

# IDEA 2025 LEA Determinations

## Sample Report

The Individuals with Disabilities Education Act (IDEA) requires the WI Department of Public Instruction to determine annually if each local education agency (LEA) in WI meets the requirements of IDEA Part B. The content of this report helps inform an LEA’s continuous improvement efforts so they strategically target and close gaps to improve outcomes for students with individualized education programs (IEPs).

LEA Determinations are comprised of both compliance and results indicators, which are calculated separately and then weighted equally (50% compliance, 50% results) to produce the final score. Every LEA is identified as one of the following:

**Meets Requirements (80% or higher):** The LEA is in compliance with IDEA Part B, and no action is required.

**Needs Assistance (Year 1) (60-79%):** The LEA must meet maintenance of effort rules and is encouraged to use this next year as a “watch” year by improving data quality and engaging in continuous improvement.

**Needs Assistance (Year 2) (60-79%):** The LEA is required to perform specific actions.

**Needs Intervention (Less than 60%):** The LEA is required to perform specific actions. If the LEA does not improve within three years, DPI is required to take additional enforcement actions.

**Needs Substantial Intervention:** DPI may identify an LEA in this category based on additional information and analysis.

***This report is considered sensitive and confidential due to the inclusion of unredacted data.*** Only share publicly redacted versions of the data used in this report, which are available publicly at [DPI’s public data files](#), the [WISEdash Public Portal](#), and the [District Profile Application](#). The data used for these determinations are certified and include corrections submitted for district report cards. If you have questions related to this report, please schedule a virtual technical assistance meeting using [JFN Bookings](#).

LEA Calculation			
Indicator Type	Numerator	Denominator	Group Score
Compliance	16.00	16	100.00
Results	6.17	16	38.55

Calculated Score: 69%. **LEA Needs Assistance (Year 2+).**  
**Note: Determinations are rounded to the nearest percent.**

### LEA Summary

Indicator	Name	Type	Rate	Percentile	Points
1	Grad Exiters (G12 Cohort)	Results	56.57	8	0
2	Dropout Exiters	Results	7.22	5	0
3am	Math Assessment Participation	Results	96.3	50	2
3ar	ELA Assessment Participation	Results	96.78	54	2
3bm	Math Proficiency (Aggregate)	Results	9.58	-	0.08
3br	ELA Proficiency (Aggregate)	Results	7.11	-	0.08
4b	Discrepant Discipline	Compliance	-	-	2
5a	Ed. Environment (KG5-21)	Results	80.06	28	2
6a	Ed. Environment (3-5)	Results	29.53	26	0
9	Disproportionate Special Ed	Compliance	-	-	2
10	Disproportionate Specific Categories	Compliance	-	-	2
11	Timely Initial Evaluations	Compliance	97.18	30	2
12	Preschool Transitions	Compliance	99.16	3	2
13	Post-Secondary Transition Plans	Compliance	100	100	2
comp	Corrected Noncompliance	Compliance	-	-	2
data	Timely and Accurate Reporting	Compliance	99.89	18	2

### Summary of Required Actions

(34 CFR secs.300.600(1)(2) and 300.603(b)(1))

**Note: This is a sample report. In actual reports, each of the bullet points below only appear if they apply to the district.**

The Department has reviewed the necessary data and has determined that your LEA has a determination of “**Needs Assistance (Year 2+)**”. This document breaks down how this calculation was made by each indicator, provides you with the data your LEA reported for your review, and shows your LEA’s performance on each indicator compared to other LEAs.

- The LEA **meets requirements** for the purposes of LEA Determinations and has no required actions associated with their determination.
- LEA **Needs Assistance, Year 1**, which serves as a watch/warning year. No actions are required at this time, but if identified as ‘Needs Assistance’ next year, then evidence of improvement will be required.
- The Independent Charter LEA **Needs Assistance, two or more years**, and must access technical assistance related to improving outcomes for students with IEPs. The LEA can access [free or low-cost supports](#) offered through CESAs or contract with other providers.

- The LEA **\*\*Needs Assistance, Year 2+\*** and must complete required activities listed in the appendix. The required activities are consistent with research-based continuous improvement and reference criteria as described in Wisconsin’s [Continuous Improvement Process Criteria and Rubric](#). (Note: if LEA is also identified as having significant racial disproportionality in special education identification, discipline, and/or placement, then the LEA is required to complete and submit activities related to the significant disproportionality identification, which will include budget and improvement plans submitted into WISEgrants, compliance and data submission, and progress monitoring calls. LEAs must also engage in continuous improvement related to their identification in this report but are not required to submit anything to DPI).
- The Independent Charter LEA **Needs Intervention** and must access technical assistance related to improving outcomes for students with IEPs. The LEA can access [free or low-cost supports](#) offered through CESAs or contract with other providers.
- The LEA **Needs Intervention**. The required activities listed in the appendix of this report are consistent with research-based continuous improvement and reference criteria as described in Wisconsin’s [Continuous Improvement Process Criteria and Rubric](#). (Note: if LEA is also identified as having significant racial disproportionality in special education identification, discipline, and/or placement, then the LEA is required to complete and submit activities related to the significant disproportionality identification, which will include budget and improvement plans submitted into WISEgrants, compliance and data submission, and progress monitoring calls. See JFN Disproportionality in Special Education report for further details. LEAs must also engage in continuous improvement related to their identification in this report but are not required to submit anything to DPI).
- The LEA **Needs Intervention for three or more consecutive years**. DPI is required to take action consistent with 34 CFR Section 300.604(b)(2), and will provide written notice of such actions no later than June 30, 2026 (or the next business day).
- The LEA **Needs Substantial Intervention**. DPI is required to take action consistent with 34 CFR §300.604(c), and will provide written notice of such actions no later than June 30, 2026 (or the next business day).

