outcome A2:** **69.9%** of children were functioning within age expectations in Outcome A by the time they exited the program. **Outcome B1:** **82.3%** 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. **Outcome B2:** **70.1%** of children were functioning within age expectations in Outcome B by the time they exited the program. **Outcome C1:** **82.2%** 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. **Outcome C2:** **80.5%** of children were functioning within age expectations in Outcome C by the time they exited the program.

Actual Target Data for FFY 2010:

A. Positive social-emotional skills (including social relationships):	Number of children	% of children
a. Percent of children who did not improve functioning	19	1.5%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	144	11.5%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	267	21.3%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	356	28.4%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	469	37.4%
Total	1255	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	15	1.2%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	194	15.2%

c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	359	28.9%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	516	41.2%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	171	13.6%
Total	1255	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	1.0%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	101	8.0%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	154	12.3%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	370	29.5%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	617	49.2%
Total	1255	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.	**79.3%**
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.	**65.7%**
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.	**80.7%**
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.	**54.7%**
Outcome C: Use of appropriate behaviors to meet their needs	
1. Of those preschool children who entered the preschool program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	**82.1%**
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.	**78.6%**

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

For Outcome A, the State missed the target for Summary Statement 1 by 0.10% and for summary statement 2 by 4.2%. The state made progress of 0.9% for summary statement 1 relative to FFY 2009, and slipped 1.3% for summary statement 2.

For Outcome B, the State missed the target for Summary Statement 1 by 1.6%. This result represents slippage of 1.4% from FFY 2009. The State missed the Summary Statement 2 target by 15.4%. This represents slippage from FFY 2009 of 4.9%.

For Outcome C, the State missed the target for Summary Statement 1 by 0.1%. This result represents slippage from the previous year of 1.3%. The State missed the target for Summary Statement 2 by 1.9%. This represents slippage from FFY 2008 of 0.9%.

To address slippage, WDPI implemented the following activities and those described in the table below:

- Enhancing data quality continues to be a focus of LEA training and technical assistance. FFY 2010 was the final year Wisconsin used a sampling strategy with Indicator 7. Beginning July 1, 2011 Wisconsin changed from a sampling strategy to collecting data on all children entering Early Childhood Special Education.
- During FFY 2010, enhancements to the training materials focused on the child rating process and fidelity of an LEA's child outcomes process. Enhancements included clarification on the 7-point decision tree ratings and emphasis on gathering information on a child's level of functioning from parents, caregivers, and a recommended assessment tool. In the spring of 2011, 20 trainings were held statewide with participants from Part C & Part B. Over 1,200 people participated in the training.
- 100% of required LEAs submitted Indicator 7 data. Data are reviewed monthly to ensure complete and accurate reporting by LEAs. During the monthly indicator calls the Child Outcomes Coordinator provides an overview on 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). Early Childhood Program Support Teachers (EC PSTs) contact LEAs with missing data.
- It is noted Outcomes A & C have a high percentage of children in Progress Category E. This indicates children are being seen as functioning at an age-expected level at entry and exit. This was discussed with the EC PSTs and plans were made for the 2011-2012 year to implement more trainings on assessment and the use of assessment tools.

State Performance Plan Improvement Activities
Data Collection and Reporting Data is reported in the Indicator 7 application within the WDPI Special Education Web Portal. Data collection methods transitioned from a web-survey format to the Special Education Web Portal for child Outcomes reporting. This has enhanced the State's ability to monitor data, compile reports, and analyze data. Training and resources documents, as well as a database user's guide have been developed and made available at: http://www.dpi.State.wi.us/sped/spp-preout.html and http://www.collaboratingpartners.com/disabilities-indicators-3-7-requirements-forms.php.

Media site (webcast) presentations were developed to address each component of the data system. Training in data entry is part of the CESA-wide child outcomes training that is provided annually to LEA's who will be entering the Self-Assessment Compliance cycle in the upcoming cycle year. The Database User Guide is part of the training materials distributed at the annual CESA trainings.

State WDPI staff work with the Statewide Child Outcomes Coordinator to coordinate information updates and expand guidance to the field, as well as support timely and accurate data submissions. The Statewide Child Outcomes Coordinator is available to answer questions and receive feedback from the field, which is used to help improve the Indicator 7 application. Individual training and technical assistance is provided via email and phone.

Enhancing data quality has been an emphasis since the development of the child outcomes system. Bi-monthly data reviews are conducted by the Statewide Child Outcomes Coordinator and inform individualized technical assistance to districts.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
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 preparation for the transition from sampling to census data collection strategy, revisions were made to the Indicator 7 Child Outcomes application in the Special Education Web Portal. Data elements, including race/ethnicity and disability category, were added to assist LEAs in data analysis. The revised application will be launched 7/1/11.
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)	Onsite training and technical assistance for data entry was provided by Child Outcomes Coordinator and EC Program Support Teachers (PSTs) when requested.

		WDPI ECSE Consultant WDPI Internal Outcomes workgroup	
7 B C D	Resources, including a Database User Guide and archived Mediasite webcasts, are available at: http://www.dpi.State.wi.us/sped/spp-preout.html and http://www.collaboratingpartners.com/disabilities-indicators-3-7-requirements-forms.php.	Child Outcomes Coordinator CESA 5 Website Technical Support WDPI ECSE Consultant	Webinars and webcasts are available on WDPI and Collaborating Partners websites. These resources can be viewed at http://www.dpi.wi.gov/sped/spp-preout.html and 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	The Child Outcomes Coordinator and WDPI ECSE Consultant sent a monthly email to EC PSTs with LEAs in their CESA that have children who turned 6 years of age and that have not reported data for the current reporting year. EC PSTs are required to follow-up with all LEAs in their CESA and provide T/A.

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 2010
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 a grant with Cooperative Educational Services Agency (CESA) 5.
7 A B	The *Wisconsin's Children Moving Forward* – Child Outcomes training materials	State Child Outcomes Workgroup	During FFY 2010, enhancements to the training materials focused on the fidelity of the Child Outcomes Summary Form / Decision Tree rating process. The enhancements centered on more consistent use of the process outlined

C	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) center.	Child Outcomes Coordinator WDPI ECSE Consultant WDPI Internal Outcomes workgroup EC PSTs B-3 RESource Staff	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?" New training content was added to the statewide training on the topic of Data Analysis.

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, developed in 2009 for use by LEAs and county Birth to 3 programs to assess their current child outcomes system practices, was updated in 2010 to enable LEAs to rate themselves on each of the Self Assessment items and to identify potential professional development needed to improve their child outcomes processes. The Fidelity Self-Assessment may be used by local educational agency (LEA) staff to conduct a self-assessment independently. Early Childhood Program Support Teachers (EC PSTs) may also use the self-assessment as talking points when providing Training/Technical Assistance (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. An Introduction to Child Outcomes, 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. A short discussion on how the brochure can be used with parents was added to the statewide training. 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	18 CESA-wide trainings and 2 LEA specific trainings were held during FFY 2010. Approximately 1050 participants from both Birth to 3 and LEAs attended. During FFY 2010, many LEAs received individualized on-site T/TA from a CESA PST and/or the Statewide Child Outcomes Coordinator. Content covered during on-site T/TA included topics, such as data entry and use of ongoing assessment tools.
7 B	Monthly Indicator Calls are done with EC PSTs, B-3	WDPI & WDH staff	During FFY 2010, 9 indicator web-conferences were conducted between the months of September and June. The web-conference agenda includes review

C D F	RESource staff, Head Start 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	of Indicator 7 monthly data, discussion of follow-up technical assistance provided to LEAs on the data, and discussion of the statewide Early Childhood Indicator Trainings.
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	Indicator 7 updates were shared at the quarterly CESA and Milwaukee Public Schools (MPS) Program Support Teacher Meetings in September and December 2010 and March and June 2011.
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 FFY 2010, presentations were given at the State Superintendent's Special Education Leadership Conference on updated policies and procedures for Indicator 7. Preview of the July 1, 2011 change in statewide procedures (transition from sampling strategy to census strategy) was shared with districts at this conference. Two webinars on an overview of the changes to Indicator 7 procedures in moving from sampling strategy to census strategy and clarification to the definition of entry date were developed and shared during FFY 2010. Both webinars are available at http://www.dpi.wi.gov/sped/spp-preout.html. Information on changes to Indicator 7 was shared at the WCASS conference in February 2011.
7	The WI Personnel	Child	A narrated PowerPoint on the topic of ongoing assessment was developed

B C D G	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.	Outcomes Coordinator SPDG EC Hub WDPI ECSE Consultant	and available on 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. This narrated PowerPoint was updated in the January 2011 and referenced in the statewide Early Childhood Indicator Trainings as a resource in the topic of assessment. The WI Early Childhood Training and Technical Assistance Network brings together all groups within the state who provide T/TA to early childhood professionals within the state. Planning and development was done collaboratively with State Personnel Development Grant (SPDG) EC Hub members, child outcomes coordinator, Birth to 3 RESource, the Wisconsin Early Childhood Association (WECA), WDPI, Wisconsin Department of Children and Families (WDCF), and EC PSTs. A two-day meeting was held in September 2010 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.
7 B C G	Both the Wisconsin Early Childhood Collaborating Partners (WECCP) and WDPI Indicator 7 websites serve as an informative website for information related to Child Outcomes	CESA 5 Staff & Website Technical Support Child Outcomes Coordinator WDPI ECSE Consultant WDPI Internal Outcomes workgroup	All Indicator 7 Child Outcomes training handouts are available on the Wisconsin Early Childhood Collaborating Partners and WDPI websites at http://www.collaboratingpartners.com/disabilities-indicators-3-7-about.php and http://www.dpi.wi.gov/sped/spp-preout.html. Both the WECCP and WDPI websites are updated on a regular basis to include new materials and a list of training opportunities.

Birth-to-Six Collaborative System

The WDPI and WDHS work together to enhance the Birth to Six Child Outcomes system. A cross-department Child Outcomes Workgroup consisting of staffs from WDHS, WDPI, UW Waisman Center, the Child Outcomes Coordinator, and a consultant working with the CESA 5 grant meet monthly to develop common expectations and understanding of child outcomes requirements and procedures and to assure a "Birth to Six" perspective. Collaboration is demonstrated in the various activities including but not limited to: development and periodic review of a Q & A document, development of resource materials, training and technical assistance, and data analysis. A state B-6 Special Education Leadership group provides input to the Child Outcomes Coordinator and Workgroup on new processes, materials and statewide training. All recommendations from the aforementioned groups are discussed with WDPI and WDHS internal outcomes workgroups.

WDHS and WDPI participate in the Wisconsin Early Childhood Collaboration Partners State Action Team (WECCP) and the Early Learning Committee meetings to assure involvement of the general education community.

Each department has established web pages on their own website to serve as the primary web source for their related stakeholders.

An Interagency Agreement Workgroup developed and periodically updates a State Interagency Agreement that describes the responsibilities of each department specific to implementing IDEA 2004 and State policies. Areas addressed include but not limited to: child find, transition, evaluation, environments, outcomes, service delivery, and professional development.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
7 B C D E F G E	The Child Outcomes Workgroup meets monthly (or more as needed).	State Child Outcomes Workgroup	During the FFY 2010 the state Child Outcomes Workgroup met 6 times. Activities addressed during the year included: development of a indicator training PowerPoint, data analysis pilot, program fidelity self-assessment, statewide self-assessment, target setting, development of a PowerPoint on target setting for use with stakeholders and training/technical assistance (T/TA) providers, development of new materials for parents, revision of the Question & Answer (Q&A) document, integration of the Child Outcomes Summary Form (COSF) rating process into the Individual Family Services Plan/Individualized Education Program (IFSP/IEP), and data analysis. The Child Outcomes Coordinator participated in 5 meetings of the state Birth to 6 Special Education Leadership team to share updates of the statewide child outcomes training and technical assistance system, planning for transition from sampling to census data collection strategy, and planning for an enhanced Child Outcomes application within the Special Education Web Portal.
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	State Child Outcomes Workgroup WDPI Internal Outcomes workgroup	A revised Q & A document has been posted on Collaborating Partners and the Wisconsin Department of Public Instruction (WDPI) website and disseminated by the twelve Cooperative Educational Services Agency (CESA) Program Support Teachers (PSTs) This document is referenced when providing technical assistance. Additional revisions will occur in FFY 2011.

	providing consistency of procedures and messages between both WDPI and WDHS. Additional questions and answers have been addressed as the system evolves.		
7 B C D E F	The Child Outcomes Fidelity Self-Assessment provides consistency of procedures and ensures fidelity of the process across the Birth-to-Six community.	Child Outcomes Workgroup EC PSTs WDPI staff	A Child Outcomes Fidelity Self-Assessment was developed in 2009 for use by local education agencies (LEAs) and county Birth to 3 programs to assess their current child outcomes system practices. The Fidelity Self-Assessment may be used by county Birth to 3 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. The Child Outcomes Fidelity Self-Assessment was revised during FFY 2010 and revisions included a 4-point rating system. The use of the Child Outcomes Fidelity Self-Assessment was included in FFY 2010 indicator trainings across the state.
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 Wisconsin Early Childhood Collaborating Partners (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, a national expert on the topic of early childhood assessment who 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 WECCP website (http://www.collaboratingpartners.com). This PowerPoint is used within the statewide Wisconsin Model Early Learning Standards (WMELS) training as well as the Child Outcomes trainings. This PowerPoint was revised in FFY2010 for use in the WMELS training, which is posted on the Collaborating Partners website.
7 G	An Interagency Agreement Workgroup developed and periodically update State Interagency Agreements,	State Interagency Agreement Team	The Interagency Agreement Workgroup continues to oversee the work related to the primary interagency agreement between WDPI and the Wisconsin Department of Health Services (WDHS). This team includes representation from WDPI, WDHS, McKinney Vento, the Head Start

	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.	Assistant Director WDPI Legal Services and staff	Collaboration Project, the Great Lakes Intertribal Council, and the Parent Training Center-Wisconsin Family Assistance Center for Education, Training and Support (WI FACETS). Specific policy and procedure development has been the focus of this work during FFY 2010. 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). LEAs and Birth to 3 agencies continued to meet to review interagency agreements. WDPI technical assistance partners (i.e. Resource, early childhood program support teachers, Regional Service Network (RSN) Project Directors have helped to facilitate these meetings between local education agencies (LEAs) and their county Birth to 3 agencies.

Early Childhood National Technical Assistance
WDPI and the Child Outcomes Coordinator collaborate with the National Early Childhood Technical Assistance Center (NECTAC) and the Early Childhood Outcomes Center (ECO) to improve outcomes and receive assistance regarding implementation of the child outcomes requirements.

Technical assistance from NECTAC, ECO, and NCRRC are utilized to assist in development and/or clarification of child outcomes policies and procedures related to data quality and evaluation.

The Child Outcomes Coordinator participates in the COSF Data Community of Practice (CoP), COSF Training CoP and the State T/TA Provider CoP all facilitated by NECTAC and ECO staff.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
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 Wisconsin Department of Public Instruction (WDPI) Early Childhood Special Education (ECSE) consultant participated in the 2010 Child & Family Outcomes pre-conference sessions on data analysis and the 2010 OSEP Mega Conference. The Child Outcomes Coordinator participates in Child Outcomes Summary Form (COSF) Data Community of Practice (CoP) conference calls facilitated by Early Childhood Outcomes Center (ECO) staff. The

			content of the 2010-2011 calls focused on data analysis.
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, NECTEC and ECO, and attendance at NECTAC/ECO Child and Family Outcomes conferences have been accessed in an effort to develop strategies to assure data quality, validity, and reliability.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
7 B D E H	The Child Outcomes Fidelity Self-Assessment was developed to support consistent processes being utilized across all LEAs and enhanced data quality statewide.	Child Outcomes Workgroup CESA EC PST's	A Child Outcomes Fidelity Self-Assessment was developed in 2009 for use by local educational agencies (LEAs) and county Birth to 3 programs to assess their current child outcomes system practices. The Fidelity Self-Assessment may be used by county Birth to 3 staff and LEA staff to conduct a self-assessment. It may also be used by RESource staff and PSTs as talking points when providing training and technical assistance (T/TA). The Child Outcomes Fidelity Self-Assessment can be found at http://www.collaboratingpartners.com/disabilities-indicators-3-7-requirements-forms.php. The Fidelity Self-Assessment was revised during FFY 2010 to include a 4-point rating system. The use of the Fidelity Self-Assessment was included in the FFY 2010 Indicator trainings across the state.
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	The Child Outcomes Coordinator and Wisconsin Department of Public Instruction (WDPI) Early Childhood Special Education (ECSE) Consultant participated in the 2010 Child and Family Outcomes conference and attended workshops on enhancing data quality and analysis. The Child Outcomes Coordinator also participated in the Child Outcomes Summary Form (COSF) Community of Practice (CoP)

		consultant	conference calls throughout the year. The content of the calls focused on 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 2010
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 provided a review of the current status of data submitted in the Indicator 7 Child Outcomes application in the Wisconsin Department of Public Instruction (WDPI) Special Education Web Portal. Emphasis was given to missing data (no data and/or children who have turned six whose records are incomplete). Follow up with the local education agencies (LEAs) with missing data was provided by the EC Program Support Teachers (PSTs) in the form of email, phone calls and/or on-site technical assistance. In addition to participation in monthly indicator calls, the Child Outcomes Coordinator and WDPI Early Childhood Special Education (ECSE) Consultant sent EC Program Support Teachers (PSTs) a monthly email with LEAs in their Cooperative Educational Services Agency (CESA) that have children who turned 6 years of age and LEAs that have not reported data for the current reporting year.
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	Data outliers (e.g. LEA's with high percentages in Progress Category #1) were identified for individualized technical assistance from the Statewide Child Outcomes Coordinator.

7 A B F	National technical assistance from NECTAC and ECO is utilized whenever possible to enhance current data analysis processes being utilized.		The Child Outcomes Coordinator and WDPI ECSE consultant participated in the 2010 Child & Family Outcomes pre-conference sessions on data analysis. The Child Outcomes Coordinator participates whenever possible in Child Outcomes Survey Form (COCSF) Data Communities of Practice (CoP) conference calls. The content of the 2010-2011 calls focused on data analysis.

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 2010
7 G	*CREATE: - Culturally Responsive Early Childhood Project* (CESA 8) ($80,660)		CREATE Coordination (CESA 6) Statewide coordination and project management consisted of third-party evaluation and customized technical assistance to districts identified with disproportionate over-representation. http://createwisconsin.net/ Consortium on Racial Equity in PreK-12 Education (CESA 6) 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, Cooperative Educational Service Agencies (CESAs), and the Wisconsin Department of Public Instruction (WDPI)I in analyzing their systems and exercising leadership to eliminate racial disparities in education. • 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. • DPI staff participated in the October 12, 2010, and March 8, 2011, consortium meetings alongside the district teams. • Staff from CESAs continued their training as Equity Coaches. They met on October 11, 2010, and March 7, 2011. • Content presented during the consortium meetings included: • Review and critique of district equity action plans that incorporate a theory of anti-racist school leadership; • Critical Race Theory.

			Also in partnership with Pacific Educational Group (PEG), CREATE hosted three two-day workshops entitled "Beyond Diversity." The nationally-recognized training is aimed at helping educators identify and examine the powerful intersections of race and schooling. “Beyond Diversity” was developed by Glenn Singleton and based on the book he co-authored with Curtis Linton, Courageous Conversations about Race. 186 educators and community members attended the trainings held in August 2010, March 2011, and April 2011. http://www.createwisconsin.net/districtpractices/consortiumk12_racial.cfm CREATE e-newsletter (CESA 4) Electronic newsletters regarding culturally responsive education were produced that include articles, resources, and professional development opportunities relevant to cultural responsiveness in education. For the 2010-11 funding year, the CREATE newsletter has been published each month since September 2010. Ten issues were published in 2010-11. The number of newsletter recipients increased in 2010-11. As of May 2011 there were 615 subscribers. The contents of the e-newsletters include: • 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 • New columns added include: "In the Community," "CREATE in the Spotlight," "CREATE Updates," and "Always Remember." http://www.createwisconsin.net/enewsletter/

Pyramid Model for Social Emotional Competence in Young Children

The SEFEL (Social Emotional Foundations of Early Learning) Pyramid Model for Social Emotional competence in Young Children is a developmentally appropriate, evidence framework designed to promote social and emotional competence in young children ages birth to 5. Wisconsin was awarded a 3 year training and technical assistance grant from the national Center on the Social Emotional Foundations of Early Learning to develop the capacity to implement the Pyramid Model program wide.

A cross disciplinary workgroup was convened to discuss Wisconsin’s readiness to apply as a CSEFEL implementation state. This group collaboratively wrote a training and technical assistance grant application that was accepted by CSEFEL in March, 2009. A statewide CSEFEL Pyramid Model implementation leadership workgroup was convened, and a state project coordinator and trainer coordinator were appointed.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
7 F G	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.	Wisconsin's SEFEL/ Pyramid Model leadership team, State Coordinator Training coordinator WDPI ECSE Consultant	Wisconsin's approved Pyramid Model trainers are cross-systems representatives. In one year, over 1,600 cross-systems providers of early care and education serving 37 of Wisconsin's 72 counties in a variety of Pyramid Model content were trained. Wisconsin's coordinators, with a cross-systems workgroup, created an eight week training series to provide standardized training that addresses principles of quality professional development. The project coordinators piloted a coaches' training and continue to develop training, materials and supports to to use the Pyramid Model implementation data tools effectively to ensure coaches and providers implement Pyramid Model practices with fidelity. A cadre of Pyramid Model Parent content trainers was developed and trained to sustain training to providers who support parents in developing social and emotional competence in children.

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.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
7 B D E F H	**Assistive Technology Lending Center (ATLC)**	WDPI ATLC grant liaison and CESA 2 lending center staff	• The ATLC was established as a new DPI IDEA discretionary grant during the project year July 1, 2009 – June 30, 2010 for the acquisition and loan of high-end Alternative and Augmentative Communication (AAC) equipment to LEA staff at no cost. • The ATLC staff utilize a Data Reporting & Evaluation Form to collect data from patrons who check out devices. The Data Reporting & Evaluation Form returned by educators provided several reports of pre-school aged students who successfully increased their social and academic communication during the device trialing period. Given this feedback,

			staff at the ATLC are in the process of developing an additional data collection system to look at the skills of preschool students during the AAC trial period. • A total of 69 patrons checked out AAC devices for this project year (an increase of 28 patrons, from 41 last year). • One hundred two students from thirty-two Wisconsin LEA public school districts borrowed Alternative and Augmentative Communication (AAC) devices valued at $705,670.00 during the 2010-2011 school year (Baseline Data).

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 2010
7 F G	WESP-DHH Consultation	WDPI Outreach staff	The Wisconsin Department of Public Instruction (WDPI) Outreach staff provides ongoing consultation for infant/toddlers and preschoolers statewide. During the 2010-2011 SY, 22 referrals for Specific Child Consultation for children ages Birth to 6 were made.

7 F G	WESP-DHH Trainings/Conferences: Local/Regional/Statewide Trainings related to supporting language, literacy, social emotional and cognitive/academic development for children who are deaf or hard of hearing.	WDPI Outreach staff	During the 2010-2011 SY, trainings were conduct on the annual combined Deaf Mentor Training and Guide by Your Side and the annual Spring trainings for each program. The Wisconsin Educational Services Program-Deaf and Hard of Hearing (WESP-DHH) held the annual Professional and Family Conference. In addition, in-services and workshops were held as requested around the state in LEAs, and in counties for Birth to 3 Programs.
7 C D F	Deaf Mentor Program	WDPI Outreach staff	The Deaf Mentor Program (DMP) is a sign language immersion program for children and families who want to learn American Sign Language (ASL). Mentors work collaboratively with families, Birth to 3 programs and LEAs. The focus of these programs is on language and social-emotional development. During the 2010-11 school year, the DMP served approximately 53 families. Of these, 7 were in Birth to 3, 46 within the 3 to 6 year old range and 1 child who is being supported through the WI Deaf-Blind Technical Assistance Project (WDBTAP).
7 C D F	Guide By Your Side Program	WDPI Outreach staff	The Guide By Your Side Program is in the second year of expansion to include support around transition from Part C to Part B. It has a focus on Family support in identifying a child's unique needs around language, social-emotional development, literacy and academic development. Program received approximately 64 referrals in 2010-2011. 91% of these resulted in actual visits (an increase of 12%) from 2009-2010. Out of a total of 12 families eligible for transition support, 58% received support specific to transition. Two guides participated in the Western Regional SKI-HI Training. (see ARRA Pilot information below)
7 C D F	Home Early Listening Program -Babies and Hearing Loss Notebook	WDPI Outreach staff	The Home Early Listening Program (HELP) began implementation of the HELP program which supports families and providers in developing listening and spoken language skills. HELP Consultants completed support to 2 families within the Western Region of the State. Both HELP Consultants participated in the intensive SKI-HI Training for the Western Region Pilot.

			The tool kit used in the program, "Learning to Talk Around the Clock", has been shared in other regions of the state per recommendations from Outreach Consultations. Professionals in other areas around the state (beyond the Western Region) have requested to become HELP Consultants.
7	WESP-DHH B-6 ARRA Funded Pilot: W. Region Redesign-Regional Services Coordinator	WDPI Outreach staff Regional Services Coordinator	The WESP-DHH identified and trained Regional Team Members using the SKI-HI Training Team from Utah University in the Fall of 2010. Implementation procedures for the provision of services via the Western Regional Team were developed and documented. Procedures have been organized into an "Implementation Guide" which will be posted on the WESP-DHH Outreach Website in the Fall of 2011. Implementation of services began in January of 2011. The Regional Services Coordinator provided direct support to 6 families and Birth to 3 Programs. Direct service via Regional Team members has been provided to 3 of these families. Data regarding the satisfaction with these services is currently being gathered. Funds have been secured through WDPI to focus on children ages 3-6 years of age, working with the Early Childhood Special Education Program Support Teachers (EC PSTs) from each Cooperative Educational Services Agency (CESA) and the Milwaukee Public Schools. A project plan with goals and activities has been developed. EC PSTs will receive initial training related to awareness of the unique needs of deaf, hard of hearing and deaf-blind children on August 25, 2011. Birth to 3 State Leadership is exploring options to sustain the team network in the Western Region as well as ways to expand the concept of a regional team throughout the state.

Young Dual Language Learners

The Dual Language Learner (DLL) Initiative provides professional development, technical assistance and resources to community partners regarding culturally and linguistically responsive practices for young children, birth-6. The DLL Leadership Team, comprised of 25 stakeholders, and its smaller Steering Committee, were created as part of this initiative to help coordinate and advance efforts on behalf of young children who are dual language learners and their families throughout the state. In addition, the DLL initiative collaborates with other state initiatives in order to include the strengths and needs of dual language learners and their families in different statewide trainings such as those provided by Wisconsin Model Early Learning Standards, Preschool Options, and Wisconsin Pyramid Model for social emotional competence.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010

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 September and December 2010 and March 2011 to discuss the direction of the Dual Language Learner (DLL) initiative. The leadership team identified the topics for training and technical assistance materials and reviewed and developed these materials. More information can be found at: http://dpi.wi.gov/ec/ecinr.html and http://www.collaboratingpartners.com/curriculum-assessment-dual-language-learners.php.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:

State Performance Plan Improvement Activities

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 2010
7 A H	Data analysis pilot was developed and implemented.	Child Outcomes Coordinator WDPI Internal Indicator 7 workgroup	The data analysis pilot was developed by the Child Outcomes Coordinator and WDPI. The pilot was implemented with 3 LEAs that had a sample size greater than 50. These data were analyzed with LEAs; progress categories, disability, location and race were cross-referenced. Next steps for LEA improvement activities were identified through this process.
7 A B	Reviewed and assessed current Child Outcomes policies, practices and system using the ECO self-	Statewide Child Outcomes workgroup	The Child Outcomes workgroup conducted the self-assessment and determined improvement activities needed to enhance data analysis across the Birth to 6 Child Outcomes system.

E H	assessment tool.		

Early Childhood National Technical Assistance
WDPI and the Child Outcomes Coordinator collaborate with the National Early Childhood Technical Assistance Center (NECTAC) and the Early Childhood Outcomes Center (ECO) to improve outcomes and receive assistance regarding implementation of the child outcomes requirements.

Technical assistance from NECTAC, ECO, and NCRRC are utilized to assist in development and/or clarification of child outcomes policies and procedures related to data quality and evaluation.

The Child Outcomes Coordinator participates in the COSF Data Community of Practice (CoP), COSF Training CoP and the State T/TA Provider CoP all facilitated by NECTAC and ECO staff.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
7 E	Technical assistance from ECO and NECTAC is accessed on an as needed basis.	Child Outcomes Coordinator WDPI ECSE Consultant	Robin Rooney from NECTAC was consulted regarding use of Ages and Stages Questionnaire III for Speech and Language Pathologists.

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 2010
7 C D	Online training module development	WDPI ECSE Consultant Child Outcomes Coordinator WDPI Internal Indicator 7 workgroup	During FFY 2010, work started on the development of online training modules that will be available on both the WECCP and WDPI website. The training modules will include all content and practice activities that are currently included in the statewide Early Childhood Indicator Trainings.

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 2010
7 F G	Early Childhood Program Support Teacher (EC PST) DHH initiative	WDPI Outreach staff WDPI ECSE consultant CESA EC PSTs	WDPI began developing a plan for the EC PST Deaf/Hard of Hearing initiative in Spring 2011. The plan focuses on developing regional training and technical assistace and data collection in this area. Plan implementation will occur in September 2011.

Young Dual Language Learners

The Dual Language Learner (DLL) Initiative provides professional development, technical assistance and resources to community partners regarding culturally and linguistically responsive practices for young children, birth-6. The DLL Leadership Team, comprised of 25 stakeholders, and its smaller Steering Committee, were created as part of this initiative to help coordinate and advance efforts on behalf of young children who are dual language learners and their families throughout the state. In addition, the DLL initiative collaborates with other state initiatives in order to include the strengths and needs of dual language learners and their families in different statewide trainings such as those provided by Wisconsin Model Early Learning Standards, Preschool Options, and Wisconsin Pyramid Model for social emotional competence.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
7 C D E F G	Development of DLL training and technical assistance materials.	WDPI ECSE Consultant EDLLI advisory team EDLLI steering	15 Facts and Tips documents regarding DLL were created and have been posted at: http://dpi.wi.gov/ec/ecinr.html. Topics vary from using interpreters effectively to ongoing assessment. Development of the first module started in Spring 2011 and will be posted in October 2011. All Facts and Tips documents will have an accompanying module that will go into great details on each of the topics.

		committee various WDPI Consultants (ESL/Bilingual, Title I, etc)	

Pyramid Model for Social Emotional Competence in Young Children
The SEFEL (Social Emotional Foundations of Early Learning) Pyramid Model for Social Emotional competence in Young Children is a developmentally appropriate, evidence framework designed to promote social and emotional competence in young children ages birth to 5. Wisconsin was awarded a 3 year training and technical assistance grant from the national Center on the Social Emotional Foundations of Early Learning to develop the capacity to implement the Pyramid Model program wide.

