

State of Wisconsin

Part B Annual Performance Report

2012-2013

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

By

Wisconsin Department of Public Instruction

February 1, 2014



Contents

	Page
Overview of the APR Document	3
Indicator	
1 Graduation	5
2 Dropout.	8
3 Participation and Performance on State Assessment	10
4 Suspension/Expulsion.....	15
5 Environment, Ages 6-21.....	21
6 Environment, Ages 3-5.....	23
7 Preschool Outcomes.....	25
8 Parent Involvement.....	31
9 Disproportionality	37
10 Disproportionality in Specific Disability Areas.....	41
11 Timely Evaluations	45
12 Early Childhood Transition (Part C to Part B)	49
13 Postsecondary Transition Goals	52
14 Postsecondary Outcomes	56
15 General Supervision.....	73
16 Complaints	76
17 Due Process Hearings	77
18 Resolution Sessions.....	78
19 Mediation.....	79
20 Timely and Accurate Data.....	82
Appendix:	
A. Activities Overview	
B. Worksheet 15B	
C. Parent Survey, ages 3-5	
Parent Survey, ages 6-21	

Overview of the Annual Performance Report Development

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

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 2012 reporting period and other responsive APR information for Indicators 1, 2, 3, 4A, 4B, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 18, and 19; and information to address any deficiencies identified in the OSEP letter responding to WDPI's February 1, 2013, submission of the FFY 2011 SPP/APR.

In completing the SPP and APR, WDPI used the SPP and APR Instructions, the Part B Indicator/M Measurement Table with Instructions, the SPP and APR templates, and the Indicator 15 Worksheet. In addition, WDPI participated in SPP / APR technical assistance conference calls with OSEP and North Central Regional Resource Center.

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.

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://sped.dpi.wi.gov/> 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.

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.

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 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

Part B State Annual Performance Report (APR) for 2012

Wisconsin
State

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. 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 cycle. 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
2011 (2011-2012)	85% of students with disabilities will graduate with a regular diploma

Actual Target Data for 2011-12:

2011-12 SY	Regular Diploma	Expected to Complete High School	Regular Diploma Graduation Rate
Students with Disabilities	5,475	7,979	68.6%
Students without Disabilities	54,596	60,660	90.0%
All Students	60,071	68,639	87.5%

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 2011-2012 for the FFY 2012 APR. The actual numbers used in the calculation are provided above. The State has used the 4-year adjusted cohort graduation rate required under the ESEA for reporting. Targets and data for this indicator are the same as used for reporting to the Department under Title I of the ESEA. For FFY 2011, the State's

Part B State Annual Performance Report (APR) for 2012

Wisconsin
State

graduation rate for students with disabilities is 68.6%. This is an increase of 1.5% from FFY 2010 reporting. The state missed the target for this indicator by 16.4%.

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 2011-12:

There was progress in the percent of youth with IEPs graduating from high school with a regular diploma when comparing FFY 2010 data with FFY 2011. Wisconsin is advancing education reforms to ensure every child graduates ready for further education and the workplace. Under his Agenda 2017, State Superintendent Tony Evers is committed to increasing graduation rates for all students. To achieve these goals and advance education for all students, he believes we must focus around four simple, but powerful areas:

[Standards and Instruction](#): What and how should kids learn?

[Assessments and Data Systems](#): How do we know if they learned it?

[School and Educator Effectiveness](#): How do we ensure kids have highly effective teachers and schools?

[School Finance Reform](#): How should we pay for schools?

Two initiatives designed to positively impact graduation rates in Wisconsin are the Wisconsin Response to Intervention (RtI) Center and the

Wisconsin Positive Behavioral Interventions and Supports (PBIS) Network. The Rtl Center is dedicated to ensuring all students have equal access to supports for long-term academic and behavioral success. The Center's goal is to assist Wisconsin schools with putting into operation high-quality instruction, balanced assessment and collaborative practices and systems. The Rtl framework includes 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. 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 (<http://rti.dpi.wi.gov/>).

Additionally, WDPI continues to help Wisconsin LEAs better understand compliance requirements and promising practices in the area of postsecondary 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 Transition Improvement Grant (<http://www.wsti.org/>). This greater understanding of effective transition planning and implementation will increase student engagement and positively impact the rates of graduation of students with disabilities in Wisconsin.

WDPI implemented the improvement activities as outlined in the SPP, including the activities further described in the APR activities table found in Appendix A.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

Please see the APR activities table found in Appendix A for revisions, if needed, to improvement activities and resources.

Part B State Annual Performance Report (APR) for 2012

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
2011 (2011-2012)	No more than 2.19% of students with disabilities will drop out

Actual Target Data for 2011-12:

2011-2012 SY Grades 7-12	Dropouts	Expected to Complete School Term	Dropout Rate
Students with Disabilities	1,038	53,046	1.96%
Students without Disabilities	4,323	339,829	1.27%
All Students	5,361	392,875	1.37%

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

As instructed in the Part B Indicator Measurement Table, Wisconsin is reporting data from 2011-2012 for the FFY 2012 APR. The actual numbers used in the calculation are provided above. As permitted, the state is choosing to report using the same data source and measurement that the State used for its FFY 2011 APR that was submitted on February 1, 2013. The percent of youth with IEPs dropping out of high school in 2011-2012 was 1.96% compared to 2.46% in 2010-2011. For 2011-2012, the State's percent of youth with IEPs dropping out of school decreased by 0.5% from the previous APR. The State met and exceeded the target for this indicator by 0.23%.

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 2011-2012:

The dropout rate for FFY 2011 reporting is 0.5% lower than that rate reported for FFY 2010. The State made progress on this indicator. WDPI 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 table in Appendix A. Additionally, WDPI continues to help Wisconsin LEAs better understand compliance requirements and promising practices in the area of postsecondary 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 Transition Improvement Grant (<http://www.wsti.org/>). This greater understanding of effective transition planning and implementation will increase student engagement and decrease the dropout rate of students with disabilities in Wisconsin.

WDPI implemented the improvement activities as outlined in the SPP, including the activities further described in the APR activities table found in Appendix A.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

Please see the APR activities table found in Appendix A for revisions, if needed, to improvement activities and resources.

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 scoring at or above proficient against grade level, modified and alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned, and calculated separately for reading and math)]. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

FFY	Measurable and Rigorous Target
2012 (2012-2013)	<p>Percent of districts meeting AYP in reading: 90% Percent of districts meeting AYP in math: 90%</p> <p>Participation rate for children in reading: 95% Participation rate for children in math: 95%</p> <p>Proficiency for children in reading: 25.8% Proficiency for children in math: 35.6%</p>

Actual Target Data for 2012-13:

A. Percent of Districts Meeting the State’s AMO Targets

The Wisconsin Department of Public Instruction (WDPI) applied for and was granted a waiver of the requirements to determine Adequate Yearly Progress (AYP) for LEAs and schools as part of requesting flexibility under Title I of the Elementary and Secondary Education Act (ESEA); therefore, the state used Annual Measurable Objectives (AMO) data for accountability reporting under Indicator 3 Measurement A.2.

As directed by OSEP, WDPI is reporting against the previous AYP targets because the state did not establish targets for the percent of districts meeting the AMOs in Reading and Math as part of the state’s waiver for flexibility. Under the waiver, AMOs were set for student subgroups, with results to be reported by school. No statewide targets were set for the percentage of districts that meet subgroup AMOs, e.g., students with disabilities subgroup (<http://www2.ed.gov/policy/eseaflex/approved-requests/wi.pdf>, pages 71-73).

AMO 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 20 SwD for each grade span and if so, whether it (b) met the AMO of 25.8% in Reading and 35.6% in Math for 2012-13. In order to miss AMO at the district level for the students with disabilities subgroup in Reading or Math, a district must miss AMO 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 grade 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 AMO purposes. The use of grade spans for determining AMO is unique to the district level. At the school level, no grade spans are used for accountability purposes.

During FFY 2012, one hundred-seven LEAs met the minimum cell size for students with disabilities in all relevant grade spans for reading. Of these 107 LEAs, eighty-three met the AMO threshold for the students with disabilities subgroup in all grade spans for reading. One hundred-six LEAs met the minimum cell size for students with disabilities in all relevant grade spans for mathematics. Of these 106 LEAs, seventy-six met the AMO threshold for the students with disabilities subgroup in all grade spans for mathematics.

Percent = # of districts, that met the state’s AMO targets for students with disabilities divided by the number of districts that met the minimum students with disabilities cell size.

Subject	# of Districts Meeting 2012-13 AMO Targets	# of Districts Meeting Min. SwD Cell Size	% of Districts Meeting AMO Targets for Disability Subgroup
Reading	83	107	77.6%
Math	76	106	71.7%

B. Participation Rate

Please note: Wisconsin did not have any children with IEPs participating in alternate assessments against grade level standards for SY 2012-13.

Grade / Subject	# of Children with IEPs Participating in the Assessment	# of Children with IEPs	2012-13 Overall Participation Rate	Outcome
3rd Gr. Reading	8257	8325	99.2%	Met Target
3rd Gr. Math	8278	8325	99.4%	Met Target
4th Gr. Reading	8523	8570	99.5%	Met Target
4th Gr. Math	8537	8570	99.6%	Met Target
5th Gr. Reading	8701	8751	99.4%	Met Target
5th Gr. Math	8698	8751	99.4%	Met Target
6th Gr. Reading	8810	8879	99.2%	Met Target
6th Gr. Math	8815	8879	99.3%	Met Target
7th Gr. Reading	8820	8890	99.2%	Met Target
7th Gr. Math	8826	8890	99.3%	Met Target
8th Gr. Reading	8625	8718	98.9%	Met Target
8th Gr. Math	8623	8718	98.9%	Met Target
10th Gr. Reading	8008	8190	97.8%	Met Target
10th Gr. Math	7978	8190	97.4%	Met Target

Data Source: From Wisconsin Student Assessment System (WSAS) 2012-13 SY.

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.

Part B State Annual Performance Report (APR) for 2012

C. Performance Rates

Please note: Wisconsin did not have any children with IEPs participating in alternate assessments against grade level standards for SY 2012-13.