In conjunction with review of IDEA LEA Determination reports, district and school leaders should also review the ESSA school-level reports and IDEA Disproportionality in Special Education reports to get a more complete picture of student outcomes. All of these reports are available in SAFE and districts should ensure that school and district leaders can access these reports. WISEgrants also has information under Continuous Improvement Performance Reporting (CIPR).

## About the Data

In subsequent sections, more tables and data visualizations are provided to help facilitate your LEA’s improvement planning. Here you will find a brief overview of the terminology used in those tables and visualizations.

“Rate” refers to your LEA’s calculated percentage for each indicator, and determines the number of points earned by the LEA. “Percentile” refers to your LEA’s percentile rank compared to all other LEAs using maximum values to resolve tied scores; a percentile rank of 70, for example, means that the LEA performed better than or equivalent to 70% of all other LEAs on that indicator, and 30% of LEAs performed better. Percentile rankings are used to identify minimum thresholds for two-point and one-point cutoffs on results indicators (at the 66th percentile and 33rd percentile, respectively). This ensures that, even if many LEAs do not meet statewide targets or average performance, no less than 34% will earn two points and no less than 33% will earn one point for each indicator.

A density plot is provided for each relevant indicator, showing the statewide distribution in that performance area. If the indicator pertains to your LEA, a pink, vertical line indicates where your LEA’s performance places you in this distribution. Green and yellow backgrounds indicate the cut-offs between two- and one-points, respectively. Areas of the density plot with no background shading indicate that LEAs that fall in this area received zero points for this indicator.

Not all indicators apply to all LEAs. If this is the case, you will see ‘NA’ listed for that indicator’s points and there will be no vertical line in the accompanying density plot. This results in a smaller denominator in the calculation, but does not count against the LEA. In the event that no results indicators apply to an LEA, the determination is based solely on compliance indicators.

You may notice that some compliance indicators (4b, 9, 10, and corrected noncompliance) list ‘NA’ for their rate and percentile, but still have points awarded for them. This is because these compliance indicators are not calculated as a percentage, but rather are true or false. Therefore, LEAs are awarded either 2 points or 0 points for those indicators.

## Results Indicators

### Indicator 1: Graduation Exiters (G12 Cohort)

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

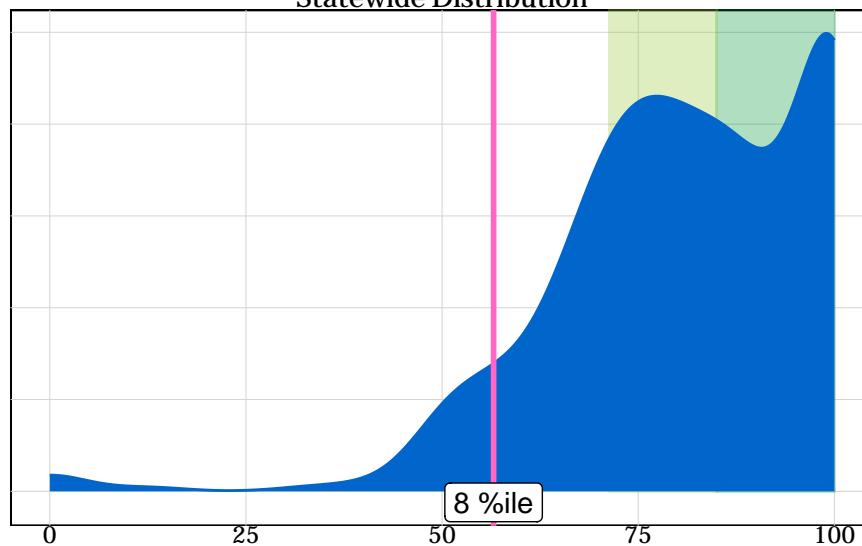
Indicator 1 is the percentage of youths with IEPs in grade 12 who exit special education with a regular diploma, including those students who graduate early (prior to enrolling in grade 12). Other forms of high school completion, including High School Equivalency Diplomas (HSEDs) and certificates of completion, are not counted in the numerator. Due to data availability, this is a lagged indicator; this means that **the source school year is 2023-24**.

The requirements for obtaining a regular diploma in Wisconsin are the same regardless of a child's disability status. A graduate is defined as a student who has met the requirements established by a school board for a prescribed course of study.

For LEA Determinations, this indicator is the number of youth with IEPs who exit special education with a regular diploma in a given year, divided by the total number of youths with IEPs in grade 12 (or who graduated prior to enrolling in grade 12). The denominator includes those who are continuing (i.e., regardless of whether they are repeating grade 12). Please note that this is different than the calculation used for Federal reporting, which includes in the denominator all special education exiters ages 14-21.

Indicator	Indicator Cutoffs		LEA Performance		
	2 points	1 point	Rate	Percentile	Points Earned
1	85	71.33	56.57	8	0

**Indicator 1: Graduation**  
Statewide Distribution



Note: The vertical line indicates where your LEA falls in the statewide distribution.