A cross disciplinary workgroup was convened to discuss Wisconsin's readiness to apply as a CSEFEL implementation state. This group collaboratively wrote a training and technical assistance grant application that was accepted by CSEFEL in March, 2009. A statewide CSEFEL Pyramid Model implementation leadership workgroup was convened, and a state project coordinator and trainer coordinator were appointed.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
7 C D E	Provide support to initial Program Wide implementing sites in order to determine the training, supports and materials necessary for other sites to implement efficiently and effectively.	Wisconsin's Pyramid Model State Leadership team State coordinator Training Coordinator WDPI ECSE consultant	The five Pyramid Model demonstration sites were trained and coaches in program wide implementation of the Pyramid Model. All sites demonstrated increases in fidelity of implementation data. A readiness checklist and application process were developed to expand the number of programs implementing the Pyramid Model program wide. An additional 8 sites were trained in program wide implementation in August, 2010 and another 5 sites were trained in June, 2011.
7 A B E	Develop processes and systems to support data based decision making for Pyramid Model implementation	Wisconsin Pyramid Model State workgroups State coordinator Training Coordinator	Data processes and systems were developed to gather information on the amount and types of coaching activities, trainings offered and to whom, and fidelity data from program wide implementing sites. These processes and systems continue to be refined.

7 A B E F	Build state infrastructure to support program-wide implementation of the Pyramid Model for Social Emotional Competence in Young Children.	Wisconsin's Pyramid Model State Leadership team State coordinator Training Coordinator WDPI ECSE consultant	The Wisconsin Department of Public Instruction (WDPI) Early Childhood Special Education consultant continues to be an active member of the Pyramid Model state leadership team and workgroups. Linkages to Wisconsin's school based Positive Behavioral Interventions and Supports initiative continue to be explored and built. Pyramid Model training is linked to Wisconsin's childcare Quality Rating Improvement System. The Pyramid Model training coordinator participates in Wisconsin's Early Childhood Response to Intervention workgroup.

Program Support Meetings
Each year, the program consultants on the Special Education Team design and host program support meetings for interested stakeholders, including parents, school district staff, educational administration, paraprofessionals, and higher education faculty. The overarching goal of these program support meetings is to disseminate innovative information and current resources to the field. At these meetings, program consultants typically present information and training aimed at reducing the graduation gap and dropout rates. Specific topics include research-based strategies to increase student engagement, establish a positive school climate, increase options for student learning, and enhance staff knowledge and skills. These opportunities will continue in future years.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
7 C D	Offer statewide Early Childhood (EC) program support teacher (PST) meetings to discuss topics and issues related to early childhood special education programming, services, data collection, and indicators.	WDPI Early Childhood Special Education Consultant	Early Childhood: Four PST meetings were held during the 2010-2011 school year (9/24/10, 12/10/10, 3/7/11, 6/3/11). Discussion of the following topics occurred during the four meetings: DPI updates, evidence-based practices; writing IEPs, service delivery models; data collection and analysis; screening and ongoing assessment; EC materials and resources; initiative updates; teacher licensing; tribal relationships; Birth to 3 relationships and interagency agreements; data entry into Program Participation System, Individual Student Enrollment System, and Special Education Web Portal, Indicators 6, 7 and 12; Child Find; Deaf/Hard of Hearing information, dual language learner information; strategic planning.

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 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
2010 (2010-2011)	**72.5%** 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.

Actual Target Data for 2010:
Based on the 2010-2011 distribution of proportionate agreement, 78.27% of respondent parents reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Based on this data, Wisconsin exceeded its target of 72.5% for FFY 2010.

Computational details are shown below:

(a + b)/(Total N for 619 & Part B Data) = final combined percentage for 2010-2011

a = N for Part B * (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= 1,283 x .77 = 987.9
b= 243 x .85 = 206.5
Total N = 1,283 + 243 = 1,526

Final Combined Percentage for 2010-2011 = (987.9 + 206.5)/1,526
Final Combined Percentage for 2010-2011 = (1,194)/1,526
Final Combined Percentage for 2010-2011 = .782739187
Final Combined Percentage for 2010-2011 = 78.27%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2010.

WDPI is pleased to report progress of 7.28% for FFY 2010 relative to FFY 2009. In FFY 2010 there was a continued commitment by stakeholders and discretionary grant recipients to focus on parent involvement as a way to improve outcomes for youth with disabilities. Because this is a sampling indicator, approximately one-fifth of LEAs in WI collected data from parents using the Part B and 619 surveys in spring 2011. Any direct comparisons from year to year should be made with caution, as should the attribution of any specific improvement activities on slippage or progress. WDPI looks forward to making meaningful comparisons of data in FFY 2011, since the cycle for collecting this data will begin anew. LEAs will be able to compare their current data with their previous survey results.

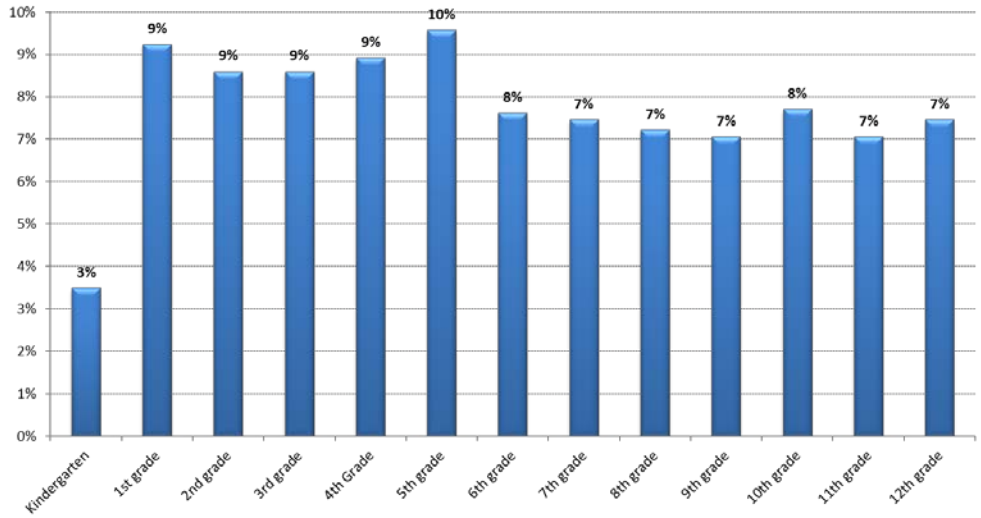
Indicator Narrative

Student Characteristics Indicated by Respondent: Grade

The 2010-2011 data were compiled from 1,526 parents and primary caregivers. This number represents a total of 1,283 parents who provided valid responses to the Wisconsin Part B Survey and 243 parents who provided valid responses to the Wisconsin 619 Survey. Initially, the State selected a statewide random sample of 4,772 parents, resulting in a response rate of 32%. This response rate compares favorably with the overall rate of 34% reported in the FFY 2009 and exceeds that of more than 62% of all States based on information obtained from the *Part B State Performance Plan/Annual Performance Report: 2010 Indicator* Analysis.

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.

Figure 1: Percent of Respondents Indicating Child's Grade Level (2010-2011)



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 1 summarizes the representation of children in race and ethnic categories in the Part B and 619 respondent groups as reported by parents completing the survey. One thousand, one hundred and eighty-nine (1,189) of the 1,283 total respondents representing Part B (93%) provided a response to this demographic item, while two-hundred thirteen (228) of the 243 respondents (94%) completing the 619 survey did likewise. Compared to the Part B FFY 2009 respondent sample, it was found that the numbers of respondents in the American Indian or Native Alaskan ethic category showed an increase from 0.6 percent to 3.1 percent in the current FFY 2010 submission. Similarly, the numbers of respondents who identified themselves as Hispanic or Latino increased over the previous APR, from 4.3 percent to 7.3 percent.

Similar to what was observed for the Part B sample, the 619 numbers of respondents who identified themselves as American Indian or Native Alaskan also increased, from .05 in FFY 2009 to 1.6 percent for in current reporting period. In addition, when compared to the sample of last year, a slight increase was noted in the number of Hispanic or Latino respondents, while a decrease was observed in the number of Black or African American respondents, from 6.6 percent in FFY 2009 to 4.3 for FFY 2010.

In both cases of the Part B and 619 survey sample, the White ethnicity category comprised the majority of respondents, with 80.9 percent reported for Part B and 86.3 percent for 619. In both cases, each represents an increase over the FFY 2009 sample where percentages of 74.0 and 71.8 were reported for each respondent group, respectively.

Table 1: Percent Representation of Race/Ethnicity Categories of Students as Indicated by Respondents

Race/Ethnicity	Part B Survey (N =1,189)	619 Survey (N=228)
American Indian or Native Alaskan	3.1	1.6
Asian or Pacific Islander	1.1	2.0
Black or African American	7.6	4.3
Hispanic or Latino	7.3	5.5
White	80.9	86.3

Student Characteristics Indicated by Respondent: Disability Categories

Table 2 summarizes the representation of children in the Part B and 619 respondent groups reported by parents based on disability category. One thousand, one hundred thirty-two (1,132) of the 1,283 respondents from Part B responded to this demographic item. For the 619 survey, 221 respondents did likewise. When compared to the Part B FFY 2009 respondents, an increase was noted in the percentages of students in the disability areas of Other Health Impairment, Specific Learning Disability, and Speech/Language Impairment. However, none of these differences were considered to be significant, and in most cases, the differences observed disability areas reported were generally negligible.

Similar results were observed for the 619 survey when compared current results to FFY 2009 data. There seemed to be little differences in most disability areas, with the exception of the numbers of children identified in the area of Speech/Language Impairment. In this case, 73.2 percent of the parents selected this category, compared to the 56.8 percent who did so in the FFY 2009 reporting period.

Table 2: Percent Representation of Disability Categories of Students as Indicated by Respondents

Disability	Part B Survey (N=1,132)	619 Survey (N=221)
Autism	9.1%	6.3%
Cognitive Disability	9.7%	2.2%
Emotional Behavioral Disability	9.0%	1.8%
Hearing Impairment	1.6%	1.3%
Orthopedic Impairment	1.1%	0.9%

Other Health Impairment	11.1%	0.4%
Significant Developmental Delay	1.9%	8.9%
Specific Learning Disability	27.7%	3.6%
Speech/Language Impairment	27.1%	73.2%
Traumatic Brain Injury	0.7%	0.4%
Visual Impairment	1.1%	0.9%

Performance Measure Percentages

Figure 2 presents the distribution of percent parental agreement across the entire set of performance measures included in the 619 survey. As shown, item performance measures ranged from a low of 85% to a high of 95% with a median 93%. All of the percentages for each performance measure were found to be higher than the FFY 2009 data, in particular, the percentage observed on an item where parents were asked to rank the extent of their agreement with regard to being given options if they disagreed with a decision made by the preschool special education program. In the FFY 2009, this was the lowest ranking performance measure, and while it remains so, it is considerably high than the 77% observed for that APR reporting year. Another area which increased considerably was on an performance measure in which parents ranked their level of agreement regarding whether or not the preschool special education program regularly communicated information about their child's progress on IEP/IFSP goals. This performance measure increased from 84% to 95%, an 11 percentage point difference.

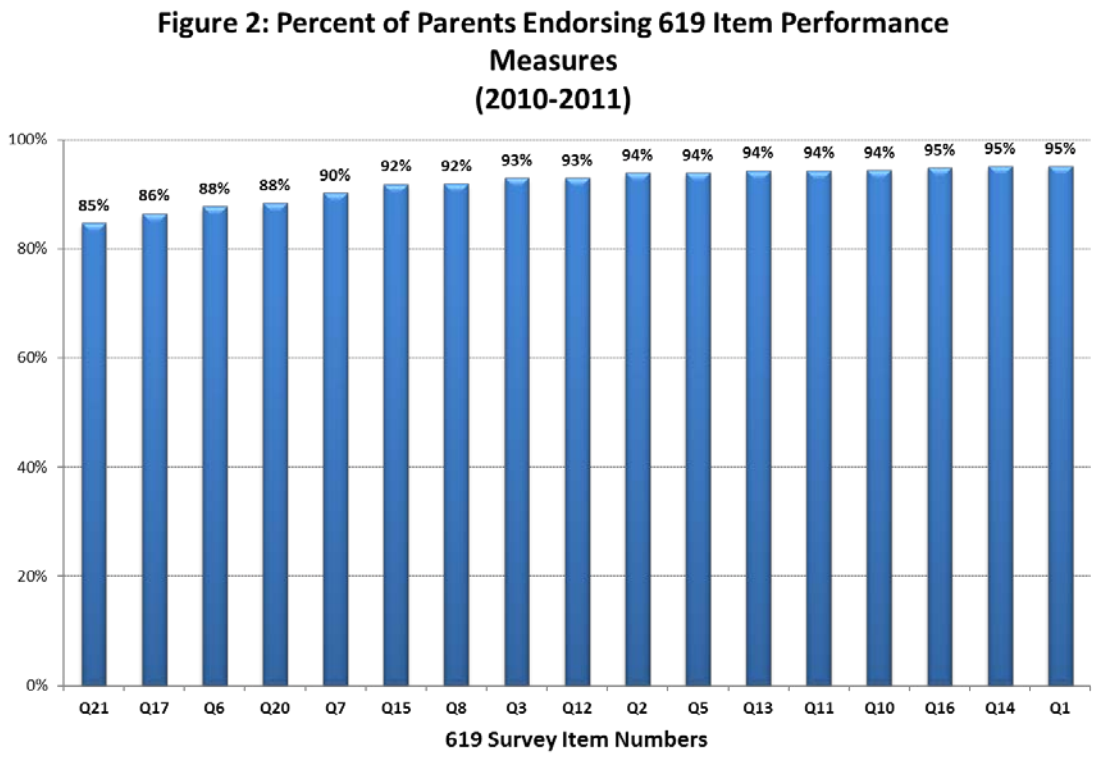


Figure 3 presents the distribution of the percent of parental agreement across the entire set of performance measures included in the Part B Survey. Percent of agreement for each performance measure ranged from a low of 77% to a high of 97%, with the median at 92%. These results were found to be consistently higher than the results reported on the FFY 2009 APR.

In a comparison of FFY 2009 and FFY 2010 data, increases of at least 8 percentage points were observed on items in which parents rated their agreement with regard to such issues as whether schools ensured they understood procedural safeguards, offered parents a variety of ways to communicate with teachers, and the extent teachers were available to discuss issues raised by the parent. One appreciable increase was noted on a performance measure which parents were asked if the school respected their cultural heritage. On this item 97% of respondents indicated that their cultural heritage was respected, an increase over the 88% who responded similarly in FFY 2009.

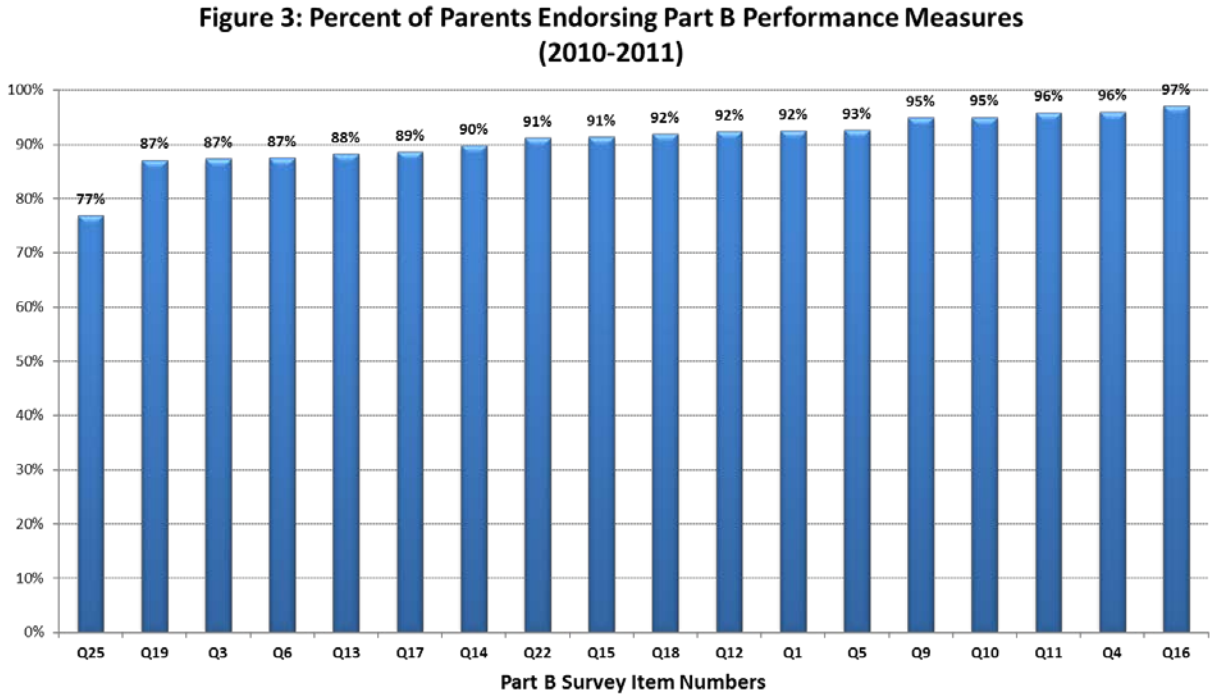


Table 3 represents the lowest and highest percent of agreement for performance measures selected from the 619 and Part B survey. That is, based on the performance measures shown in Figures 2 and 3, the lowest to highest range of performance was recorded. With regard to the 619 survey, the lowest percentage of agreement (85%) was observed on an item which asked parents about the explanation (given by people from preschool special education, including teachers and other service providers) of options parents were given if they disagreed with a decision made by the preschool special education program. This performance measure was also rated lowest on the FFY 2009 APR, but reflects an 8 percentage point increase for the current year. The highest percent of agreement (95%) was noted on a performance measure in which parents indicated the extent to which they were considered equal partners in planning their child's preschool special education program.

Similar to the 619 survey, the lowest rated performance measure on the Part B survey was observed on an item which parents agreed or disagreed to the extent of whether options where explained to them by educators if they disagreed with a decision of the school. While this was also the lowest rated measure on the FFY 2009 APR, a 7 percentage point increase was observed. The highest rated measure (97) on the Part B survey was noted on an item in which parents rated their level of agreement about whether the school respected their cultural heritage.

Table 3: Lowest-Highest Percent of Agreement for the Performance Measures			
Survey	*N*	*Lowest % Agreement of Performance Measure*	*Highest % Agreement of Performance Measure*
619 Survey	243	85	95
Part B Survey	1,283	77	97

State Performance Plan Improvement Activities

Wisconsin Statewide Parent-Educator Initiative (http://dpi.wi.gov/sped/parent.html)
The Wisconsin Statewide Parent-Educator Initiative (WSPEI) is a WDPI state discretionary project that serves parents, educators, and others interested in parent-educator partnerships for children with disabilities. Two statewide coordinators and 27 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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
8 C	**Wisconsin Statewide Parent Educator Initiative (WSPEI) Group Training at Conferences** 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. WSPEI in collaboration with REACh will provide educator training in Parent Involvement to LEAs.	WSPEI consultant and REACh Initiative consultant	The REACh initiative was reconfigured into the RtI Center. During FFY2010, parent-educator teams trained groups of educators and parents on effective parent involvement practices for schools. Wisconsin Department of Instruction (WDPI), Responsive Education for All Children (REACh) and WSPEI staff collaborated to provide professional development on training modules to make personnel development more accessible to teachers and administrators.

8 C	**Wisconsin Statewide Parent Educator Initiative (WSPEI) Group Training at Conferences** 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.	WSPEI consultant, Parent consultants, WSTI consultant	WDPI provided scholarships for parents to attend the annual statewide Transition Conference, funded meetings of the We Indians parent involvement group, and cosponsored the 2010 Milwaukee Latino Family Special Education Forum.
8 C	**Wisconsin Statewide Parent Educator Initiative (WSPEI) Group Training at Conferences** 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.	WSPEI consultant	WSPEI presented information at a poster session for the November 2010 Special Education and Pupil Services Leadership Conference. Information on recruitment of LEA Parent Liaisons and Family Engagement trainings were disseminated.
8 C D	**Product development and dissemination** Current versions of the WDPI *Procedural Safeguards Notice*, *Special Education in Plain Language*, *Introduction to Special Education* and *Involving Families in Meeting Student Needs: A Guide for School Staff* will be disseminated to LEAs, families, and parent information organizations in print and electronic forms.	WSPEI consultant and Compliance consultant	During FFY 2010, the WDPI Procedural Safeguards Notice document in English, Spanish and Hmong received 6,997 hits on the WDPI website. The following publications were disseminated through the WSPEI office via order forms in FFY 2010. 3,086 - An Introduction To Special Education (English). 215 - An Introduction To Special Education (DVD), 709 - An Introduction To Special Education (Spanish), 3,918 - Special Education in Plain Language (English), 730 - Special Education in Plain Language (Spanish), 1,791 - Parent Record Files - (English), 530 - Parent Record Files - (Spanish), 217 - IEP - The Movie: Finding Our Way Through The Maze (DVD), 23 - Preparing For the IEP (CD), 9,093 - Special Education Procedural Safeguards (English Booklets), 11 - Portfolio cases filled with a sample of each of the above resources and brochures,10 sets - Set of 7 Dividers for the

			Parent Record File (English), 2 sets - Set of 7 Dividers for the Parent Record File (Spanish), 50 - CDs Contents of YiPPE filers, 945 - Opening Doors To Post-Secondary Education, 949 - Opening Doors To Employment Planning, 857 - Opening Doors To Self Determination Skills, 215 - Serving On Groups That Make Decisions: A Guide For Families WDPI continues to offer systems for school districts to purchase printed copies of these resources.
8 C D	**Product development and dissemination** 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.	WSPEI consultant and program area consultants	WSPEI and WI FACETS collaborated to train parents and parent leadership via monthly telephone training and 4 quarterly videoconference training meetings. WDPI posted 4 new webcast trainings appropriate for parents and educators in FFY 2010. WDPI's video on YouTube.com, Introduction to Special Education, logged more than 25,000 hits in FFY2010. Captions are available 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 LEAs and parents. Parent resources are archived on the SPDG website. Training was posted on WSPEI online training calendar and WI FACETS listserv.
8 D F	**Individualized LEA supports** The number of LEAs that identify a district parent liaison in conjunction with WSPEI will increase continuously. LEAs that have not identified a district parent liaison will identify a parent advisory representative or staff person who serves as a contact for special education parent information dissemination.	WSPEI consultant	144 Cooperative Educational Services Agency (CESA) and local education agencies (LEAs) parent liaisons were identified and trained. All LEAs had access to a CESA parent coordinator. 282 LEAs identified a parent information contact within the LEA.
8 A D H	**Individualized LEA supports** 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	WSPEI consultant	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 413 LEAs overall and assisted 97 LEAs who participated in the procedural compliance self-assessment (PCSA) with implementation of the parent survey.

	practices for reaching families will be evaluated and disseminated.		
8 A D H	**Individualized LEA supports** LEAs will reach a survey return rate of 20% of their sample or 6 surveys, whichever is larger.	WSPEI consultant	Instructions for a required number of returns were included in the online directions for Indicator 8 and in presentations to Directors of Special Education. The WDPI obtained return results by LEA monthly from February through June and notified LEAs of their status. Response rate statewide was 32%.
8 A D H	**Individualized LEA supports** 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.	WSPEI consultant and Monitoring Team Leaders FRII Parent Involvement ad hoc workgroup	Development of four online courses for educators began in FFY 2010 and is continuing through FFY2011. The courses are based on the Indicator 8 data and are designed to address improvement planning.
8 A D H	**Individualized LEA supports** Wisconsin schools and Wisconsin families use the resources of WSPEI and WI FACETS to help involve families and provide information about special education in the diverse ways that diverse families require.	WSPEI consultant	WSPEI services were documented to over 100,000 parents, educators, students, and agency staff in addition to collaborative information dissemination with partner agencies. Visits to the WSPEI website went up from 839 in 2009 to 3,299 in 2010. 73 parents and 32 youth completed intensive parent and youth leadership training, and 24 educators participated in one of the sessions.

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 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 2010
8 C G	**The Circles Of Life Conference** The Circles of Life Conference is a WDPI sponsored event that has been in existence for 26 years.	WDPI consultant	The annual Circles of Life conference for families of students with disabilities was held on April 28-29, 2011.

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 all students, including students with disabilities, to experience success.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
8 A B C D E F G H	**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 to Intervention (RtI). 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.	WDPI REACh Consultant	• Forty-three (43) Responsive Education for All Children (REACh) incentive grants were awarded to school districts, representing 92 early childhood, elementary, middle, and high schools. Grants were awarded to schools with priorities in the areas of 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: • 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 districts identified by the Wisconsin Department of Public Instruction (WDPI). • The REACh mentor and training network increases the capacity of

			the WDPI and the Cooperative Educational Services Agencies (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 assisted WDPI in determining the impact of the REACh Initiative. The capacity of the REACh Initiative to serve school districts was expanded through additional funding and activities under the Wisconsin Personnel Development System Grant.

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 2010
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	2008-2011 Disproportionality Workgroup Co Chairs CESAs LEAs National experts Approximately $890,000/yr	CREATE Coordination (CESA 6) Statewide coordination and project management consisted of third-party evaluation and customized technical assistance to districts identified with disproportionate over-representation. http://createwisconsin.net/ Consortium on Racial Equity in PreK-12 Education (CESA 6) 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, Cooperative Educational Service Agencies (CESAs), and the Wisconsin Department of Public Instruction (WDPI)I in analyzing their systems and exercising leadership to eliminate racial disparities in education. • School Districts Involved: Fond du Lac School District, Eau Claire

	services and resources. CREATE goals: • Synthesize and expand research-based practices for culturally and linguistically diverse students in general and special education. • Establish a racial context for all educators that is personal, local, and immediate. • Leverage the continued improvement of schools through collaborative work with existing technical assistance networks, continuous school improvement processes, and regional and state leadership academies. • Engage a statewide discourse across local, professional practice, and policy communities on improving educational outcomes for culturally and linguistically diverse students. • Develop products, with a particular focus on web-based professional development, that help schools implement effective and evidence-based teaching and school organizational practices that support successful educational outcomes for students from culturally and linguistically diverse backgrounds. CREATE will increase statewide capacity to train and enhance educators' understanding and application of research-based and culturally responsive policies,		Area School District, School District of Beloit, School District of Janesville, Kenosha Unified School District, School District of Waukesha. • DPI staff participated in the October 12, 2010, and March 8, 2011, consortium meetings alongside the district teams. • Staff from CESAs continued their training as Equity Coaches. They met on October 11, 2010, and March 7, 2011. • Content presented during the consortium meetings included: • Review and critique of district equity action plans that incorporate a theory of anti-racist school leadership; • Critical Race Theory. Also in partnership with Pacific Educational Group (PEG), CREATE hosted three two-day workshops entitled "Beyond Diversity." The nationally-recognized training is aimed at helping educators identify and examine the powerful intersections of race and schooling. "Beyond Diversity" was developed by Glenn Singleton and based on the book he co-authored with Curtis Linton, Courageous Conversations about Race. 186 educators and community members attended the trainings held in August 2010, March 2011, and April 2011. http://www.createwisconsin.net/districtpractices/consortiumk12_racial.cfm Annual institute on disproportionality (CESA 9) • CREATE, a Culturally Responsive Environment statewide conference was held April 26-28, 2011, at the Radisson Hotel and Conference Center (Green Bay, WI). Participation included 179 people, including representatives from the Great Lakes Intertribal Council, the Wisconsin Department of Corrections, private schools, universities and several Wisconsin school districts. This number also includes teams from school districts identified as having disproportionate over representation. • Keynote Addresses: Dr. Lucille Ebert, E & O, State Director, Illinois PBIS Network, "District Level Strategies and Leadership with a Focus on Disproportionality within a PBIS Structure;" Dr. Geneva Gay, "Culturally Responsive Teaching in Theory and Practice;" and Dr. Jeanette Haynes Writer, "Recognizing and Centering Community and Relationships in the Quest for Culturally Responsive Education."

	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.		• Conference workshops: o Racial Disproportionality and PBIS o Distinguish Between Cultural Mismatch and EBD o District Disproportionality Rubric and Needs Assessment o Translating Culturally Responsive Principles to Classroom Practices o Losing the Forest through the Trees: What All Educators Can Learn from the Examples of Schools Struggling with their "Indian" Nicknames and Logos o The Hidden Homeless o The Importance of Retaining Tribal Languages o The New Specific Learning Disabilities Criteria Along with Research-based and Evidence-based Interventions o Reading Communities and Realizing Knowledge: Building Culturally Responsive Bridges with Native Students and Communities o Understanding and Managing Unconscious Bias in Daily Practice o Culturally Responsive Assessment and Evaluation o Connecting the Dots o Culturally Responsive Family and Community Engagement o Permaculture as Social Design: Schools as Landscapes for Learning o What We Know, What They Need: Recognizing and Addressing Sources of educational Disparities for American Indian Students o Multicultural Storytelling http://www.createwisconsin.net/events/create_conference.cfm American Indian Student Achievement Network (AISAN) A community of practice continued for the twenty-five school districts with the highest percentage of Native students. This year, this CREATE project developed a Facebook page and hosted a session designed specifically for members of the American Indian Student Achievement Network on April 29, 2011 at the Wisconsin Indian Education Association (WIEA) annual conference in

			Keshena, WI. The session was entitled, “The American Indian Student Achievement Network: What’s Next?”, and was facilitated by CREATE Tribal Ambassador Don Rosin and CESA staff, Jerianne Rosin. Approximately 27 individuals attended this session. AISAN coordinator Andrew Gokee & CREATE Tribal Ambassador Don Rosin registered a total of 62 individuals (38 tribal language teachers and 24 home-school coordinators) representing 16 of the 25 school districts to attend the 2011 WIEA conference, with resources provided by the American Indian Student Achievement Network. At the request of participants who attended the WI Tribal Language Symposium held in March of 2010, an ad hoc organization comprised of tribal language teachers and tribal language program personnel was formed in the current program year, and is presently known as the “WI Tribal Language Consortium”. Two sessions involving this group were held. The first occurred in December, 2010 in Stevens Point. At the request of its members, the session focused on program updates, organizational development, and included an introductory discussion pertaining to development of a comprehensive needs analysis for the organization and its communities. A total of 24 individuals attended the Dec. 2010 session. Subsequent to the December, 2010 session, a needs assessment survey was developed by Bowman Performance Consulting in collaboration with the component coordinator. The purpose of the needs assessment was and is, to help identify (among other things), specific training needs and priorities of tribal language teachers and programs. The follow-up session occurred on April 30, 2011, in Keshena, WI, at the Menominee tribe’s new convention center. Preliminary findings of the needs assessment were presented and discussed at the April 2011 session. A total of 45 individuals attended the April 2011 session. Through AISAN, Dr. Anton Treuer was contracted to keynote for the WIEA conference. In addition, he conducted two additional presentations; one for a general audience and one specifically for tribal language teachers. His keynote presentation (for a general audience) was entitled “Indigenous Language Revitalization in Indian Education Today”. Dr. Treuer’s first workshop presentation topic was entitled “Film Screening: First Speakers: Restoring the Ojibwe Language”. Dr. Treuer’s second workshop presentation topic (for tribal language

			teachers) was entitled “New Strategies for Indigenous Language Revitalization”. CREATE e-newsletter (CESA 4) Electronic newsletters regarding culturally responsive education were produced that include articles, resources, and professional development opportunities relevant to cultural responsiveness in education. For the 2010-11 funding year, the CREATE newsletter has been published each month since September 2010. Ten issues were published in 2010-11. The number of newsletter recipients increased in 2010-11. As of May 2011 there were 615 subscribers. The contents of the e-newsletters include: • 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 • New columns added include: "In the Community," "CREATE in the Spotlight," "CREATE Updates," and "Always Remember." http://www.createwisconsin.net/enewsletter/ Leadership for Educational Equity (CESA 1) Staff from CESA 1 coordinated and implemented a training plan for Leadership for Educational Equity during the 2010-211 school year. Teams of both general and special educators from up to 5 districts (identified as having disproprotionality in special education referral, identification, or placement for students who are culturally and/or linguistically diverse) will attend the trainings which will occur four times during the school year. The goals for this project are: Develop the capacity of the district leadership team to provide leadership around issues of educational equity. Support teams to examine policies and practices and develop and implement a plan to reduce or eliminate disproportionality and ensure educational achievement for all students.