Grade / Subject	# of Children with IEPs Scoring at or Above Proficient Against Grade Level, Modified and Alternate Academic Achievement Standards	# of Children who Received a Valid Score and for whom a Proficiency Level was Assigned	2012-13 Overall Proficiency Rate	Outcome
3rd Gr. Reading	1435	8255	17.4	Missed Target
3rd Gr. Math	2384	8278	28.8	Missed Target
4th Gr. Reading	1331	8523	15.6	Missed Target
4th Gr. Math	2352	8537	27.6	Missed Target
5th Gr. Reading	1361	8701	15.6	Missed Target
5th Gr. Math	2182	8698	25.1	Missed Target
6th Gr. Reading	1171	8807	13.3	Missed Target
6th Gr. Math	1976	8815	22.4	Missed Target
7th Gr. Reading	1234	8818	13.9	Missed Target
7th Gr. Math	1574	8826	17.8	Missed Target
8th Gr. Reading	1147	8624	13.3	Missed Target
8th Gr. Math	1385	8623	16.1	Missed Target
10th Gr. Reading	1111	8006	13.9	Missed Target
10th Gr. Math	1152	7978	14.4	Missed Target

Data Source: Wisconsin Student Assessment System (WSAS) 2012-13 SY.

In the application for flexibility under Title I of the ESEA, Wisconsin set ambitious but achievable annual measurable objectives in Reading and Math proficiency by subgroup. Wisconsin’s approach to selecting AMOs was based on the following premise: in order for AMOs to be ambitious as well as achievable, targets must be set based on a combination of known data (i.e., What are the best schools able to accomplish?) and ambitious timelines that press a sense of urgency. Wisconsin’s re-setting of proficiency is aligned with the National Assessment of Educational Progress (NAEP) proficiency levels. This sets an ambitious goal, and one that involves the need for rapid progress by groups that are traditionally under-achieving.

Data posted on the WDPI website: WISEdash (Wisconsin Information System for Education Data Dashboard) at <http://wisedash.dpi.wi.gov/Dashboard/portalHome.jsp>

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

Relative to FFY 2011 reporting, there was slippage in the percent of districts meeting AYP of 22.4% and 28.3% for Reading and Math, respectively. This decrease from FFY 2011 can be attributed in part to three factors: sharp increases in AMO targets for the students with disabilities subgroup; an increase in the number of LEAs meeting the minimum cell size for district AMO calculation; and an increase in the number of districts missing AMO in all three grade span areas.

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

For FFY 2012 reporting, the AMO for the students with disabilities subgroup in reading is 25.2%, increasing by 6% annually. No grade level met AMO for the SwD subgroup for reading, however progress was made in fifth and eighth grades relative to FFY 2011 reporting. For mathematics, the AMO for the students with disabilities subgroup is 35.6%, increasing by 7.4% annually. No grade level met AMO for the SwD subgroup for reading, however, progress was made in sixth grade mathematics relative to FFY 2011 reporting. Decreases from FFY 2011 can be attributed in part to the sharp increases in AMO targets for the students with disabilities subgroup.

WDPI implemented the improvement activities as outlined in the SPP, including the activities further described in the APR activities table found in Appendix A.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

Please see the APR activities table found in Appendix A for revisions, if needed, to improvement activities and resources.

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

Part B State Annual Performance Report (APR) for 2012

4A Actual Target Data for FFY 2011

As instructed in the Part B Indicator Measurement Table, Wisconsin is reporting data from the 2011-2012 school year for the FFY 2012 APR.

School Year	# Districts with Significant Discrepancy	Total # of Districts	Percent of Districts with Significant Discrepancy
2011-12	5	443	1.13%

Data Source: Individual Student Enrollment System (ISES)

Calculation for 4A (FFY 2011)

$$5/443 = 0.011286681$$

$$0.011286681 \times 100 = 1.13\% \text{ Statewide}$$

The State examined the data for 2011-12, 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. LEAs are identified as having a significant discrepancy in the rate of suspension and expulsion if they exceed a rate two standard deviations above the mean of all LEAs in the state. For FFY 2011 reporting this rate was 2.33% (the mean was 0.32% and the standard deviation was 1.005%).

Using the State's criteria, WDPI identified five LEAs, or 1.13%, with significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year during 2011-12. This percentage reflects a .23 % increase from the previous reporting period. The state met its target for Indicator 4.

The minimum "n" size of four students with disabilities suspended/expelled for more than 10 days resulted in excluding 419 districts from the calculation. Of those 419 districts, 313 (75%) had no students with disabilities suspended or expelled for greater than 10 days. With stakeholder input, in January 2013, WDPI reduced the minimum cell size of 4 students with disabilities to 2 students with disabilities to account for smaller districts that may have high percentages of students with disabilities suspended or expelled for more than 10 days but do not meet the minimum cell size. This change will impact next year's results for Indicators 4A and 4B.

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.

Part B State Annual Performance Report (APR) for 2012

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 five LEAs identified in 2011-12 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. Based on the department's review, WDPI determined the policies, procedures, and practices were in compliance for three of the LEAs identified with significant discrepancy. Noncompliance was identified in two of these districts. The LEA identified with noncompliance had policies and procedures that were in compliance, and therefore, no revisions were required. However, implementation of a requirement was in error. Consequently, WDPI required the two LEAs to revise its practices. 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.

Report on the Status of Correction of 4A Noncompliance Identified in 2010-11

WDPI has verified correction of noncompliance for the one LEA identified with noncompliance in 2010-11 and reported in the FFY 2011 APR. The LEA had policies and procedures that were in compliance, and therefore, no revisions were required. However, implementation of a requirement was in error. Consequently, WDPI required the LEA to revise its practices and verified, consistent with OSEP Memorandum 09-02, within one year from the date of written notification that the LEA was correctly implementing the specific regulatory requirement based on a review of updated data; and had corrected the individual cases of noncompliance. To verify correction of each individual case of noncompliance, WDPI reviewed the student records and ensured the noncompliance was corrected. To verify the LEA is correctly implementing the regulatory requirement, WDPI reviewed updated data collected through on-site monitoring; WDPI selected and reviewed a reasonable sample of records to ensure 100% compliance.

4B Actual Target Data for FFY 2011

As instructed in the Part B Indicator Measurement Table, Wisconsin is reporting data from the 2011-2012 school year for the FFY 2012 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
2011-2012	443	6	0	0.00%

Data Source: Individual Student Enrollment System (ISES)

Calculation for 4B

$0/443 = 0.0000000$
 $0.000000 * 100 = 0.00\%$

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. LEAs are identified as having a significant discrepancy in the rate of suspension and expulsion if they exceed a rate two standard deviations above the mean of all LEAs in the state. For FFY 2011 reporting this rate was 2.33% (the mean was 0.32% and the standard deviation was 1.005%).

Using the State's criteria, WDPI identified six LEAs with significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year during 2011-12. All six LEAs were identified with significant discrepancy for African-American 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 425 LEAs from the calculation for significant discrepancy by race/ethnicity. Of those districts, 313 had no students with disabilities suspended or expelled for greater than 10 days in the school year.

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.)

WDPI reviewed the six LEA'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://sped.dpi.wi.gov/sped_forms06).

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 six 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).

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 four LEAs. The LEAs identified with noncompliance had policies and procedures that were in compliance, and therefore, no revisions were required. WDPI conducted additional data reviews and interviews using standard protocols and determined there were no racial patterns of noncompliance. There was no evidence that the noncompliant practices 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 2011-12. WDPI will verify, consistent with OSEP Memorandum 09-02, the districts identified with noncompliance have corrected all identified noncompliance.

Report on the Status of Correction of 4B Noncompliance Identified in 2010-11

WDPI has verified correction of noncompliance for the one LEA identified with noncompliance in 2010-11 and reported in the FFY 2011 APR. The LEAs had policies and procedures that were in compliance, and therefore, no revisions were required. However, procedural requirements were not properly implemented. Consequently, WDPI required the LEA to revise its practices and, consistent with OSEP Memorandum 09-02, verified within one year from the date of written notification that the LEA was correctly implementing the specific regulatory requirement based on a review of updated data; and had corrected the individual case of noncompliance. To verify correction of each individual case of noncompliance, WDPI reviewed the student records and ensured the noncompliance was corrected. To verify the LEA is correctly implementing the regulatory requirements, WDPI reviewed updated data collected through on-site monitoring; WDPI selected and reviewed a reasonable sample of records to ensure 100% compliance.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY2012:

No districts had noncompliance that contributed to the significant discrepancy. WDPI identified five LEAs, or 1.13%, with significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year during 2011-12. This percentage reflects a .23 % increase from the previous reporting period. The state met its target for Indicator 4. WDPI identified six LEAs with significant

Part B State Annual Performance Report (APR) for 2012

Wisconsin
State

discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year during 2011-12. The State met its target of 0% for Indicator 4B during 2011-12.

WDPI implemented the improvement activities as outlined in the SPP, including the activities further described in the APR activities table found in Appendix A.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

Please see the APR activities table found in Appendix A for revisions, if needed, to improvement activities and resources.

Monitoring Priority: FAPE in the LRE

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

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

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

Measurement:

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

FFY	Measurable and Rigorous Target
<p>2012 (2012-2013)</p>	<p>Inside the regular class 80% of day: 65% Inside the regular class less than 40% of day: 9.4% In separate schools, residential facilities, or homebound/hospital placements: 0.9%</p>

Actual Target Data for 2012-13:

2012-13 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	66,224	106,962	61.91%
B. Percent of children with IEPs aged 6 through 21 served inside the regular class less than 40% of the day	10,669	106,962	9.97%
C. Percent of children with IEPs aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements	1,320	106,962	1.23%

Data Source: Part B, Individuals with Disabilities Education Act Implementation of FAPE Requirements 2012.

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.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2012-13:

The State had a 2.49% increase in the percentage of children with IEPs aged 6 through 21 served inside the regular class 80% or more of the day, from 59.42% in the previous reporting period to 61.91% during this reporting period. There was a 0.04% decrease in the percentage of children with IEPs age 6 through 21 served inside the regular class less than 40% of the day. There was a 0.03% increase in the percentage of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements from the previous reporting period.

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.

WDPI implemented the improvement activities as outlined in the SPP, including the activities further described in the APR activities table found in Appendix A.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

Please see the APR activities table found in Appendix A for revisions, if needed, to improvement activities and resources.

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
2012 (2012-2013)	<ul style="list-style-type: none"> A. 32% of preschool children with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. 25% of preschool children with IEPs attending a separate special education class, separate class, separate school, or residential facility.

Actual Target Data for FFY 2012:

2012-13 Environment Data Ages 3-5

	Student Count	Total Students	Percent
A. Percent of preschool children with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	5,316	16,325	32.56%
B. Percent of preschool children with IEPs attending separate special education class, separate school or residential facility	3,633	16,325	22.25%

Data Source: Part B, Individuals with Disabilities Education Act Implementation of FAPE Requirements 2012.

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.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2012-13:

WDPI met its target for both indicator 6a and 6b. Relative to the baseline data reported in FFY 2011, Wisconsin made progress of 1.58% and 3.64% for indicators 6a and 6b, respectively. 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.