## Indicator 2: Dropout Exiters

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

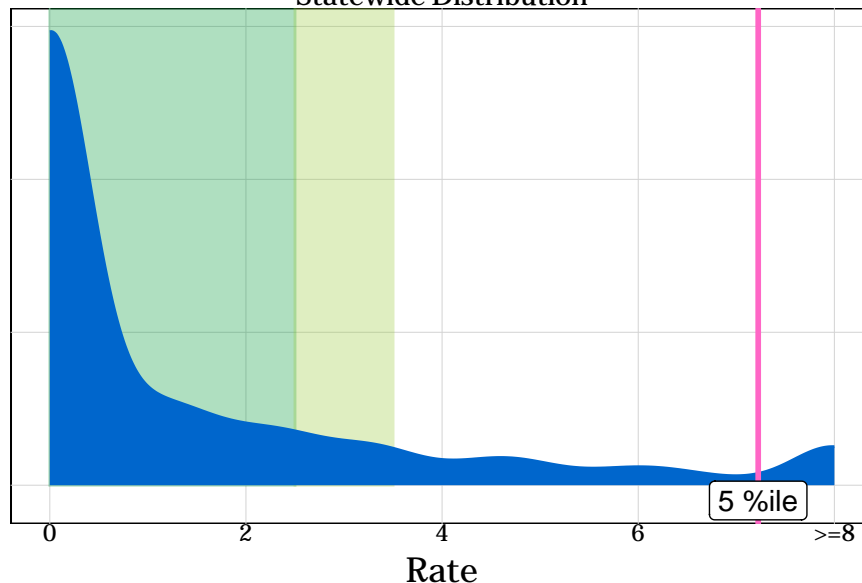
Indicator 2 is the percentage of youth with IEPs ages 14-21 who exit special ed because they are not known to be continuing enrollment in school (i.e., dropped out). Due to data availability, this is a lagged indicator; this means that **the source school year is 2023-24**.

A dropout is defined as a student who (a) was enrolled in school at some time during the previous school year, (b) was not enrolled at the reporting time of the current school year (third Friday in September), (c) has not graduated from high school or completed a state- or LEA-approved educational program, and (d) does not meet any of the following exclusionary conditions: (1) transfer to another LEA, private school, or state- or LEA-approved educational program; or (2) temporary absence due to expulsion, suspension, or school-excused illness; or (3) death.

For LEA Determinations, this data is sourced from a youth’s IEP exit code rather than their enrollment exit code. If reported accurately, however, these measures should be identical.

Indicator	Indicator Cutoffs		LEA Performance		
	2 points	1 point	Rate	Percentile	Points Earned
2	2.5	3.5	7.22	5	0

Indicator 2: Dropouts  
Statewide Distribution



Note: The vertical line indicates where your LEA falls in the statewide distribution.

### Indicator 3a: Assessment Participation

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

Indicator 3a measures the participation of youth with IEPs in statewide assessments. Unlike the previous indicators, 3a is not lagged; **the source school year is 2024-25**.

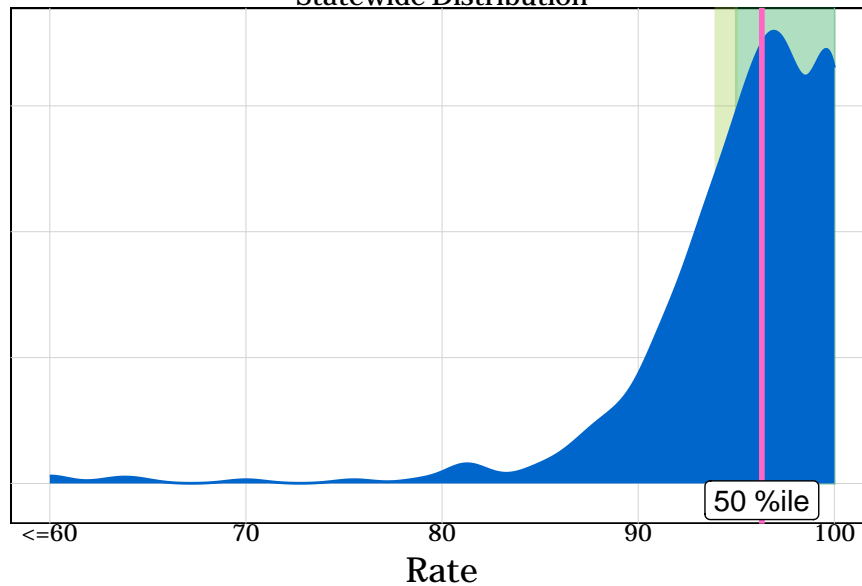
The statewide assessments included in indicator 3a are Forward, ACT, and Dynamic Learning Maps (DLM) for both Math and English Language Arts. Each subject is tracked and reported separately.

The calculation is the number of youth with IEPs who took the assessment divided by the total number of youth with IEPs expected to take the assessment based on enrollment. Please note that, while Federal guidelines have reduced reporting to grades 4, 8, and 11, DPI continues to use grades 3-8 and 11 for LEA Determinations.

Indicator	Indicator Cutoffs		LEA Performance		
	2 points	1 point	Rate	Percentile	Points Earned
3am	95	93.96	96.3	50	2

### Math Assessment Participation

Indicator 3am: Math Assessment Participation  
Statewide Distribution

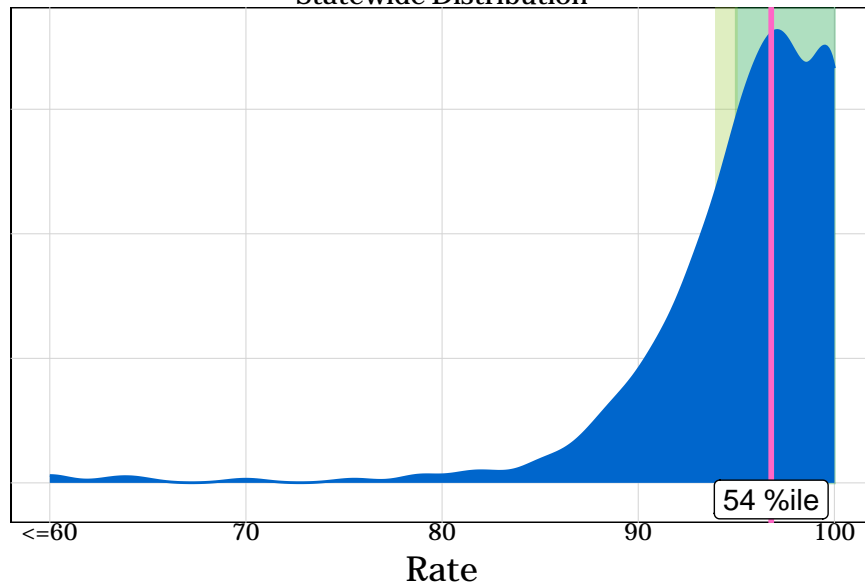


Note: The vertical line indicates where your LEA falls in the statewide distribution.