			Dr. Shelley Zion, Executive Director of Continuing Education and Professioanl Development at the University of Colorado-Denver, is lead trainer for this project. Dr. Zion's responsibilities include helping teachers to understand the influence of culture, class, power, and privilege on curriculum, pedagogy, and classroom practices. Leadership for Educational Equity (teams from Monona Grove, Middleton-Cross Plains, and Glendale-River Hills) met on September 30, October 22, November 18, and December 10, 2010 and January 20, February 18, March 17 and April 15, 2011 in Monona Grove. The team of four from Glendale-River Falls disbanded in February following a serious illness of one team member and another team member assumed a statewide Response To Intervention (RTI) position. Culturally Responsive Classroom Practices (CESA 1) This part 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. Staff from CESAs 1 and 2 are responsible for coordinating the training sessions. Dr. Shelley Zion, Executive Director of Continuing Education and Professional Development at the University of Colorado-Denver, is a mentor to three Wisconsin trainers. Dr. Zion's responsibilities include helping teachers to understand the influence of culture, class, power, and privilege on curriculum, pedagogy, and classroom practices. The three trainers from Wisconsin are Barb Van Haren (CESA 1), Courtney Bauder (UW-Oshkosh), and Dr. Calandra Lockhart (Alverno College). Each participant was given online access to the training and activities via MOODLE through CESA #1 located at www.cesa1.k12.wi.us.

			Courtney Bauder provided on-going on line feedback and coaching to the participants via MOODLE. Site-based coaching was provided to two participating districts by Courtney Bauder. He provided coaching to the Sun Prairie and Ashland School Districts to meet with leaders and participants regarding culturally responsive practices. Classroom Practices (Milwaukee Cohort – teams from Racine, Glendale-River Hills, and Germantown totaling 45 participants) met on October 1 & 21, November 19, December 9, 2010 and January 21, February 17, March 18 and April 14, 2011 at the Bruce Guadalupe School or CESA #1 office. No attrition reported. Classroom Practices (Madison Cohort – teams from Madison, Sun Prairie, Monona Grove, and Middleton-Cross Plains-Totaling 60 participants) met on September 27, October 22, November 22, December 10, 2010 and April 4 and 11 and May 4 and 6, 2011 in Madison and Sun Prairie. February and March trainings were rescheduled due to union protesting in Madison and availability of sub. A group of high school teachers from Middleton-Cross Plains discontinued the training siting that the pace of the training was too slow and that they were beyond the subject matter shared. Classroom Practices (Green Bay Cohort – teams from Pulaski, Seymour, and Fond du Lac – totaling 28 participants) met on September 24, October 25, November 19, December 13, 2010 and January 17, February 14, March 28, and May 2, 2011 in Pulaski. No attrition reported. http://www.createwisconsin.net/classroompractices/classrooms_training.cfm Professional Development Institute: Culturally Responsive Response to Intervention (CESA 11) In April 2011, CREATE co-hosted a day-long institute that focused on culturally-responsive RTI systems. 47 people attended the institute, which was a collaborative project between CREATE and Wisconsin's

			RtI Center. Needs assessment and professional development strategic plan for districts identified with disproportionate over-representation (CESA 11) The main objective of the CREATE Needs Assessment is to conduct, in coordination with the WDPI, a research-based review of policies, procedures, and practices for districts identified with disproportionate representation. CREATE used "Preventing Disproportionality by Strengthening District Policies and Procedures - An Assessment and Strategic Planning Process" developed by the National Center for Culturally Responsive Education Systems (NCCREST) (http://www.nccrest.org/PDFs/district_rubric.pdf?v_document_name=District%20Rubric). CREATE adapted NCCREST's needs assessment to a web-based, multiyear, interactive needs assessment. By April 2011, and in conjunction with the CREATE Conference, this component of CREATE facilitated a day-long review of policies, procedures and practices, that resulted in a strategic plan for districts to address Disproportionality. As a result of the review, the coordinator drafted a report and recommended a statewide research-based strategic plan for professional development that identifies the professional development needs (issues), suggested format for meeting the needs (web-based trainings, academies, conference, train-the-trainers, handbook, etc.), resources (national, regional, or local experts and their contact information), estimated budget, and timelines for professional development will be completed. The following activities were completed: • Provided technical assistance to districts prior to, during and following the April 27, 2011 CREATE Pre-Conference Needs Assessment. • Facilitated the April 27, 2011 CREATE Pre-Conference Needs Assessment, which was a day-long review of policies, procedures and practices with 25 school districts (24 required and one elective) identified as disproportionate under Indicators 4b, 9 and 10. The result of this work will be the completion of the required district reporting for PI-3201-DISP SPP: Annual Disproportionality

			Improvement Plan (ADIP), the district's a strategic plan to address disproportionality, submitted by June 17, 2011 and district selection of 2011-12 Professional Development activities. • In addition to the 24 districts who attended the Pre-Conference Needs Assessment, 8 districts who were excused for participation in the CREATE Pre-Conference Needs Assessment by the DPI received technical assistance materials and individual assistance so they can also complete the ADIP and make PD selections by June 17, 2011. • 100% participation was obtained from the 32 identified districts. • Maintained and revised the on-line recording and reporting website features. Additional report and report printing options were added. • Assisted districts in authentically reviewing and using their local district data and evidence in their on-going improvement planning http://www.createwisconsin.net/districtpractices/assessment_evaluation.cfm

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 2010
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	FRII Workgroup FRII Coordinator	During the 2010-11 SY, WDPI selected three volunteer school districts to pilot the FRII process. Specifically examining the Focused Performance Review (FPR), the data analysis and improvement planning portion of the FRII process. Each pilot district was given one or two indicators to address during their data analysis. The first meeting involved covering the data elements that described the assigned indicator. Each district choose a staff member to facilitate the data review, using data from the DPI FRII data books, as well as related district data. Based on the data reviewed, each district chose

	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.		areas of priority, where they felt they needed more data. The second meeting involved revising the previously determined area(s) of priority. Additional staff members in the area of priority were also invited to join in the follow-up discussion and planning. Utilizing a DPI developed improvement plan format, each district came up with an action plan to address the areas of priority. These plans were then submitted to the FRII Coordinator and shared with each district's Local Performance Plan Review consultant.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:

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			
Children Come First (CCF) Advisory Committee The Children Come First (CCF) Advisory Committee is established in state statute and is a cabinet-level committee with members appointed by the Secretary of the Department of Health and Family Services. In its ninth year of operation, this council is committed to improving services for children with severe emotional disturbance. Its vision is to create a comprehensive, flexible array of services and natural supports ensuring that children with SED remain with their families and in the community. Its primary role is to provide counsel and oversight to these programs. The Assistant State Superintendent of the Division for Learning Support: Equity and Advocacy and the State Director of Special Education serve on this council. Children from all parts of the state are served through integrated services projects.			
Indicator(s) and Category(s)	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2010**
8 B C	Children Come First Advisory Committee	WDPI Administration	The Children Come First (CCF) Advisory Committee is established by Wisconsin Act 31, Statute 46.56 and its mission is to support collaborative systems of care for children and

D F G			their families. For more information on Wisconsin's collaborative systems of care, please visit www.wicollaborative.org. The CCF advisory committee is a cross agency team which meets four times each year. The Wisconsin Department of Public Instruction (WDPI) has two members on this advisory committee-Stephanie Petska, State Director of Special Education and Carolyn Stanford Taylor, Assistant State Superintendent of the Division of Learning Support-Equity and Advocacy. The CCF advisory committee is committed to the development of Integrated Services Projects (ISPs) and Coordinated Services Team Initiatives (CSTs) for children with mental health needs and their families. The CCF advisory committee assesses how programs relate to other service coordination programs operating at the county or local level and take steps to work with other programs and services to avoid duplication of activities.

Focused Performance Reviews

WDPI in collaboration with CESAs #7 and #5 originally developed the Special Education Data Retreat Model to provide a unique, structure forum where collaborative teams of special educators, administrators, along with regular educators evaluated their systems for design and delivery of special education and related services. Focused data analysis enables educators to identify potential root causes of the low graduation rate, leading toward the development of school/district plans to address identified needs and improve student outcomes. Some of the data analyzed includes graduation, dropout, suspension, expulsion, participation and performance on statewide assessments, and educational environments. Data is disaggregated by disability area, gender, and race/ethnicity whenever it is available. Statewide training was provided to give all Wisconsin school districts the opportunity to analyze their own data by a collaborative staff team, to identify areas of need based on the data analysis, and to work towards a plan to address those needs building/district wide. To accomplish this statewide training, a “Train the Trainers” model was used. A two-day facilitated training was conducted for all Regional Service Network (RSN) directors and school improvement service (SIS) directors in the state. A model set of data was used for training purposes. After the RSN and SIS directors were trained, each CESA conducted trainings for its own school districts. Two follow-up meetings were conducted to provide support and technical assistance to those responsible for conducting special education data retreats. This data analysis component was further refined and integrated into Wisconsin’s FM process as a beginning point for districts selected for FM and renamed the Focused Performance Review (FPR). Data continues to be disaggregated by disability area, and race/ethnicity whenever available.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
8 A B	Continued development of the FRII process. Pilot testing of the FRII process	FRII Coordinator Data Consultant	During the 2010-2011 school year, the Focused Review of Improvement Indicators (FRII) Coordinator reviewed and revised the online FRII process. With support from the Data

C D E F G H		DPI Assistant Director of Special Education FRII Workgroup FRII Pilot District Teams	Consultant and the members of the FRII Workgroup, the FRII process was launched, with the use of the online data analysis tool, the online FRII Databook. Utilizing many of the tools developed during the earlier Focused Monitoring process, a comprehensive package of data and tools was offered to the pilot sites to use as they independently held two data review meetings. While the FRII coordinator provided support and minimal direction, each pilot site varied in the amount of information provided to district participants and the intensity of their data analysis. At the end of the two meetings at each of the three sites, the FRII Coordinator and FRII Workgroup members were provided extensive information on what does and doesn't work, resulting in further refinement of the process.

Wisconsin Statewide Parent-Educator Initiative (http://dpi.wi.gov/sped/parent.html)
The Wisconsin Statewide Parent-Educator Initiative (WSPEI) is a WDPI state discretionary project that serves parents, educators, and others interested in parent-educator partnerships for children with disabilities. Two statewide coordinators and 27 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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
8 C F	WSPEI Professional Development Resources	WSPEI Consultant	WSPEI along with WI FACETS developed a technical guide titled Serving on Groups that Make Decisions to help family members learn how to serve as members on decision making groups. Training on this guide is planned for 2011.

Regional Service Network (RSN),
http://www.wi-rsn.org/
The state regional service network (RSN) consists of directors from each of the 12 CESAs. The major focus for the RSN is to provide a comprehensive system of personnel development to assure the quality of personnel and services for children with disabilities. Activities may include resource and technical assistance, a network of communication, and staff development and program assistance in the areas of planning, coordination, and implementation of special education and related services.

The mission of the RSN is to improve the quality of educational services to students with disabilities through a statewide network of representatives from each CESA in cooperation with WDPI. Each RSN provides a comprehensive system of personnel development that unites communication, staff development, and leadership. The goals of the RSN include:

- To maintain and expand a communication network for purposes of liaison among LEAs, CESAs, the WDPI and others including, but not limited to, parents and related agencies.
- To provide leadership to a continuing statewide initiative to assure a comprehensive staff development program.

To model teamwork and collaboration in decision making and service delivery to generate creative solutions to mutually defined problems.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
8 A B C D E G	Regional Services Network (RSN)	WDPI Special Education Administration WDPI RSN Grant Liaison WDPI Special Education Team Consultants CESA RSNs	For FFY 2010, the Wisconsin Department of Public Instruction (WDPI) awarded a Regional Services Network (RSN) IDEA discretionary grant to each of 12 Cooperative Educational Services Agencies (CESAs). These 12 discretionary grants have been awarded each year since the 1984-1985 SY. The Regional Services Network (RSN) grant is comprised of one RSN Project Director who implements the activities of the grant project. The purpose of the RSN grants is to provide a communication vehicle between the WDPI and each CESA and from the CESA to local education agencies (LEAs) Directors of Special Education (DSE). The focus is on the areas of improving procedural compliance and increasing CESA performance on the indicators. The goals of the RSN grants are to provide this through leadership, professional development, and communication to LEAs within their respective CESA geographical areas. The RSN Project Directors met nine times during the 2010-2011 SY. Meeting agendas were organized around special education procedural compliance and the 20 indicators. The RSN WDPI grant liaison worked internally with WDPI consultants to develop agendas which reflected the current needs of the WDPI to communicate with the LEAs. The agenda items covered administrative updates and updates from WDPI consultants regarding both the work of the indicators and grant projects that support those indicators as well as procedural compliance updates. The information from these meetings was disseminated in each of the 12 CESAs at regional CESA RSN meetings for

			LEA DSEs where the information from the statewide meetings is disseminated. Each RSN grant required each RSN Project Director to hold 5 such meetings within their respective CESAs. Each of the RSNs submitted the dates of the meetings that were held at their CESA. At these meetings, the DSEs from the CESA provided feedback and stated issues of concern to the RSN Project Directors who brought this back to the statewide RSN meetings and communicated these issues with the WDPI. Topics have included, but are not limited to: Procedural Compliance Self-Assessment (PCSA), the Wisconsin Statewide Transition Initiative (WSTI), the Wisconsin Statewide Parent Education Initiative (WSPEI), organizing CESA trainings around the indicators, i.e. EC Indicators (6, 7,12) Indicator 13, Parent Involvement (Indicator 8), Indicators 9 and 10 and updates from the program areas, such as, Speech and Language, Specific Learning Disabilities and Emotional Behavioral Disabilities. RSN Project Directors also organized CESA trainings based upon current WDPI needs and other areas specified within the grants.

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
2010 **(2010-2011)**	**0%** of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

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 aged 6 through 21 as reported on the State's child count are included when determining disproportionality. Disproportionate representation includes under-representation as well as over-representation.

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

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 statewide risk for all students.

3. **Cell size**: To be identified for over-representation based on statistical data, a racial or ethnic group must have at least ten members in a given cell used for risk ratio analysis, and a total enrollment of 100 students for any given racial group. An LEA will be identified when one racial group has a total enrollment of 100 students, even if the other racial groups represented in the LEA have a total enrollment of less than 100 students. 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 2010:

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 2010 is 0%. The State met the FFY 2010 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 2010 is 0%. The number of districts excluded in FFY 2010 because of the State's cell size is 314. The number of excluded districts is consistent with Wisconsin's demographic and geographic populations. Significant racial diversity occurs in distinct geographical regions; over 60% 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 2010, WDPI identified eight districts with disproportionate over-representation in special education and related services based on data. Of the eight districts with disproportionate over-representation, two 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 districts with disproportionate over-representation, the Department did not identify any areas of noncompliance with Part B for four of the districts. 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. Further, all policies, procedures, and practices are race neutral. 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. No IDEA complaints were filed against these four districts – or complaints were filed but not substantiated – based on child find, evaluation, and eligibility requirements. The districts did not participate in the procedural compliance self-assessment or the districts did participate but were in compliance with child find, evaluation, and eligibility requirements.

For the remaining four districts, WDPI did identify noncompliance with Part B in the areas of child find, evaluation, and/or eligibility requirements. WDPI conducted 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. All policies, procedures, and practices are race neutral. 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. However, these four districts were found in noncompliance through the following: (1) a substantiated IDEA complaint based on child find, evaluation, and/or eligibility requirements and/or (2) student-specific errors based on child find, evaluation, and/or eligibility requirements determined through the procedural compliance self-assessment.

For these four districts, WDPI conducted additional data reviews and interviews using standard protocols. There were no racial patterns of noncompliance. There was no evidence that the noncompliance resulted in inappropriate identification for the student-specific errors.

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.

Per discussions with OSEP during the fall of 2011, WDPI clarified its definition of disproportionate under-representation (*supra*, "Definition of Disproportionate Representation," #2). WDPI reviewed the spring 2011 data analysis of disproportionate under-representation using the criteria. No additional LEAs were identified based on statistical data using the criteria.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

Explanation of Progress

The State met its target of 0% for both FFY 2009 and FFY 2010.

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 2010**

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-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.	Disproportionality workgroup	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.
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	Disproportionality workgroup members Special	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

	competency, and other topics for the purpose of providing statewide technical assistance to LEAs.	education team members CREATE (see below for additional information)	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 and updates are made to the webpage.

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 2010
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	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 the summary of CREATE B. For more information please see the summary of CREATE I.

	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. 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.		
Disproportionality Mini-grants WDPI provides mini-grants to LEAs, disproportionality experts, and CESAs to address disproportionality at the local and regional level.			
Indicator(s) and Category(s)	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2010**
9,10 C F	**Disproportionality Mini-grants** WDPI provides mini-grants to LEAs, disproportionality experts,	Disproportionality workgroup LEAs	FFY 09 Grants awarded to: Dr. Lisa Bardon, UW-Stevens Point. Dr. Bardon is conducting a review of

G	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.	Disproportionality experts CESAs	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 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. 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.

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 2010
9, 10 A	**Responsive Education for All Children (REACh)**	WDPI REACh Consultant	• Forty-three (43) Responsive Education for All Children (REACh) incentive grants were awarded to school districts, representing 92

B C D E F G H	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). 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. The REACh grant supports an RTI framework with districts involved in the project. This has		early childhood, elementary, middle, and high schools. Grants were awarded to schools with priorities in the areas of 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: • 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 districts identified by the Wisconsin Department of Public Instruction (WDPI). • The REACh mentor and training network increases the capacity of the WDPI and the Cooperative Educational Services Agencies (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

	allowed WDPI to begin the process on a smaller scale prior to full state implementation.		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 assisted WDPI in determining the impact of the REACh Initiative. The capacity of the REACh Initiative to serve school districts was expanded through additional funding and activities under the Wisconsin Personnel Development System Grant.

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 2010
9, 10 A C F G	**Disproportionality Demonstration Grants** WDPI funds disproportionality demonstration grants. The purpose of these grants is to fund large scale and systems-wide projects with an explicit goal of creating tools or guides so other districts can replicate success reducing disproportionality in special education. 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 workgroup LEAs CESAs	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.

	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: • 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.		

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 2010
9, 10 A B C D E F G H	**Wisconsin Response to Intervention Initiatives (RTI)** Continuing work on statewide implementation of RTI.	RTI Internal Workgroup	The internal, cross-divisional Wisconsin Department of Public Instruction (WDPI) workgroup continued to meet monthly. The purpose of the workgroup is to solidify messaging and provide guidance to the field and the WI RtI Center through technical assistance tools. WDPI created and released a graphic representation of a systems-level view of the Wisconsin Response to Intervention Framework. WDPI partnered with the Wisconsin Educational Communications Board (ECB) to film a video project that provides real examples of teams in Wisconsin schools at various points in their RtI implementation. Accompanying professional development materials were created and are free to the public online. Technical assistance documents were created about the relationship between the new specific learning disabilities criteria and an RtI system. Over 1000 Wisconsin educators attended the third annual RtI Summit. School and district teams learned about RtI systems and examined their plans for scaling up their local RtI systems through learning from other Wisconsin schools' implementation efforts, national keynote speakers, and preconference workshops on Wisconsin's new specific learning disabilities eligibility criteria and system wide RtI implementation supports through the WI RtI Center. Another year of IDEA Discretionary funding was awarded to the Cooperative Educational Services Agency (CESA) Statewide Network to scale-up development and coordination of statewide professional

			development and technical assistance through the WI RtI Center. The work of the WI RtI Center adheres to and operationalizes the messaging and guidance from WDPI. • In addition to the Director, an Academic Coordinator, a Research and Evaluation Coordinator, and a Communications Specialist were hired • Two advisory committee meetings were held, including 35 individuals representing WDPI, parent organizations, and professional organizations. One meeting was a combined with the Positive Behavioral Interventions and Supports (PBIS) advisory committee. • A website was launced that provides technical assistance tools and resources, school-based examples, research, online modules, and access to professional development registration (www.wisconsinrticenter.org). (5,788 visits; 3,344 unique visitors; 23,908; 3:18 average time spent on website.) • 24 trainers were trained to provide statewide professional development in Professional Learning Communities (PLC). • 286 school teams (141 districts; 1100 educators) participated in the Foundational Overview Training. • An RtI Framework Mapping training was created and piloted. • Online Assessment Literacy modules were created. • Online Parent Engagement modules were created. • An online RtI implementation assessment and the school-wide Implementation Review (SIR) were created to assess school-based implementation levels and direct teams toward the most appropriate professional development. • Newsletters and e-blasts distributed information to over 5,000 subscribers. • Center staff presented at 25 state organization conferences. 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 and academic supports

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 2010
9, 10 A B C D E F G H	**Wisconsin Positive Behavior Interventions and Supports (PBIS)**	PBIS Internal Workgroup	The Wisconsin PBIS Network (WI PBIS), an IDEA Discretionary Grant Project, continued to operate through the Cooperative Educational Services (CESA) Statewide Network, and through the Wisconsin RtI Center. The purpose of the WI PBIS Network is to coordinate and provide statewide professional development and technical assistance delivered regionally, 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 the Wisconsin Department of Public Instruction (WDPI). In addition to a Statewide Coordinator, Data and Evaluation Coordinator, and Program Assistant, 5 Regional Technical Assistance Coordinators (2.5 FTE) provided regional technical assistance to districts and CESAs throughout the state 167 districts (37% of total) have at least one school trained in PBIS 795 schools trained in PBIS (36% of all WI schools) 681 schools implementing (86% of total trained) 280 schools implementing tier 1 with fidelity 201 PBIS trainings occurred throughout the state (26 administrative overviews, 30 coaches training days, 37 tier 1 training cohorts, 15 tier 2 training cohorts, 3 tier 3 training cohorts, 6 Tier 2/Tier 3 administrative overviews, 3 school-wide Information System (SWIS) facilitator training days, 4 coaching cohorts, 48 regional networking sessions, 3 district summits)

			Wisconsin trainers: 7 for Tier 1; 3 for Tier 2; 1 for Tier 3 4 (Aug, Nov, Feb, June) advisory committee meetings were held, representing practitioners, WDPI, parent organizations, and professional organizations. One meeting was a joint meeting with the RtI Center advisory committee. A website was launched to provide technical assistance tools and resources, school-based examples, research, online modules, and access to professional development registration (www.wisconsinpbisnetwork.org). (17,435 website visits; average time on site 4:27; 4.58 pages/visit; visits from 338 cities in Wisconsin) The WI PBIS network partnered with Wisconsin's Culturally Responsive Education for All Training and Enhancement (CREATE) IDEA discretionary grant project and UW Madison to create a framework for implementing PBIS using culturally responsive practices.
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 2010**
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. 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	2008-2011 Disproportionality Workgroup Co Chairs CESAs LEAs National experts Approximately $890,000/yr	CREATE Coordination (CESA 6) Statewide coordination and project management consisted of third-party evaluation and customized technical assistance to districts identified with disproportionate over-representation. http://createwisconsin.net/ Consortium on Racial Equity in PreK-12 Education (CESA 6) 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, Cooperative Educational Service Agencies (CESAs), and the Wisconsin Department of Public Instruction (WDPI)I in analyzing their systems and exercising leadership to eliminate racial disparities in education. • School Districts Involved: Fond du Lac School District, Eau Claire Area School District, School District of Beloit, School District of

	development to schools and their communities, including resources related to early intervening services and resources. CREATE goals:
	• Synthesize and expand research-based practices for culturally and linguistically diverse students in general and special education.
	• Establish a racial context for all educators that is personal, local, and immediate.
	• Leverage the continued improvement of schools through collaborative work with existing technical assistance networks, continuous school improvement processes, and regional and state leadership academies.
	• Engage a statewide discourse across local, professional practice, and policy communities on improving educational outcomes for culturally and linguistically diverse students.
	• Develop products, with a particular focus on web-based professional development, that help schools implement effective and evidence-based teaching and school
			Janesville, Kenosha Unified School District, School District of Waukesha.
			• DPI staff participated in the October 12, 2010, and March 8, 2011, consortium meetings alongside the district teams.
			• Staff from CESAs continued their training as Equity Coaches. They met on October 11, 2010, and March 7, 2011.
			• Content presented during the consortium meetings included:
			• Review and critique of district equity action plans that incorporate a theory of anti-racist school leadership;
			• Critical Race Theory.
			
			Also in partnership with Pacific Educational Group (PEG), CREATE hosted three two-day workshops entitled "Beyond Diversity." The nationally-recognized training is aimed at helping educators identify and examine the powerful intersections of race and schooling. “Beyond Diversity” was developed by Glenn Singleton and based on the book he co-authored with Curtis Linton, Courageous Conversations about Race. 186 educators and community members attended the trainings held in August 2010, March 2011, and April 2011.
			http://www.createwisconsin.net/districtpractices/consortiumk12_racial.cfm
			
			Annual institute on disproportionality (CESA 9)
			• CREATE, a Culturally Responsive Environment statewide conference was held April 26-28, 2011, at the Radisson Hotel and Conference Center (Green Bay, WI). Participation included 179 people, including representatives from the Great Lakes Intertribal Council, the Wisconsin Department of Corrections, private schools, universities and several Wisconsin school districts. This number also includes teams from school districts identified as having disproportionate over representation.
			• Keynote Addresses: Dr. Lucille Ebert, E & O, State Director, Illinois PBIS Network, "District Level Strategies and Leadership with a Focus on Disproportionality within a PBIS Structure;" Dr. Geneva Gay, "Culturally Responsive Teaching in Theory and Practice;" and Dr. Jeanette Haynes Writer, "Recognizing and Centering Community and Relationships in the Quest for Culturally Responsive Education."
			• Conference workshops:
			  o Racial Disproportionality and PBIS
			  o Distinguish Between Cultural Mismatch and EBD

	organizational practices that support successful educational outcomes for students from culturally and linguistically diverse backgrounds. 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.		o District Disproportionality Rubric and Needs Assessment o Translating Culturally Responsive Principles to Classroom Practices o Losing the Forest through the Trees: What All Educators Can Learn from the Examples of Schools Struggling with their "Indian" Nicknames and Logos o The Hidden Homeless o The Importance of Retaining Tribal Languages o The New Specific Learning Disabilities Criteria Along with Research-based and Evidence-based Interventions o Reading Communities and Realizing Knowledge: Building Culturally Responsive Bridges with Native Students and Communities o Understanding and Managing Unconscious Bias in Daily Practice o Culturally Responsive Assessment and Evaluation o Connecting the Dots o Culturally Responsive Family and Community Engagement o Permaculture as Social Design: Schools as Landscapes for Learning o What We Know, What They Need: Recognizing and Addressing Sources of educational Disparities for American Indian Students o Multicultural Storytelling http://www.createwisconsin.net/events/create_conference.cfm American Indian Student Achievement Network (AISAN) A community of practice continued for the twenty-five school districts with the highest percentage of Native students. This year, this CREATE project developed a Facebook page and hosted a session designed specifically for members of the American Indian Student Achievement Network on April 29, 2011 at the Wisconsin Indian Education Association (WIEA) annual conference in Keshena, WI. The session was entitled, "The American Indian Student Achievement Network: What's Next?", and was facilitated by CREATE Tribal Ambassador Don Rosin and CESA staff, Jerianne Rosin. Approximately 27 individuals attended this session.

			AISAN coordinator Andrew Gokee & CREATE Tribal Ambassador Don Rosin registered a total of 62 individuals (38 tribal language teachers and 24 home-school coordinators) representing 16 of the 25 school districts to attend the 2011 WIEA conference, with resources provided by the American Indian Student Achievement Network. At the request of participants who attended the WI Tribal Language Symposium held in March of 2010, an ad hoc organization comprised of tribal language teachers and tribal language program personnel was formed in the current program year, and is presently known as the "WI Tribal Language Consortium". Two sessions involving this group were held. The first occurred in December, 2010 in Stevens Point. At the request of its members, the session focused on program updates, organizational development, and included an introductory discussion pertaining to development of a comprehensive needs analysis for the organization and its communities. A total of 24 individuals attended the Dec. 2010 session. Subsequent to the December, 2010 session, a needs assessment survey was developed by Bowman Performance Consulting in collaboration with the component coordinator. The purpose of the needs assessment was and is, to help identify (among other things), specific training needs and priorities of tribal language teachers and programs. The follow-up session occurred on April 30, 2011, in Keshena, WI, at the Menominee tribe's new convention center. Preliminary findings of the needs assessment were presented and discussed at the April 2011 session. A total of 45 individuals attended the April 2011 session. Through AISAN, Dr. Anton Treuer was contracted to keynote for the WIEA conference. In addition, he conducted two additional presentations; one for a general audience and one specifically for tribal language teachers. His keynote presentation (for a general audience) was entitled "Indigenous Language Revitalization in Indian Education Today". Dr. Treuer's first workshop presentation topic was entitled "Film Screening: First Speakers: Restoring the Ojibwe Language". Dr. Treuer's second workshop presentation topic (for tribal language teachers) was entitled "New Strategies for Indigenous Language Revitalization". CREATE e-newsletter (CESA 4) Electronic newsletters regarding culturally responsive education were

			produced that include articles, resources, and professional development opportunities relevant to cultural responsiveness in education. For the 2010-11 funding year, the CREATE newsletter has been published each month since September 2010. Ten issues were published in 2010-11. The number of newsletter recipients increased in 2010-11. As of May 2011 there were 615 subscribers. The contents of the e-newsletters include: • 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 • New columns added include: "In the Community," "CREATE in the Spotlight," "CREATE Updates," and "Always Remember." http://www.createwisconsin.net/enewsletter/ Leadership for Educational Equity (CESA 1) Staff from CESA 1 coordinated and implemented a training plan for Leadership for Educational Equity during the 2010-211 school year. Teams of both general and special educators from up to 5 districts (identified as having disproprotionality in special education referral, identification, or placement for students who are culturally and/or linguistically diverse) will attend the trainings which will occur four times during the school year. The goals for this project are: Develop the capacity of the district leadership team to provide leadership around issues of educational equity. Support teams to examine policies and practices and develop and implement a plan to reduce or eliminate disproportionality and ensure educational achievement for all students. Dr. Shelley Zion, Executive Director of Continuing Education and Professioanl Development at the University of Colorado-Denver, is lead trainer for this project. Dr. Zion's responsibilities include helping teachers to understand the influence of culture, class, power, and privilege on curriculum, pedagogy, and classroom practices.