WDPI implemented the improvement activities as outlined in the SPP, including the activities further described in the APR activities table found in Appendix A.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

Please see the APR activities table found in Appendix A for revisions, if needed, to improvement activities and resources.

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

Measurement for Summary Statement 1:

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

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

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

FFY	Measurable and Rigorous Target
<p>2012 (2012-2013)</p>	<p>Outcome A1: 79.8 % of those children who entered or exited the program below age expectations in Outcome A substantially increased their rate of growth by the time they exited the program</p> <p>Outcome A2: 70.3% of children were functioning within age expectations in Outcome A by the time they exited the program.</p> <p>Outcome B1: 82.7% of those children who entered or exited the program below age expectations in Outcome B substantially increased their rate of growth by the time they exited the program.</p> <p>Outcome B2: 70.5% of children were functioning within age expectations in Outcome B by the time they exited the program.</p> <p>Outcome C1: 82.6% of those children who entered or exited the program below age expectations in Outcome C substantially increased their rate of growth by the time they exited the program.</p> <p>Outcome C2: 80.7% of children were functioning within age expectations in Outcome C by the time they exited the program.</p>

Part B State Annual Performance Report (APR) for 2012

Actual Target Data for FFY 2012
Progress categories for A, B, and C.

A. Positive social-emotional skills (including social relationships):	Number of children	% of children
a. Percent of children who did not improve functioning	26	0.8%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	361	11.4%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	483	15.2%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	902	28.5%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	1,397	44.1
Total	3,169	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	21	0.7%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	494	15.6

Part B State Annual Performance Report (APR) for 2012

c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	726	22.9%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	1,269	40.0%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	659	20.8%
Total	3,169	100%

C. Use of appropriate behaviors to meet their needs:	Number of children	% of children
a. Percent of children who did not improve functioning	28	0.9%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	272	8.6%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	293	9.2%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	786	24.8%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	1,790	56.5%
Total	3,169	100%

Summary Statements	% of children
Outcome A: Positive social-emotional skills (including social relationships)	
1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	78.2%
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.	72.5%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)	
1. Of those preschool children who entered or exited 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.	79.5%
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.	60.8%
Outcome C: Use of appropriate behaviors to meet their needs	
1. Of those preschool children who entered or exited 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.	78.2%
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.	81.3%

Part B State Annual Performance Report (APR) for 2012

Wisconsin
State

The state has reported, as required, progress data and actual target data for FFY 2012. Wisconsin uses the ECO Child Outcomes Summary Form (COSF) which includes the criteria for defining “comparable to same-aged peers” as a child who has been assigned a score of 6 or 7 on the COSF.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

For Outcome A, the State missed the target for Summary Statement 1 by 1.6% and exceeded the target for Summary Statement 2 by 2.20%. The state had slippage of 2.3% for Summary Statement 1 relative to FFY 2011, and progress of 3.4% for Summary Statement 2.

For Outcome B, the State missed the target for Summary Statement 1 by 3.2%. This result represents slippage of 3.3% from FFY 2011. The State missed the Summary Statement 2 target by 9.7%. This result represents progress from FFY 2011 of 1.6%.

For Outcome C, the State missed the target for Summary Statement 1 by 4.4%. This result represents slippage from the previous year of 5.3%. The State exceeded the target for Summary Statement 2 by 0.6%. This represents progress from FFY 2011 of 1.6%.

Using the [ECO Pattern Checking Table](#), the state analyzed FFY 2010 data and found anomalies in the entry and exit rating distribution patterns. High percentages of children were rated a 6 or 7 in Outcomes 1 and 3, particularly those with a speech-language eligibility determination. Improvement activities were revised in FFY 2011 to address these findings. As a result, in FFY 2012 the entry rating distribution patterns show more children rated in the 4-5 range at entry and fewer children rated in the 6-7 range. What appears to be slippage in the percentages from FFY 2011 to 2012 is due in part to more accurate determination of child outcome ratings.

WDPI implemented the improvement activities as outlined in the SPP, including the activities further described in the APR activities table found in Appendix A.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

Improvement activities in FFY 2013 will include a continuation of the data review process. Because anomalies are still occurring in the exit rating patterns, improvement activities will target the exit rating process.

Please see the APR activities table found in Appendix A for revisions, if needed, to improvement activities and resources.

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
2012 (2012-2013)	77.5% of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Actual Target Data for 2012

Based on the FFY 2012 distribution of proportionate agreement, 78% 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 77.5% for FFY 2012. This result is based on the combined lowest percentage of agreement on items of the School Age and Preschool surveys.

Computational details are shown below:

a = Number of Respondents that agree with lowest % agreement of performance measures for School Age = 1,142

b = Number of Respondents that agree with lowest % agreement of performance measures for Preschool = 218

(a + b) = Total Number of Respondents that agree with lowest % agreement of performance measures (Preschool + School Age) = 1,360

n1) = Number of Completed Surveys that *answered the question* for lowest agreement of performance measures for School Age = 1,498

n2) = Number of Completed Surveys that *answered the question* for lowest agreement of performance measures for Preschool = 255

N = Total Number of Completed Surveys that *answered the question(s)* for lowest agreement of performance measures (n1 School Age + n2 Preschool) = 1,753

Part B State Annual Performance Report (APR) for 2012

Total Number of Respondents that agree with lowest % agreement of performance measures (a School Age + Preschool) divided by Total Number of Completed Surveys *that answered the question(s)* for lowest agreement of performance measures (n1 School Age + n2 Preschool) = (a + b)/N x 100 = (1,142 + 218)/ 1,753 X 100 = 77.58%.

Indicator Narrative

The FFY 2012 data were processed from a total of 1,886 surveys returned by parents and primary caregivers of school age and preschool children and youth. Of those who returned a survey, a total of 94 declined to give their consent (N = 78 for school age and N = 16 for preschool). Of those who chose to provide their consent, data were compiled from 1,808 valid surveys (N = 1,540 parents of school age youth and N = 268 parents of preschool children). Altogether, the State selected a statewide sample of 4,881 potential respondents, yielding a response rate of 37%, identical to that of the FY 2011 parent survey. This response rate can be compared with the average return of 27.9% for all States based on information obtained from the *School Age State Performance Plan/Annual Performance Report: FFY 2011 Indicator Analysis*.

Representativeness

WDPI utilizes a sampling methodology for this indicator. Approximately one-fifth of LEAs statewide participate every year, with Milwaukee Public Schools participating on an annual basis. This representative sample of LEAs was designed to ensure valid and reliable data are collected from LEAs with respect to Indicators 8, 14, and 15. The sample is representative of the state in the following ways: geographically by CESA, enrollment by student population of the LEA, racial/ethnic demographics, and enrollment by disability category. In aggregate, each year's sample of LEAs represents a 95% confidence interval of the median enrollment by race/ethnicity and disability category.

Student Characteristics: Race and Ethnicity

Table 01: Percent Representation of Race and Ethnicity (In Percent)

Race/Ethnicity	School Age Survey (N=1456)	Preschool Survey (N=253)
Hispanic/Latino	6.73%	6.32%
American Indian or Alaska Native	2.34%	2.77%
Asian	0.76%	0.79%
Black or African American	6.11%	4.74%
Native Hawaiian or Other Pacific Islander	0.00%	0.00%
White	81.73%	81.03%
Two or more races	2.34%	4.35%

Student Characteristics: Disability Categories

Table 02: Percent Representation of Disability Categories of Students (In Percent)

Disability	School Age Survey (N=1456)	Preschool Survey (N=253)
Autism	8.79%	4.35%
Cognitive Disability	8.10%	2.37%
Emotional Behavioral Disability	11.06%	0.79%
Hearing Impairment	1.30%	0.00%
Orthopedic Impairment	0.69%	1.19%
Other Health Impairment	16.41%	4.35%
Significant Developmental Delay	0.00%	20.95%
Specific Learning Disability	31.11%	0.00%
Speech/Language Impairment	21.98%	65.22%
Traumatic Brain Injury	0.21%	0.40%
Visual Impairment	0.34%	0.40%