Indicator	Indicator Cutoffs		LEA Performance		
	2 points	1 point	Rate	Percentile	Points Earned
3ar	95	93.99	96.78	54	2

**English Language Arts Assessment Participation**

**Indicator 3ar: ELA Assessment Participation**  
Statewide Distribution



Note: The vertical line indicates where your LEA falls in the statewide distribution.

### Indicator 3b: Math and Reading Proficiency

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

Indicator 3b measures the proficiency rates of youth with IEPs in Math and English Language Arts through statewide assessments. **The source school year is 2024-25.**

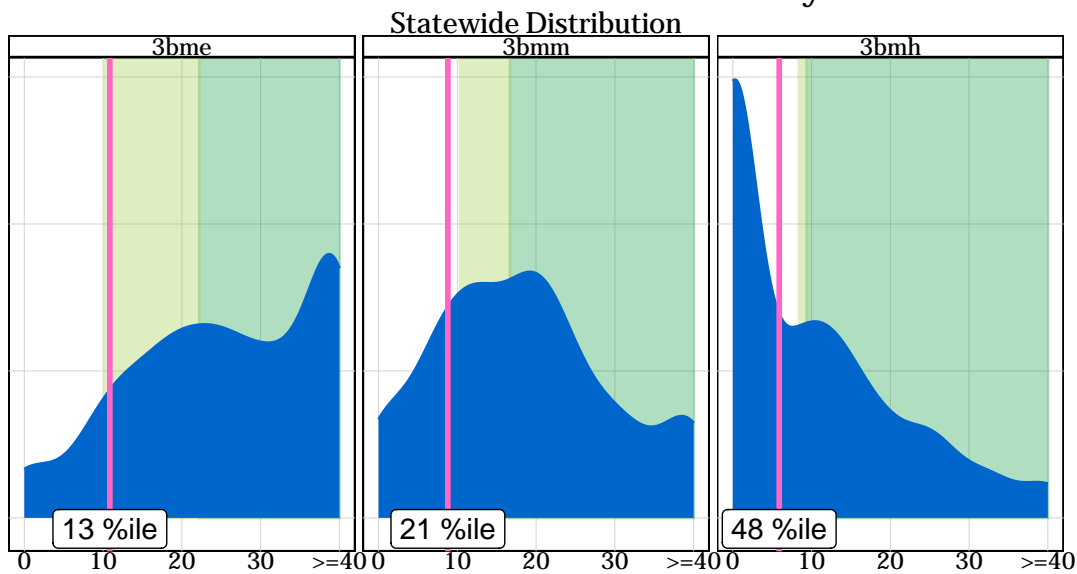
The statewide assessments included in indicator 3b are Forward, ACT, and Dynamic Learning Maps (DLM) for both Math and English Language Arts. Each subject is tracked and reported separately.

The calculation is the number of youth with IEPs who demonstrated proficiency on their assessment divided by the total number of youth with IEPs who took the assessment. Please note that, while Federal guidelines have reduced reporting to grades 4, 8, and 11, DPI continues to use grades 3-8 and 11 for LEA Determinations.

#### Math Proficiency

Grade Group	Indicator Cutoffs		LEA Performance				
	2 points	1 point	Rate	Percentile	Raw Points	Weight	Weighted Points
Elementary	22.22	10.26	10.86	13	0	0.5	0
Middle	16.7	10.34	8.8	21	0	0.42	0
High	9.4	8.4	5.89	48	1	0.08	0.08
<b>Aggregate</b>	-	-	<b>9.58</b>	-	-	-	<b>0.08</b>

### Indicator 3bm: Math Proficiency

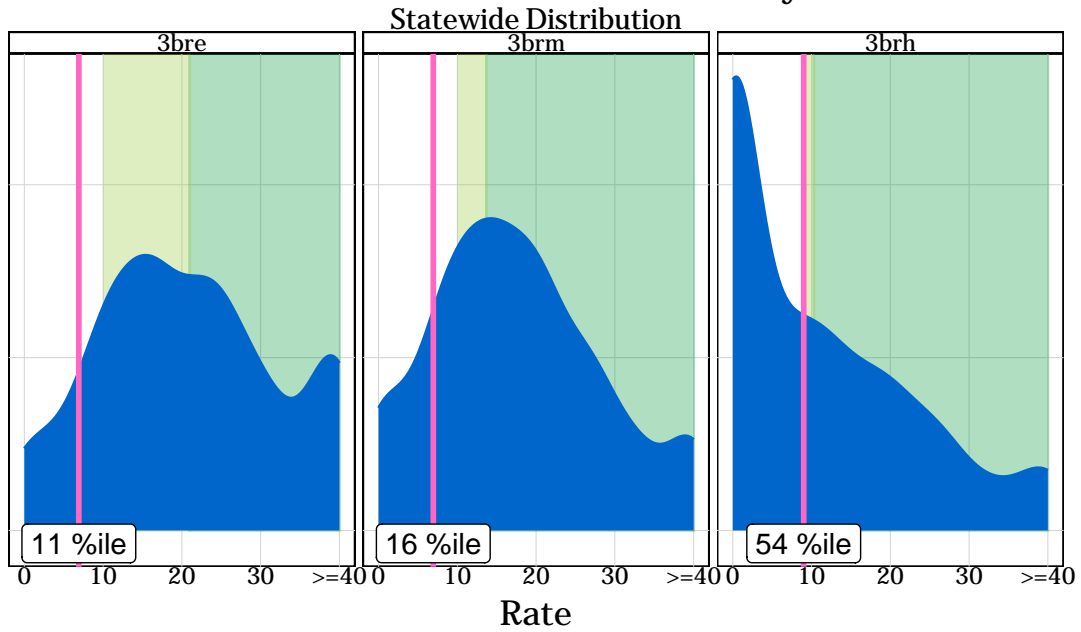


Rate  
Note: The vertical line indicates where your LEA falls in the statewide distribution.