			Leadership for Educational Equity (teams from Monona Grove, Middleton-Cross Plains, and Glendale-River Hills) met on September 30, October 22, November 18, and December 10, 2010 and January 20, February 18, March 17 and April 15, 2011 in Monona Grove. The team of four from Glendale-River Falls disbanded in February following a serious illness of one team member and another team member assumed a statewide Response To Intervention (RTI) position. Culturally Responsive Classroom Practices (CESA 1) This part 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. Staff from CESAs 1 and 2 are responsible for coordinating the training sessions. Dr. Shelley Zion, Executive Director of Continuing Education and Professional Development at the University of Colorado-Denver, is a mentor to three Wisconsin trainers. Dr. Zion's responsibilities include helping teachers to understand the influence of culture, class, power, and privilege on curriculum, pedagogy, and classroom practices. The three trainers from Wisconsin are Barb Van Haren (CESA 1), Courtney Bauder (UW-Oshkosh), and Dr. Calandra Lockhart (Alverno College). Each participant was given online access to the training and activities via MOODLE through CESA #1 located at www.cesa1.k12.wi.us. Courtney Bauder provided on-going on line feedback and coaching to the participants via MOODLE. Site-based coaching was provided to two participating districts by Courtney Bauder. He provided coaching to the Sun Prairie and Ashland School Districts to meet with leaders and participants regarding culturally responsive practices.

			Classroom Practices (Milwaukee Cohort – teams from Racine, Glendale-River Hills, and Germantown totaling 45 participants) met on October 1 & 21, November 19, December 9, 2010 and January 21, February 17, March 18 and April 14, 2011 at the Bruce Guadalupe School or CESA #1 office. No attrition reported. Classroom Practices (Madison Cohort – teams from Madison, Sun Prairie, Monona Grove, and Middleton-Cross Plains-Totaling 60 participants) met on September 27, October 22, November 22, December 10, 2010 and April 4 and 11 and May 4 and 6, 2011 in Madison and Sun Prairie. February and March trainings were rescheduled due to union protesting in Madison and availability of sub. A group of high school teachers from Middleton-Cross Plains discontinued the training siting that the pace of the training was too slow and that they were beyond the subject matter shared. Classroom Practices (Green Bay Cohort – teams from Pulaski, Seymour, and Fond du Lac – totaling 28 participants) met on September 24, October 25, November 19, December 13, 2010 and January 17, February 14, March 28, and May 2, 2011 in Pulaski. No attrition reported. http://www.createwisconsin.net/classroompractices/classrooms_training.cfm Professional Development Institute: Culturally Responsive Response to Intervention (CESA 11) In April 2011, CREATE co-hosted a day-long institute that focused on culturally-responsive RTI systems. 47 people attended the institute, which was a collaborative project between CREATE and Wisconsin's RtI Center. Needs assessment and professional development strategic plan for districts identified with disproportionate over-representation (CESA 11) The main objective of the CREATE Needs Assessment is to conduct, in coordination with the WDPI, a research-based review of policies,

			procedures, and practices for districts identified with disproportionate representation. CREATE used "Preventing Disproportionality by Strengthening District Policies and Procedures - An Assessment and Strategic Planning Process" developed by the National Center for Culturally Responsive Education Systems (NCCREST) (http://www.nccrest.org/PDFs/district_rubric.pdf?v_document_name=District%20Rubric). CREATE adapted NCCREST's needs assessment to a web-based, multiyear, interactive needs assessment. By April 2011, and in conjunction with the CREATE Conference, this component of CREATE facilitated a day-long review of policies, procedures and practices, that resulted in a strategic plan for districts to address Disproportionality. As a result of the review, the coordinator drafted a report and recommended a statewide research-based strategic plan for professional development that identifies the professional development needs (issues), suggested format for meeting the needs (web-based trainings, academies, conference, train-the-trainers, handbook, etc.), resources (national, regional, or local experts and their contact information), estimated budget, and timelines for professional development will be completed. The following activities were completed: • Provided technical assistance to districts prior to, during and following the April 27, 2011 CREATE Pre-Conference Needs Assessment. • Facilitated the April 27, 2011 CREATE Pre-Conference Needs Assessment, which was a day-long review of policies, procedures and practices with 25 school districts (24 required and one elective) identified as disproportionate under Indicators 4b, 9 and 10. The result of this work will be the completion of the required district reporting for PI-3201-DISP SPP: Annual Disproportionality Improvement Plan (ADIP), the district's a strategic plan to address disproportionality, submitted by June 17, 2011 and district selection of 2011-12 Professional Development activities. • In addition to the 24 districts who attended the Pre-Conference Needs Assessment, 8 districts who were excused for participation in the CREATE Pre-Conference Needs Assessment by the DPI received technical assistance materials and individual assistance so they can also complete the ADIP and make PD selections by June 17, 2011. • 100% participation was obtained from the 32 identified districts. • Maintained and revised the on-line recording and reporting website

			features. Additional report and report printing options were added. • Assisted districts in authentically reviewing and using their local district data and evidence in their on-going improvement planning http://www.createwisconsin.net/districtpractices/assessment_evaluation.cfm

Linguistically Culturally Diverse (LCD) II Populations: American Indian and Spanish Speaking

The original Linguistically Culturally Diverse (LCD) guides were written as companion guides to the publication *Language Sample Analysis (LSA), the Wisconsin Guide.* LSA was first published in 1992 and then revised and updated in 2005. The LCD companion guides were added to provide speech language pathologists (SLPs) a process to differentiate a language disorder from a language difference. Given the cultural bias within most formal measures, the LSA was expanded to document current language status in English or three other languages and their dialects. These included Spanish, Hmong and African American.

The LCD workgroup reviewed the LCD guides in August of 2009 to determine if the material could be utilized not only for SLPs but also for general educators to address over identification of various minority students in special education. LCD I was published in 1997) and LCD II was published in 2003.

The workgroup found the guides to contain outdated terminology regarding the various cultures described in the guides. This language was determined to be insulting in today's environment. As a result the guides were removed from publication sales. However, it was determined that the information regarding language, dialects and sound system of typically developing English Language Learners from the various populations identified was a continued need. As a result the normal development of the groups identified will be updated. The first section to be updated will be the section in the LCD guide regarding the language, dialects and sound system of typically developing Spanish speaking children.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
9, 10 A B C D F H	Update and revise the Spanish Speaking section of the publication Linguistically Culturally Diverse (LCD) II	LCD Workgroup	• A workgroup to revise the Spanish language portion of the LCD II guide was established in the last activity cycle. A literature review and internet search were completed to collect the most recent information on the topic. • A first draft of the LCD II document has been completed. The following items have been completed as part of the first draft: typical development of Spanish syntax, morphology, and phonology, a general comparison/contrast between English and Spanish, and assessment procedures for IEP teams who are assessing English Language Learners to determine language difference from language disorder. This work has been reviewed by two WDPI ESL consultants. • Feedback from the WDPI ESL consultants is currently being incorporated into the document described above. • Feedback from the WDPI ESL consultants is currently being incorporated into the document described above. • A peer review of the document will be completed by individuals in the field. To accomplish this the document will first be posted as a draft for guidance and feedback from the field.

			After the guidance/feedback period, revisions will be made based on the feedback and the final draft of the document will be posted to the WDPI web site for practitioners to start using.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:

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: 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
2010 **(2010-2011)**	**0%** of districts will have disproportionate representation of racial and ethnic groups in specific disability categories that are 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.

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

The State's definition of disproportionate representation 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 statewide risk for all students 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. An LEA will be identified when one racial group has a total enrollment of 100 students, even if the other racial groups represented in the LEA have a total enrollment of less than 100 students. 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 2010:

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 2010 is 0%. The State met its FFY 2010 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 2010 is 0%. The number of districts excluded in FFY 2010 because of the State's cell size is 314. The number of excluded districts is consistent with Wisconsin's demographic and geographic populations. Significant racial diversity occurs in distinct geographical regions; over 60% 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 2010, based on the State's criteria, WDPI identified 27 districts with disproportionate over-representation in one or more special education disability categories. Of these districts, 17 were identified as having disproportionate over-representation of African American students in a special education disability category, 7 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. Two 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 58 districts with disproportionate under-representation in one or more special education disability categories. Sixteen districts were identified with both under-and over-representation. Of the districts identified with under-representation, 28 were identified as having under-representation of Asian students in a special education disability category, 16 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 2 districts were identified as having under-representation of American Indian students in a special education disability. Five districts were identified as having under-representation of both Asian and African American 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 21 of 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. Further, all policies, procedures and practices are race neutral. 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. No IDEA complaints were filed against these four districts – or complaints were filed but not substantiated – based on child find, evaluation, and eligibility requirements. The districts did not participate in the procedural compliance self-assessment or the districts did participate but were in compliance with child find, evaluation, and eligibility requirements.

For the remaining six districts, WDPI did identify noncompliance with Part B in the areas of child find, evaluation, and/or eligibility requirements. WDPI conducted 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. All policies, procedures, and practices are race neutral. 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. However, these six districts were found in noncompliance through the following: (1) a substantiated IDEA complaint based on child find, evaluation, and/or eligibility requirements and/or (2) student-specific errors based on child find, evaluation, and/or eligibility requirements determined through the procedural compliance self-assessment.

For these six districts, WDPI conducted additional data reviews and interviews using standard protocols. There were no racialized patterns of noncompliance. There was no evidence that the noncompliance resulted in inappropriate identification for the student-specific errors.

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 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.

Per discussions with OSEP during the fall of 2011, WDPI clarified its definition of disproportionate under-representation (*supra,* "Definition of Disproportionate Representation," #2). WDPI reviewed the spring 2011 data analysis of disproportionate under-representation using the criteria. No additional LEAs were identified based on statistical data using the criteria.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

The State met its target of 0% for both FFY 2009 and FFY 2010.

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 2010**
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-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.	Disproportionality workgroup	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.
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	Disproportionality workgroup	Districts were notified that they met the State definition of disproportionate (over- and/or under-) representation based on data.

	training opportunities		
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 and updates are made to the webpage. (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 2010
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	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 the summary of CREATE B. For more information please see the summary of CREATE I.

	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. 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.		

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

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
9,10 C	**Disproportionality Mini-grants** WDPI provides mini-grants to	Disproportionality workgroup	FFY 09 Grants awarded to:

F G	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.	LEAs Disproportionality experts CESAs	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 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. 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.

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 2010
9, 10	**Responsive Education for All**	WDPI REACh	• Forty-three (43) Responsive Education for All Children (REACh)

A B C D E F G H	**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 to Intervention (RtI). 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. 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	Consultant	incentive grants were awarded to school districts, representing 92 early childhood, elementary, middle, and high schools. Grants were awarded to schools with priorities in the areas of 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: • 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 districts identified by the Wisconsin Department of Public Instruction (WDPI). • The REACh mentor and training network increases the capacity of the WDPI and the Cooperative Educational Services Agencies (CESAs) to provide high quality professional development, technical assistance and support to school communities that lead to improved student outcomes.

	implementation.		• 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 assisted WDPI in determining the impact of the REACh Initiative. The capacity of the REACh Initiative to serve school districts was expanded through additional funding and activities under the Wisconsin Personnel Development System Grant.

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 2010
9, 10 A C F G	**Disproportionality Demonstration Grants** WDPI funds disproportionality demonstration grants. The purpose of these grants is to fund large scale and systems-wide projects with an explicit goal of creating tools or guides so other districts can replicate success reducing disproportionality in special education. 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	Disproportionality workgroup LEAs CESAs	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.

	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: • 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.		

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 2010
9, 10 A B C D E F G H	**Wisconsin Response to Intervention Initiatives (RTI)** Continuing work on statewide implementation of RTI.	RTI Internal Workgroup	The internal, cross-divisional Wisconsin Department of Public Instruction (WDPI) workgroup continued to meet monthly. The purpose of the workgroup is to solidify messaging and provide guidance to the field and the WI RtI Center through technical assistance tools. WDPI created and released a graphic representation of a systems-level view of the Wisconsin Response to Intervention Framework. WDPI partnered with the Wisconsin Educational Communications Board (ECB) to film a video project that provides real examples of teams in Wisconsin schools at various points in their RtI implementation. Accompanying professional development materials were created and are free to the public online. Technical assistance documents were created about the relationship between the new specific learning disabilities criteria and an RtI system. Over 1000 Wisconsin educators attended the third annual RtI Summit. School and district teams learned about RtI systems and examined their plans for scaling up their local RtI systems through learning from other Wisconsin schools' implementation efforts, national keynote speakers, and preconference workshops on Wisconsin's new specific learning disabilities eligibility criteria and system wide RtI implementation supports through the WI RtI Center. Another year of IDEA Discretionary funding was awarded to the Cooperative Educational Services Agency (CESA) Statewide Network to scale-up development and coordination of statewide professional

			development and technical assistance through the WI RtI Center. The work of the WI RtI Center adheres to and operationalizes the messaging and guidance from WDPI. • In addition to the Director, an Academic Coordinator, a Research and Evaluation Coordinator, and a Communications Specialist were hired • Two advisory committee meetings were held, including 35 individuals representing WDPI, parent organizations, and professional organizations. One meeting was a combined with the Positive Behavioral Interventions and Supports (PBIS) advisory committee. • A website was launched that provides technical assistance tools and resources, school-based examples, research, online modules, and access to professional development registration (www.wisconsinrticenter.org). (5,788 visits; 3,344 unique visitors; 23,908; 3:18 average time spent on website.) • 24 trainers were trained to provide statewide professional development in Professional Learning Communities (PLC). • 286 school teams (141 districts; 1100 educators) participated in the Foundational Overview Training. • An RtI Framework Mapping training was created and piloted. • Online Assessment Literacy modules were created. • Online Parent Engagement modules were created. • An online RtI implementation assessment and the school-wide Implementation Review (SIR) were created to assess school-based implementation levels and direct teams toward the most appropriate professional development. • Newsletters and e-blasts distributed information to over 5,000 subscribers. • Center staff presented at 25 state organization conferences. 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 and academic supports.

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 2010
9, 10 A B C D E F G H	**Wisconsin Positive Behavior Interventions and Supports (PBIS)**	PBIS Internal Workgroup	The Wisconsin PBIS Network (WI PBIS), an IDEA Discretionary Grant Project, continued to operate through the Cooperative Educational Services (CESA) Statewide Network, and through the Wisconsin RtI Center. The purpose of the WI PBIS Network is to coordinate and provide statewide professional development and technical assistance delivered regionally, 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 the Wisconsin Department of Public Instruction (WDPI). In addition to a Statewide Coordinator, Data and Evaluation Coordinator, and Program Assistant, 5 Regional Technical Assistance Coordinators (2.5 FTE) provided regional technical assistance to districts and CESAs throughout the state 167 districts (37% of total) have at least one school trained in PBIS 795 schools trained in PBIS (36% of all WI schools) 681 schools implementing (86% of total trained) 280 schools implementing tier 1 with fidelity 201 PBIS trainings occurred throughout the state (26 administrative overviews, 30 coaches training days, 37 tier 1 training cohorts, 15 tier 2 training cohorts, 3 tier 3 training cohorts, 6 Tier 2/Tier 3 administrative overviews, 3 school-wide Information System (SWIS) facilitator training

			days, 4 coaching cohorts, 48 regional networking sessions, 3 district summits) Wisconsin trainers: 7 for Tier 1; 3 for Tier 2; 1 for Tier 3 4 (Aug, Nov, Feb, June) advisory committee meetings were held, representing practitioners, WDPI, parent organizations, and professional organizations. One meeting was a joint meeting with the RtI Center advisory committee. A website was launched to provide technical assistance tools and resources, school-based examples, research, online modules, and access to professional development registration (www.wisconsinpbisnetwork.org). (17,435 website visits; average time on site 4:27; 4.58 pages/visit; visits from 338 cities in Wisconsin) The WI PBIS network partnered with Wisconsin's Culturally Responsive Education for All Training and Enhancement (CREATE) IDEA discretionary grant project and UW Madison to create a framework for implementing PBIS using culturally responsive practices.

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 2010
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. CREATE will work with local systems to address ingrained school practices that contribute to perpetuating disparities in access	2008-2011 Disproportionality Workgroup Co Chairs CESAs LEAs National experts Approximately	CREATE Coordination (CESA 6) Statewide coordination and project management consisted of third-party evaluation and customized technical assistance to districts identified with disproportionate over-representation. http://createwisconsin.net/ Consortium on Racial Equity in PreK-12 Education (CESA 6) 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, Cooperative Educational Service Agencies (CESAs), and the Wisconsin Department

	to learning. CREATE provides technical assistance and professional development to schools and their communities, including resources related to early intervening services and resources. CREATE goals: • Synthesize and expand research-based practices for culturally and linguistically diverse students in general and special education. • Establish a racial context for all educators that is personal, local, and immediate. • Leverage the continued improvement of schools through collaborative work with existing technical assistance networks, continuous school improvement processes, and regional and state leadership academies. • Engage a statewide discourse across local, professional practice, and policy communities on improving educational outcomes for culturally and linguistically diverse students. • Develop products, with a particular focus on web-based professional development, that help schools implement effective and evidence-based teaching and school organizational practices that support successful educational	$890,000/yr	of Public Instruction (WDPI)I in analyzing their systems and exercising leadership to eliminate racial disparities in education. • 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. • DPI staff participated in the October 12, 2010, and March 8, 2011, consortium meetings alongside the district teams. • Staff from CESAs continued their training as Equity Coaches. They met on October 11, 2010, and March 7, 2011. • Content presented during the consortium meetings included: • Review and critique of district equity action plans that incorporate a theory of anti-racist school leadership; • Critical Race Theory. Also in partnership with Pacific Educational Group (PEG), CREATE hosted three two-day workshops entitled "Beyond Diversity." The nationally-recognized training is aimed at helping educators identify and examine the powerful intersections of race and schooling. “Beyond Diversity” was developed by Glenn Singleton and based on the book he co-authored with Curtis Linton, Courageous Conversations about Race. 186 educators and community members attended the trainings held in August 2010, March 2011, and April 2011. http://www.createwisconsin.net/districtpractices/consortiumk12_racial.cfm Annual institute on disproportionality (CESA 9) • CREATE, a Culturally Responsive Environment statewide conference was held April 26-28, 2011, at the Radisson Hotel and Conference Center (Green Bay, WI). Participation included 179 people, including representatives from the Great Lakes Intertribal Council, the Wisconsin Department of Corrections, private schools, universities and several Wisconsin school districts. This number also includes teams from school districts identified as having disproportionate over representation. • Keynote Addresses: Dr. Lucille Ebert, E & O, State Director, Illinois PBIS Network, "District Level Strategies and Leadership with a Focus on Disproportionality within a PBIS Structure;" Dr. Geneva Gay, "Culturally Responsive Teaching in Theory and Practice;" and

	outcomes for students from culturally and linguistically diverse backgrounds. 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.		Dr. Jeanette Haynes Writer, "Recognizing and Centering Community and Relationships in the Quest for Culturally Responsive Education." • Conference workshops: o Racial Disproportionality and PBIS o Distinguish Between Cultural Mismatch and EBD o District Disproportionality Rubric and Needs Assessment o Translating Culturally Responsive Principles to Classroom Practices o Losing the Forest through the Trees: What All Educators Can Learn from the Examples of Schools Struggling with their "Indian" Nicknames and Logos o The Hidden Homeless o The Importance of Retaining Tribal Languages o The New Specific Learning Disabilities Criteria Along with Research-based and Evidence-based Interventions o Reading Communities and Realizing Knowledge: Building Culturally Responsive Bridges with Native Students and Communities o Understanding and Managing Unconscious Bias in Daily Practice o Culturally Responsive Assessment and Evaluation o Connecting the Dots o Culturally Responsive Family and Community Engagement o Permaculture as Social Design: Schools as Landscapes for Learning o What We Know, What They Need: Recognizing and Addressing Sources of educational Disparities for American Indian Students o Multicultural Storytelling http://www.createwisconsin.net/events/create_conference.cfm American Indian Student Achievement Network (AISAN) A community of practice continued for the twenty-five school districts with the highest percentage of Native students. This year, this CREATE project developed a Facebook page and hosted a session designed specifically for members of the American Indian

			Student Achievement Network on April 29, 2011 at the Wisconsin Indian Education Association (WIEA) annual conference in Keshena, WI. The session was entitled, “The American Indian Student Achievement Network: What’s Next?”, and was facilitated by CREATE Tribal Ambassador Don Rosin and CESA staff, Jerianne Rosin. Approximately 27 individuals attended this session. AISAN coordinator Andrew Gokee & CREATE Tribal Ambassador Don Rosin registered a total of 62 individuals (38 tribal language teachers and 24 home-school coordinators) representing 16 of the 25 school districts to attend the 2011 WIEA conference, with resources provided by the American Indian Student Achievement Network. At the request of participants who attended the WI Tribal Language Symposium held in March of 2010, an ad hoc organization comprised of tribal language teachers and tribal language program personnel was formed in the current program year, and is presently known as the “WI Tribal Language Consortium”. Two sessions involving this group were held. The first occurred in December, 2010 in Stevens Point. At the request of its members, the session focused on program updates, organizational development, and included an introductory discussion pertaining to development of a comprehensive needs analysis for the organization and its communities. A total of 24 individuals attended the Dec. 2010 session. Subsequent to the December, 2010 session, a needs assessment survey was developed by Bowman Performance Consulting in collaboration with the component coordinator. The purpose of the needs assessment was and is, to help identify (among other things), specific training needs and priorities of tribal language teachers and programs. The follow-up session occurred on April 30, 2011, in Keshena, WI, at the Menominee tribe’s new convention center. Preliminary findings of the needs assessment were presented and discussed at the April 2011 session. A total of 45 individuals attended the April 2011 session. Through AISAN, Dr. Anton Treuer was contracted to keynote for the WIEA conference. In addition, he conducted two additional presentations; one for a general audience and one specifically for tribal language teachers. His keynote presentation (for a general audience) was entitled “Indigenous Language Revitalization in Indian Education Today”. Dr. Treuer’s first workshop presentation topic was entitled “Film

			Screening: First Speakers: Restoring the Ojibwe Language". Dr. Treuer's second workshop presentation topic (for tribal language teachers) was entitled "New Strategies for Indigenous Language Revitalization". CREATE e-newsletter (CESA 4) Electronic newsletters regarding culturally responsive education were produced that include articles, resources, and professional development opportunities relevant to cultural responsiveness in education. For the 2010-11 funding year, the CREATE newsletter has been published each month since September 2010. Ten issues were published in 2010-11. The number of newsletter recipients increased in 2010-11. As of May 2011 there were 615 subscribers. The contents of the e-newsletters include: • 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 • New columns added include: "In the Community," "CREATE in the Spotlight," "CREATE Updates," and "Always Remember." http://www.createwisconsin.net/enewsletter/ Leadership for Educational Equity (CESA 1) Staff from CESA 1 coordinated and implemented a training plan for Leadership for Educational Equity during the 2010-211 school year. Teams of both general and special educators from up to 5 districts (identified as having disproprotionality in special education referral, identification, or placement for students who are culturally and/or linguistically diverse) will attend the trainings which will occur four times during the school year. The goals for this project are: Develop the capacity of the district leadership team to provide leadership around issues of educational equity. Support teams to examine policies and practices and develop and

			implement a plan to reduce or eliminate disproportionality and ensure educational achievement for all students. Dr. Shelley Zion, Executive Director of Continuing Education and Professioanl Development at the University of Colorado-Denver, is lead trainer for this project. Dr. Zion's responsibilities include helping teachers to understand the influence of culture, class, power, and privilege on curriculum, pedagogy, and classroom practices. Leadership for Educational Equity (teams from Monona Grove, Middleton-Cross Plains, and Glendale-River Hills) met on September 30, October 22, November 18, and December 10, 2010 and January 20, February 18, March 17 and April 15, 2011 in Monona Grove. The team of four from Glendale-River Falls disbanded in February following a serious illness of one team member and another team member assumed a statewide Response To Intervention (RTI) position. Culturally Responsive Classroom Practices (CESA 1) This part 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. Staff from CESAs 1 and 2 are responsible for coordinating the training sessions. Dr. Shelley Zion, Executive Director of Continuing Education and Professional Development at the University of Colorado-Denver, is a mentor to three Wisconsin trainers. Dr. Zion's responsibilities include helping teachers to understand the influence of culture, class, power, and privilege on curriculum, pedagogy, and classroom practices. The three trainers from Wisconsin are Barb Van Haren (CESA 1), Courtney Bauder (UW-Oshkosh), and Dr. Calandra Lockhart (Alverno College).

			Each participant was given online access to the training and activities via MOODLE through CESA #1 located at www.cesa1.k12.wi.us. Courtney Bauder provided on-going on line feedback and coaching to the participants via MOODLE. Site-based coaching was provided to two participating districts by Courtney Bauder. He provided coaching to the Sun Prairie and Ashland School Districts to meet with leaders and participants regarding culturally responsive practices. Classroom Practices (Milwaukee Cohort – teams from Racine, Glendale-River Hills, and Germantown totaling 45 participants) met on October 1 & 21, November 19, December 9, 2010 and January 21, February 17, March 18 and April 14, 2011 at the Bruce Guadalupe School or CESA #1 office. No attrition reported. Classroom Practices (Madison Cohort – teams from Madison, Sun Prairie, Monona Grove, and Middleton-Cross Plains-Totaling 60 participants) met on September 27, October 22, November 22, December 10, 2010 and April 4 and 11 and May 4 and 6, 2011 in Madison and Sun Prairie. February and March trainings were rescheduled due to union protesting in Madison and availability of sub. A group of high school teachers from Middleton-Cross Plains discontinued the training siting that the pace of the training was too slow and that they were beyond the subject matter shared. Classroom Practices (Green Bay Cohort – teams from Pulaski, Seymour, and Fond du Lac – totaling 28 participants) met on September 24, October 25, November 19, December 13, 2010 and January 17, February 14, March 28, and May 2, 2011 in Pulaski. No attrition reported. http://www.createwisconsin.net/classroompractices/classrooms_training.cfm Professional Development Institute: Culturally Responsive Response to Intervention (CESA 11) In April 2011, CREATE co-hosted a day-long institute that focused on

			culturally-responsive RTI systems. 47 people attended the institute, which was a collaborative project between CREATE and Wisconsin's RtI Center. Needs assessment and professional development strategic plan for districts identified with disproportionate over-representation (CESA 11) The main objective of the CREATE Needs Assessment is to conduct, in coordination with the WDPI, a research-based review of policies, procedures, and practices for districts identified with disproportionate representation. CREATE used "Preventing Disproportionality by Strengthening District Policies and Procedures - An Assessment and Strategic Planning Process" developed by the National Center for Culturally Responsive Education Systems (NCCREST) (http://www.nccrest.org/PDFs/district_rubric.pdf?v_document_name=District%20Rubric). CREATE adapted NCCREST's needs assessment to a web-based, multiyear, interactive needs assessment. By April 2011, and in conjunction with the CREATE Conference, this component of CREATE facilitated a day-long review of policies, procedures and practices, that resulted in a strategic plan for districts to address Disproportionality. As a result of the review, the coordinator drafted a report and recommended a statewide research-based strategic plan for professional development that identifies the professional development needs (issues), suggested format for meeting the needs (web-based trainings, academies, conference, train-the-trainers, handbook, etc.), resources (national, regional, or local experts and their contact information), estimated budget, and timelines for professional development will be completed. The following activities were completed: • Provided technical assistance to districts prior to, during and following the April 27, 2011 CREATE Pre-Conference Needs Assessment. • Facilitated the April 27, 2011 CREATE Pre-Conference Needs Assessment, which was a day-long review of policies, procedures and practices with 25 school districts (24 required and one elective) identified as disproportionate under Indicators 4b, 9 and 10. The

			result of this work will be the completion of the required district reporting for PI-3201-DISP SPP: Annual Disproportionality Improvement Plan (ADIP), the district's a strategic plan to address disproportionality, submitted by June 17, 2011 and district selection of 2011-12 Professional Development activities. • In addition to the 24 districts who attended the Pre-Conference Needs Assessment, 8 districts who were excused for participation in the CREATE Pre-Conference Needs Assessment by the DPI received technical assistance materials and individual assistance so they can also complete the ADIP and make PD selections by June 17, 2011. • 100% participation was obtained from the 32 identified districts. • Maintained and revised the on-line recording and reporting website features. Additional report and report printing options were added. • Assisted districts in authentically reviewing and using their local district data and evidence in their on-going improvement planning http://www.createwisconsin.net/districtpractices/assessment_evaluation.cfm

Linguistically Culturally Diverse (LCD) II Populations: American Indian and Spanish Speaking

The original Linguistically Culturally Diverse (LCD) guides were written as companion guides to the publication *Language Sample Analysis (LSA), the Wisconsin Guide.* LSA was first published in 1992 and then revised and updated in 2005. The LCD companion guides were added to provide speech language pathologists (SLPs) a process to differentiate a language disorder from a language difference. Given the cultural bias within most formal measures, the LSA was expanded to document current language status in English or three other languages and their dialects. These included Spanish, Hmong and African American.

The LCD workgroup reviewed the LCD guides in August of 2009 to determine if the material could be utilized not only for SLPs but also for general educators to address over identification of various minority students in special education. LCD I was published in 1997) and LCD II was published in 2003.

The workgroup found the guides to contain outdated terminology regarding the various cultures described in the guides. This language was determined to be insulting in today's environment. As a result the guides were removed from publication sales. However, it was determined that the information regarding language, dialects and sound system of typically developing English Language Learners from the various populations identified was a continued need. As a result the normal development of the groups identified will be updated. The first section to be updated will be the section in the LCD guide regarding the language, dialects and sound system of typically developing Spanish speaking children.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
9 and 10 A	Update and revise the	LCD Workgroup	• A workgroup to revise the Spanish language portion of the LCD II guide was established in the last activity cycle. A literature review and internet search were completed to collect the most recent information on the topic.