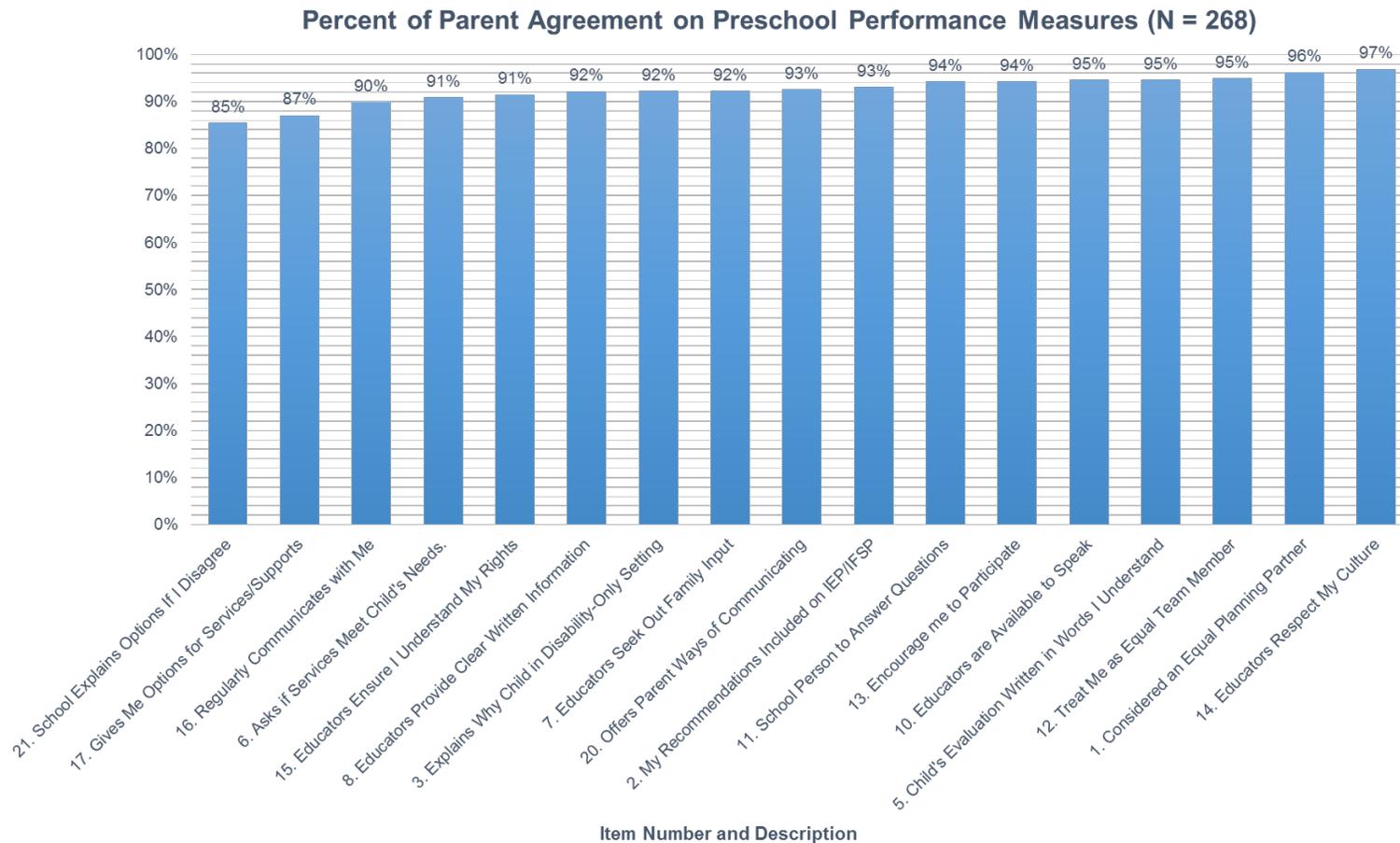
Reliability Analysis

In addition to ascertaining the degree to which the current data are valid, the issue of reliability must also be addressed since both elements are critical in obtaining results which can be used for improvement planning. In order to analyze the reliability of these data, a Cronbach’s Alpha analysis was conducted for the FFY 2012 school age and preschool survey data. This statistic serves as a measure of internal consistency—that is, how well the items in the survey are measuring a concept, in this case parent involvement. Reliability estimates can range from 1.0 to 0.0 (zero), where reliabilities close to 1.0 are considered to be very good, while estimates close to 0.0 represent very poor internal consistency. The reliability estimate calculated for the performance measures of the school age survey yielded an item reliability of .977, while the reliability estimate calculated for the performance measures for the preschool survey were calculated at .975. These estimates indicate that the survey has demonstrated a high level of reliability based on widely recognized standards of survey scale measurement.

Performance Measure Percentages: Preschool

The figure below presents the distribution of percent respondent agreement across the set of items which constitute the statewide performance measures on the preschool survey. As shown, performance measures ranged from a low of 85% to a high of 97% with a median 93%. The median is an average which indicates the “halfway point” where percentages calculated for survey items reflected agreement levels greater than 93%, while the other half of the items were found to be below that point. These results compare quite favorably with those found on the FFY 2011 survey where a Coefficient of Determination (r^2) of .73 was calculated. This coefficient is an indicator of “effect size,” which estimates the magnitude of the relationship between the survey results of FFY 2011 and FFY 2012. Generally, any Coefficient of Determination greater than .60 (>.60) is considered to be “strong.”

Figure 1. Percent of Parent Agreement on Preschool Performance Measures



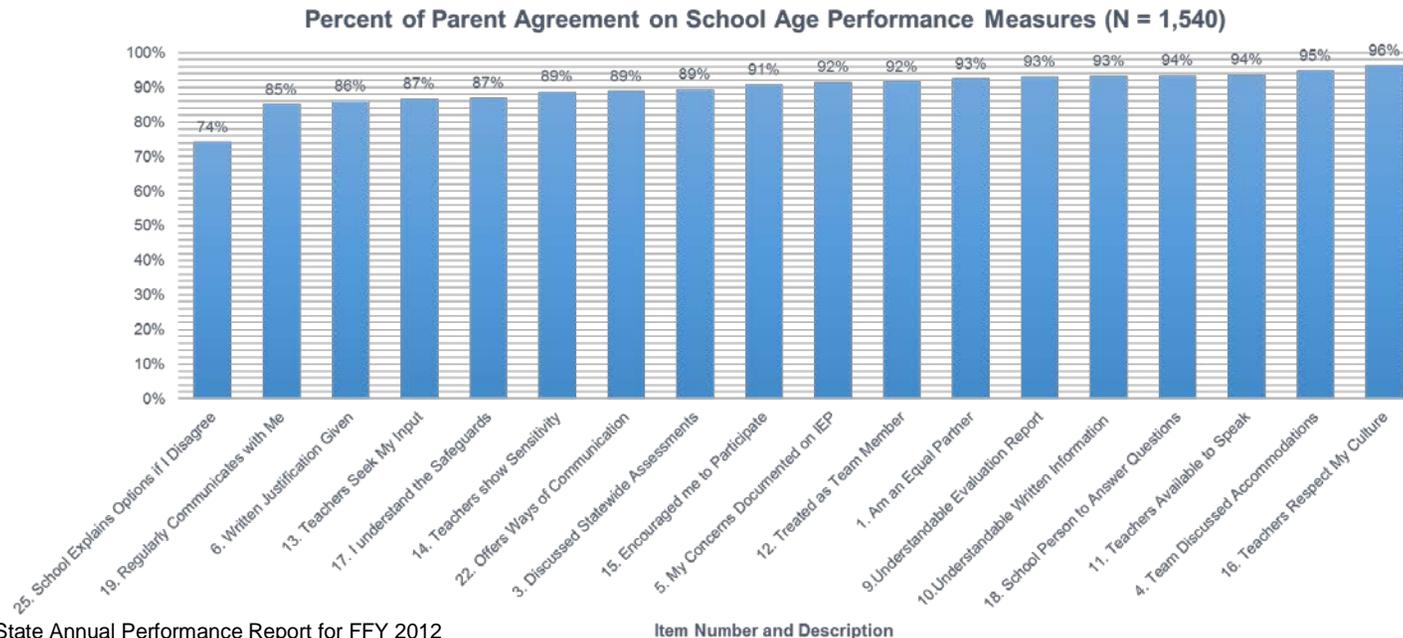
While a strong relationship magnitude of agreement was observed between the results of the FFY 2011 and FFY 2012 survey, some differences were noted as well. For example, the lowest percentage of agreement in both FFY 2011 and FFY 2012 was on an item which asked parents about the extent to which they agreed that people from preschool special education, including teachers and other service providers, explain what options parents have if they disagree with a decision made by the preschool special education program. In FFY 2011, 79% of the parents indicated that the school explained their options. In 2012, the percentage on this item was found to be 85%, representing a difference of 6 percentage points higher. Overall, in FFY 2012, the state increased its percent of agreement by an average (mean) of 2% calculated for all items.

Performance Measure Percentages: School Age

Figure 2 shows the distribution of the percent of agreement across the set of performance measures included in the school age survey. A very strong magnitude of agreement was found between the FFY 2011 and the FFY 2012 data as reflected by a Coefficient of Determination of .97. Very little variability was noted in the agreement ratings and their relative rank order. When considering each performance measure separately, a low of 74% was found for a performance measure which asked parents about the extent to which they agreed that the school explains what options parents have if they disagree with a decision of the school. The highest percentage observed was on a performance measure that asked parents the extent to which teachers and school administrators respected their cultural heritage. In this case, 96% of the parents agreed that their cultural heritage was respected by school staff. Similar to what was observed on the FFY 2011 report, an overall median of 91% was calculated. As indicated earlier, the median is an average which indicates the point—in this case, 91% —where half the percentages calculated for survey items showed agreement level of more than 91%, while the other half of the survey items were lower than 91%.

Summary for Highest and Lowest Percentage of Agreement

Figure 2 Percent of Parent Agreement on School Age Performance Measures



As indicated earlier, the lowest percentage of agreement (85%) for the preschool survey was on an item which asked parents about the extent to which they agreed that people from preschool special education, including teachers and other service providers, explain what options parents have if they disagree with a decision made by the preschool special education program. In contrast, the highest percentage of agreement was found on an item in which parents were asked to respond regarding whether teachers and administrators respected their cultural heritage. Ninety-seven (97%) of preschool parents indicated their agreement that teachers and administrators had showed respect for their cultural heritage.

Similar “low” and “high” results were observed in identical items which also appeared on the school age survey. For example 74% of school age parents agreed the school explains what options parents have if they disagree with a decision of the school. This item represented the lowest level of agreement among parents on this survey. In FFY 2011, this item was calculated 78%, four percentage points higher than what was found in the current reporting period. Likewise, the highest rating of agreement was found on a survey item which asked respondents if teachers and administrators respected their cultural heritage. In this case, 96% of school age survey respondents indicated that their cultural heritage was respected.

Table 03: Lowest-Highest Percent of Agreement for the Performance Measures

<i>Survey</i>	<i>N</i>	<i>Lowest % Agreement of Performance Measure</i>	<i>Highest % Agreement of Performance Measure</i>
Preschool Survey	268	85	97
School Age Survey	1,540	74	96

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012

The state exceeded the FFY 2012 target for this indicator by 0.08%. This represents slight slippage of 0.72% when compared to the FFY 2011 period. This is within the margin of error of 2.60%, and therefore does not imply the decrease is statistically significant, or reflect systemic shifts in the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

WDPI implemented the improvement activities as outlined in the SPP, including the activities further described in the APR activities table found in Appendix A. A copy of each parent survey is included in Appendix C.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012

Please see the APR activities table located in Appendix A for revisions to improvement activities.

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 2012, 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 FFY2012 reporting period, i.e., after June 30, 2013. If inappropriate identification is identified, report on corrective actions taken.

FFY	Measurable and Rigorous Target
2012 (2012-2013)	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.

Definition of disproportionate representation:

1. **Risk Ratio of 2.0 or Greater:** In calculating the risk ratio for over-representation, WDPI uses the Westat technical assistance guidance for calculating disproportionality based on risk ratio: risk for racial/ethnic group for disability category / risk for comparison group for disability category.
2. **Calculating Risk:** Because white students have been the unit of comparison used by the National Research Council in their analysis of this issue, 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.

3. **Cell size:** To be identified for over-representation based on statistical data, a racial or ethnic group must have at least ten students with disabilities in a given cell used for risk ratio analysis, and a total enrollment of 100 students for the 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.

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 2012:

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 2012 is 0%. The State met the FFY 2012 target of 0%.

During FFY 2012, 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.

For seven districts, WDPI did not identify any areas of noncompliance. 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 seven 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.

In one district, WDPI identified noncompliance. For the remaining district, WDPI conducted a review of the district's policies, procedures, and practices related to the requirements of 34 CFR 300.111, 300.201, and 300.301 through 300.311. The district has either adopted WDPI's model policies and procedures or has submitted policies and procedures that have been reviewed and approved by WDPI staff. The district also has either adopted the department's model IEP forms or uses forms approved by WDPI. In determining eligibility for special education, the district uses state eligibility criteria. All policies, procedures, and practices are race neutral. Through the procedural compliance self-assessment, WDPI identified noncompliance with Part B evaluation requirements in this district. WDPI conducted additional data reviews and interviews using standard protocols. WDPI will verify consistent with OSEP Memorandum 09-02 the identified noncompliance has been corrected.