### English Language Arts Proficiency

Grade Group	Indicator Cutoffs		LEA Performance				
	2 points	1 point	Rate	Percentile	Raw Points	Weight	Weighted Points
Elementary	21	10.17	6.92	11	0	0.5	0
Middle	13.7	10.17	6.95	16	0	0.42	0
High	10.3	9.3	9	54	1	0.08	0.08
<b>Aggregate</b>	-	-	<b>7.11</b>	-	-	-	<b>0.08</b>

### Indicator 3br: ELA Proficiency



**Indicator 5a: Ed. Environment (KG5-21)**

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

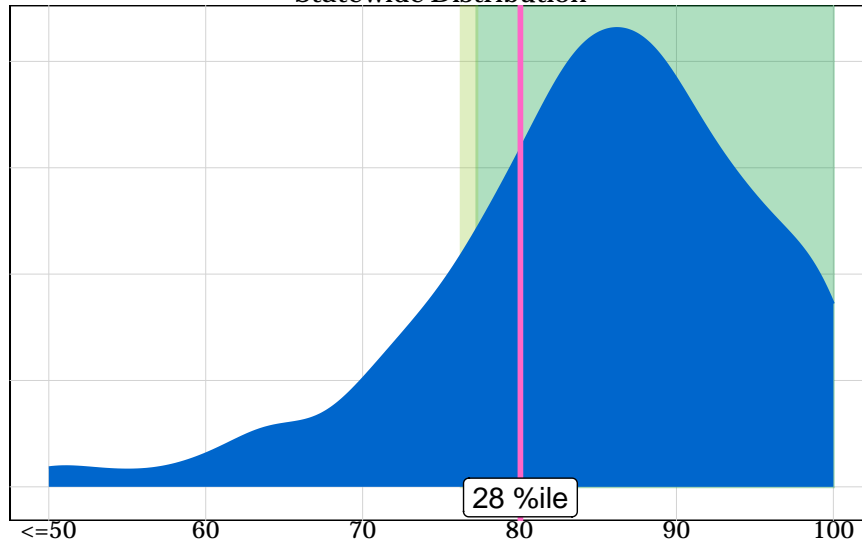
Indicator 5a measures the percentage of youths with IEPs served within a regular classroom setting (with their peers who do not have IEPs) greater than or equal to 80% of the school day. “Youth” is defined as ages 6-21 or 5 year olds in kindergarten. This data comes from the **October 1 Child Count for the 2024-25 school year**.

Although all students with IEPs are included in this calculation for Federal reporting purposes, neither students in correctional facilities nor parentally-placed private school students are counted in the numerator or denominator for the purposes of LEA determinations.

Indicator	Indicator Cutoffs		LEA Performance		
	2 points	1 point	Rate	Percentile	Points Earned
5a	77.28	76.28	80.06	28	2

**Indicator 5a: Ed. Environment (6–21)**

Statewide Distribution



Note: The vertical line indicates where your LEA falls in the statewide distribution.

**Indicator 6a: Ed Environment (3-5)**

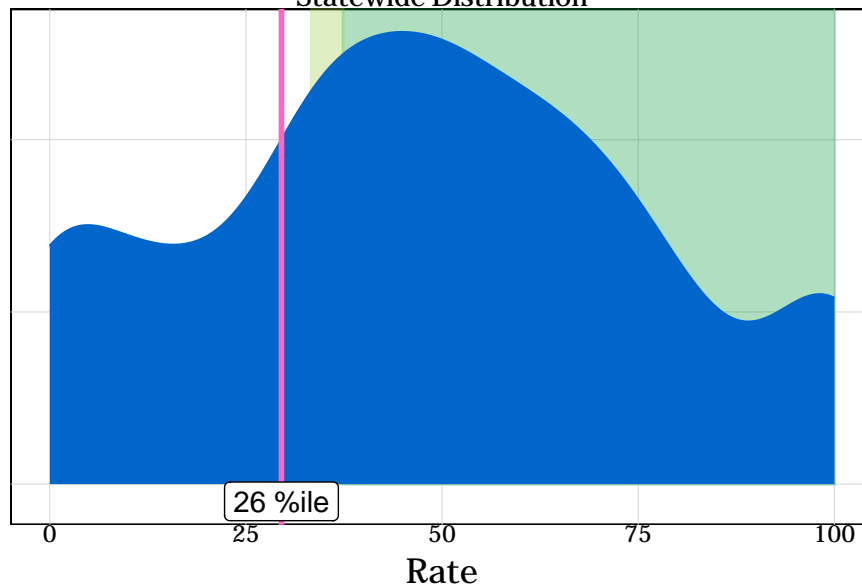
(20 U.S.C. 1416 (a)(3)(A))

Indicator 6a measures the percentage of learners with IEPs attending a regular early childhood program and receiving the majority (greater than 50%) of special education and related services in the regular early childhood program (i.e., in a setting with their peers who do not have IEPs). “Learner” is defined as ages 3-5 (excluding 5 year olds in kindergarten). This data comes **from the October 1 Child Count for the 2024-25 school year.**

Indicator	Indicator Cutoffs		LEA Performance		
	2 points	1 point	Rate	Percentile	Points Earned
6a	37.38	33.33	29.53	26	0

**Indicator 6a: Ed. Environment (3–5)**

Statewide Distribution



Note: The vertical line indicates where your LEA falls in the statewide distribution.