B C D F H	Spanish Speaking section of the publication Linguistically Culturally Diverse (LCD) II		• A first draft of the LCD II document has been completed. The following items have been completed as part of the first draft: The typical development of Spanish syntax, morphology, and phonology, a general comparison/contrast between English and Spanish, and assessment procedures for IEP teams who are assessing English Language Learners to determine language difference from language disorder. This work has been reviewed by two WDPI ESL consultants. • Feedback from the WDPI ESL consultants is currently being incorporated into the document described above. • Feedback from the WDPI ESL consultants is currently being incorporated into the document described above. • A peer review of the document will be completed by individuals in the field. To accomplish this the document will first be posted as a draft for guidance and feedback from the field. After the guidance/feedback period, revisions will be made based on the feedback and the final draft of the document will be posted to the WDPI web site for practitioners to start using.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010

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.

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
2010 **(2010-2011)**	**100%** of children with parental consent to evaluate, were evaluated and eligibility determined within 60 days

Actual Target Data for FFY 2010:

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 2010. 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 2010, eighty-six 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 2010 was 97.67%. Thus, WDPI missed the 100% target, but

demonstrated substantial compliance in the number of cases meeting the 60-day time limit requirement. These data, which are taken from Wisconsin's electronic reporting system, are based upon actual, not average number of days. WDPI validates this data to assure accuracy. Trend data show continual progress toward meeting the target goal of 100%. The slope estimate of indicator 11 data from 2006-2010 is 1.53, demonstrating positive upward progress, over time, from the FFY 2005 baseline of 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, consistent with OSEP guidance, Wisconsin is substantially in compliance with the 60-day evaluation time line requirement. As additional improvement activities, WDPI developed guidance on the 60 day timeline during the FFY 2009 and added a new activity for FFY 2010 to continue to work toward meeting the target of 100%

a. # of children for whom parental consent to evaluate was received:	10,402
b. # determined not eligible whose evaluations and eligibility determinations were completed within 60 days:	3,725
c. # determined eligible whose evaluations and eligibility determinations were completed within 60 days	6,435
Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation in FFY 2009.	97.67

Formula:
Percent = b + c divided by a times 100.
(3,725 + 6,435) ÷ 10,042 x 100 = 97.67

The range of days beyond the 60-day time line is one (1) calendar day to 122 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, 76.92% 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.

Correction of FFY 2009 Findings of Noncompliance (if State reported less than 100% compliance):
Level of compliance (actual target data) State reported for FFY 2009 for this indicator: 98.71%

1. Number of findings of noncompliance the State made during FFY 2008 (the period from July 1, 2009 through June 30, 2010)	**37**

2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	**37**
3. Number of FFY 2009 findings not verified as corrected within one year [(1) minus (2)]	**0**

Consistent with OSEP memo 09-02, WDPI verified that each LEA with noncompliance identified in FFY 2009: (1) was correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data subsequently collected through on-site monitoring; and (2) has corrected each individual case of noncompliance, unless the child was no longer within the jurisdiction of the LEA.

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 P*rocedural Compliance Self-Assessment* sample submitted during the 2009-10 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 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. LEAs provided the WDPI with a list of students whose initial evaluations were completed during a specified time period. For each student on the list LEAs were directed to indicate the date parental consent was received and the date the evaluation was completed. From this list WDPI selected records for a specific number of students with the most recently completed initial evaluations. 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 2009-10 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 2009 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 2010:

FFY 2010 data represent slippage of 1.11% relative to FFY 2009 data. Trend data from this indicator, however, confirm that WDPI continues to make progress toward meeting the target for this indicator and is in substantial compliance. As instructed by OSEP in the FFY 2009 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			
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 2010**
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**	Procedural Compliance Self-	Webcasts were annually updated in the fall and as needed throughout the year.

	Training on standards and directions.	Assessment Workgroup Regional Service Network (RSN) Directors	
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	The Regional Services Network (RSN) grants were revised to reflect priorities in Spring. This will continue in each year of the cycle.
11 C D G	**Procedural Compliance Self-Assessment – Regional Service Network (RSN) Involvement** Provide regular updates to the RSNs.	Procedural Compliance Self-Assessment Workgroup	Updates provided at statewide RSN meetings during FFY 2010. Update meetings ongoing.
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 Cooperative Educational Services Agencies (CESAs) provided a minimum of two focused regional trainings for LEAs. This 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. Validation activities 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	Procedural Compliance Self-Assessment Workgroup	WDPI notified LEAs of noncompliance in January 2011. Written notification of noncompliance to applicable LEAs will continue in each year of the cycle.

	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.		
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	WDPI received assurances of an established internal control system in March. WDPI will continue requiring assurances in each year of the cycle.
11 C	**Procedural Compliance Self-Assessment Bulletin** WDPI will prepare and distribute a bulletin on the results of the *Procedural Compliance Self-Assessment.*	Procedural Compliance Self-Assessment Workgroup	Information Update Bulletin 10-07, dated October 2010, posted to WDPI website is a bulletin that provides technical assistance on describing special education, related services, supplementary aids and services, and program modifications and supports. The bulletin was developed based on data review from the procedural compliance self-assessment.

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 2010
11 E	**Model Local Educational Agency Special Education Policies and Procedures** WDPI developed *Model Local Educational Agency Special Education Policies and Procedures* to help	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

	LEAs meet their obligation to establish and implement special education requirements.		
11 E	**Model Local Educational Agency Special Education Policies and Procedures** 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.	Procedural Compliance Self-Assessment Workgroup	Completed initial review in Spring 2008. Local Education Agencies (LEAs) must continue to submit substantive changes for review. Every year as an Additional Data Element in their Local Performance Plan (LPP), Wisconsin Directors of Special Education acknowledge their understanding of their affirmative duty to submit policies and procedures with substantive modifications to Wisconsin Department Public Instruction (WDPI) for review. For FFY 2010, additional data elements were submitted in November 2010. Submitted revisions are reviewed through FFY 2010 and will continue throughout the cycle.
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 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	Office Operations Associate(s) LPP Consultants	Using WDPI self-assessment verification procedures, WDPI verified all LEAs corrected identified noncompliance and were in current compliance WDPI will continue these verification activities in each year of the cycle using WDPI's verification procedures.

	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	Information regarding the 60-day timeline was provided on the WDPI website.

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 2010
11 E	**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.	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	**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.	Procedural Compliance Self-Assessment Workgroup	Every year, as an Additional Data Element in their Local Performance Plan, Directors of Special Education acknowledge their understanding of their affirmative duty to submit policies and procedures with substantive modifications to WDPI for review. Additional data elements were submitted for review in November 2010.
11	**Sample IEP Forms**	Procedural	The Model IEP Forms were revised to include the new

E	WDPI will develop and disseminate guidance on the model IEP forms and IEP team process.	Compliance Self-Assessment Workgroup	requirements related to the revised criteria for evaluating a child for Specific Learning Disabilities (PI 11.06, Wis. Admin. Code). The Model IEP Forms were also revised to reflect changes in environment code categories for Ages 3-5. The Guide to Special Education Forms was updated in January 2011 and will continue to be available on the WDPI website.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010

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 2010
11 C D	**Procedural Compliance Self-Assessment** After the reports are submitted, WDPI staff contact LEAs to ensure accurate application of exceptions to 60-day timeline.	Procedural Compliance Workgroup	The PCSA Workgroup reviewed reports and contacted LEAs to ensure accurate application of exceptions.

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
2010 **(2010-2011)**	**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 2010-2011:

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:	3,701
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays:	435
c. # of those found eligible who have an IEP developed and implemented by their third birthdays:	2,667

d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services:	467
e. # of children who were referred to Part C less than 90 days before their third birthdays	106
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.	**99.03**

*(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: 2,667/(3,701-435-467-106) = 99.03%

During FFY 20010, 99.03% 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:

0	Eligibility not determined
3	Determined to be NOT eligible after the third birthdays.
23	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 one (1) to 117 days.

The reasons for the delays for the 23 children that did not meet the transition timeline include:

- For 11 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 12 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 notifies LEAs of noncompliance when the data indicates a child's eligibility determination was made after their third birthday or an eligible child did not have an IEP developed and implemented by the third birthday. WDPI makes a finding of noncompliance when a child's eligibility determination was made after their third birthday or eligible child did not have an IEP developed and implemented by the third

birthday and the district has not completed the action, though late. Indicator 12 data was considered when determining whether districts met the requirements of IDEA.

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

a. WDPI reviews PPS data to verify the required action has been completed (eligibility determination or 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 2009 Findings

WDPI made no findings of noncompliance in FFY 2009. 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 eligibility determination or IEP implementation dates recorded in PPS. In addition, LEAs submitted a copy of the student's IEP to WDPI to demonstrate the LEA had completed the eligibility determination or developed and implemented the IEP, although late, for any child for whom the required action 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. LEAs that had noncompliance related to Indicator 12 for two consecutive years were required to complete this review and analysis in partnership with WDPI technical assistance. 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 2009 noncompliance. LEAs were required to demonstrate 100% of children referred by Part C prior to age 3, who were found ineligible had eligibility determinations prior to their third birthday or who were found eligible for Part B, had an IEP developed and implemented by their third birthdays. All LEAs with noncompliance in FFY 2009 demonstrated current compliance through progress monitoring of FFY 2010 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 2009 because LEAs immediately corrected the noncompliance and provided sufficient documentation.

Correction of FFY 2009 Findings of Noncompliance (if State reported less than 100% compliance):
Level of compliance (actual target data) State reported for FFY 2009 for this indicator: 100%

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010)	**0**
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	**0**
3. Number of FFY 2009 findings not verified as corrected within one year [(1) minus (2)]	**0**

Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	**0**
5. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	**0**
6. Number of FFY 2009 findings not verified as corrected [(4) minus (5)]	**0**

FFY 2010 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 a child who was not eligible whose determination occurred after their third birthday or 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 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 determined eligibility or developed and implemented the IEP, although late, for any child for whom the required action was not timely. The State chose not to make any findings in FFY 2010 because LEAs immediately corrected the noncompliance and provided sufficient documentation.

Discussion of Improvement Activities Completed and Explanation of Progress that occurred for FFY2010:

The increase in Indicator 12 percentage from 98.72% in FFY 2009 to 99.03% in 2010 represents progress of 0.31% is attributed to the following activities:

- Collaboration between Part C (WDHS) and Part B (WDPI)

  The Cross Department Transition team was redefined in FFY 2010. It now consists of a smaller, more targeted group comprised of representatives from WDPI and WDHS, who focus on specific issues or transition-related problems that occur. This group meets monthly to address these matters. The team proactively developed a needs-based training plan using existing data from both departments, developed a process for conflict resolution, and jointly reviewed the Program Participation System to determine what elements need to be added or removed to ensure the data system works optimally.

  - 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 2010. 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 in 2008 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 2010, LEAs submitted transition data in PPS. WDPI staff continued to review data and notify LEAs when errors were detected. In addition, WDPI developed supplemental technical assistance documents to ensure accurate data reporting in PPS and to clarify the transition process.
- In FFY 2010, 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
  - The validation and verification process continued for FY 2010, to ensure student-specific and current compliance. Individualized technical assistance has been provided to LEAs and County programs. Due to the hiring of a Statewide Early Transitions Coordinator, enhanced technical assistance was available to LEAs.
- Coordinated data analysis and improvement planning
  - LEAs that failed to meet Indicator 12 for FFY 2010 were required to submit an improvement plan electronically through the Special Education Web Portal. The internal DPI Indicator 12 team met to review those plans. The Statewide Early Transitions Coordinator guided the LEAs through the corrective action plans process, offering direct assistance including overall transition procedure reviews.
- Training/Technical Assistance
  - WDPI provided CESA funding to develop, hire and train a new position solely dedicated to Indicator 12. The Statewide Early Transitions Coordinator was added in February, 2010. This position is responsible for providing training and technical assistance, developing transitions related material and serving as a reference for all ECSE PSTs. Participation on state teams is also a necessary function of this position. The addition of this position afforded the opportunity for considerable, targeted statewide training in the Spring of 2010, to address changes in Birth to 3 practices and policy that affected the transition process for LEAs.
  - 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.
  - The previously developed Early Childhood Transition Planning Worksheet continues to be utilized. This worksheet was created to facilitate communication between Part C and Part B providers and to prepare for electronic referrals within the Program

Participation System. It is now primarily used for new staff as a training tool, but also has purpose as a tool for review for existing staff (Early Childhood Transition Planning Worksheet).

- o 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.).
- o During the school year, monthly indicator calls were held for PSTs and Statewide Coordinators. During the call, technical assistance providers were able to discuss transition data and PPS use, as well as coordinate training and technical assistance opportunities.

- 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 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.			
Indicator(s) and Category(s)	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2010**
12 A B E F G H E	**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	WDPI Internal Indicator 12 workgroup (Assistant Director, Data Consultant, ECSE Consultant, EC Consultant, Compliance Consultant, Data Coordinator)	The Interagency Agreement Workgroup continues to oversee the interagency agreement work related to the Primary agreement between Wisconsin Department of Public Instruction (WDPI) and the Wisconsin Department of Health Services (WDHS.) The development of specific policies and procedures has been the focus of work during FFY2010. 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 continues to be in place to clarify the WDPI and WDHS roles and responsibilities regarding the development and maintenance of the online referral process and data collection system - Program Participation System (PPS).

	2004 and state policy. Areas addressed include, but are not limited to: Child Find, transition, evaluation, 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.	State Interagency Agreement Team CESA 7 IDEA Preschool Discretionary Grant Program Support Teacher (PST) WDPI Legal Services Cross Department Transition team	LEAs and local B-3 agencies continued to meet during FFY 2010 to review interagency agreements. WDPI technical assistance partners (i.e. RESource, early childhood program support teachers, Regional Service Network Project Directors) have helped to facilitate these meetings between LEAs and their county Birth to 3 agencies.
12 A B E F G H E	**Interagency Agreements: Secondary** 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.	WDPI Internal Indicator 12 workgroup State Interagency Agreement Team WDPI Legal Services CESA 8 Culturally Responsive Education Grant	The Collaborative Leadership Team continued to oversee the development of the Secondary interagency agreement which includes Head Start Regional Offices, Head Start Tribal Regional Office, Head Start Migrant Regional Offices and Tribal Nations. Since this agreement follows the Primary agreement, completion of this agreement has also been delayed. Activities include: • 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 (DCF) on expanding the agreement to include child care. Activities funded by the Culturally Responsive Education Grant and awarded to Cooperative Educational Services Agency (CESA) 8, focus on reducing disproportionality and build upon other IDEA preschool discretionary grants with the goal of expanding relationships around transitions, preschool outcomes, and early educational environments.
12	**Interagency**	WPDI Internal	The contents of the four early childhood WDPI Bulletins (90.06, 98.09, 99.09,

A B E F G H E	**Agreements: Policy Bulletins** The department is working on an information update/bulletin to county Birth to 3 programs and LEAs for release when the interagency agreement is finalized in the near future.	Indicator 12 workgroup Cross Department Team WDPI Legal Services	and 00.09) have been reviewed and revised into two bulletins (transition and environments). The environments / service delivery bulletin (10.03) is posted on the WDPI website. WDPI anticipates release of the transition bulletin in 2011, following an analysis of the final Part C regulations. 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.

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 2010
12 A B C D E F G H E	**Collaboration between Part B, Part C, and other Early Childhood Stakeholders** 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.	WDPI Internal Indicator 12 workgroup Cross Department Transition team WI Early Childhood Collaborating Partners State Professional Development Grant	The Wisconsin Department of Public Instruction (WDPI) and the Wisconsin Department of Health Services (WDHS) established a Cross Department Transition team composed of WDPI and WDHS staff. The team continued to meet during FFY 2010 to monitor, revise, and plan future training and technical assistance materials for local education agencies (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 was being collected via the Program Participation System (PPS), and determining future technical assistance topics, related to transition that the Cross-Department Transition Team would address. A formal technical assistance and training plan for FFY 2010 was also developed. Monthly, both WDPI and WDHS participate in a conference call with local technical assistance partners to review transition data and technical assistance plan. WDPI and WHDS continue to analyze transition data to identify state and local training and technical assistance needs and potential PPS enhancements.

			WDPI and WDHS have a technical assistance network which includes Resource personnel, early childhood program support teachers, and Regional Service Network (RSN) Project Directors. This network continues to support districts with program specific and/or collaborative support to both LEAs and Birth to 3 programs. WDPI participated in quarterly Wisconsin Early Childhood Collaborating Partners (WECCP) meetings to assure the general education community is aware of and involved in transition. The WDPII Superintendent and WDHS Secretary are members of the Governor's Early Childhood Advisory Council (ECAC). A presentation was made on Individuals with Disabilities Education Act (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. The review and revision of local interagency agreements continued between LEAs and county Birth to 3 programs.

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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
12 A B C D E F G H	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	WDPI Internal Indicator 12 workgroup Cross Department Transition team	The Cross Department Transition Team composed of WDPI and Wisconsin Department Health Services (WDHS) staff continued to meet on a monthly basis during FFY 2010. Each state agency shared its determination process and worked together to analyze data to identify needs and develop the SPPs through targeted problem solving. LEAs that failed to meet Indicator 12 for FFY 2010 were required to submit an improvement plan electronically through the Special Education Web Portal. The Transitions Coordinator and ECSE consultant reviewed those plans and provided appropriate technical assistance as a result. Results of the improvement plan were shared with the internal DPI Indicator 12 team. In FFY 2010, WDPI continued the validation and verification process to ensure

	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 examining data and analyzing strategies that result in improvement.		student-specific and current compliance. Individualized technical assistance has been provided to LEAs.

Training and Technical Assistance

The Cross Department Transition team is working to deliver common expectations regarding timely referral from Part C to B, participation of LEA in the transition planning conferences, IFSPs with transition steps, and LEA notification. One of the strategies for creating these common expectations and understanding of IDEA 2004 requirements is through the network of training and technical assistance providers. This network includes the Regional Service Network Directors, Birth-to-3 RESource regional staff, and early childhood program support teachers located in larger school districts and the CESAs. This network facilitates local meetings of Birth-to-3, LEAs, and other community programs such as child care and Head Start as they develop interagency agreements. This network also coordinates the delivery of the *Ready, Set, Go* trainings which are presented by a team that includes representation from parents, Birth-to-3, and LEAs. Wisconsin utilizes the Early Childhood Collaborating Partners website at http://www.collaboratingpartners.com/transition/index.htm as a central point of information for transition agreement examples, Ready Set Go training power points and handouts, and other resources related to transition.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
12 C D	**State Provided Training and Technical Assistance** WDPI adopted a model for training, technical assistance and professional development to assure positive outcomes.	SPDG Hub Director and Coordinators	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.wisconsinsig.org/ec/html. For early childhood transition the emphasis for FFY 2010 has been on data analysis and developing and supporting a structured technical assistance network.
12 C D	**State Provided Training and Technical Assistance: Access to resources**	WDPI Internal Indicator 12 workgroup	WDPI and WDHS continued to provide web pages on their own websites to serve as the primary web source for their related stakeholders:

E	**and materials** WDPI created and maintained access to resources and training materials related to Indicator #12.	SPDG Hub Director	• 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 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.
12 C D G I	**State Provided Training and Technical Assistance: Network of TA Providers** WDPI and WDHS developed and trained a network of resource persons to provide technical assistance and support to counties and LEAs. This network includes: • 6 Birth to 3 RESource regional staff • 12 CESA IDEA preschool grant coordinators and early childhood program support teachers located in larger school	WDPI Internal Indicator 12 workgroup SPDG Hub Director WDPI Consultants IDEA Preschool Discretionary Grant State and CESA coordinators RSN coordinators	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. A grant to CESA 7 continued their grant focus on early childhood transition. 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 2010, Transition from Part C to Part B remains a priority for RSNs, PSTs, and RESource personnel. 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.

	districts • 12 CESA Regional Services Network Coordinators		
12 C D	**State Provided Training and Technical Assistance: T/TA Framework** 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. 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.	WDPI Internal Indicator 12 workgroup SPDG Hub Director WDPI Consultants IDEA Preschool Discretionary Grant State and CESA coordinators FACETS	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.
12 C D	**National Technical Assistance** 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	WDPI Internal Indicator 12 workgroup WDHS staff	WDPI and WDHS attended the following events: • 2010 OSEP Mega-Conference • 2010 National Data Accountability Conference Talking Points was updated in April 2011 and posted to the WDPI website. WDPI and WDHS consulted with NCRRC and NECTAC on data analysis and the early childhood transition process, including the call on the recently published Frequently Asked Questions on for Part C and Part B.

	8. Wisconsin has demonstrated excellent progress on these two indicators, and attributes this progress to the intense focus on utilizing these nationally-available TA resources.		
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.			
Indicator(s) and Category(s)	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2010**
12 A B E F G H	**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 data in aggregate on an annual basis. This data collection system will be replaced by the Program Participation System for FFY 2008.	WDPI Internal Indicator 12 workgroup	During FFY 2010, LEAs continued to submit data in the Program Participation System (PPS).Wisconsin Department of Public Instruction (WDPI) staff conduct progress monitoring of the data and provide technical assistance to LEAs when warranted. In addition, the WDPI developed additional technical assistance documents to ensure accurate data reporting in the PPS and to clarify the transition process. The Transitions Coordinator monitored and provided training and technical assistance as needed.
12 A B E F	**Data Collection and Reporting: Development of new data collection system**	General Supervision Enhancement Grant (GSEG)	In FFY 2010, WDPI and WDHS continued to collaboratively develop enhancements to the PPS, WDPI provided information on desired changes to the computer programmer and changes were made to the system.

G H	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.	Data Consultant & IT staff WDPI Internal Indicator 12 workgroup Cross Department team	
12 A B C D E F G H	**Data Collection and Reporting: Training and Technical Assistance to assure accurate and timely data reporting via PPS** WDPI and WDHS collaboratively 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.	WDPI Consultants IDEA Preschool Discretionary Grants State Professional Development Grant (SPDG) WDPI Internal Indicator 12 workgroup Cross Department Transition team	Several media webcast presentations were developed to address each component of the data system. Webcasts included: general PPS overview, security officer training, and the general transition process overview. These are archived for continual access. WDHS updated the Q&A handbook on PPS for the counties. WDPI developed a web-based Q&A for LEAs. To assure accurate and timely reporting of data using PPS, Directors of Special Education were required to: • 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 LEA access in PPS via the Wisconsin Integrated Security Application (WISA). • Ensure LEAs participated in PPS training. WDPI and WDHS offered 22 regional training opportunities between February

			and May 2011 for Directors of Special Education and other LEA staff to learn more about PPS and to network with county Birth to 3 staff. In November 2010, WDPI presented information on PPS and the transition timeline at the State Superintendent's Conference on Special Education Leadership. In February 2011, WDPI presented information on PPS and the transition timeline at the Wisconsin Association of Administrators of Special Services (WCASS) Conference. Early Childhood Special Education Program Support Teachers (PSTs) shared information on PPS, the opt-out policy, and the transition timeline. This information was also shared with LEAs on an as needed basis. CESA Early Childhood Program Support Teachers (PSTs), the Regional Service Network (RSN) Project Directors, County Birth-to-3 RESource staff, and the WDPI Early Childhood Consultant provided technical assistance.
12 C D G	**State Provided Training and Technical Assistance: Support TA providers** Supported Indicator #12 technical assistance providers by informing them of the transition process, overview of PPS, clarification of their role as TA providers, and assuring they have adequate information to support LEAs and counties.	WDPI EC Consultants IDEA Preschool Discretionary Grant State and CESA coordinators RSN Directors WDHS Staff RESource personnel	The monthly indicator calls continued during FFY2010. These calls focused on technical assistance related to transition and LEA/County data.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010

State Performance Plan Improvement Activities
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 2010
12 A B C D E G I	Early Transitions Coordinator position created and filled.	WDPI Internal Indicator 12 workgroup WDPI ECSE Consultant Early Transitions Coordinator	A newly created an Early Transitions Coordinator Position was added. Duties include direct technical assistance regarding development of local interagency agreements between LEAs and county Birth to 3 programs and direct work with Birth to 3 regarding PPS data between counties and LEAs.
12 A B C D E G	Development of Birth to 6 Collaborative Transition team.	WDPI ECSE Consultant Early Transitions Coordinator WDHS staff	Due to creation of the Early Transitions Coordinator position, the Collaborative Transition Team was developed. This team replaced the Cross Department Transition Team. The focus of the Birth to 6 Collaborative Transition team was focused on data analysis, PPS enhancements, maintenance, training and technical assistance.
12 C D E	WDHS and WDPI co-developed training/technical assistance on recent Opt-out policy	WDPI Internal Indicator 12 workgroup Early Transitions Coordinator WDHS staff	WDHS and WDPI co-developed a Part C to Part B transition timeline that included Wisconsin's new Opt-out policy. The timeline also included information on late referrals to Part C. These timelines are used by counties and LEAs and can be found at: ttp://www.dpi.wi.gov/sped/pdf/spp12-transition-timeline.pdf and http://www.dpi.wi.gov/sped/pdf/spp12-late-referrals.pdf.

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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010

12 A B C D E G	Early Transitions Coordinator position created and filled	WDPI Internal Indicator 12 workgroup WDPI ECSE Consultant Early Transitions Coordinator	The newly created Early Transitions Coordinator position was added. Duties of the Early Transitions Coordinator include direct technical assistance regarding development of local interagency agreements between LEAs and county Birth to 3 programs and direct work with Birth to 3 regarding Program Participation System (PPS) data between counties and LEAs. LEAs that failed to meet Indicator 12 during FFY 2009 and 2010 were offered technical assistance by the Early Transitions Coordinator. The Early Transitions Coordinator meets with the WDPI Internal Indicator 12 Workgroup on a monthly basis and communicates with the department's ECSE Consultant on a more regular basis.

Training and Technical Assistance

The Cross Department Transition team is working to deliver common expectations regarding timely referral from Part C to B, participation of LEA in the transition planning conferences, IFSPs with transition steps, and LEA notification. One of the strategies for creating these common expectations and understanding of IDEA 2004 requirements is through the network of training and technical assistance providers. This network includes the Regional Service Network Directors, Birth-to-3 RESource regional staff, and early childhood program support teachers located in larger school districts and the CESAs. This network facilitates local meetings of Birth-to-3, LEAs, and other community programs such as child care and Head Start as they develop interagency agreements. This network also coordinates the delivery of the *Ready, Set, Go* trainings which are presented by a team that includes representation from parents, Birth-to-3, and LEAs. Wisconsin utilizes the Early Childhood Collaborating Partners website at http://www.collaboratingpartners.com/transition/index.htm as a central point of information for transition agreement examples, Ready Set Go training power points and handouts, and other resources related to transition.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
12 A B C D E G	Early Childhood Indicator Trainings	WDPI ECSE Consultant Early Transitions Coordinator	Eighteen trainings with Indicator 12 focus were held throughout the state (Feb. 17, Feb. 18, Feb. 23, Feb. 28, Mar. 1, Mar. 3, Apr. 8, Apr. 11, Apr. 19, Apr. 20, Apr. 25, Apr. 26, Apr. 28, May 2, May 6, May 10, May 11, May 12, May 13) with total attendance of 1861. Attendees included both LEA and Birth to 3 staff.
12 A B C D E	Opt-out training and technical assistance	WDPI Internal Indicator 12 workgroup Early Transitions Coordinator	The Opt-out webinar was held on December 8, 2010 and is archived at http://www.dpi.wi.gov/sped/spp-tran-presch.html. This webinar educated LEAs on changes to Birth to 3 rules that may affect Early Childhood Special Education referrals. Follow up assistance was provided upon request from LEAs.

G		WDHS staff	
12 A B D G	Additional Training/Technical Assistance	Early Transitions Coordinator WDPI ECSE Consultant CESA EC PSTs	One-on-one T/A was provided upon request to assist LEAs with reason code selections, timeline, education of staff and general procedures. CESA Early Childhood Program Support Teachers (EC PSTs) were a part of this process.
12 A B D E	Corrective Action Plan T/TA	Early Transitions Coordinator WDPI ECSE Consultant WDPI Internal Indicator 12 workgroup	WDPI developed a plan to provide follow up T/A for LEAs who completed a Corrective Action Plan. This included review of the plan and suggestions to improve LEA processes to ensure IEPs are developed and implemented by a child's third birthday.

Program Support Meetings
Each year, the program consultants on the Special Education Team design and host program support meetings for interested stakeholders, including parents, school district staff, educational administration, paraprofessionals, and higher education faculty. The overarching goal of these program support meetings is to disseminate innovative information and current resources to the field. At these meetings, program consultants typically present information and training aimed at reducing the graduation gap and dropout rates. Specific topics include research-based strategies to increase student engagement, establish a positive school climate, increase options for student learning, and enhance staff knowledge and skills. These opportunities will continue in future years.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
12 C D	Offer statewide Early Childhood (EC) program support teacher (PST) meetings to discuss topics and issues related to early childhood special education programming, services, data collection, and indicators.	WDPI Early Childhood Special Education Consultant	Early Childhood: Four PST meetings were held during the 2010-2011 school year (9/24/10, 12/10/10, 3/7/11, 6/3/11). Discussion of the following topics occurred during the four meetings: DPI updates, evidence-based practices; writing IEPs, service delivery models; data collection and analysis; screening and ongoing assessment; EC materials and resources; initiative updates; teacher licensing; tribal relationships; Birth to 3 relationships and interagency agreements; data entry into Program Participation System, Individual Student Enrollment System, and Special Education Web Portal, Indicators 6, 7 and 12; Child Find; Deaf/Hard of Hearing information, dual

			language learner information; strategic planning.

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
2010 **(2010-2011)**	**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.

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 was completed.

Baseline Data for FFY 2010 (2010-2011):

WDPI gathered data for Indicator 13 from LEAs that performed the Procedural Compliance Self-Assessment (including Milwaukee Public Schools) during 2010-2011. LEAs were instructed to create a random sample of IEPs of youth 16 and above. During the 2010-11 school year, IEPs of 1,293 youth aged 16 and above were reviewed using the NSTTAC Indicator 13 Checklist. Of these IEPs, 933 met the standards for Indicator 13.

Calculation: 933/1293 = 0.7216
0.7216 x 100 = 72.16%

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 2010-11 school year is 72.16%. The target remains 100%. The State did not meet the target for this indicator.

Verification of Correction of Noncompliance Identified in FFY 2009

Correction of FFY 2009 Findings of Noncompliance (if State reported less than 100% compliance):
Level of compliance (actual target data) State reported for FFY 2009 for this indicator: 71.21%

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010)	**62**
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	**62**
3. Number of FFY 2009 findings not verified as corrected within one year [(1) minus (2)]	**0**

Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	**0**
5. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	**0**
6. Number of FFY 2009 findings not verified as corrected [(4) minus (5)]	**0**

As instructed by OSEP in the FFY 2009 SPP/APR Response Table, WDPI is reporting on the status of correction of noncompliance reflected in the data the State reported for this indicator. The State has verified that each LEA with findings of noncompliance identified in FFY 2009 is correctly implementing the requirements based on a review of updated data and has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memo 09-02. The State took the specific actions as described below to verify the correction.

To verify that each individual case of noncompliance had been corrected, WDPI staff reviewed a randomly drawn sample of IEPs of students who were in the LEA's *Procedural Compliance Self-Assessment* sample submitted during the 2009-10 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 2009 has been corrected.