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.

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 by 447, the total number of districts, times 100. The total number of districts includes 424 public school districts, 21 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 2012 is 0%. The number of districts excluded in FFY 2012 because of the State's cell size is 312. The number of excluded districts is consistent with Wisconsin's demographic and geographic populations. Significant racial diversity occurs in distinct geographical regions; over 56% of districts have student populations that are greater than 90% white students.

WDPI elects 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, distinct but related statewide components offer a scaffolding of technical assistance and professional development to districts.

Report on the Status of Correction of Noncompliance Identified in FFY 2011

During FFY 2011, WDPI identified noncompliance with Part B child find, evaluation, and/or eligibility requirements in two LEAs; however the noncompliance did not result in inappropriate identification and contribute to the district's disproportionate representation of racial and ethnic groups in special education and related services.

Part B State Annual Performance Report (APR) for 2012

Wisconsin
State

WDPI verified within one year from the date of written notification the two LEAs have corrected the noncompliance consistent with OSEP Memo 09-02, are correctly implementing the specific regulatory requirements and have corrected the individual cases of noncompliance. To verify correction of each individual case of noncompliance, WDPI reviewed the student records and ensured the noncompliance was corrected. To verify the LEA is correctly implementing the regulatory requirement, WDPI reviewed updated data collected through on-site monitoring; WDPI selected and reviewed a reasonable sample of records to ensure 100% compliance.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

WDPI met the target for this indicator and there was neither progress nor slippage from FFY 2011.

WDPI implemented the improvement activities as outlined in the SPP, including the activities further described in the APR activities table found in Appendix A.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

Please see the APR activities table found in Appendix A for revisions, if needed, to improvement activities and resources.

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 FFY 2012, 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 2012, i.e., after June 20, 2013. If inappropriate identification is identified, report on corrective actions taken.

FFY	Measurable and Rigorous Target
2012 (2012-2013)	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.

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 uses the Westat technical assistance guidance for calculating disproportionality based on risk ratio: risk for racial/ethnic group for disability category / risk for comparison group for disability category.
2. **Calculating Risk:** Because white students have been the unit of comparison used by the National Research Council in their analysis of this issue, 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.

3. **Cell size:** To be identified for over-representation based on statistical data, a racial or ethnic group must have at least ten students with disabilities in a given cell used for risk ratio analysis, and a total enrollment of 100 students for the 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.

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 (cognitive disabilities, specific learning disabilities, emotional behavioral disability, 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 2012:

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 2012 is 0%. The State met its FFY 2012 target of 0%.

During FFY 2012, WDPI identified 34 districts with disproportionate over-representation in one or more special education disability categories. Of these districts, 15 were identified as having disproportionate over-representation of African American students in a special education disability category; eight districts were identified as having disproportionate over-representation of American Indian students, and seven districts were 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, one district was identified with over-representation of African American and Hispanic students, and one district was identified with over-representation of African American students and students identified as having two or more races.

In its review of the policies, procedures, and practices, the Department did not identify any areas of noncompliance with Part B for 22 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 22 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 twelve districts, WDPI identified 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 twelve 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 twelve 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 will verify consistent with OSEP Memorandum 09-02 the identified noncompliance has been corrected.

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

To determine the percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that were the result of inappropriate identification, WDPI divided 0 by 447, the total number of LEAs, times 100. The total number of LEAs includes 424 public school districts, 21 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 2012 is 0%. The number of districts excluded in FFY 2012 because of the State's cell size is 312. The number of excluded districts is consistent with Wisconsin's demographic and geographic populations. Significant racial diversity occurs in distinct geographical regions; over 56% 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 components offer a scaffolding of technical assistance and professional development to districts.

Report on the Status of Correction of Noncompliance Identified in FFY 2011

During FFY 2011, WDPI identified five districts with noncompliance with Part B in the areas of child find, evaluation, and/or eligibility requirements. These five 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; however, the noncompliance did not result in inappropriate identification that contributed to disproportionate representation of racial and ethnic groups in specific disability categories.

WDPI verified within one year from the date of written notification the five LEAs have corrected the noncompliance consistent with OSEP Memo 09-02, are correctly implementing the specific regulatory requirements, and have corrected the individual cases of noncompliance. To verify correction of each individual case of noncompliance, WDPI reviewed the student records and ensured the noncompliance was corrected. To verify the LEA is correctly implementing the regulatory requirement, WDPI reviewed updated data collected through on-site monitoring; WDPI selected and reviewed a reasonable sample of records to ensure 100% compliance.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

WDPI met the target for this indicator and there was neither progress nor slippage from FFY 2011. WDPI implemented the improvement activities as outlined in the SPP, including the activities further described in the APR activities table found in Appendix A.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

Please see the APR activities table found in Appendix A for revisions, if needed, to improvement activities and resources.

Monitoring Priority: Effective General Supervision Part B / Child Find

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

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

Measurement:

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

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

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

FFY	Measurable and Rigorous Target
<p>2012 (2012-2013)</p>	<p>100% of children with parental consent to evaluate, were evaluated and eligibility determined within 60 days</p>

Actual Target Data for FFY 2012:

The State uses its *Procedural Compliance Self-Assessment* to collect data on this indicator. For FFY 2012, ninety-four 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 2012 was 98.80%. The State demonstrated substantial compliance for this indicator.

Part B State Annual Performance Report (APR) for 2012

a. # of children for whom parental consent to evaluate was received:	9,086
b. # determined not eligible whose evaluations and eligibility determinations were completed within 60 days:	3,389
c. # determined eligible whose evaluations and eligibility determinations were completed within 60 days	5,588
Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation in FFY 2010.	98.80%

Formula:

Percent = b + c divided by a times 100.

$$(3,389 + 5,588) \div 9,086 \times 100 = 98.80\%$$

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). The range of days beyond the 60-day time line is one (1) calendar day to 65 calendar days. Of the agencies that did not complete an initial evaluation within the 60-day time line, 81.82% did so within 30 calendar days or less beyond the 60-day time line. Reasons for the delays include: unavailability of staff; unavailability of parents, scheduling problems, snow days, and timeline calculation errors.

Correction of FFY 2011 Findings of Noncompliance:

Level of compliance (actual target data) State reported for FFY 2011 for this indicator: 98.91%

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	26
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	26
3. Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Part B State Annual Performance Report (APR) for 2012

Consistent with OSEP memo 09-02, WDPI verified each LEA with noncompliance identified in FFY 2011: (1) is 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 is no longer within the jurisdiction of the LEA.

To verify each instance of individual student noncompliance was corrected, WDPI staff reviewed a randomly drawn sample of initial evaluation records of students who were in the LEA's original *Procedural Compliance Self-Assessment* sample submitted during the 2011-12 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 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 2011-12 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.

Part B State Annual Performance Report (APR) for 2012

Wisconsin
State

Following these two-pronged verification procedures, which are consistent with OSEP Memo 09-02, the WDPI determined all LEAs found in noncompliance during FFY 2011 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 2012:

FFY 2012 data represent slippage of 0.11% relative to data reported in the FFY 2011 APR; however the state is in substantial compliance with the requirement associated with this indicator. WDPI has reviewed its improvement activities to ensure future compliance.

WDPI implemented the improvement activities as outlined in the SPP, including the activities further described in the APR activities table found in Appendix A.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

Please see the APR activities table found in Appendix A for revisions, if needed, to improvement activities and resources.

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
2012 (2012-2013)	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 2012-2013:

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:	3,495
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays:	414
c. # of those found eligible who have an IEP developed and implemented by their third birthdays:	2,683

Part B State Annual Performance Report (APR) for 2012

d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services:	356
e. # of children who were referred to Part C less than 90 days before their third birthdays	24
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.	99.33%

*(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: **2,683/ (3,495-414-356-24) = 99.33%**

During FFY 2012, 99.33% of children referred by Part C prior to age 3, who were found eligible for Part B, had an IEP developed and implemented by their third birthdays.

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

1	Eligibility not determined
3	Determined to be NOT eligible after the third birthdays.
14	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 91 days.

The reasons for the delays for the 18 children that did not meet the transition timeline include:

- For 2 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 16 children, other reasons included scheduling conflicts, unavailability of staff, and staff unaware of IDEA requirements.

Status of Correction of Noncompliance identified in FFY 2011

WDPI made no findings of noncompliance in FFY 2011. All LEAs immediately (i.e., before the State issued a finding) corrected noncompliance and provided documentation of such correction. WDPI verified that each LEA with noncompliance identified in FFY 2011 for this indicator: (1) is correctly implementing the specific regulatory requirements at 100% compliance based on a review of data; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.

Part B State Annual Performance Report (APR) for 2012

Wisconsin
State

WDPI verified each individual case of noncompliance had been immediately corrected by verifying the children had eligibility determination or IEP implementation dates recorded in the electronic data collection system, known as the Program Participation System (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 to verify correction.

To verify current compliance, WDPI reviewed quarterly progress data in PPS for districts with FFY 2011 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. Based on a review of updated data, WDPI has verified each LEA with noncompliance in FFY 2011 is correctly implementing the requirements at 100% compliance.

Discussion of Improvement Activities Completed and Explanation of Progress that occurred for FFY2012:

The increase in Indicator 12 from 99.23% in FFY 2011 to 99.33% in 2012 represents progress of 0.10%. The state is in substantial compliance with this indicator.

WDPI implemented the improvement activities as outlined in the SPP, including the activities further described in the APR activities table found in Appendix A.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

Please see the APR activities table found in Appendix A for revisions, if needed, to improvement activities and resources.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

Measurement:

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

FFY	Measurable and Rigorous Target
<p>2012 (2012-2013)</p>	<p>100% of youth aged 16 and above with an IEP that includes appropriate measureable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.</p>

Actual Target Data for FFY 2012

For FFY 2012 WDPI developed a web-based Individualized Education Plan: Postsecondary Transition Plan (PTP) application to collect Indicator 13 data from all LEAs with students aged 16 and above with an IEP. The PTP also ensures every student’s IEP meets state and federal transition requirements. Individualized Education Program (IEP) teams develop a student’s transition plan using the PTP in real time during an IEP team meeting. Indicator 13 data is collected through the online application on an ongoing basis. Beginning in FFY 2012, the PTP is the state data system for monitoring Indicator 13 requirements. 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 will review all data it has received since the last time the State examined data from the database and made compliance decisions. WDPI makes findings of noncompliance and notifies LEAs when the data indicates noncompliance with the Indicator 13 transition requirements.