## Compliance Indicators

### Indicator 4b: Disproportionate Discipline

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

Indicator 4b is a true/false indicator that looks at discipline by race/ethnicity among students with IEPs resulting in out-of-school suspensions or expulsions for greater than 10 days. Due to data availability, this is a lagged indicator; this means that **the source school year is 2023-24**.

As it is defined in [OSEP's guidelines](#), LEAs in compliance either:

1. Are not found to have a significant discrepancy by race/ethnicity in out-of-school suspensions or expulsions for greater than 10 days among students with IEPs, by race or ethnicity; or
2. Are found to have significant discrepancy in racial disproportionality in out-of-school suspensions or expulsions for greater than 10 days but, through a review of the LEA's policies, procedure, and practices, are determined to comply with requirements relating to the development and implementation of IEPs and "the use of positive behavioral interventions and supports, and procedural safeguards."

A "significant discrepancy" is defined in Wisconsin as LEAs with a risk rate of suspension or expulsion of greater than 10 days for students with IEPs within each racial/ethnic subgroup of two or greater for two consecutive years, and a minimum denominator of 30 in the race/ethnicity reporting category.

As it is defined above, an LEA may be identified as having a significant discrepancy but still be in compliance for this indicator. To learn more about significant disproportionality and discrepancy, and to see if your LEA was identified as being significantly discrepant in the most recent reporting year, consult the Disproportionality Report provided in SAFE for the 2024 reporting year.

### Indicator 9 & 10: Disproportionate Identification in Special Education and Specific Reporting Categories

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

Indicators 9 and 10 are true/false indicators. Indicator 9 looks at disproportionate identification of students for special education services by race/ethnicity in any disability reporting category. Indicator 10 looks at disproportionate identification of students by race /ethnicity in specific disability reporting categories. This indicator is lagged, meaning that **the most recent data comes from the 2023-24 school year**.

LEAs in compliance either:

1. Are not found to have disproportionate identification by race/ethnicity among students receiving special education services; or

2. Are found to have disproportionate identification by race/ethnicity groups in special education and related services, but a review of the LEA's policies, procedures, and practices determined that they comply with requirements related to the identification of students with disabilities. Therefore, the LEA is in compliance.

In order to be identified as having disproportionate identification in Wisconsin, the following criteria have to be met:

1. **A Risk Ratio of 2.0 or Greater:** In calculating the weighted risk ratio for over-representation, DPI uses the [Westat technical assistance guidance](#) for calculating disproportionality based on weighted risk ratio. The weighted risk ratio is the risk for a racial/ethnic group to be in special education divided by the risk for a comparison group to be in special education, weighted to the racial/ethnic demographics of the state.
2. **A Minimum Cell Size:** To be identified for over-representation, a racial or ethnic group must have at least ten students with disabilities in a given group used for risk ratio analysis, and a total enrollment of 30 students in the given racial or ethnic group. A district can be identified when one racial or ethnic group has a total enrollment of 30 students, even if the other racial or ethnic groups in the district have a total enrollment of less than 30 students.
3. **Three Consecutive Years:** Acknowledging changing demographics, potential anomalies in data collection, and other factors, DPI requires districts to meet the above criteria for three consecutive years before being identified. For the 2025 reporting year, that means that the above criteria had to be met for the 2021-22, 2022-23, and 2023-24 school years.

As it is defined above, an LEA may be identified as having significant disproportionality in identification but still be in compliance for either of these indicators. To learn more about significant disproportionality and to see if your LEA was identified as being significantly disproportionate in the most recent reporting year, consult the Disproportionality Report provided in SAFE for the 2024 reporting year.

### Indicator 11: Timely Evaluations

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

Indicator 11 measures the percent of children who were evaluated for special education services within 60 calendar days of receiving parental consent for the initial evaluation. A LEA must determine if a child needs an IEP within 60 days after the LEA receives parental consent for administering tests or other evaluation materials. It is a cyclical indicator, meaning that the LEAs participate in the evaluation once every five years except cities of first class, which participate annually. The data provided in this report comes from the **2023-24 school year**.

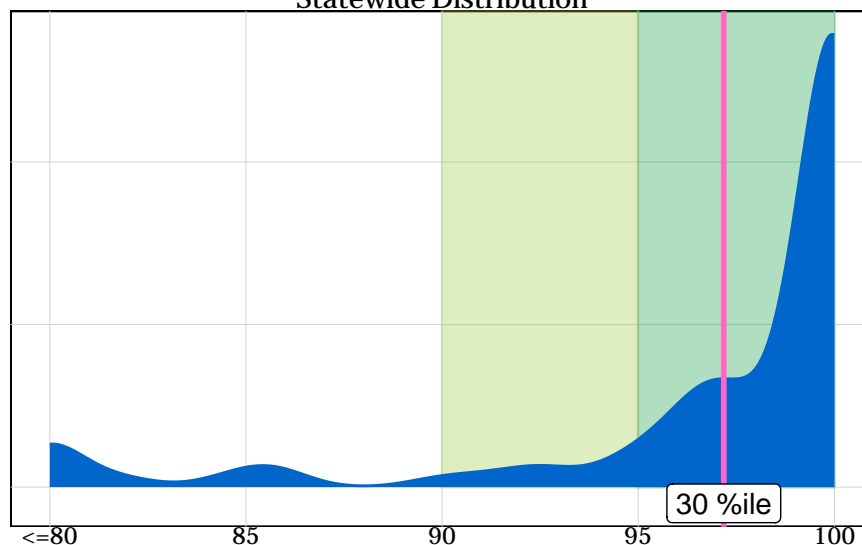
There are three exceptions to the 60 day timeline:

1. A student who transfers from one LEA to another after the 60-day timeline has begun but prior to a determination of eligibility. To apply, the receiving LEA must complete the evaluation within a specific time mutually agreed upon by the parent and LEA.
2. The parent repeatedly fails or refuses to make the student available for the evaluation. This is determined on a case-by-case basis depending on the specific circumstances in each case.
3. Students evaluated for a specific learning disability for the first time when the timeline is extended by mutual written agreement of the parent and LEA.