To verify current compliance, WDPI staff examined a separate sample of current student IEP records. LEAs provided WDPI with a list of students 16 years old or older whose IEPs were developed or revised between March 1, 2010 and June 15, 2010. From this list, WDPI selected a sample of IEPs of students with IEP meeting dates during the relevant time period and directed LEAs to submit the IEPs to WDPI for review. 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 *Procedural Compliance Self-Assessment* report submitted during the 2009-10 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. The number of IEPs submitted was dependent upon the number of students whose IEPs were developed or revised between March 1, 2010 and June 15, 2010 as reported by the LEA. 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 2009 have corrected each individual case of noncompliance and are currently in compliance with 34 CFR 300.320(b).

Action Taken to Improve Future Results

During the fall of 2011, WDPI required all LEAs in Wisconsin to complete the Indicator 13 Assessment (http://dpi.wi.gov/sped/spp13-assessment.html). Each LEA reviewed a random sample of IEPs of students 16 years old and older for compliance with Indicator 13 requirements. Each LEA provided WDPI with a written assurance the assessment had been completed, and any indentified noncompliance had been corrected. WDPI randomly selected a sample of LEAs for results validation.

WDPI is currently in the process of developing an online postsecondary transition plan (PTP). The purpose of the PTP is to ensure each student's IEP is in compliance with Indicator 13 requirements, and to enable WDPI to efficiently collect Indicator 13 data and engage in progress monitoring statewide. The PTP contains edit checks designed to prevent errors commonly resulting in noncompliance, while at the same time allowing the flexibility needed for student individualization. Development and testing of the PTP is currently scheduled to be completed by the end of the 2011-12 school year. Once the PTP is fully operational, its use will be mandatory by all LEAs for all IEPs developed for students 16 years old or older.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

Compared with FFY 2009 results, Wisconsin made progress of 0.95% for indicator 13. This progress can be attributed to improvement activities outlined in the SPP, including the activities further described in the following table.

State Performance Plan Improvement Activities
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.

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 2010
13 C D	**Wisconsin Statewide Transition Initiative (WSTI)-Statewide Training** Offered training statewide for districts on compliance standards.	WDPI Transition Consultant WDPI Assistant Director of Special Education WSTI Director PHSOS Coordinator FACETS Coordinator DHS Consultant DVR Representative	• 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 326 educators participated during 57 presentations and 120 districts (28% of total districts in Wisconsin) were represented. Note: Approximately 90 districts were included in the assessment. • 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. • 4 Transition e-Newsletters 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. • 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 were provided three times. 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 5 content based 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	**(WSTI-Wisconsin Post High School Outcomes Survey (WPHSOS) –** Web-based activities and resources developed to connect Indicators 1, 2, 13 & 14.	WSTI Director Post Secondary Outcomes Survey Project Director	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. • A web-based data toolkit has been developed • A web-based transition resources repository, TransitionResources4youth.com has been developed and will be available fall 2011.
13 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	• 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.
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	WDPI continues to participate in the National Community of Practice on Transition hosted by NASDSE at http://www.sharedwork.org. Have at least 1 WI rep attend National CoT conference annually 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 2010
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	WDPI and other stakeholders attended NSTTAC's spring 2011 transition forum to review and revise Wisconsin's strategic plan to improve secondary transition. Goals: 1. Improve compliance with Indicator #13 to 100% compliance. 2. Improve completion and implementation of the summary of performance to 100% 3. Improve/maintain communication and collaboration.

		Coordinator DHS Consultant DVR Representative	

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 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.

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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
13 A B C D E G	**WDPI defined compliance standards and examples related to Indicator 13** • 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	WDPI Transition consultant Procedural Compliance Self Assessment Workgroup representative WSTI Director	WDPI and the Wisconsin Statewide Transition Initiative (WSTI) continued to provide training at statewide and regional conferences. • State Superintendent's Conference on Special Education & Pupil Services Leadership Issues November 2010 • Wisconsin Transition Conference February 2011.

	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.		
13 B C D	**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	Procedural Compliance Workgroup WI DPI Transition Consultant	The Wisconsin Procedural Compliance Self-Assessment Occurs Annually.

	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.		
13 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	Office Operations Associate(s) LPP Consultants	WDPI will continue these verification activities in each year of the cycle using WDPI verification procedures.

	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 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.		

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:

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			
Program Support Meetings Each year, the program consultants on the Special Education Team design and host program support meetings for interested stakeholders, including parents, school district staff, educational administration, paraprofessionals, and higher education faculty. The overarching goal of these program support meetings is to disseminate innovative information and current resources to the field. At these meetings, program consultants typically present information and training aimed at reducing the graduation gap and dropout rates. Specific topics include research-based strategies to increase student engagement, establish a positive school climate, increase options for student learning, and enhance staff knowledge and skills. These opportunities will continue in future years.			
Indicator and	**Improvement Activity**	**Resources**	**Status of Improvement Activity**

Category(s)	Description		FFY 2010
13 C D	Offer statewide Autism PST meetings to discuss issues related to Autism and share resources to support programming and educators in the field.	WDPI Autism Consultant	Autism: The Fall 2010 Autism Program Support Teachers (PST) meeting took place on September 22nd in Wisconsin Dells. Information shared at this meeting included the Wisconsin Department of Public Instruction (WDPI) updates on bulletins and autism eligibility, guidance on how to work with students to address bullying concerns, information on transition services, and a presentation by Paula Kluth on Literary Instruction which includes information on addressing challenging behaviors. The Spring 2011 Autism PST meeting took place on March 18th, in Madison. Information shared at this meeting included WDPI updates on bulletins and autism eligibility, guidance on the use of visual modeling in the classroom, information on transition services, and information about working with trauma in relation to students with autism.
13 C D	Offer statewide CD PST meetings to discuss issues related to CD and share resources to support programming and educators in the field.	WDPI CD Consultant CESA 6 Grant	Cognitive Disabilities: The Spring Cognitive Disabilities (CD) Program Support Teachers (PST) Meeting was held in Madison, WI on April 22, 2010. Information shared at this meeting included: WDPI updates on assessment grants; WDPI update on LRE study-related to Indicator 5; WDPI review of procedural compliance issues for 2009; transition programs for students ages 18-21; the Wisconsin Extended Grade Band Standards; and CD Eligibility Criteria review. Creating the Good Life: Improving Outcomes for Students with Severe Disabilities Conference was held. The Fall CD PST Meeting was held in Wisconsin Dells, WI on September 22, 2010. Information shared at the meeting included WDPI updates on the assessment grants, WDPI Bulletin updates and a review of the procedural compliance issues. Additionally, information on Transition programs for students with cognitive disabilities was also shared by WDPI Transition Consultant. Dr. Paula Kluth discussed literacy instruction for students with cognitive disabilities. The 5th annual Statewide Conference, Creating the Good Life: Improving Outcomes for Students with Severe Disabilities, for educators working with students with cognitive disabilities was held August 10-11, 2011 and addressed issues and current trends regarding inclusive practices.

			This conference was co-sponsored by WDPI's, Cooperative Educational Services Agency (CESA) 6. The conference provided educators with a variety of relevant topics including: Common Core Essential Elements, assessment of students with cognitive disabilities, best practices for inclusion, technology for students with cognitive disabilities, programming for students, vocational/employment opportunities, and adapting curriculum.
13 C D	Offer statewide EBD PST meetings on issues and resources related to EBD programs in the schools	WDPI EBD Consultant	Emotional Behavioral Disabilities (EBD): On October 15, 2010, an EBD PST Meeting was held at the Hilton Garden Inn in Oshkosh, Wisconsin. The WDPI EBD Consultant presented on WDPI Bulletins and updates, reviewed recent WDPI complaint decisions and behavior rating scales and checklists. On April 12, 2011, the EBD PST Meeting was held at the Hilton Garden Inn in Oshkosh, Wisconsin. The EBD Consultant presented updates on seclusion and restraint, compliance, and Indicator 13.
13 C D	Offer statewide TBI PST meetings on issues/resources surrounding traumatic brain injuries in school age youth.	WDPI TBI Consultant	Traumatic Brain Injury (TBI): On September 5, 2011 a TBI PST Meeting was held at the Crown Plaza in Madison. Nine participants attended. Dr. Mickey presented on behavioral/cognitive correlates. The DPI TBI webpage was reviewed with participants and a list of improvements was compiled.
13 C D	Offer statewide program support teacher (PST) meetings to discuss topics and issues related to deaf and hard of hearing programming.	WESP-DHH Outreach Team WDPI consultants	Deaf and Hard of Hearing (DHH): Three PST meetings were held with teachers of students who are Deaf or Hard of Hearing. Those attending are primarily teachers and educational audiologists along with the program support staff. These meetings were held in September and December, 2010 and May 2011. Topics for professional development are determined by the teachers with current updates from WDPI. These meetings average 35 participants in attendance. The topics for the school year were: 1) Conducting Effective Evaluations: The Observation, 2) Effective Evaluations: Student, Staff and Parent Interviews, and 3) The RtI and PBIS Models as related to DHH. Updates from WDPI and the Effective Itinerant Services Project were presented.
13 C D	Offer statewide Speech and Language (SL) Leadership/PST meetings to discuss	WDPI Speech and Language Consultant	Speech and Language (SL) PST Meeting: On October 18, 2010, the first part of this meeting addressed the Application of the State Speech/Language Eligibility Criteria: A Look at Implementation Issues

	topics and issues related to current SL practice in the public schools and share resources to support SL programming and service delivery. A state-wide SL leadership and PST network list-serve is maintained to update speech/language pathologists from a state-wide perspective.	CESA 6 Grant	and Logistics in Practice. This presentation addressed correct implementation of the criteria with an emphasis on current issues for local education agencies (LEAs) and IEP teams in the area of Speech and Language eligibility. The second part of this meeting addressed progress monitoring and the Least Restrictive Environment (LRE). This was well attended with 150 participants. On February 11, 2011, a second meeting for SLP PSTs addressed service delivery to promote LRE for students with disabilities at all levels using digital technology such as I-Pods, Smart Phones, I-Pads, and the Kindle. This was well attended with 180 participants. The State-Wide Speech and Language Leadership and PST network list-serve was also used to follow up on these topics and address other topics that affect SL service in the public schools setting. There are 1,050 individuals signed up on this list-serve.

Regional Service Network (RSN),
http://www.wi-rsn.org/

The state regional service network (RSN) consists of directors from each of the 12 CESAs. The major focus for the RSN is to provide a comprehensive system of personnel development to assure the quality of personnel and services for children with disabilities. Activities may include resource and technical assistance, a network of communication, and staff development and program assistance in the areas of planning, coordination, and implementation of special education and related services.

The mission of the RSN is to improve the quality of educational services to students with disabilities through a statewide network of representatives from each CESA in cooperation with WDPI. Each RSN provides a comprehensive system of personnel development that unites communication, staff development, and leadership. The goals of the RSN include:

- To maintain and expand a communication network for purposes of liaison among LEAs, CESAs, the WDPI and others including, but not limited to, parents and related agencies.
- To provide leadership to a continuing statewide initiative to assure a comprehensive staff development program.

To model teamwork and collaboration in decision making and service delivery to generate creative solutions to mutually defined problems.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
13 A B C D E	Regional Services Network (RSN)	WDPI Special Education Administration WDPI RSN Grant Liaison	For FFY 2010, the Wisconsin Department of Public Instruction (WDPI) awarded a Regional Services Network (RSN) IDEA discretionary grant to each of 12 Cooperative Educational Services Agencies (CESAs). These 12 discretionary grants have been awarded each year since the 1984-1985 SY. The Regional Services Network (RSN) grant is comprised of one RSN Project Director who

G		WDPI Special Education Team Consultants CESA RSNs	implements the activities of the grant project. The purpose of the RSN grants is to provide a communication vehicle between the WDPI and each CESA and from the CESA to local education agencies (LEAs) Directors of Special Education (DSE). The focus is on the areas of improving procedural compliance and increasing CESA performance on the indicators. The goals of the RSN grants are to provide this through leadership, professional development, and communication to LEAs within their respective CESA geographical areas. The RSN Project Directors met nine times during the 2010-2011 SY. Meeting agendas were organized around special education procedural compliance and the 20 indicators. The RSN WDPI grant liaison worked internally with WDPI consultants to develop agendas which reflected the current needs of the WDPI to communicate with the LEAs. The agenda items covered administrative updates and updates from WDPI consultants regarding both the work of the indicators and grant projects that support those indicators as well as procedural compliance updates. The information from these meetings was disseminated in each of the 12 CESAs at regional CESA RSN meetings for LEA DSEs where the information from the statewide meetings is disseminated. Each RSN grant required each RSN Project Director to hold 5 such meetings within their respective CESAs. Each of the RSNs submitted the dates of the meetings that were held at their CESA. At these meetings, the DSEs from the CESA provided feedback and stated issues of concern to the RSN Project Directors who brought this back to the statewide RSN meetings and communicated these issues with the WDPI. Topics have included, but are not limited to: Procedural Compliance Self-Assessment (PCSA), the Wisconsin Statewide Transition Initiative (WSTI), the Wisconsin Statewide Parent Education Initiative (WSPEI), organizing

			CESA trainings around the indicators, i.e. EC Indicators (6, 7,12) Indicator 13, Parent Involvement (Indicator 8), Indicators 9 and 10 and updates from the program areas, such as, Speech and Language, Specific Learning Disabilities and Emotional Behavioral Disabilities. RSN Project Directors also organized CESA trainings based upon current WDPI needs and other areas specified within the grants.

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 are no longer in secondary school, had Individualized Education Programs (IEPs) in effect at the time they left school, and were:*

A. Enrolled in higher education at least one year of leaving high school.
B. Enrolled in higher education or competitively employed at least one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment at least one year of leaving high school. (20 U.S.C. 1416(a)(3)(B))

Measurement:

A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education at least one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times100.

*B. Percent enrolled in **higher education or competitively employed** at least one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed at least one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.*

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

FFY	Measurable and Rigorous Target
2010 **(2010-2011)**	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: A. **41.5%** enrolled in higher education within one year of leaving high school. B. **69.6%** enrolled in higher education or competitively employed within one year of leaving high school. C. **83.3%** enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

The following data collection activities occurred during the 2010-11 school year:

- Contact information on the exited students was gathered by LEAs, verified, and entered into the secure district portion of the post high website (www.posthighsurvey.org).
- Between June 4 and Sept 30, 2011, data were collected on students who left school during 2009-2010. These former students were contacted by telephone for an interview, timing the data collection so that at least one year had passed since the former students exited their secondary placement.
- Responses were entered by St. Norbert College Survey Center on the web-based post high survey site which allows for immediate data entry and retrieval.
- Every exiter was attempted to be contacted up to six times, and attempts were made during the day, evenings, and weekends, and were conducted in alternate languages or formats when needed.
- The interviews assessed former students' participation in activities of adult living, participation in higher education and other types of postsecondary education and training, and participation in competitive and other employment within the year since exiting high school.
- Additionally, youth participation in high school employment, IEP preparation, and implementation of IEP goals as planned were assessed.
- Data results can be disaggregated by the both the SEA and the LEA by gender, ethnicity/race, disability and exit type.

Response Rates

A response rate is one measure of the level of success or quality achieved in collecting survey data. It is the ratio of the number of completed surveys (the Respondent Group) to the total number of surveys intended to be completed (the Target Leaver Group). The table below summarizes what is known about the 2009-010 school leavers.

Baseline data from the FFY 2010 interviews for Indicator 14 were collected from 72 LEAs, including Milwaukee Public Schools. All 2009-10 school year leavers with disabilities from these districts were included in the FFY 2010 survey, and were attempted to be contacted by St. Norbert.

Table 1. FFY 2010 Survey Response Status of 2009-10 School Leavers

	Count	Percentage
Total School Leavers in Sample	1530	100%
No Contact/Lost to Follow-up	840	54.9%
Leavers Contacted	690	45.1%
Ineligible Contacts	64	4.2%
Refused/Unavailable	166	10.8%
Total Eligible Leavers in Sample	1466	100%
Eligible: Completed Survey	**460**	**31.4%**

Table 1 indicates all 2009-10 leavers in the statewide sample (1530) were attempted to be contacted, and responses were accepted from former students or if the former student was not available, from family or guardians if they were knowledgeable about the high school activities of the

youth and their current participation in education or employment. Of the 690 (45.1%) school leavers successfully contacted, 64 (4.2%) had returned to high school, never actually graduated, graduated more than one year from the survey date or were deceased and therefore ineligible to participate in the post school outcomes survey. Of those, 166 (10.8%) declined to complete the survey, and 840 (54.9%) of the school leavers were unable to be located. At the end of the survey period, there were 460 (31.4%) completed surveys for FFY 2010. This is .2% higher than for FFY 2009.

The response rate for the FFY 2010 survey is 31.4% (or 99% */- 4.98%), and reflects a confidence level of 95% +/- 3.7%, which exceeds the desired 95% +/-5% level. The confidence level indicates the data present a statistically valid level of confidence from which to draw comparisons between the target leaver group and the respondent group.

A review of the reasons for unsuccessful contacts indicates a high percentage of youth (44%) who were attempted to be contacted could not be reached because the interviewer was unable to locate a current phone number and the phone number provided by the district was not successful (e.g. the former student moved, the phone was disconnected, there was no forwarding phone number, the phone number was unable to be located). This the same as FFY 2009 (44%), and reflects the continued hard work on the part of the LEAs in verifying at least one valid phone number prior to the beginning of the interviews. However, successfully contacting leavers one year after leaving high school continues to be a challenge and new strategies to inform and engage youth will be implemented during the FFY 2011 survey process.

Representativeness and Selection Bias

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

Table 2. Representativeness of FFY 2010 Wisconsin Statewide Sample and Statewide Respondents

NPSO Response Calculator — **Representativeness** — PSO POST-SCHOOL OUTCOMES CENTER

	Overall	SLD	ED	MR	AO	Female	Minority	ELL	Dropout
Target Leaver Totals	1466	675	249	142	400	492	447	0	210
Response Totals	460	234	61	46	119	151	81	0	15
Target Leaver Representation		46.04%	16.98%	9.69%	27.29%	33.56%	30.49%	0.00%	14.32%
Respondent Representation		50.87%	13.26%	10.00%	25.87%	32.83%	17.61%	0.00%	3.26%
Difference		4.83%	-3.72%	0.31%	-1.42%	-0.73%	-12.88%	0.00%	-11.06%

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

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

The NPSO Indicator 14 Response Calculator was used to calculate the representativeness of the respondent group on the characteristics of gender, ethnicity/race, disability, and exit type. The Response Calculator identifies significant differences between the Respondent Group and the

Target Leaver Group. Negative (-) differences indicate an under-representation of the group and positive (+) differences indicate over-representation. In the Response Calculator, red color is used to indicate a difference that exceeds a ±3% interval.

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

The under-representativeness of youth in the categories of minority, EBD and drop-out may be attributed to the fact that these youth, in general, are difficult populations to locate and is a trend that has been observed consistently throughout prior survey years. Improvement strategies to contact minority and drop-out individuals have been successful, as evidenced by a closer representativeness from FFY 2008 to FFY 2009. New strategies are being developed to specifically address locating these populations, including a youth-friendly webcast and revised parent and school informational flyers. These strategies will be implemented in future data collections, and districts will be alerted to this difficulty prior to interviewing so an extra effort can be made to locate at least one valid, working phone number for these youth.

Missing Data

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

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

- District directors of special education were contacted when the survey center finished contacting all district leavers and given additional time to locate a working phone number. The survey center then attempted to again contact former students with the updated phone numbers.
- To better help youth and families understand the purpose and importance of participating in the survey, a document entitled "A Special Note to Youth and Families" (based on the National Post School Outcomes Center resource "*Post-School Outcomes Survey: Coming*

Soon to a Student Near You!") was created. LEAs included in the sample year were encouraged to share the Wisconsin document, along with a copy of the survey questions, with youth and families during the youth's senior or final IEP meeting. By informing youth and parents about the upcoming survey, fewer exiters declined to participate in the survey when successfully contacted. This practice will be continued.

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

- Even with the concentrated efforts to call former students at various times throughout the day and evening, the largest school districts continue to have the lowest response rates. To address this, Milwaukee Public Schools (MPS) hired four staff members to go to the homes of former youth to get current phone numbers and inform them of the upcoming survey. This effort resulted in additional completed surveys and resulted in an increase in response rate from 15% for FFY 2008 to 20% in FFY 2009. For a variety of reasons, this effort was not sustained to the same extent prior to the FFY 2010 surveys, and the responses rate for MPS decreased to 13%. While still under-represented when grouped as "minority" in MPS, American Indian, Asian and Hispanic respondents were representative of the youth in the sample. These extra steps have been successful in previous years, and additional measures will again be implemented during the FFY 2011 survey.

Actual Target and Baseline Data for FFY 2010 (2010-11)

Table 3 represents the Indicator 14 data components of youth engagement (both a count of actual numbers used in the calculation and the percentage of engagement in each, mutually exclusive reporting category) within the year after leaving high school, along with definitions of each of the Indicator 14 reporting criteria. A review of the data indicates that in all reporting categories, youth in FFY 2010 reported higher percentage of engagement than youth in FFY 2009. Participation in higher education increased from 39.4% to 41.5%, participation in competitive employment increased from 27.1% to 28.0%, and engagement other types of higher education or training or employment increased from 13.4% to 13.7%.

Previous survey data were reviewed, including reviewing the responses of those who were never engaged or under-engaged (i.e. worked less than 90 days, attended but did not complete a full term in a postsecondary education program). The current percentage of respondents that do not meet one of the criteria of Indicator 14 is 16.7%, which is lower than FFY 2009 (20.1%). A closer review of this percentage indicates 9.3% have never been engaged in postsecondary education or employment, and 7.4% either had missing data elements or participated, but not to the level of the Indicator 14 criteria. FFY 2009 indicates 14.0% and 6.1%, respectively. This indicates fewer youth in FFY 2010 report they never participated in any type of continuing education, training or employment than youth who were surveyed in FFY 2009. This trend continues from FFY 2008 as well.

Table 3. **2011 Wisconsin Statewide Indicator 14 Data for 2009-2010 Exiters**

All percentages based on current Total Respondents of 460 statewide respondents, with the Count being divided by the Total Respondents.

Data for Indicator 14 Categories		2011 Count	Percentage (N=460)
1. Higher Education • Completion of at least one term at a 2-yr College or Technical College or 4-yr College or University - Regardless of participation in Employment or other Postsecondary Education or Training		191	**41.52%**
2. Competitive Employment • 90 consecutive or cumulative days in a community setting, working 20 hours or more per week and earning minimum wage or greater AND Never engaged in Higher Education and regardless of engagement in other Postsecondary Education or Training or Other Employment		129	**28.04%**
3. Other Postsecondary Education or Training • Completion of at least one term at any other short-term education or training program, humanitarian program or high school completion program AND Never engaged in Higher Education OR Competitive Employment and regardless of engagement in Other Employment		16	**3.48%**
4. Other Employment • 90 consecutive or cumulative days of employment in any setting AND Never Engaged in Higher Education OR Competitive Employment OR Postsecondary Education or Training Program		47	10.22%
A. Higher Education	A = 1	191	**41.52%**
B. Higher Education and Competitive Employment	B = 1 + 2	320	**69.57%**
C. Higher Education and Competitive Employment and Other Postsecondary Education or Training and Other Employment	C = 1 + 2 + 3 + 4	383	**83.26%**
5. Not Engaged • *Never participated in higher education or other postsecondary education or training; never been competitively employed or otherwise employed; (c) have been underemployed; (d) have missing data elements* • *Never any postsecondary education or employment: 2011 = 9.3%* • *Missing Data points, less than a full term p.s. ed. completed or under employed 2011 = 7.4%*		77	16.74%

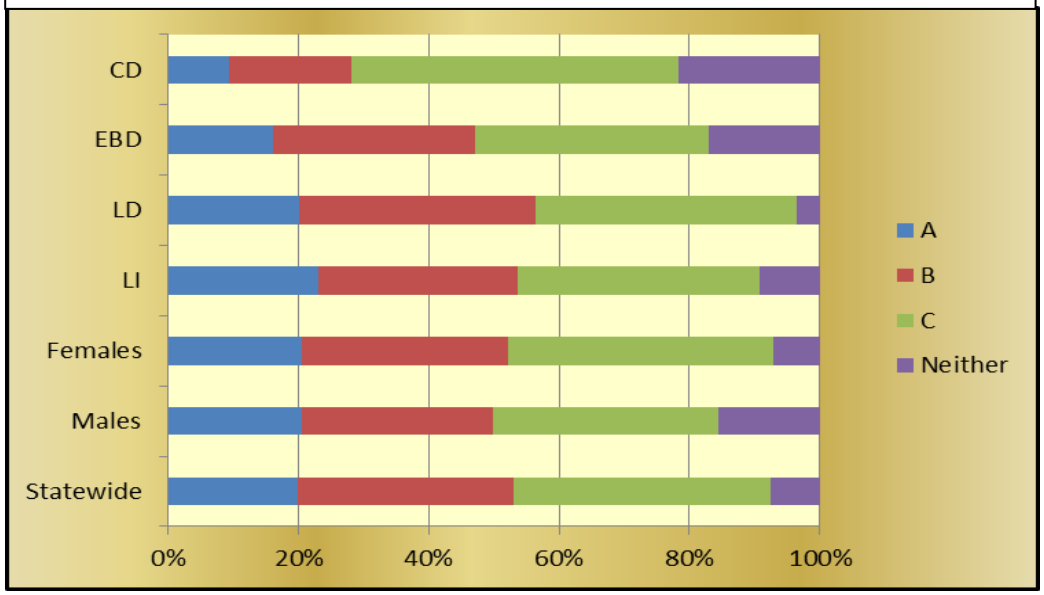
Post School Outcomes by Gender, Race/Ethnicity, Disability and Exit Reason

To further examine the outcomes of youth with disabilities, much time and effort is spent reviewing outcomes by gender, ethnicity/race, disability and exit reason. Several statewide reports are written and posted to the Wisconsin Post High School Outcomes Survey website, which provide an in-depth analysis on multiple levels. The WDPI has worked with the NPSO Center to create and implement a post high school data use toolkit and facilitator's guide to assist individual districts in data analysis of their local outcomes compared to statewide outcomes, and LEAs now have available to them an auto-filled report which displays the major statewide outcomes and local outcomes for the major Indicator 14 reporting categories, and for gender, ethnicity/race, disability and exit reason.

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

Graph 1 shows the unduplicated post high school engagement rate of youth with disabilities by gender and by disability areas for each of the Indicator 14 reporting categories.

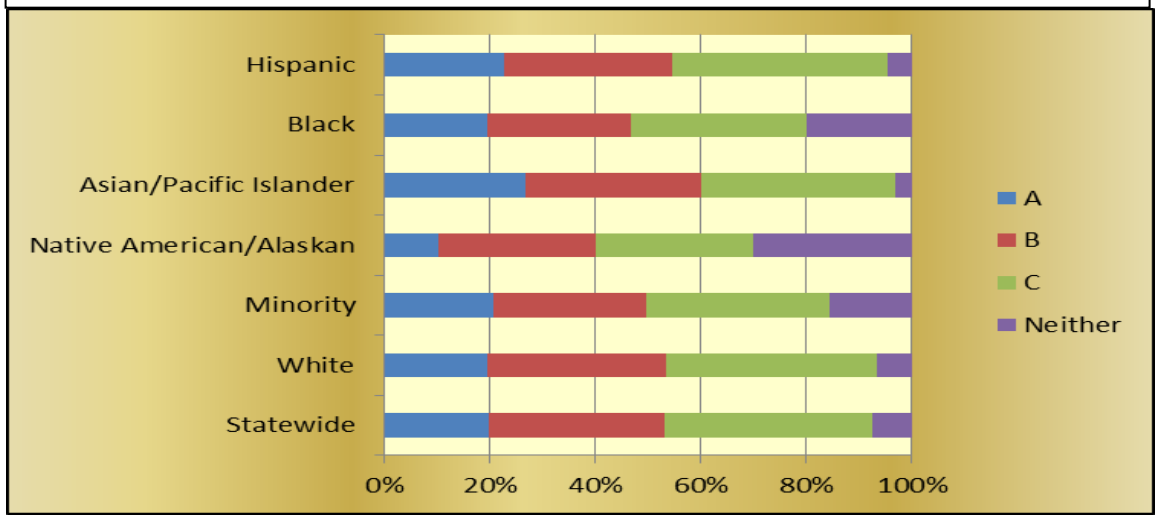
Graph 1. Wisconsin FFY 2010 Indicator 14 Engagement Rates by Gender and Disability



A review of the data indicates more females (60%) than males (53%) participate in all types of higher education programs; this is consistent with outcomes for FFY 2008 and FFY 2009. Females attend 2-year (10%) and 4-year (18%) programs at a higher rate than males (7% and 11%, respectively), and a higher percentage of males (24%) attend a technical college program than females (19%). A higher percentage of female youth than male youth disclose their disability and use accommodations and/or assistive technology at their place of postsecondary education. A significantly higher percentage of males (53%) than females (43%) are competitively employed, though more females (26%) report "other employment" than males (17%) and are presumably working less than competitively to supplement their participation in postsecondary education. A slightly higher percentage of male youth (55%) than females (50%) had a paying job in the community while in high school, and a much higher percentage of females (52%) had the same high school job within one year of leaving school than did males (40%). When all areas of engagement are combined, females (85%) are engaged at a slightly higher rate than males (82%).