For FFY 2012 reporting year, WDPI reviewed each PTP of students aged 16 years and above to ensure compliance with Indicator 13 requirements. PTPs of 21,275 youth aged 16 and above were reviewed. Of these IEPs, 21,010 met compliance with the transition requirements of Indicator 13.

Number of youth with IEPs aged 16 and above.	21,275
Number of youth with IEPs aged 16 and above with IEPs 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	21,010
Indicator 13 Percentage	98.75%

Calculation: $21010 / 212754 = 0.9875$
 $0.9875 \times 100 = 98.75\%$

Part B State Annual Performance Report (APR) for 2012

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 2012-13 school year is 98.75%. The State has made annual progress, and has met the substantial compliance threshold of 95% for this indicator.

Verification of Correction of Noncompliance Identified in FFY 2011

Level of compliance (actual target data) State reported for FFY 2011 for this indicator: 79.28%

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	14
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	14
3. Number of FFY 2011 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

As instructed by OSEP in the FFY 2011 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 2011 corrected all noncompliance within one year of identification. The LEA 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 each individual case of noncompliance had been corrected, WDPI staff reviewed a random sample of IEPs of students who were in the LEA's sample 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 2011 has been corrected.

To verify current compliance, WDPI staff examined a separate sample of current student IEP records created after training and technical assistance of staff occurred. LEAs provided WDPI with a list of students with disabilities age 16 years old or older. 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. 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. The LEA then submitted a new, separate sample of the next new IEPs generated within a given timeframe after making the previous corrections. These records were then reviewed by WDPI staff to verify that the transition regulatory requirements were currently in compliance. In the event that one or more of the IEPs did not meet one or more of the transition regulatory requirements, the process continued until the LEA corrected each individual case of noncompliance, unless the child was no longer within the jurisdiction of the district, and the LEA was found in current compliance.

Following these two-pronged verification procedures which are consistent with OSEP Memo 09-02, the WDPI has determined that all LEAs found in noncompliance during FFY 2011 have corrected each individual case of noncompliance and are currently in compliance with 34 CFR 300.320(b).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

The State has made annual progress on this indicator, and is in substantial compliance (met the threshold of 95%) for this indicator. Compared with FFY 2011 results, Wisconsin made progress of 19.47% for Indicator 13 in FFY 2012. This progress is attributed, in part, to the development and rollout of the online Postsecondary Transition Plan (PTP) application. The PTP enables WDPI to efficiently collect Indicator 13 data and help ensure each student's IEP is in compliance with Indicator 13 requirements. The PTP contains electronic edit checks designed to prevent IEP documentation errors commonly resulting in noncompliance, while enhancing the discussion about transition and allowing the flexibility needed for student individualization in postsecondary transition planning. All LEAs were required to use the PTP beginning in the 2012-13 SY when developing postsecondary transition plans for students with disabilities aged 16 years and above.

WDPI implemented the improvement activities as outlined in the SPP, including the activities further described in the APR activities table found in Appendix A.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

Please see the APR activities table found in Appendix A for revisions, if needed, to improvement activities and resources.

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)] times 100.*
- 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
<p>2012 (2012-2013)</p>	<p>Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:</p> <ul style="list-style-type: none"> A. 44.5% enrolled in higher education within one year of leaving high school. B. 71.5% enrolled in higher education or competitively employed within one year of leaving high school. C. 83% enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Table 1, *2013 Wisconsin Statewide Indicator 14 Data for 2011-12 Exiters*, shows the outcome reporting categories, including the not engaged category, the number of leavers in each category, and the percentage of leavers in each outcome category. The table also shows the percentages for Measurements A, B, and C.

Table 1. FFY 2012 Wisconsin Statewide Indicator 14 Measures for 2011-12 Exiters	Count (N=711)	FFY 2012 Percentage
1. Higher Education <ul style="list-style-type: none"> • 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 	212	29.8%
2. Competitive Employment <ul style="list-style-type: none"> • 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 	210	29.5%
3. Other Postsecondary Education or Training <ul style="list-style-type: none"> • 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 	22	3.1%
4. Other Employment <ul style="list-style-type: none"> • 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 	74	10.4%
A. Higher Education (#1) divided by 711 (total respondents)	212	29.8%
B. Higher Education and Competitive Employment (#1 + #2) divided by 711 (total respondents)	422	59.4%
C. Higher Education and Competitive Employment and Other Postsecondary Education or Training and Other Employment (#1 + #2 + #3 + #4) divided by 711 (total respondents)	518	72.9%
5. Not Engaged <ul style="list-style-type: none"> • <i>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</i> <ul style="list-style-type: none"> • <i>Never any postsecondary education or employment: (137) 19.3%</i> • <i>Missing data points; less than a full-term postsecondary education; under employed: (56) 7.9%</i> 	193	27.1%

All percentages based on current Total Respondents of 711 statewide respondents, with the Count being divided by the Total Respondents.

Based on the FFY 2012 data, Wisconsin missed the targets for this indicator. Measurement A, rates of participation in higher education, shows a decrease of 4.92% from the previous reporting period. Measurement B, combining rates of higher education and competitive employment, shows a decrease of 5.12% from FFY 2011 to FFY 2012. This is directly impacted by the decrease in enrollment in higher education, 4-year colleges and universities specifically. Measurement C, a combination of all categories of engagement, has decreased by 6.90%. Again, this is mainly attributed to the decrease in enrollment in higher education, 4-year colleges and universities specifically. Rates of participation in competitive employment show a statistically insignificant decrease of 0.4% relative to FFY 2011. Participation in some other postsecondary education or training programs decreased 0.19% and participation in some other employment decreased by 0.62% compared to the previous reporting period.

Regarding postsecondary education or training of the 711 respondents:

- 296 (42%) participated in some type of postsecondary education program in the year since leaving their secondary placement. Of those,
 - 147 respondents attended full-time (50%) and 82 (28%) attended part-time, and 32 (11%) completed their program.
 - 35 (12%) respondents participated in some type of postsecondary program, but discontinued before completing.
 - The reasons most often cited is wanting to discontinue (didn't like it), or found they didn't have the skills necessary to continue.
 - Other reasons cited included not getting the support they needed, stress, school was more difficult than they thought, and lack of guidance and support in class.
- 413 (58%) never attended any further education or training program (some were employed).
 - The highest percentage (27%) of those who have not attended reported they plan to attend in the future.
 - Other reasons for not continuing their education include not wanting or planning to continue, not having the necessary skills, health or disability prevents participation, don't know what they want to do yet.
- 2 (<1%) respondents did not know or declined to answer to this question.

Regarding employment of the 711 respondents:

- 519 (73%) had worked at some time since leaving high school (some attended a postsecondary education or training program). Of those,
 - 456 (64%) worked for 90 or more days.
 - 339 (48%) respondents met the criteria of 'competitive employment'.
 - Of the 339 meeting the criteria of Competitive Employment, 129 attended a higher education program and are therefore not represented in the unduplicated Competitive Employment count.
 - 117 (16%) respondents met the criteria of 'other employment'.
 - Of the 117 meeting the criteria of Other Employment, 43 attended a higher education or other education or training program and are therefore not represented in the unduplicated Other Employment count.
 - 63 (9%) worked less than 90 days.
- 190 (27%) reported never being employed within the year of leaving their secondary placement.
 - 63 (9%) respondents had not worked at least 90 days.
 - The highest percentage who worked less than 90 days stated they could not find work (25%).
 - 21 (4%) respondents earned less than minimum wage.
 - 108 (21%) respondents worked less than 20 hours per week.
 - 20 (4%) respondents worked in a sheltered environment.
- 2 (<1%) respondents did not know or declined to answer to this question.

Regarding nonengagement of 193 respondents:

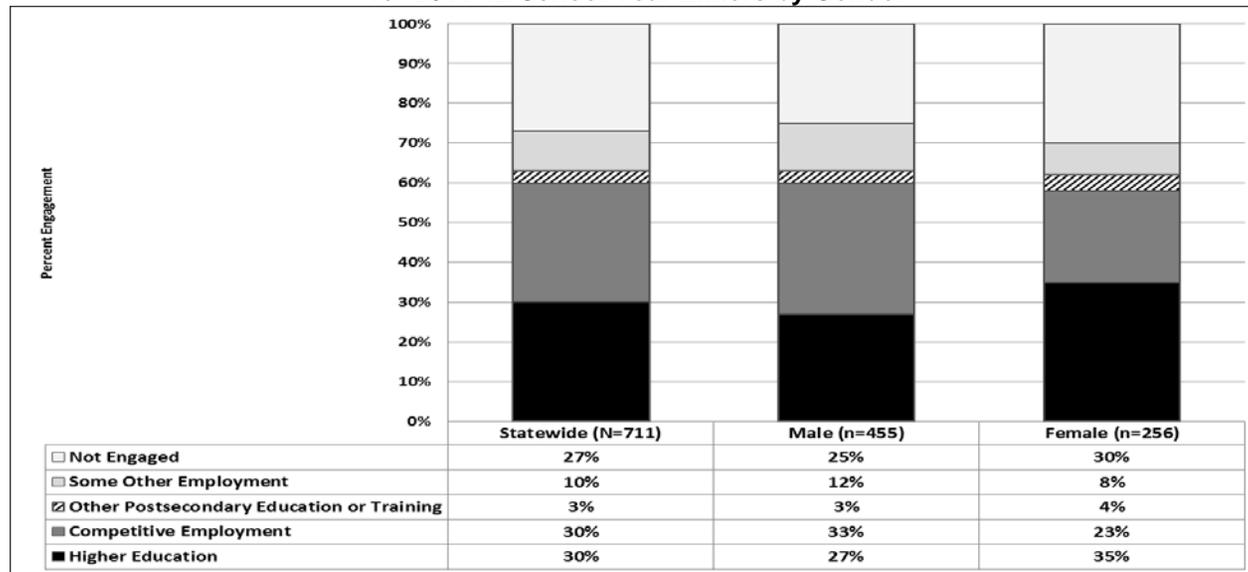
- Of the 711 youth who responded to the FFY 2012 survey, 27% (193) of respondents did not meet the OSEP criterion of any of the reporting categories. Of those,
 - 19% (137) of youth reported neither participating in any type of postsecondary education or training nor being employed since exiting their secondary education program.
 - 8% (56) worked for less than 90 days, worked in-a non-community setting, earned less than minimum wage, worked less than 20 hours per week or had missing data points (i.e. declined to respond or did not know the answer to a question).