Indicator	Indicator Cutoffs		LEA Performance		
	2 points	1 point	Rate	Percentile	Points Earned
11	95	90	97.18	30	2

### Indicator 11: Timely Evaluations

Statewide Distribution



Note: The vertical line indicates where your LEA falls in the statewide distribution.

## Indicator 12: Early Childhood Transitions

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

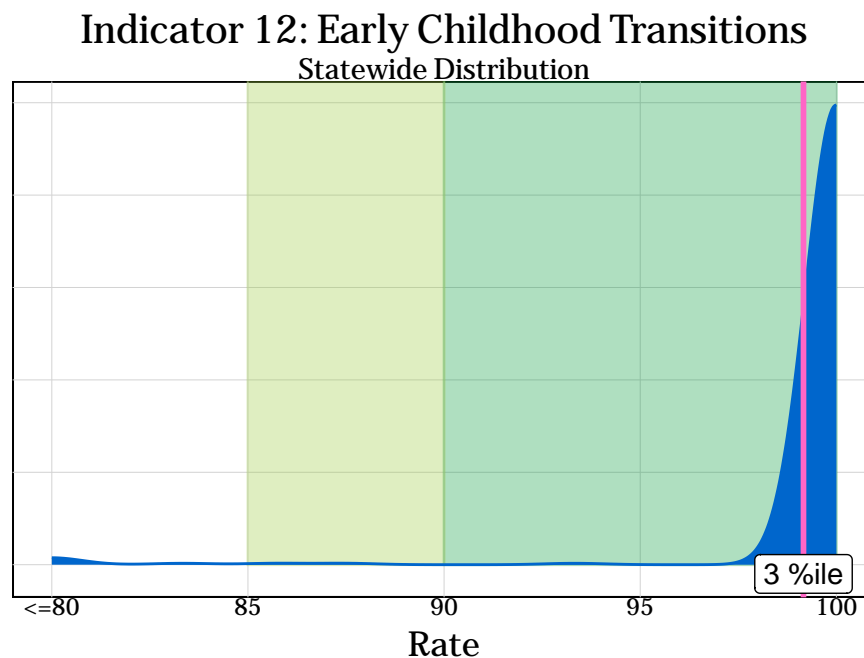
Indicator 12 measures the percent of children referred by IDEA Part C prior to age 3, are found eligible for IDEA Part B, and who have an IEP developed and implemented by their third birthdays. This is an annual indicator applicable to all LEAs who receive a referral from Part C during the reporting year. The data provided in this report **comes from the 2024-25 school year**.

The calculation is the number of youth found eligible and have an IEP developed and implemented by their third birthdays, divided by the total number of youth referred from Part C to Part B who do not meet any of the exclusionary criteria for the denominator.

The exclusionary criteria for the denominator are as follows:

1. A referred youth was determined to not be eligible prior to their third birthday.
2. A referred youth’s parent refused to provide consent, causing delays in evaluation or initial services (or to whom exceptions under 34 CFR §300.301(d) applied).
3. A referred youth was determined to be eligible for early intervention services under Part C less than 90 days before their third birthday.

Indicator	Indicator Cutoffs		LEA Performance		
	2 points	1 point	Rate	Percentile	Points Earned
12	90	85	99.16	3	2



Note: The vertical line indicates where your LEA falls in the statewide distribution.

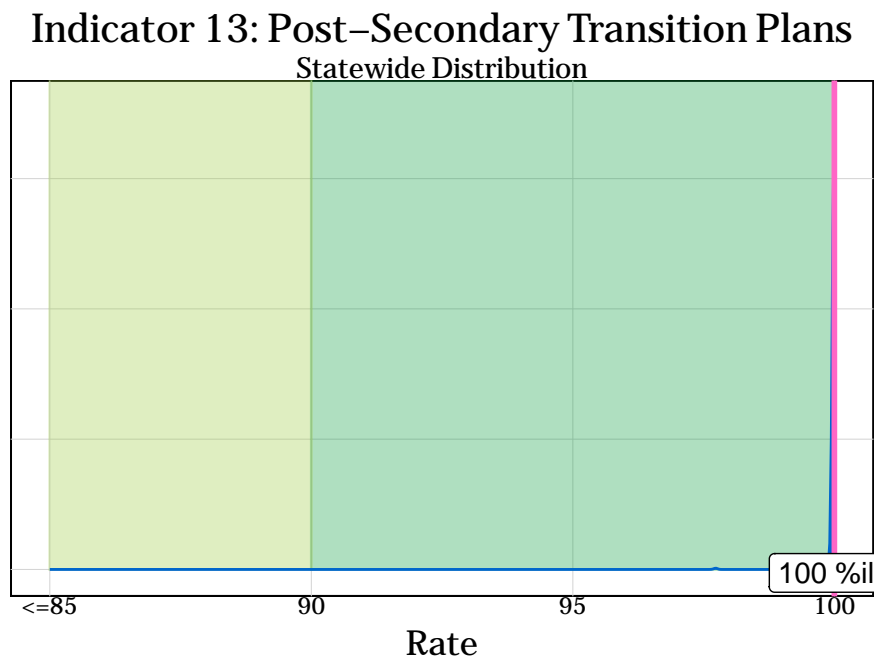
### Indicator 13: Post-Secondary Transition Plans

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

Indicator 13 measures the percent of youth with IEPs ages 16-21 with IEPs that include appropriate and measurable post-secondary goals. These goals must be annually updated and based upon an age appropriate transition assessment and transition services (including courses of study) that will reasonably enable the student to meet those post-secondary and IEP goals. There also must be evidence that the student was invited to the IEP team meeting in which transition services will 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.