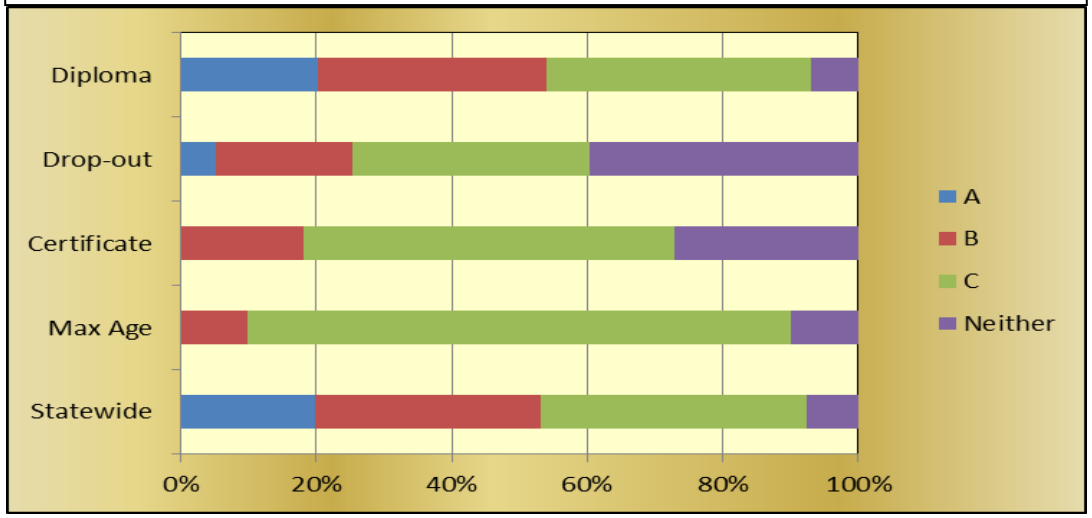
Graph 1 also indicates a lower percentage of youth with cognitive disabilities participate in higher education (13%) or competitive employment (13%) than youth with learning disabilities (46% and 37%, respectively), youth with low incidence disabilities (50% and 16%, respectively), and youth with emotional/behavioral disabilities (30% and 28%, respectively). A higher percentage of youth with cognitive disabilities participate in other postsecondary education or training programs (39%) than other disability areas. A much lower percentage of youth with cognitive disabilities (35%) and youth with emotional/behavioral disabilities (41%) report having a paying job in the community while they were in high school than do youth with learning disabilities (59%) or youth with low incidence disabilities (47%). Youth with cognitive disabilities (76%) were much more likely to have the same job they had in high school than were youth with emotional/behavioral disabilities (36%). While the outcomes of youth with emotional/behavioral disabilities should be interpreted cautiously because of underrepresentation of respondents, historically and for this survey year, outcomes indicate these youth are positively represented in competitive employment

Graph 2. Wisconsin FFY 2010 Indicator 14 Engagement Rates by Ethnicity/Race



Graph 2 represents the outcomes of white youth and minority youth, as presents a view of the subcategories combined to create the minority category. Caution should be used when reviewing the outcomes of minority youth, as the outcomes for Asian youth with disabilities are slightly over-represented and Black youth with disabilities are under-represented. Outcomes are best viewed over time and within the context of other Indicators. FFY 2010 indicates a lower percentage of Native American/Alaskan (17%) and Black (36%) youth participated in a higher education program. Native American/Alaskan (33%) are more likely to be competitively employed than Hispanic (20%), Black (15%) or Asian (17%) youth. Hispanic youth (90%) and Asian youth (92%) are above the state Indicator 14 engagement rate (83%) for all areas combined (C), while Black youth (62%) and Native American/Alaskan (50%) are below. Improvement activities include increasing the response rates of all minority youth, and working with other statewide projects to develop specific strategies which will increase the percentage of youth meaningful engaged in postsecondary education or high quality employment. For example, an extensive, longitudinal report of Native American outcomes was developed and shared with a representative in Wisconsin who used this information at a national Native American conference in Washington, D.C. in August 2011. This data is being used to inform practice and create improvement plans.

Graph 3. Wisconsin FFY 2010 Indicator 14 Engagement Rates by Exit Reason



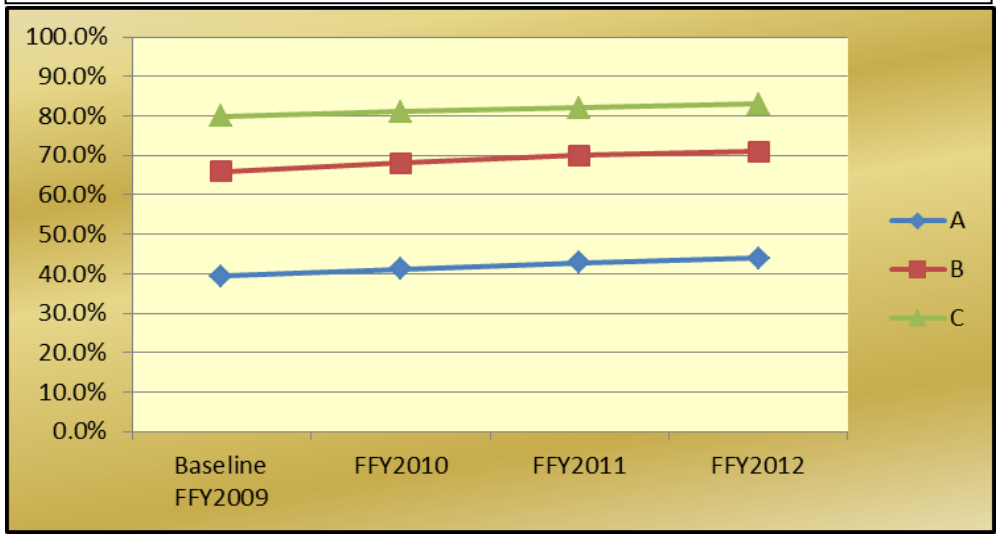
Graph 3 represents the outcomes of youth who exited with a diploma, at the maximum age of eligibility for services, with a certificate of attendance or by dropping-out of their secondary placement. Caution should be used when reviewing the outcomes of youth who dropped-out, as they are significantly under-represented in the respondents. Outcomes are best viewed over time and within the context of other Indicators. FFY2010 data indicate very few youth with disabilities who exit by dropping out (7%), and no youth who exit with a certificate of attendance or by reaching the maximum age of eligibility for services participated in a higher education program. Youth who exit with a certificate of attendance (67%) or by reaching the maximum age of eligibility for services (89%) do positively impact the state Indicator 14 engagement rate (83%) for all areas combined (C) with above state outcomes in the area of other employment. Youth who drop-out (47%) have a significantly lower percentage of engagement for every area of Indicator 14 reporting than do youth with disabilities who exit with a diploma (85%). Improvement activities include

increasing the response rates of youth who drop-out, and working with other statewide projects to develop specific strategies which will increase the percentage of youth meaningful engaged in postsecondary education or high quality employment.

The Wisconsin Community on Transition (WICoT) continues working to prepare for the transition needs of all youth with disabilities. The mission of WICoT is to build and support sustainable community partnerships that ensure youth and young adults with disabilities and special health care needs will transition successfully to adult life, including competitive employment, education, training and lifelong learning, community participation, and adult health care. WICoT council members include high school and post high school members, so efforts and planning span from services for youth into young adulthood. This theme was carried forward into the Wisconsin Transition Conference in February 2011, where there was a record high participation rate from educators, youth, parents, and adult service agency representatives.

Measurable and Rigorous Targets for FFY 2010

Graph 4. Wisconsin FFY 2009 Baseline and FFY 2010, FFY 2011 and FFY 2012 Targets of Engagement in Indicator 14 Postsecondary Activities



Graph 4 represents the baseline engagement rates of the Indicator 14 components of (A) higher education, (B) higher education plus competitive employment, and (C) higher education plus competitive employment plus other postsecondary education or training, plus other employment. The graph and table show steady gains for each of the Indicator 14 targets, with a total engagement rate that is just over 3% higher in FFY 2012 than FFY 2009. Table 4 provides the actual target percentages.

Table 4. Wisconsin FFY 2009 Baseline, FFY 2010, FFY 2011 and FFY 2012 Targets, and Actual FFY 2010 Outcomes for Indicator 14 Reporting Categories of Postsecondary Engagement

Indicator Component	Baseline FFY 2009	Target FFY 2010	Actual Outcomes FFY 2010	Target FFY 2011	Target FFY 2012
A = Higher Ed	39.4%	41.2%	41.5%	42.8%	44.0%
B = Higher Ed. + Competitive Employment	66.0%	68.0%	69.6%	70.0%	71.0%
C = Higher Ed. + Competitive Employment + Other Ed. or Training + Other Employment	79.9%	81.0%	83.3%	82.0%	83.0%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010

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 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.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
14 A B C D E F	**Wisconsin Post High School Outcomes Survey (WPHSOS)** **To increase response rates and improve outcomes** • Response rates will increase • Indicator 14 outcomes will	Wisconsin PHSOS Director WI DPI Transition Consultant	Data Collection The 2010-11 SY was Year 5 of outcomes data collection for the SPP Indicator #14, using the Wisconsin Post High School Outcomes Survey (WPHSOS). In the 2006-07 year, baseline data was collected from 2005-06 SY exiters. Baseline and longitudinal outcomes were shared with the Stakeholder Group, and improvement targets were set for 2011. Indicator 14 data collection and reporting responsibilities are a two-year process. During the 2010-11 school year, 144 school districts were assisted in the survey process, and another 88 were started in the data collection process. Updated post high materials and resources. Completed all 2011 Post High and Cooperative Educational Services Agency (CESA)

	increase		web-based Reports All 2010 Statewide Outcomes Reports were written and posted on the WPHSOS website (www.posthighsurvey.org). Additional data and reports have been provided to the WDPI upon request. New: Products (as of 6/1/11): - The Transition Rubric was completed with the assistance of the National Transition Technical Assistance Center (NSTTAC) and Ed O'Leary. With the assistance of the National Post School Outcomes Center (NPSO), this Rubric will be piloted in September and October 2011 and will be linked to the Resources Repository. • Predictor Rubrics were developed. There are 16 "predictors" of postsecondary success identified by NSTTAC. Those 16 Predictors are presented to LEAs in a way school teams can review them, discuss them, and use LEA data to rate and prioritize them. Predictors determined to be a "High Priority" can be actively planned for improvement activities. The Predictors will be linked to the Resources Repository. • The Data Use Toolkit and Facilitator's Guide was developed. The WPHSOS Director participated with the National Post School Outcomes Center, located at the University of Oregon – Eugene in the development of both the original (2009) and the revised Data Use Tool Kit (November 2010 and March 2011). This data toolkit was successfully piloted in the Hudson School District and was made available to LEAs in Wisconsin. The WPHSOS director presented the model at various state and national meetings throughout the 2010-11 school year. At the current time, the PowerPoint is filled by the LEA, but will be available as an auto-fill PowerPoint by June 30, 2011. • Online LEA Improvement Planning. LEAs will complete the rubrics online, and then use the online transition planning worksheets to record, and if required, report LEA improvement plans. • The Transition Resources For Youth Resources Respository website (www.tr4y.org) was created and houses high quality tools and resources, including the data use toolkit and rubrics. • Transition Coordinator's Networking Meetings were held in November 2011, February 2011 and April 2011. These networking meetings provided district-specific and state employment data to school teams to assist them developing a plan for employment improvement planning. Information Sharing

			• Worked with Cooperative Educational Services Agency (CESA)Regional Services Network (RSN) project directors to complete seven CESA visits (two were completed in January 2010) and the remaining 3 are scheduled for September 2011. • Presented with NSTTAC mid-year planning meeting on May 18, 2011. • Participated on monthly WSTI coordinator team meetings • Continued membership on the Interagency Agreement/TAG team • Wisconsin Transition Conference on February 17 -18, 2011 presented on the data use Powerpoint and facilitator's guide Provided outcomes data for the following: • WDHS (Wisconsin Department of Health Services) – Outcomes by the Pathways Region • Outcomes to the Technical College System • Pathways Regional Outcomes Met with Kathy Ryder and subsequent meetings with Blue Door Consulting regarding the REACH and RtI website to achieve a uniform statewide project look to websites.

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 2010
14 A C D E F J Other Dissemination	**Information Dissemination** To increase awareness of the outcomes, improve response rates and improve outcomes: • Information from the WPHSOS will be shared with parents and families, youth,	Wisconsin PHSOS Director WI DPI Transition Consultant	Information dissemination was increased, as was the awareness of the outcomes, and response rates of minority youth and youth who dropped-out. 1. Continue all: Information Sharing • The Wisconsin Department of Public Instruction (WDPI) worked with the Cooperative Educational Services Agency (CESA) Regional Services Network (RSN) Project Directors to complete six CESA visits (two were completed in January 2010) and the remaining four are scheduled for September - October 2011. Materials shared included the following: o 2009 Statewide Report of 2007-08 exiters o 2010 Statewide Report of 2008-09 exiters o "Special Message to Youth and Families"

	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, will be shared with the National Community of Practice on Transition via the Shared Work website (www.sharedwork.org)		o "Increasing Response Rates – Message for Directors of Special Education and Special Education Teachers" o 2007-09 Survey Questions o 2010-11 Survey Questions o District-specific reports: o District Gender, Ethnicity, Disability and Exit (GEDE) Report o District Summary Report o District Report Starter o District Indicator 14 Report o 2011 Statewide At-A-Glance Report o 2008 – 2010 Longitudinal Statewide Report o At-A-Glance view of district data collection and reporting responsibilities o Letter stating where the district is within the survey cycle o Letter providing district directions for completing Indicator 14 data collection and reporting requirements o Two Wisconsin Statewide Transition Initiative (WSTI) e-newsletter articles o Presented with the National Secondary Transition Technical Assistance Center (NSTTAC) mid-year planning meeting (5/18/11) o Participating on monthly Wisconsin Statewide Transition Initiative (WSTI) coordinator team meetings o Continuing member on the Interagency Agreement/Technical Assistance Guide (TAG) team o Continue: Wisconsin Transition Conference Presentation (2/17-18/11) on data use PowerPoint and facilitator's guide o Provided outcomes data for the following: o Steve Gilles – Autism and Cognitive Disability (CD) outcomes o Linda Maitrejean/Sally Reshick – Emotional Behavioral Disability (EBD) Outcomes o Wisconsin Department of Health Services (WDHS) – Outcomes by Pathways Region o Outcomes to the Technical College System (Tom Heffron) o Pathways Regional Outcomes (Cheryl Schlitz) 2. Continue all: Statewide Committees and Workgroups • Wisconsin Community on Transition (WiCoT) member and group leader • Employment practice group is finished with their work, and a data use practice group (DPG) will replace it; WPHSOS provided data to each of the groups, as requested

			• WiCoT leadership team meeting • WSTI/SPDG (State Personnel Development Grant) meeting participation • TAG monthly conference calls • WSTI/SPDG monthly meeting and Post High reporting • Wisconsin Transition Conference Presentation (2/11) on data use PowerPoint and facilitator's guide and Wisconsin outcomes • 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) Project Directors, 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 WPHSOS website, and the RSN meetings. Measurable Outcomes: (a) 128 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 tr4y.org website was 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. 97 districts have received information on the Data Use Toolkit. Partnerships and collaborations with other statewide initiatives and how those collaborations have impacted the development of activities that will be carried out by this project. Indicator 14 collaborates with Indicator 13 and with the WSTI project, and is considered an important partner in the state Transition Hub. The Wisconsin Post High School Outcomes Survey (WPHSOS) director also participates in the FRII workgroup, and DPI/DVR/Wisconsin Department of Health Services (DHS) Joint Agreement and Technical Assistance Guide (TAG) workgroup, and leads the Data Practice Group with DVR as a member of the Wisconsin Community on Transition (WiCoT). Reports on Indicator 14 data collection and outcomes activities are shared regularly with the CESA #11 Regional Services Network (RSN) Project Director, who then shares the information with the other state RSNs. RSNs have been very helpful in using this

			information to assist districts with data collection responsibilities. Outcomes information have also been presented at statewide RSN meetings and at CESAs around the state upon request of an RSN. Working with these state initiatives has ensured consistency in both the goals of data collection the need for technical assistance following the Wisconsin Personnel Development Model of sustained professional development and data use for informed planning. 3. Continue all: The following are partnerships and collaborations with other statewide initiatives, with a brief description of how these collaborations have impacted the development of activities that will be carried out by this project: • Statewide Personnel Development Grant (SPDG) – There is a focused collaboration among all statewide initiatives through SPDG. The WPHSOS director provides information to other SPDG/ Transition Hub members for their work by providing post high school results and other information related to outcomes. Being aware of the professional development designed and implemented by the SPDG coordinators assists in the direction and use of outcomes data, and is useful in planning transition and improvement strategies. • Wisconsin Community on Transition (Wi CoT) (www.sharedwork.org) – Is a collaborative partnership with state stakeholders and helps identify key issues in Wisconsin in transition. Members share the work across agencies to resolve transition issues in Wisconsin. Practice groups have formed around the following issues: interagency collaboration, employment, youth development and leadership, health care needs, postsecondary education and family involvement. • Data Use Practice Group – the WPHSOS director co-leads this practice group with DVR; work involves communication to a larger group on improving employment outcomes for youth with disabilities; input is gained from this diverse group and is used to guide practice and plan for the Wisconsin Statewide Transition Conference • Wisconsin Department of Public Instruction (WDPI) / Division of Vocational Rehabilitation (DVR) / Department of Health Services (DHS) Interagency Collaboration (http://dwd.wisconsin.gov/dvr/pdf_files/dpi_interagency_agreement.pdf) – is a collaboration that resulted in the Joint DPI/DVR/DHFS Interagency Agreement and Transition Action Guide (TAG). This collaboration encourages shared interagency involvement of all IEP team members and informs practice. It can be utilized in cross-agency training of IEP roles and responsibilities, and provides critical agency information to staff, school administration, youth parents/family, community agencies and adult services providers. The WPHSOS director is a member of the team writing the TAG. • Wisconsin Statewide Transition Initiative (WSTI) (www.wsti.org) – This partnership

			helps WSTI coordinators understand and promote post high school survey and Indicator #14 data collection process at the CESA and local levels. As the WSTI coordinators become more familiar with the post school survey, data collection, district reporting, and improvement planning tools, they can assist districts with questions and encourage their active participation, thus increasing response rates and use of the data for improvement • Wisconsin Statewide Parent-Educator Initiative (WSPEI) (http://dpi.wi.gov/sped/parent.html) and Wisconsin Family Assistance Center for Education, Training and Support (WI FACETS) (http://www.wifacets.org/) – Outcomes were shared with representatives of these groups, and questions answered. Parent perspective was incorporated into the survey questions and some aspects of district reporting. The post high director will collaborate with a parent representative of WI FACETS on designing a new informational flyer developed for parents to help them understand and become familiar with the WPHSOS and Indicator 14; this information should help parents and youth the importance of participating in the outcomes survey, and gives them information related to transition planning.

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 2010

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	Collaboration with Statewide Projects
	
	To increase awareness of the outcomes, improve response rates and improve outcomes:
	• Results of the WPHSOS will be used to inform the:
	  • State Improvement Grant (SIG) and State Personnel Development Grant (SPDG)
	  • Wisconsin Statewide Transition Initiative (WSTI)
		Wisconsin PHSOS Director
		
		WI DPI Transition Consultant
			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.
			
			Continue: Provide updates to statewide RSNs
			
			• 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 Review of Improvement Indicators (FRII). Through these activities, the

	• 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). • 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		state team had the opportunity to review the SPP, develop state transition priorities, and identify areas of technical assistance needs. • 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. Collaboration with other statewide projects has resulted in: • 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 locl 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. • Continue all Additional Products/Accomplishments: • Repository 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 • Presentations at the Wisconsin State Transition Conference • Post high/Indicator work was connected with other Indicators and workgroups

National Participation

Wisconsin benefits from participation in a variety of national organizations focused on improving post high school outcomes of youth with disabilities. Wisconsin also shares information learned from the WPHSOS through these various organizations.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
14 A C D F G	**National Participation** • 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	Wisconsin PHSOS Director WI DPI Transition Consultant WDPI Graduation/ Dropout Prevention Consultant	The Wisconsin Department of Public Instruction (WDPI) 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. Work on the national level National Post School Outcomes(NPSO), National Secondary Transition Technical Assistance Center (NSTTAC), National Dropout Prevention Center for Students with Disabilities (NDPC-SD) has been vital and beneficial to the work in Wisconsin. As a result of partnerships formed, Wisconsin has: • had additional funding opportunities (received a Technical Assistance Grant from the National Post School Outcomes Center). • met and brought nationally recognized speakers to Wisconsin, including David Test (NSTTAC), Joanne Cashman, National Association of State Directors of Special Education (NASDSE) and David Brewer (Cornell University). • furthered the new website and web-based resources. • furthered the data analysis process and tools (FRII) and data analysis of post school outcomes. 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. National Committees and Workgroups/Presentations • Transition Resources CoP meeting (2010-11 academic year) meetings in Denver Co and conference calls. • Mid-Year Planning Meeting (October 2010) • Annual Planning Meeting (May 2011) • Development of new Data Use Toolkit (STEPSS) with other states at NPSO meeting – Denver, CO (Nov. 2010) • Development of Data Use Toolkit and Facilitator's Guide with Milwaukee Public Schools (MPS) – Denver, CO (March 2011); brought MPS to meeting to create local data use toolkit ppt. • Participating member of NPSO monthly community calls

			• Continuing member of National CoP (Community of Practice); monthly community conference calls • Presentation of Data Use Toolkit with other states at NPSO Training Session – Denver, CO March 2011 • Presentation of Data Use Toolkit and Transition Rubric at the Annual Planning Meeting – Charlotte, NC, May, 2011 • State team participated in the National 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, project director of the WPHSOS, is a member of 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 Partnerships and collaborations with other national initiatives and how those collaborations have impacted the development of activities that will be carried out by this project. The following are national partnerships and collaborations, with a brief description of how these collaborations have impacted the development of activities that will be carried out by this project: • National Community of Practice on Transition (CoP) (www.sharedwork.org) – is a collaborative partnership of stakeholders from 10 states that identifies key issues and trends. Multiple states are challenged by and work together to resolve these issues. Information is

			gained via a monthly conference call and two national planning institutes per year. Wisconsin has both received and provided information at these meetings, and input gained from this diverse group is used to guide practice in Wisconsin. • National Association of State Directors of Special Education (NASDSE) (http://www.nasdse.org/) and The IDEA Partnership (http://www.ideapartnership.org/) – The IDEA Partnership is dedicated to improving outcomes for students and youth with disabilities by joining state agencies and stakeholders through shared work and learning. Wisconsin brought a multi-partner group to the 6th National Transition Community of Practice meeting held in Charlotte, NC, on May 15-17, 2011. This year the Community meeting focused on the design of the national model of communities of practice and practice groups. In addition, the Community spent significant time on stakeholder involvement in support of transition. Our state representation was composed of members of the Wisconsin Community on Transition and built on past community planning and implementation. A plan of collaboration and goals was developed and will be used to guide the work of several state projects this year. • National Drop-out Prevention Center-Students with Disabilities - (http://www.ndpc-sd.org/) – is a Technical Assistant Center used to assist in building states' capacity to increase school completion rates for students with disabilities through knowledge synthesis, technical assistance, and dissemination of interventions and practices that work. Wisconsin has begun to collaborate with this TA Center through the IDEA Partnership Grant. Wisconsin will partner with the NDPC-SD to design/select and implement effective, evidence-based interventions and programs to address dropout among students with disabilities. Through collaboration with the NPDC-SD and using the resources available on their website, Wisconsin will be designing district improvement planning forms and assisting districts in using local and statewide data and strategies to lower their drop-out rates and increase the percentage of youth engaged in post high school education or training and meaningful employment. • National Post School Outcomes Center (NPSO) (www.psocenter.org) – is a Technical Assistance Center has many resources regarding the design and implementation of post high school data collection systems. Over the past several years, the WPHSOS director has been on the NPSO Advisory Board, has been asked to give several presentations for national meetings, and has been a featured speaker on several national

			NPSO calls. The WPHSOS director is currently a contributing editor on a new resource that will be housed on their website. Many NPSO Center tools have been very helpful in refining the outcomes data collection, and writing of the Annual Performance Report (APR) in Wisconsin. • Wisconsin received a National Post School Outcomes State Intensive Technical Assistance Grant in December 2010 - December 2013. Grant funds will used to finalize and validate the new improvement planning tools and website, investigate the use of the Longitudinal Data System in Wisconsin, and assist with the development of evaluation tools. • National Secondary Transition and Technical Assistance Center (NSTTAC) (www.nsttac,org) – is a Technical Assistance Center funded to help states build capacity to support and improve transition planning, services and outcomes for youth with disabilities, disseminate information and provide technical assistance on evidence-based research practices with an emphasis on building and sustaining state-level infrastructures of support and district-level demonstrations of effective transition methods for youth with disabilities. The WPHSOS project director will serve as a reviewer for the NSTTAC Evidence-Based Secondary Transition Practices data-base (over 600 resources to date) and will use that information to build a state outcomes resources website. • North Central Regional Resource Center (http://www.rrfcnetwork.org/content/blogsection/9/55/) – is a Resource Center funded to assist state education agencies in the systemic improvement of education programs, practices, and policies that affect children and youth with disabilities. These centers offer consultation, information services, technical assistance, training, and product development. The WPHSOS director collaborated with NCRRC on the January 2011 Stakeholder presentation and target setting.

Focused Performance Reviews

WDPI in collaboration with CESAs #7 and #5 originally developed the Special Education Data Retreat Model to provide a unique, structure forum where collaborative teams of special educators, administrators, along with regular educators evaluated their systems for design and delivery of special education and related services. Focused data analysis enables educators to identify potential root causes of the low graduation rate, leading toward the development of school/district plans to address identified needs and improve student outcomes. Some of the data analyzed includes graduation, dropout, suspension, expulsion, participation and performance on statewide assessments, and educational environments. Data is disaggregated by disability area, gender, and race/ethnicity whenever it is available. Statewide training was provided to give all Wisconsin school districts the opportunity to analyze their own data by a collaborative staff team, to identify areas of need based on the data analysis, and to work towards a plan to address those needs building/district wide. To accomplish this statewide training, a “Train the Trainers” model was used. A two-day facilitated training was conducted for all Regional Service Network (RSN) directors and school improvement service (SIS) directors in the state. A model set of data was used for training purposes. After the RSN and SIS directors were trained, each CESA conducted

trainings for its own school districts. Two follow-up meetings were conducted to provide support and technical assistance to those responsible for conducting special education data retreats. This data analysis component was further refined and integrated into Wisconsin's FM process as a beginning point for districts selected for FM and renamed the Focused Performance Review (FPR). Data continues to be disaggregated by disability area, and race/ethnicity whenever available.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
14 A B C D E F G H	Continued development of the FRII process. Pilot testing of the FRII process	FRII Coordinator Data Consultant DPI Assistant Director of Special Education FRII Workgroup FRII Pilot District Teams	During the 2010-2011 school year, the FRII Coordinator reviewed and revised the online FRII process. With support from the Data Consultant and the members of the FRII Workgroup, the FRII process was launched, with the use of the online data analysis tool, the online FRII Databook. Utilizing many of the tools developed during the earlier Focused Monitoring process, a comprehensive package of data and tools was offered to the pilot sites to use as they independently held two data review meetings. While the FRII coordinator provided support and minimal direction, each pilot site varied in the amount of information provided to district participants and the intensity of their data analysis. At the end of the two meetings at each of the three sites, the FRII Coordinator and FRII Workgroup members were provided extensive information on what does and doesn't work, resulting in further refinement of the process.
14 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	FRII Workgroup FRII Coordinator	During the 2010-11 SY, WDPI selected three volunteer school districts to pilot the FRII process. Specifically examining the Focused Performance Review (FPR), the data analysis and improvement planning portion of the FRII process. Each pilot district was given one or two indicators to address during their data analysis. The first meeting involved covering the data elements that described the assigned indicator. Each district choose a staff member to facilitate the data review, using data from the DPI FRII data books, as well as related district data. Based on the data reviewed, each district chose areas of priority, where they felt they needed more data. The second meeting involved revising the previously determined area(s) of priority. Additional staff members in the area of priority were also invited to join in the follow-up discussion and planning. Utilizing a DPI developed

	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.		improvement plan format, each district came up with an action plan to address the areas of priority. These plans were then submitted to the FRII Coordinator and shared with each district's Local Performance Plan Review consultant.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:

State Performance Plan Improvement Activities

Program Support Meetings
Each year, the program consultants on the Special Education Team design and host program support meetings for interested stakeholders, including parents, school district staff, educational administration, paraprofessionals, and higher education faculty. The overarching goal of these program support meetings is to disseminate innovative information and current resources to the field. At these meetings, program consultants typically present information and training aimed at reducing the graduation gap and dropout rates. Specific topics include research-based strategies to increase student engagement, establish a positive school climate, increase options for student learning, and enhance staff knowledge and skills. These opportunities will continue in future years.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
14 C D	Offer statewide Autism PST meetings to discuss issues related to Autism and share resources to support programming and educators in the field.	WDPI Autism Consultant	Autism: The Fall 2010 Autism Program Support Teachers (PST) meeting took place on September 22nd in Wisconsin Dells. Information shared at this meeting included the Wisconsin Department of Public Instruction (WDPI) updates on bulletins and autism eligibility, guidance on how to work with students to address bullying concerns, information on transition services, and a presentation by Paula Kluth on Literary Instruction which includes information on addressing challenging behaviors. The Spring 2011 Autism PST meeting took place on March 18th, in Madison. Information shared at this meeting included WDPI updates on bulletins and autism eligibility, guidance on the use of visual modeling in the classroom, information on transition services, and information about working with trauma in relation to students with autism.
14	Offer statewide CD PST	WDPI CD Consultant	Cognitive Disabilities:

C D	meetings to discuss issues related to CD and share resources to support programming and educators in the field.	CESA 6 Grant	The Spring Cognitive Disabilities (CD) Program Support Teachers (PST) Meeting was held in Madison, WI on April 22, 2010. Information shared at this meeting included: WDPI updates on assessment grants; WDPI update on LRE study- related to Indicator 5; WDPI review of procedural compliance issues for 2009; transition programs for students ages 18-21; the Wisconsin Extended Grade Band Standards; and CD Eligibility Criteria review. Creating the Good Life: Improving Outcomes for Students with Severe Disabilities Conference was held. The Fall CD PST Meeting was held in Wisconsin Dells, WI on September 22, 2010. Information shared at the meeting included WDPI updates on the assessment grants, WDPI Bulletin updates and a review of the procedural compliance issues. Additionally, information on Transition programs for students with cognitive disabilities was also shared by WDPI Transition Consultant. Dr. Paula Kluth discussed literacy instruction for students with cognitive disabilities. The 5th annual Statewide Conference, Creating the Good Life: Improving Outcomes for Students with Severe Disabilities, for educators working with students with cognitive disabilities was held August 10-11, 2011 and addressed issues and current trends regarding inclusive practices. This conference was co-sponsored by WDPI's, Cooperative Educational Services Agency (CESA) 6. The conference provided educators with a variety of relevant topics including: Common Core Essential Elements, assessment of students with cognitive disabilities, best practices for inclusion, technology for students with cognitive disabilities, programming for students, vocational/employment opportunities, and adapting curriculum.
14 C D	Offer statewide EBD PST meetings on issues and resources related to EBD programs in the schools	WDPI EBD Consultant	Emotional Behavioral Disabilities (EBD): On October 15, 2010, an EBD PST Meeting was held at the Hilton Garden Inn in Oshkosh, Wisconsin. The WDPI EBD Consultant presented on WDPI Bulletins and updates, reviewed

			recent WDPI complaint decisions and behavior rating scales and checklists. On April 12, 2011, the EBD PST Meeting was held at the Hilton Garden Inn in Oshkosh, Wisconsin. The EBD Consultant presented updates on seclusion and restraint, compliance, and Indicator 13.
14 C D	Offer statewide TBI PST meetings on issues/resources surrounding traumatic brain injuries in school age youth.	WDPI TBI Consultant	Traumatic Brain Injury (TBI): On September 5, 2011 a TBI PST Meeting was held at the Crown Plaza in Madison. Nine participants attended. Dr. Mickey presented on behavioral/cognitive correlates. The DPI TBI webpage was reviewed with participants and a list of improvements was compiled.
14 C D	Offer statewide program support teacher (PST) meetings to discuss topics and issues related to deaf and hard of hearing programming.	WESP-DHH Outreach Team WDPI consultants	Deaf and Hard of Hearing (DHH): Three PST meetings were held with teachers of students who are Deaf or Hard of Hearing. Those attending are primarily teachers and educational audiologists along with the program support staff. These meetings were held in September and December, 2010 and May 2011. Topics for professional development are determined by the teachers with current updates from WDPI. These meetings average 35 participants in attendance. The topics for the school year were: 1) Conducting Effective Evaluations: The Observation, 2) Effective Evaluations: Student, Staff and Parent Interviews, and 3) The RtI and PBIS Models as related to DHH. Updates from WDPI and the Effective Itinerant Services Project were presented.
14 C D	Offer statewide Speech and Language (SL) Leadership/PST meetings to discuss topics and issues related to current SL practice in the public schools and share resources to support SL programming and service delivery. A state-wide SL leadership and PST	WDPI Speech and Language Consultant CESA 6 Grant	Speech and Language (SL) PST Meeting: On October 18, 2010, the first part of this meeting addressed the Application of the State Speech/Language Eligibility Criteria: A Look at Implementation Issues and Logistics in Practice. This presentation addressed correct implementation of the criteria with an emphasis on current issues for local education agencies (LEAs) and IEP teams in the area of Speech and Language eligibility. The second part of this meeting addressed progress monitoring and the Least Restrictive Environment (LRE). This was well attended with 150 participants.

	network list-serve is maintained to update speech/language pathologists from a state-wide perspective.		On February 11, 2011, a second meeting for SLP PSTs addressed service delivery to promote LRE for students with disabilities at all levels using digital technology such as I-Pods, Smart Phones, I-Pads, and the Kindle. This was well attended with 180 participants. The State-Wide Speech and Language Leadership and PST network list-serve was also used to follow up on these topics and address other topics that affect SL service in the public schools setting. There are 1,050 individuals signed up on this list-serve.