Disaggregated Outcomes by Subgroups

To further examine the outcomes of youth with disabilities, much time and effort is spent reviewing outcomes by gender, ethnicity/race, disability and type of exit. Several statewide reports are written and posted to the [Wisconsin Post School Outcomes \(WiPSO\) website](#), and provide an in-depth analysis on multiple levels. The WDPI has worked with the NPSO Center to create and implement the Wisconsin Post School Outcomes Data Use Toolkit (DUT) and Facilitator's Guide to assist individual districts in data analysis of their local outcomes compared to statewide outcomes. Using the DUT, LEAs have available to them an auto-filled report which displays the major statewide and local outcomes for the Indicator 14 reporting categories for gender, ethnicity/race, disability and type of exit. 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 can also view a duplicated count of participation in post school activities. This way, in addition to the Indicator 14 reporting requirements, all the activities in which youth have participated can be considered. For example, if a leaver 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), all of these activities would be represented in the outcomes; under Indicator 14, only participation in higher education would be counted in the reported measures. Viewing outcomes data two ways further assists districts in developing improvement strategies. Viewing duplicated data can also be useful when trying to understand gains or slippage.

Figure 1, *FFY 2012 Post School Outcomes by Gender*, shows the unduplicated outcome categories disaggregated by males and females.

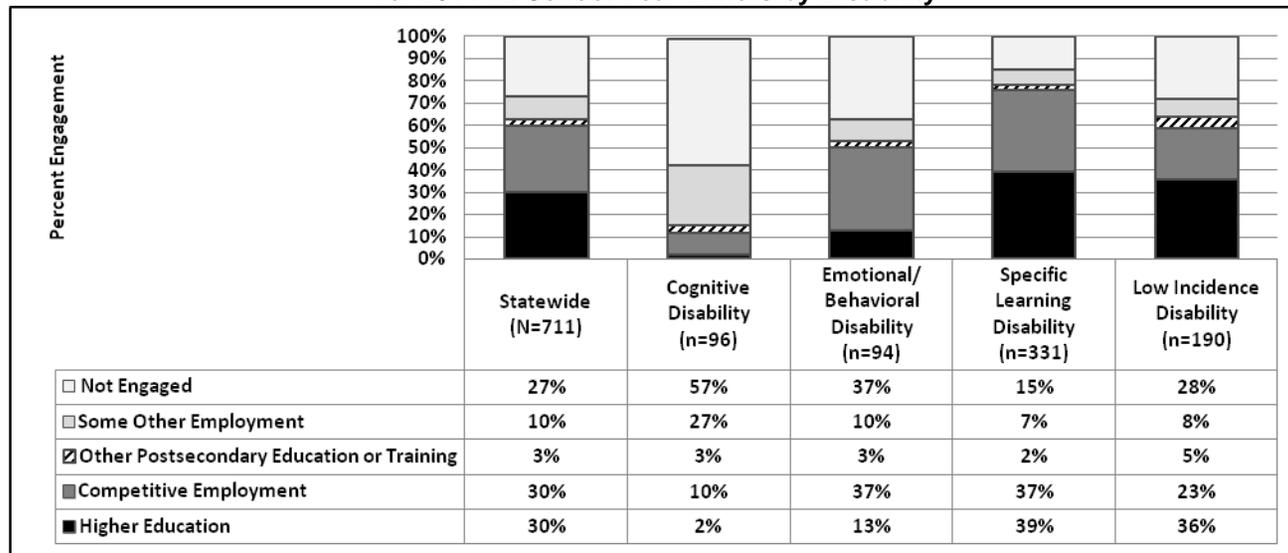
Figure 1. FFY 2012 Wisconsin IDEA Part B SPP/APR Indicator 14: 2013 Post School Outcomes for 2011-12 School Year Exiters by Gender



A higher percentage of females (35%) were enrolled in higher education than males (27%). A higher percentage of males (33%) were competitively employed than females (23%). The percentage of males (3%) and females (4%) enrolled in other postsecondary education or training was nearly the same. A higher percentage of males (12%) than females (8%) were engaged in other employment. A higher percentage of females (30%) were categorized as not engaged than males (25%). Of the 193 youth classified as not engaged, 116 were males and 77 were females. Of these 193 youth, 56 youth (i.e. 37 males; 19 females) were enrolled or worked, but did not meet the federal criteria for being engaged.

Figure 2, *FFY 2012 Post School Outcomes by Disability*, shows the unduplicated outcome categories disaggregated by four disability categories: cognitive disability (CD), emotional/behavioral disability (EBD), specific learning disability (SLD) and low incidence (LI) disability (i.e. all other disabilities). Caution should be used when reviewing the outcomes of youth with EBD, as they are under-represented in the respondents.

Figure 2. FFY 2012 Wisconsin IDEA Part B SPP/APR Indicator 14: 2013 Post School Outcomes for 2011-12 School Year Exiters by Disability



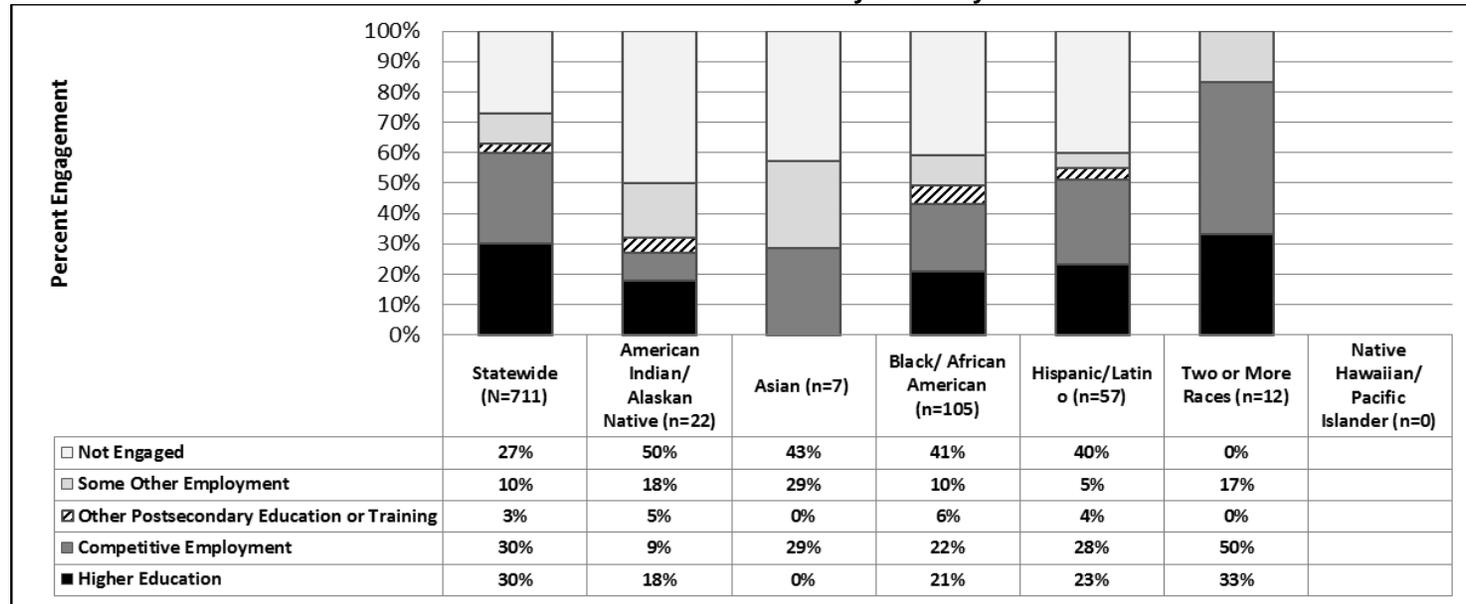
Across the four disability categories, enrollment in higher education ranged from 39% of youth in the SLD category to 2% of youth with CD. Competitive employment was highest for youth with EBD (37%) and SLD (37%). Competitive employment was lowest for youth in the LI category (23%) and for youth with CD (10%). All youth are nearly as likely to participate in some other postsecondary education or training program. Youth with CD have the highest percentage of respondents who participate in some other employment (27%), and also have the highest percentage of not engaged respondents (57%). Youth with SLD have the lowest (15%) percentage of not engaged respondents, with 37% of youth with EBD and 28% of youth in LI not engaged.

Of the 193 youth classified as not engaged, 55 were youth with CD, 35 youth with EBD, 50 youth with SLD, and 53 with low incidence (LI) disabilities. Of these 193 youth, 56 youth (i.e. 7 CD, 18 ED, 21 SLD and 10 LI) were enrolled or worked, but did not meet the federal criteria of being engaged.

Further analysis of the criteria for competitive employment indicates a lower percentage of leavers with CD (58%) worked 90 or more days than did youth with SLD (87%), EBD (82%) or LI (83%), and a lower percentage of leavers with CD (40%) have employment in the community than leavers with SLD (76%), EBD (60%) or LI (58%). A higher percentage of youth with CD earns minimum wage or greater (75%) and works less than 20 hours per week (37%) than youth in other categories (SLD = 93%, 83%; EBD = 81%, 83%; LI = 95%, 92%; respectively). Youth with CD are more likely than youth in all other categories to have any type of high school work experience, although they are least likely to have their job paid and in the community during high school and less likely to exit high school with a paying job. This information will be shared with schools and adult agencies to increase the skills and support services needed by youth with CD to be successfully employed.

Figure 3, *FFY 2012 Post School Outcomes by Ethnicity/Race*, shows the unduplicated outcome categories disaggregated by seven race/ethnicity categories: white, Hispanic/Latino, black or African American, Asian, American Indian/Native Alaskan, Native Hawaiian/Other Pacific Islander, and two or more races.