This is an annual indicator for all LEAs with students 16 or older. The data provided in this report comes from the 2023-24 school year.

Indicator	Indicator Cutoffs		LEA Performance		
	2 points	1 point	Rate	Percentile	Points Earned
13	90	85	100	100	2



Note: The vertical line indicates where your LEA falls in the statewide distribution.

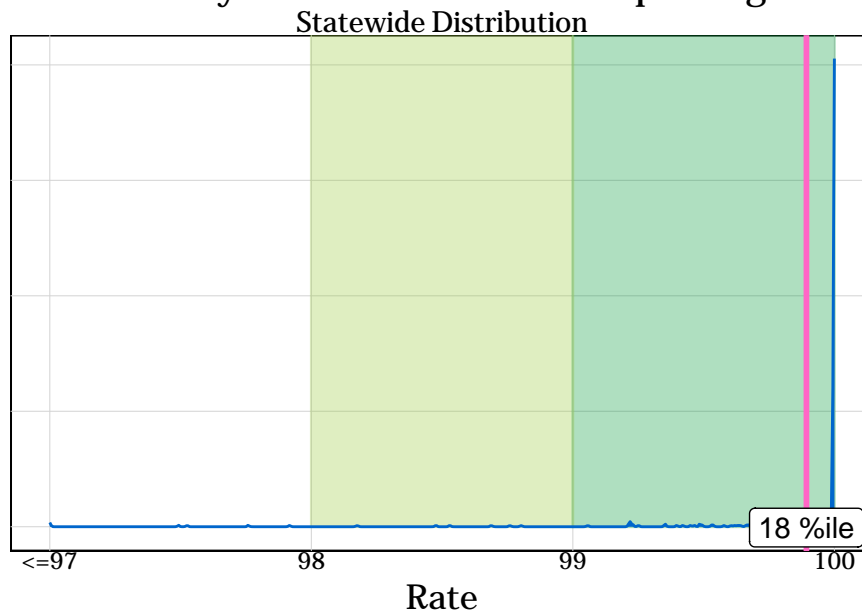
### Timely and Accurate Data Reporting

In addition to the aforementioned indicators, the Department is also required to evaluate the degree to which LEAs submit data to us that is both timely and accurate. This is calculated as the percentage of students (regardless of disability status) with missing demographic data as of the snapshots, or for whom LEAs submitted correction files to DPI's Office of Educational Accountability (OEA) during the accountability data inquiry period.

Indicator	Indicator Cutoffs		LEA Performance		
	2 points	1 point	Rate	Percentile	Points Earned
data	99	98	99.89	18	2

Duplicated Count by Collection			
Collection	Numerator	Denominator	Rate
SpEd Exiters	4053	4094	99.00
Spring Demographics	32380	32388	99.98
Oct1	13412	13415	99.98
YE Snapshot	5574	5600	99.54
Family Engagement Survey	213	223	95.52

### Timely and Accurate Data Reporting



Note: The vertical line indicates where your LEA falls in the statewide distribution.

## Appendix: Needs Assistance / Intervention Required Actions

Newly identified LEAs must schedule an overview call with DPI by **May 31** and complete the call no later than **June 30** using [this link](#).

### Continuous Improvement Process Timeline

Details available in [Wisconsin's Continuous Improvement Process Criteria and Rubric](#)

Note: due dates that fall on a weekend or holiday may be submitted next business day.

#### March-August 2026

- The LEA prepares to engage in (or continue) continuous improvement (R1-R7).
- The LEA conducts (reviews) root cause analysis (P1).
- The LEA develops SMARTER goal(s) (P3).
- The LEA selects (refines) evidence-based strategies and develops implementation plan (P4, P5).
- The LEA is required to engage with technical assistance providers, coaches, consultants, etc. The LEA may select free or low-cost technical assistance providers or may contract for services using IDEA Part B funds or local funds.

#### By August 15 (see [external guidance](#) for details)

- Enter into WISEgrants root cause(s), SMARTER goal(s), evidence-based strategies, continuous improvement plan, and technical assistance providers.
- Schedule three progress monitoring calls with DPI: Fall call (#1) to occur between September 1 and September 30; Summer call (#2) to occur between January 1 and January 30; Spring call (#3) to occur between April 15 and May 15.

#### Ongoing During 2026-27 School Year

- The LEA implements plan and collects/analyzes evidence of implementation (D1-D3, S1-S2).
- The LEA collects/analyzes evidence of changes in student outcomes (A1-A2).
- Engage in progress monitoring calls with DPI as outlined below (see [external guidance](#) for details)

#### Fall Call (September 1-30)

At least one week prior to scheduled call:

*Appendix: Needs Assistance / Intervention Required Actions*

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- The DPI-provided Progress Monitoring Report (focused upon a root cause analysis reflection and alignment with continuous improvement plan).

***Winter Call (January 1-31)***

At least one week prior to scheduled call, submit to WISEgrants:

- Continuous Improvement Process (CIP) Self-Assessment data.
- Updated DPI-provided Progress Monitoring Report (focused upon a reflection on implementation and impact of improvement strategies).

***Spring Call (April 15-May 15)***

At least one week prior to scheduled call, submit in WISEgrants:

- Updated DPI-provided Progress Monitoring Report (focused upon facilitators/barriers to progress and sustaining improvement efforts).