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
2010 **(2010-2011)**	**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 2010:

a. # of findings of noncompliance in 2009-2010	1,409
b. # of corrections completed as soon as possible but in no case later than one year from identification	1,409
Percent of noncompliance corrected within one year of identification for FFY 2010.	**100%**

Calculation: 1409 divided by 1409times 100 = **100%**

Identification of Noncompliance in FFY 2009

WDPI uses a variety of methods to detect and identify noncompliance during FFY 2009, such as IDEA complaints, due process hearings, databases, and the Procedural Compliance Self-Assessment. 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.

One of the methods WDPI uses to identify noncompliance is through a Procedural Compliance Self-Assessment. In FFY 2009 the State gathered monitoring data from 86 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 included every LEA in the state at least once during the course of the SPP. This is the final year of the cycle. To assure valid and reliable data, WDPI provided web-based training in how to conduct the Procedural Compliance Self-Assessment for all LEAs conducting the FFY 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 FFY 2009 self-assessments to ensure that each item was assessed accurately. WDPI identified findings of noncompliance through the Procedural Compliance Self-Assessment during FFY 2009. These findings are reported by Indicator in the attached *Indicator 15 Worksheet* (see appendix).

WDPI identified 1409 findings of noncompliance during FFY 2009. 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.

Verifying Correction of Noncompliance Identified in FFY 2009

In FFY 2010, WDPI found all 1409 findings of noncompliance identified in FFY 2009 had been corrected within one year. WDPI verified that each LEA with noncompliance identified in FFY 2009: (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 2009 SPP/APR Response Table WDPI has reported on correction of any identified noncompliance associated with Indicators 4B, 11, 12, and 13 under those Indicators in the FFY 2010 APR.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY2010:

Explanation of Progress or Slippage that occurred in 2010-2011

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

Discussion of Improvement Activities Completed in FFY2010

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

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 2010**
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	The Procedural Compliance Self-Assessment (PCSA) standards and directions were revised in July 2010 to clarify standards and directions. Further revisions are made as needed each year.
15 C	**Compliance Monitoring** Training on Procedural Compliance Self-Assessment standards and directions.	Procedural Compliance Self-Assessment Workgroup Regional Service Network Directors (RSN)	PCSA webcasts were updated in the Fall of 2010. These webcasts are 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	Each RSN grant was revised to reflect priorities in Spring 2011. This will continue in each year of the cycle.
15 C D	**Compliance Monitoring** Provide regular updates on the Procedural Compliance Self-Assessment to the RSNs.	Procedural Compliance Self-Assessment	PCSA updates were provided at statewide RSN meetings during FFY 2010. Updates at these meetings are ongoing.

G		Workgroup	
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. This 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 involved in the PCSA reported their results in December.
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.
15 B	**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.	Procedural Compliance Self-Assessment Workgroup	WDPI notified LEAs of noncompliance in January.
15 C	**Compliance Monitoring** WDPI will prepare and distribute a bulletin on the results of the *Procedural Compliance Self-Assessment.*	Procedural Compliance Self-Assessment Workgroup	WDPI will develop another bulletin on cycle results that will include information from the completed first five-year cycle.
15 A B	**Compliance Monitoring** **Verification** After the activities in the corrective action plan	LPP Consultants	WDPI procedures for verifying correction of noncompliance will continue in each year of the cycle.

D E	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. 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. Districts are further required to develop an internal control system to continuously monitor compliance with this indicator.		
15 C D	**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. Multiple forums of technical assistance will also be developed and provided in order to ensure multiple learning opportunities. Guidance and technical assistance will be developed because a review of self-assessment data indicated that this was consistently one of the most commonly identified procedural errors.	Procedural Compliance Self-Assessment Workgroups	WDPI developed this bulletin on describing special education, related services, supplemental aids and services, and program modifications or supports. The bulletin 10-07, dated October 2010, is posted on WDPI website and made available to all LEAs. Technical assistance through a webcast posted on WDPI's website is offered and accessible to all LEAs.
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.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
15 E	**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.	Procedural Compliance Self-Assessment Workgroup	WDPI drafted, and revises the Model Local Education Agency (LEA) Special Education Policies and Procedures when necessary. All LEAs have either submitted assurances that they have adopted the policies and procedures or submitted locally developed revisions to the WDPI for review and approval. Every year as an Additional Data Element in their LPP, Wisconsin Directors of Special Education acknowledge their understanding of their affirmative duty to submit policies and procedures with substantive modifications to WDPI for review. For FFY 2010, additional data elements were submitted in November 2010. Submitted revisions are reviewed through FFY 2010 and will continue throughout the cycle.
15 E	**Compliance Monitoring** WDPI developed and disseminated guidance on WDPI model IEP forms and IEP team process.	Procedural Compliance Self-Assessment Workgroup	The Guide to Special Education Forms originally posted to WDPI website September 2008. The Guide was updated January 2011 to address frequency and amount. Information Update Bulletin 10.07 provides technical assistance on common procedural errors related to describing special education, related services, supplementary aids and services, and program modifications or supports. Information Update Bulletin 10.08 provides technical assistance on high school graduation and students with disabilities. Information Update Bulletin 10.09 summarizes common items found in noncompliance during the annual self-assessment of procedural compliance.

			Forms and resources continue to be available on DPI website.
15 E	**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.	Procedural Compliance Self-Assessment Workgroup	The Model Individualized Education Program (IEP) Forms were revised to include the new requirements related to the revised criteria for evaluating a child for Specific Learning Disabilities (PI 11.06, Wis. Admin. Code). The Model IEP Forms were also revised to reflect changes in environment code categories for Ages 3-5. Every year as an Additional Data Element in their Local Performance Plan (LPP), Wisconsin Directors of Special Education acknowledge that they understand their affirmative duty to submit IEP forms with substantive modifications to WDPI for review. For FFY 2010, additional data elements were submitted in November 2010. Submitted revisions were reviewed throughout FFY 2010 and will continue throughout the cycle.

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 2010
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 notification system alerted complaint investigators during FFY 2010.
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	Technical Assistance was provided during FFY 2010.

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 2010**
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	This was conducted during FFY 2010.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY2010:

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 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
2010 (2010-2011)	**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.

Actual Target Data for FFY 2010:

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) + 1.1(c)) divided by 1.1] times 100

Percent = (40+0) divided by 40 times 100 = 100%

For the FFY 2010 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 with respect to a particular complaint. FFY 2010 data represents no change from FFY 2009. The State met the 100% target set for FFY 2010.

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 2010:

WDPI met the 100% target for FFY 2010. 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 WDPI, 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 WDPI 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 2010**
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	The Complaint Workgroup continued to analyze data and determine how to meet the 60-day timeline throughout FFY 2010.

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	The complaint acknowledgement letter was sent to school districts throughout FFY 2010.
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	Electronic 60-day due dates reminders continued to be sent throughout FFY 2010. The Wisconsin Department of Public Instruction (WDPI) continued to review the timeliness of complaint decisions to ensure timely completion. The lead Complaint Coordinator oversaw the progress of all complaints to ensure timelines were met.
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)	The notification system provided alerts throughout FFY 2010.
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	Technical assistance was provided throughout FFY 2010.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 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 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
2010 **(2010-2011)**	**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 2010:

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 in appendix). 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:

Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100
Percent = (0 + 3) divided by 3 times 100 = 100%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

WDPI met the 100% target for FFY 2010. 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			
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.			
Indicator and Category(s)	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2010**
17 A B	**Electronic tracking system.** An electronic tracking system is maintained which monitors decision due dates. This information is available to each hearing officer.	Department of Administration—Hearings and Appeals (DHA).	The electronic tracking system was maintained throughout FFY 2010.
17 A B	**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.	WDPI Office Operations Associate and Consultants	The electronic log and tracking system was updated throughout FFY 2010.
17 A B	**Electronic tracking system.** WDPI assumed direct responsibility for tracking resolution session timeline data to ensure compliance with the 15-day timeline. • Immediately after sending out the due process request letters, form PI-2125 (Due Process Resolution Session Summary form) is completed and sent via e-mail to the director of special education. • 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.	WDPI Office Operations Associate and Consultant	Implementation of the email notification and tracking system began in March 2010 and continued during FFY 2010.

17 D	**Technical Assistance** WDPI issued a memorandum to hearing officers, LEAs, parent advocacy groups and other interested parties advising them of the resolution session requirements.	WDPI Consultant	After distribution, the memorandum was posted and continues to be posted on WDPI's website.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010 *(if applicable)***:**

Additional activities were added in response to the OSEP verification visit and subsequent letter dated March 16, 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
2010 **(2010-2011)**	**55%** of hearing requests that went to resolution sessions were resolved through resolution session settlement agreements.

Actual Target Data for FFY 2010:

During FFY 2010 (July 1, 2010 – June 30, 2011), 5 of 9 hearing requests that went to resolution sessions were resolved through resolution session settlement agreements (see Table 7 in appendix). This represents a 55.56% success rate, which exceeded the 55% target.

Calculation:

Percent = (3.1(a) divided by 3.1) times 100
Percent = (5 divided by 9) times 100 = 55.56%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

WDPI exceeded the target for this indicator by 0.56%. The 55.56% success rate represents slippage of 11.11% from FFY 2009. WDPI is pleased to have met the FFY 2010 target set by stakeholders. Since the unique set of factors surrounding each hearing request, including both the issues and parties involved, create natural and disparate likelihoods for settlement, WDPI expects fluctuations in the annual settlement rate.

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 2010**
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 2010, and will continue to be used in each year of the cycle.
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.	After distribution, the memorandum was posted and continues to be posted on WDPI's website.
18 A B	**Email notification and tracking system** On receipt of a hearing request, WDPI staff 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.	WDPI Office Operations Associate and Consultants.	Implementation of the email notification and tracking system began in March 2010 and continued throughout the FFY 2010 and will continue to be used in each year of the cycle.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:

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.

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
2010 (2010-2011)	**At least 80% of mediations held will result in mediation agreements.**

Actual Target Data for FFY2010:

86.54 percent of mediations held resulted in mediation agreements. WDPI exceeded the target of 80% for FFY 2010 by 6.54%.

Calculation:

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

Percent = (5 + 40) divided by 52 times 100 = 86.54%

SECTION B: Mediation requests		
(2)	Mediation requests total	76
(2.1)	Mediations Held	52
(a)	Mediations related to due process	7
(i)	Mediation agreements	5
(b)	Mediations not related to due process	45
(i)	Mediation agreements	40
(2.2)	Mediations pending	5

(2.3) Mediations withdrawn or not held	19

During FFY 2010 (July 1, 2010 – June 30, 2011), a total of 52 mediations were held (7 related to due process complaints and 45 not related to due process complaints). Of the 7 mediations held related to due process complaints, 5 resulted in an agreement. Of the 45 mediations held not related to due process complaints, 40 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 2010:

Explanation of Slippage that occurred in FFY 2010

WDPI is pleased to have met the FFY 2010 targets set by stakeholders. Since the unique set of factors surrounding each mediation request, including both the issues and parties involved, create natural and disparate likelihoods for mediation agreements, WDPI expects fluctuations in the annual mediation agreement rate. This agreement rate is the second lowest of the five years reported, but is still 3.54% higher than the FFY 2005 baseline used for target setting.

To maintain the success of the mediation system in meeting statewide targets, 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 2010**
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 by Wisconsin Special Education Mediation System (WSEMS) partners and WDPI staff on May 21, 2010. Participants included 23 roster mediators & 5 mediators who are trained but not yet on the WSEMS roster. An audio recording of the training was made available for mediators to review upon request. Annual training continues as required by Wisconsin statute and per the SPP.
19 D	**Mediation System – Technical Advisor**	Mediation Grant	The WSEMS Technical Advisor provides time for mediators to call and discuss cases or consults via email. Mediators

E F	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.	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	may also call and request technical assistance on the day of a mediation session and/or debrief a case via email. The WSEMS Intake Coordinator consults with the Technical Advisor as needed. The 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 has input into the design and content of the WSEMS website. The WSEMS Technical Advisor continues to provide technical assistance on an ongoing, as needed basis per the SPP.
19 B C D E F G	**Mediation System – Training for Parents, Students and Professionals** Awareness of Wisconsin's mediation system is made available through trainings conducted by the partners.	Mediation Grant CADRE WSEMS Intake Coordinator WSEMS parent agency and school representatives WSEMS Technical Advisor WDPI Mediation Consultant	In FFY 2010, WSEMS conducted 38 workshops statewide reaching at least 917 total participants. Five of the workshops were conducted in Spanish. Workshops were usually conducted as a WSEMS parent-school professional team to model collaboration. Workshops continue to be presented to various statewide audiences including parent and school groups per the SPP.
19 C D E	**Mediation System - Brochures** Awareness of Wisconsin's mediation system is made available through brochures (with translations in Spanish and Hmong).	Mediation Grant CADRE WSEMS Intake Coordinator WSEMS parent agency and school representatives WSEMS Technical Advisor WDPI Mediation Consultant	Brochures were made available throughout the FFY 2010. Brochures were sent to LEAs upon request and distributed widely to partner agencies and at statewide events. Brochures continue to be available per the SPP.

19 C D E	**Mediation System - Website** Awareness of Wisconsin's mediation system is made available through the Wisconsin Special Education Mediation System website: http://www.wsems.us/index.htm.	Mediation Grant CADRE WSEMS Intake Coordinato6 WSEMS parent agency and school representatives WDPI Mediation Consultant	The Website is active and updated as needed. It will continue to be available per the SPP.
19 A B H	**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.	Mediation Grant CADRE WSEMS Intake Coordinator WSEMS parent agency and school representatives WDPI Mediation Consultant Survey provider (contracted by WSEMS)	Mediation trend data compiled through participant surveys showed that some type of agreement continues to be reached in most cases (86.5%). Overwhelming trend data continues to indicate participants, mediators and attorneys believe mediation to be helpful. Almost 88% of participants indicated they would use mediation again. Continuous evaluation of the mediation system through these surveys will ensure that the WSEMS remains effective and will continue to meet Indicator 19 targets as well as other measures of a successful system.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010: *[If applicable]*

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 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 2).

FFY	Measurable and Rigorous Target
2010 (2010-2011)	**100%** of State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

Actual Target Data for 2010-11:

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 2010 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

618 Data - Indicator 20					
Table	**Timely**	**Complete Data**	**Passed Edit Check**	**Responded to Date Note Requests**	**Total**
Table 1 - Child Count Due Date: 2/2/11	1	1	1	1	4
Table 2 - Personnel Due Date: 11/2/11	1	1	1	N/A	3
Table 3 - Ed. Environments Due Date: 2/2/11	1	1	1	1	4
Table 4 - Exiting Due Date: 11/2/11	1	1	1	N/A	3
Table 5 - Discipline Due Date: 11/2/11	1	1	1	N/A	3
Table 6 - State Assessment Due Date: 12/15/11	1	N/A	N/A	N/A	1
Table 7 - Dispute Resolution Due Date: 11/2/11	1	1	1	N/A	3
Table 8 – MOE/CEIS Due Date: 5/1/11	1	N/A	N/A	N/A	1
				Subtotal	22
618 Score Calculation			**Grand Total (Subtotal X 2.045) =**		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	0
Total N/A in 618	0
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 2010:

Explanation of Progress or Slippage that occurred in FFY2010

Utilizing the scoring rubric developed for Indicator 20, WDPI reports 100% of its APR and 618 data as timely and accurate for FFY 2010. WDPI reported 100% for the previous reporting period. WDPI demonstrated compliance for this indicator and met the FFY 2010 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 2010-11 SY.

Mechanisms WDPI used during FFY 2010 to ensure error free, consistent, and valid and reliable data include:

- Cross-team data workgroups
- 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			
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.			
Indicator and Category(s)	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2010**
20 A B E G	**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.	Special Education Team Assistant Director Special Education Team Data Coordinator Special Education Team Data Consultant	A Wisconsin Department of Public Instruction's (WDPI's) Special Education Team Assistant Director served as a member of the department-wide data management steering committee during the 2010-11 SY. WDPI is researching the possibility of developing a Statewide Student Information System (SIS) that would provide real-time data from districts. The SIS might include such information as enrollment, attendance, discipline, grades, online IEP, etc. It might be able to be used with a Response to Intervention (RtI) system. WDPI is developing a Business Intelligence Tool for local educational agencies to analyze and use their data. WDPI is developing a data dictionary to standardize terminology used by the department. The Special Education Data Coordinator and Data Consultant serve on subcommittees to ensure accurate and timely data collection and reporting.
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.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
20 A	**The Special Education Web Portal /Local Performance Plan (LPP),** http://dpi.state.wi.us/sped/lpp.html 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.	Special Education Team LPP Consultants Special Education Team Data Coordinator Special Education Team Data Consultant WDPI Applications Development Team	The Special Education Web Portal continued to be a key internet application for the Wisconsin Department of Public Instruction (WDPI) to collect timely and accurate data from Local Education Agencies (LEAs). For the 2010-11 SY, specific software was again used which allowed LEAs that missed the established targets for indicator 12 of the State Performance Plan to analyze their performance and subsequently submit an improvement plan addressing the needs identified by the LEA. The Local Performance Plan (LPP), which is a component of the Special Education Web Portal also continued to be the mechanism by which LEAs submitted their IDEA flow-through and preschool entitlement budgets. These budgets are subsequently reviewed by the WDPI consultant assigned to work with each individual LEA. For the 2010-11 FY, an electronic claim form was added to the LPP. The electronic claim form matches a LEA's last approved budget. The electronic claim form has greatly increased the efficiency in processing claims. For the 2010-11 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 LEAs to more accurately track and efficiently report their child outcomes in a timely manner. 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 2009-10 SY was posted by June 1, 2011. 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 allowing the user further data analysis capabilities.

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 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 2010
20 A B C D E G	**Timely and Accurate Data** WDPI ensures the reliability and validity of the data collected using: • Defined values for data elements • Automated validations/edit checks to prevent data mismatches to be submitted • Edit checks to prevent null and invalid values to be submitted • Written technical instructions outlining application use • Basic collected data and calculating derived data in a consistent manner for all LEAs • Statewide technical training in the use of the specific data applications provided to LEAs and vendors • Disability specific identification checklists • Data dictionary with common definitions across data collections (being developed) • Statewide training on specific data elements (for example, educational environment, eligibility criteria)	WDPI Office of Educational Accountability WDPI Applications Development Team WDPI Data Management and Reporting Team Special Education Team Data Coordinator Special Education Team Data Consultant	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 2010-11 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. In August 2010, a member of the Data Management and Reporting Team along with a member of the Special Education Team conducted joint regional trainings on how to effectively collect and report data using WSLS and ISES. Data elements and concerns specific to students with disabilities were highlighted during this training. Web posting of this training is available for ongoing user access. For 618 state reported data, WDPI met all requirements for 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 –

	• 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.		Dispute Resolutions. 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, 2010 deadline. 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. During the 2010-11 SY, WDPI established a state validation review window of the ISES data. During this time, the ISES system was closed to districts. WDPI staff across teams reviewed the data submitted. An email was then sent to each district summarizing the concerns/questions each WDPI reviewer identified at which time ISES was re-opened for a two-week period so that districts could respond to the concerns and make any necessary corrections. Some examples of concerns identified by the Special Education Team include districts which experienced more than a 10% change in their child count over the previous year, districts with a significant change in the number of children removed to an interim alternative educational setting (IAES), children who were expelled but did not receive services during their expulsion. 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
20	**Data Collection – ISES**	WDPI Data	All required data for Tables 1, 3, 4, and 5 are collected

A	In an effort to eliminate duplication of effort and ease the data collection 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.	Management and Reporting Team Special Education Team Data Coordinator Special Education Team Data Consultant	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. During August 2010, a member of the Data Management and Reporting Team along with a member 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 and concerns specific to students with disabilities were highlighted during this training. Web posting of this training is available for ongoing user access.
20 A B E G	**Student Data Workgroup (Formerly known as the 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.	Special Education Team Data Coordinator WDPI Applications Development Team Data Management and Reporting Team WDPI Office of Educational Accountability Student Services/Prevention and Wellness Team School Financial Services Team	During the 2009-10 school year, the ISES Workgroup was renamed the Student Data Workgroup. The workgroup continued to meet to identify and prioritize ISES enhancements. The focus of this workgroup also was expanded beyond ISES to include the use of data for all individual student level data collections across WDPI and the overseeing of the broad use of the Wisconsin Student Number (unique identifer).

		Career & Technical Education Team	
20 A B E G	**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.	Special Education Team Assistant Director Special Education Team Data Coordinator Special Education Team Data Consultant Special Education Team Consultants	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.

Cross-Department Data Workgroup
Beginning with the 2007-08 SY, all required data for Tables 1, 3, 4, and 5 are now collected through the Wisconsin Student Locator System (WSLS) and Individual Student Enrollment System (ISES). This has helped to ensure timely and accurate data collections from all local education agencies across the state. However, because this data collection is done outside of the Special Education Team, it was important to establish cross-department procedures for data verification and accuracy.

During the 2007-08 SY, WDPI established a cross-department data workgroup consisting of members of the WDPI Special Education Team as well as the WDPI Data Management and Reporting Team. The purpose of this workgroup is to examine incoming LEA data and help identify possible reporting errors and then assist districts with the correction. Based upon the data collected, this workgroup will also develop training materials to assist LEAs with the reporting of accurate and timely data.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
20 A B C D G	**Cross-Department Data Workgroup** Beginning with the 2007-08 SY, all required data for Tables 1, 3, 4, and 5 are now collected through the Wisconsin Student Locator System (WSLS) and Individual Student Enrollment System (ISES). This has	WDPI Applications Development Team WDPI Data Management and Reporting Team	The Cross-Department Data workgroup continued to meet during the 2010-11 SY. Members of the team worked to develop and provide technical assistance and training documentation. The workgroup also reviewed incoming Local Education Agency (LEA) data, including educational environment, to help identify possible reporting errors. The workgroup also provided bi-monthly technical assistance

	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.	Special Education Team Data Coordinator	conference calls which either covered specific data collection and/or reporting topics or else provided LEAs with an opportunity to ask LEA specific data reporting questions.

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 2010
20 A B C	**Academy for New Special Education Leadership** An academy for personnel new to special education leadership positions was developed. The purpose of this professional development opportunity is to increase the knowledge, skills, and dispositions of new directors of special education regarding current special education issues, including	WDPI Special Education Team	Members of the WDPI Special Education Team created and hosted an Academy for New Special Education Leadership on August 9-10, 2011 in collaboration with the Wisconsin Association of Special Services (WCASS). There were 45 participants. The academy was designed for 1st and 2nd year Directors of Special Education (DSE) to provide a base of information to support them in their early years of leadership. 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

	the SPP Indicators.		data. Content area presentations were from the Wisconsin Department of Public Instruction (WDPI) Special Education Team. WCASS organized the logistics of the academy and provided information to participants on how to become involved in their professional organization. Topics included: State and Federal Special Education Funding, the Procedural Compliance Self-Assessment, Seclusion and Restraint, Specific Learning Disabilities, Early Childhood Indicators (6,7,12), Parent Involvement and the Wisconsin Statewide Parent Education Initiative supporting Indicator 8, the Wisconsin Statewide Transition Initiative which supports Indicators 13 and 14.and a section on Special Education Legal Research. Each participant received a binder which contained federal regulations, state statutes, and Wisconsin administrative code for special education. There were many opportunities for these new DSEs to interact with WDPI consultants. Many positive comments were on the evaluation form from new DSEs stating they felt very supported and were able to view WDPI as a valuable resource for them.
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 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.	WDPI Data Management and Reporting Team Special Education Team Data Coordinator Special Education Team Data Consultant	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 3rd 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 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.
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 2010
20 A C D	**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 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.	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 software development vendor, Wisconsin Department of Health Services Staff	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 the Wisconsin Department of Health Services (WDHS) and the Wisconsin Department of Public Instruction (WDPI) were held during the FFY 2010 to continue to enhance PPS, develop training materials, and analyze the data being collected.

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: • 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 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

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY2010:

State Performance Plan Improvement Activities			
Internal Research Committee The WDPI Special Education Team works collaboratively with staff from other DPI Teams to set WDPI-wide education research agendas and priorities. To positively impact on student outcomes, the committee works to create parameters for data-sharing with outside research organizations that are in-line with the advancement of education research and applicable federal and state laws, and to ensure that data and research products produced by WDPI are aligned with education priorities, are scientifically rigorous and meet standardized conventions.			
Indicator and Category(s)	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2010**
20	**Internal Research Committee:**	WDPI Office of Educational	The Wisconsin Department of Public Instruction (WDPI) implemented the following:

A B C E F G	Establish WDPI as a state leader in the support and facilitation of educational research and the use of data in order to indentify and share best practices that directly benefit the students and schools of Wisconsin. Improve Educational Outcomes through: conducting and supporting research that provides evidence of best practices in teaching and learning;	Accountability, WDPI Student Services, Prevention and Wellness Team, WDPI Title I and School Support team, WDPI Data Management and Reporting Team, WDPI Office of Legal Services Team, WDPI Special Education Team-Data Consultant	• Established an external research committee of statewide educational leaders to partner with internal research committee to set a statewide research agenda • Developed an online research request form • Developed WDPI system of review for applications to conduct research • Developed data use agreements for researchers
20 A B C E F G	**Data Portal** Provide a unified and transparent data portal for use by stakeholders in Wisconsin education; Enable decision making informed by data, as evidenced by the work of RtI and LDS projects; seize opportunities afforded by new and existing technologies.	WDPI Office of Educational Accountability, WDPI Student Services, Prevention and Wellness Team, WDPI Title I and School Support team, WDPI Data Management and Reporting Team, WDPI Office of Legal Services Team, WDPI Special Education Team-Data Consultant	The Wisconsin Department of Public Instruction (WDPI) implemented the following: • Began development of a data portal for use by stakeholders. • Developing guidance on how to use data to make educational decisions.
MAVENS (Master Analysts of Various Educational Numbers) Workgroup: The WDPI Special Education Team works collaboratively with staff from other DPI Teams to ensure that WDPI is producing scientifically rigorous research and analyses that utilizes state-of-the-art quantitative methods for descriptive and inferential statistics and regression analysis.			
Indicator and	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2010**

Category(s)			
20 A B C E F G H	**MAVENS (Master Analysts of Various Educational Numbers) Workgroup:** Provide support and development opportunities for people for whom quantitative methods are an important part of their jobs, while promoting cross-team and cross-division collaboration on data reporting and analysis.	WDPI Office of Educational Accountability WDPI Student Services Prevention and Wellness Team WDPI Title I and School Support team WDPI Data Management and Reporting Team Special Education Team-Data Consultant	During the FFY 2010, the Wisconsin Department of Public Instruction (WDPI): • Developed a platform for creating a WDPI wide data-dictionary. • Created workshops to explore various data-analysis software such as "GRETL" and "R" • Discussed ways to promote professional growth and development of WDPI data analysts.

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 2009 (7/1/09 to 6/30/10)	(a) # of Findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)	(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	72	328	328
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	9	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	82	496	496
7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Dispute Resolution: Complaints, Hearings	5	6	6

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2009 (7/1/09 to 6/30/10)	(a) # of Findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)	(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	45	45
4B. Percent of districts that have: (a) a significant discrepancy, by race of 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	3	7	7

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2009 (7/1/09 to 6/30/10)	(a) # of Findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
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	66	104	104
6. Percent of preschool children aged 3 through 5 – early childhood placement.	Dispute Resolution: Complaints, Hearings	10	16	16
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	69	264	264
	Dispute Resolution: Complaints, Hearings	12	18	18

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2009 (7/1/09 to 6/30/10)	(a) # of Findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
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	0	0	0
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	37	37	37
	Dispute Resolution: Complaints, Hearings	1	1	1

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2009 (7/1/09 to 6/30/10)	(a) # of Findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)	(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	62	62	62
	Dispute Resolution: Complaints, Hearings	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2009 (7/1/09 to 6/30/10)	(a) # of Findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
Self-Reported noncompliance in Disproportionality Policies & Procedures	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
Directives for the Use of Seclusion and Physical Restraint in Special Education Programs	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	1	4	4
LEA did not properly respond to student record requests. 34 CFR 300.613	Monitoring Activities: Self-Assessment/ Local APR, Data	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2009 (7/1/09 to 6/30/10)	(a) # of Findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
	Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings	1	1	1
LEA did not properly inform the parent before submittting a special education referral. Wisconsin Statutes, Chapter 115.777	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 properly provide the parent a copy of the procedural safeguards notice. Wisconsin Statutes, Chapter 115.777	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2009 (7/1/09 to 6/30/10)	(a) # of Findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
	Dispute Resolution: Complaints, Hearings	1	1	1
LEA did not properly obtained parental consent before access to Medicare was sought. 34 CFR 300.154(d)	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 properly provided services to a parentally-placed private school student in accordance with the student's service plan. 34 CFR 300.132(b); Wisconsin Statutes Chapter 115.77(1m)(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

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2009 (7/1/09 to 6/30/10)	(a) # of Findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
LEA did not include the required participants during the February 2009 IEP team meeting. Wisconsin Statutes Chapter 115.78(1m) & (5); Wisconsin Administrative Code PI 11.24(2) & 11.35(5)(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
Self-Reported noncompliance in Disproportionality Policies & Procedures	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
Sum the numbers down Column a and Column b			1409	1409
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			**(b) / (a) X 100 =**	100