Figure 3. FFY 2012 Wisconsin IDEA Part B SPP/APR Indicator 14: 2013 Post School Outcomes for 2011-12 School Year Exiters by Ethnicity/Race



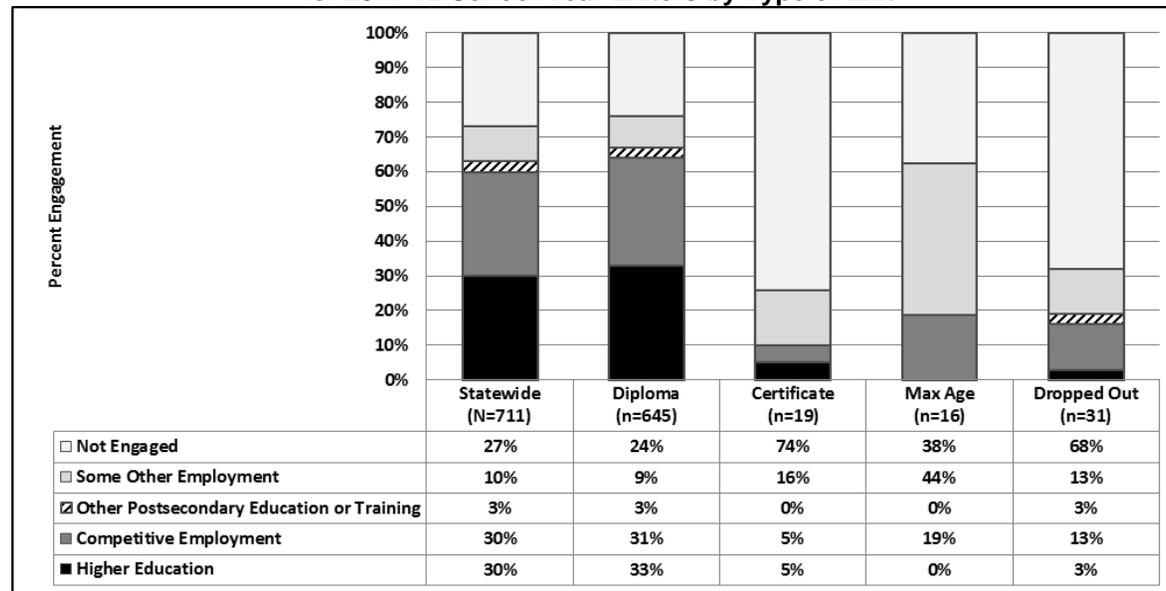
The percentage of respondents enrolled in higher education ranged from 33% for white respondents and 33% for respondents reporting two or more races to 0% for Asian respondents. The percentage of respondents found to be competitively employed ranged from 50% for respondents reporting two or more races to 9% American Indian/Alaskan Native. The percentage of respondents enrolled in other postsecondary education or training is fairly consistent, ranging from 0% Asian to 3% to 6% in the other subcategories (those who report two or more races report 0% but have 100% engagement in other reporting categories). The percentage of respondents in some other employment ranged from 29% of Asian youth to 5% for Hispanic/Latino youth. Fewer white youth (22%) are not engaged than minority youth (40%). Youth who report two or more races (0%) have the lowest percentage of youth that are not engaged, and American Indian/Alaska Native youth (52%) have the highest percentage of not engaged youth.

Of the 193 youth classified as not engaged, 58% youth were white and 42% were minority youth (i.e. 23 Hispanic/Latino, 43 Black or African American, 3 Asian, 12 American Indian/Alaska Native). Of these 193 youth, 29% of youth (33 white and 23 of minority youth (i.e. 8 Hispanic/Latino, 12 Black or African American, 0 Asian, 3 American Indian/Alaska Native) were enrolled or worked, but did not meet the federal

criteria for being engaged. While minority youth are representative in the statewide sample, caution should be used when interpreting these data as the number of respondents in some subcategories of race are small and may not be representative of all exiters in those subcategories.

Figure 4, *Post School Outcomes by Exit Type*, shows the outcome categories disaggregated by types of exit, including youth who exited with a diploma, a certificate of attendance, reached the maximum age of eligibility for services, or dropped-out of their secondary placement (i.e. did not return as expected). Caution should be used when reviewing the outcomes of youth who dropped-out, as they are under-represented in the respondents. Outcomes for leavers exiting through drop-out are best viewed over time and within the context of other Indicators. The percentage of youth enrolled in higher education ranged from 33% of youth who exited high school with a diploma to 0% of youth who reached the maximum age of eligibility for services, with 5% of youth who exited with a modified diploma/certificate and 3% of youth who dropped out. The percentage of youth competitively employed ranged from 31% of youth graduating with a high school diploma to 5% of youth who exited with a modified diploma/certificate, 13% who reached the maximum age of eligibility for services and 13% who dropped out. 0% of those who exited with a modified diploma/certificate or reached the maximum age of eligibility for services participated in some other postsecondary education or training program. The percentage of respondents in other employment ranged from 9% of youth who exited with a diploma to 44% who reached the maximum age of eligibility for services; youth who reached the maximum age of eligibility for services were most likely to be engaged in some other employment. Youth who exited with a diploma (24%) had the lowest rate of respondents not engaged, followed by respondents who reached the maximum age of eligibility for services (38%), youth who dropped-out (68%) and youth who exited with a modified diploma/certificate (74%) have the highest percentage of not engaged youth.

Figure 4. FFY 2012 Wisconsin IDEA Part B SPP/APR Indicator 14: 2013 Post School Outcomes for 2011-12 School Year Exiters by Type of Exit



Of the 193 youth classified as not engaged, 79% graduated with a high school diploma, 7% exited with a modified diploma/certificate, 3% aged-out, and 11% of youth dropped-out of high school. Of these 193 youth, 29% of youth (i.e. 46 high school diploma, 2 certificate or modified diploma, 0 aged-out, 8 dropouts) were enrolled or worked, but did not meet the federal criteria for being engaged. 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.

Data Collection

The following data collection activities occurred during FFY 2012:

- Contact information on the exited students was gathered by LEAs, verified, and entered into the secure district portion of the post school outcomes website (www.posthighsurvey.org).
- Between June 3 and Sept 27, 2013, survey responses were collected from students who left school during 2011-2012. 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 student had exited their secondary placement. Responses were also accepted from family or guardians as long as they were knowledgeable about the activities in which the former student participated while in high school and activities in which they are currently engaged.
- Responses were entered by St. Norbert College SRI on the post school outcomes website, which allows for immediate data entry and retrieval.
- In addition to the calls made by St. Norbert SRI, twelve transition coordinators in the Milwaukee Public School District (MPS) were trained to conduct interviews, both by phone call and in person. This was done to increase the 2013 response rates from previous survey years.
- In addition, four other LEAs also participated in interviewer training and conducted their own outcomes interviews under the supervision of the project director.
- Every exiter was attempted to be contacted up to six times, and to prevent survey bias, attempts were made during the day, evenings, and weekends, and were conducted in alternate languages or formats when needed.
- The interviews assess 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.
- Youth participation in high school employment, IEP preparation, and implementation of IEP goals as planned is also assessed.
- Data results are disaggregated by the both the SEA and the LEA by gender, ethnicity/race, disability and exit type, and LEAs can view outcomes by both the district outcomes and the outcomes of schools within the district.
- Additionally, the SEA disaggregates the data by school size, region of the state, county, and educational environment.

Response Rates and Representativeness

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 successfully completed surveys (the Respondent Group) to the total number of surveys intended to be completed (the Target Leaver Group). Table 1 summarizes what is known about the 2011-12 school leavers.

Baseline data from the FFY 2012 interviews for Indicator 14 were collected from 82 LEAs, including Milwaukee Public Schools. All 2011-12 school year leavers with disabilities from these districts were included in the FFY 2012 survey, and were attempted to be contacted by St. Norbert and the trained LEA interviewers.

Table 2, *FFY 2012 Survey Response Status of 2011-12 School Leavers*, indicates all 2011-12 leavers in the statewide sample (1789) were attempted to be contacted.

Responses were accepted from former students, and 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 1789, 32 (1.8%) had returned to high school, were still in school, graduated more than one year from the survey date or were deceased and therefore ineligible to participate in the post school outcomes survey and removed from the Target Leaver Group. Of the resulting 1757 leavers, 138 (6.6%) declined to complete the survey or were unavailable, and 908 (51.7%) were unable to be located or had non-working phone numbers. At the end of the survey period, there were 711 (40.5%) completed surveys for FFY 2012. This response rate is 7.7% higher than for FFY 2011.

The response rate for the FFY 2012 survey is 40.5% and reflects a confidence level of 95% +/- 2.84% (99% +/- 3.73%), 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.

Table 2. FFY 2012 Survey Response Status of 2010-11 School Exiters		
	Count	Percentage
Total School Exiters in Sample	1789	100%
Ineligible Contacts	32	1.8%
Total Eligible Exiters in Sample (Target Leaver Group)	1757	100%
Contacted Leaver: Declined/No Available Respondent	138	7.8%
No Contact/Lost to Follow-up/No Answer	908	51.7%
Eligible Completed Surveys (Respondent Group)	711	40.5%

A review of the reasons for unsuccessful contacts indicates a high percentage of youth (51.7%) who were attempted to be contacted could not be reached because the interviewer was unable to locate a current phone number or 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). Several strategies have been implemented to increase response rates. To address the low response rates attained in previous survey years in the Milwaukee Public School District, twelve district transition coordinators were trained to conduct the interviews with their own exiters. Most of the interviewers returned from the FFY 2011 survey year, which helped provide consistency with the survey process. Familiarity with the interviewer and the conducting the interviews both in person and on the telephone resulted in an increased response rate of 13% in FFY 2010 to 31% in FFY 2011 and 42% in FFY 2012. Many of the transition coordinators commented that it was very rewarding to call their former students, and in addition to achieving a higher percentage of completed interviews, were able to provide needed assistance at the time of the interview, mainly by providing contact information for DVR or postsecondary education programs.

In addition to MPS, four LEAs received interviewer training and conducted their own outcomes surveys. These interviewers reported the experience was very rewarding and helped them better understand the transition needs of district students and challenges students have after exiting. To further increase response rates, all districts included in the state sample received personalized assistance prior to the beginning of the surveys, during the interviewing process, and at the end of the district’s survey. LEAs continued to hard work to verify that each exiter had at least one valid phone number prior to the beginning of the interviews. Districts that contacted their own leavers had response rates much higher than the state response rate of 40%, ranging from 42% to 80%. Successfully contacting leavers one year after leaving high school continues to be a challenge and LEAs included during the FFY 2014 survey year will have the option to receive interviewer training and conduct their own outcomes interviews or have St. Norbert College Strategic Research Institute conduct the interviews on behalf of the district. Districts will continue to receive personalized assistance prior to and throughout the interview process to ensure increased response rates and accurate data collection.

The validity of the data determines whether the respondent group (Statewide Leavers) is representative of the target group (Statewide Sample) and allows for 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 3 shows this comparison.

Table 3. Representativeness of FFY 2012 Statewide Sample and Statewide Leavers

NPSO Response Calculator		Representativeness								
	Overall	LD	ED	MR	AO	Female	Minority	ELL	Dropout	
Target Leaver Totals	1757	794	319	193	451	586	547	0	173	
Response Totals	711	331	94	96	190	256	204	0	31	
Target Leaver Representation		45.19%	18.16%	10.98%	25.67%	33.35%	31.13%	0.00%	9.85%	
Respondent Representation		46.55%	13.22%	13.50%	26.72%	36.01%	28.69%	0.00%	4.36%	
Difference		1.36%	-4.94%	2.52%	1.05%	2.65%	-2.44%	0.00%	-5.49%	

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>.

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 is used to indicate a difference that exceeds a ±3% interval.

- **Disability** – Leavers with emotional/behavioral disabilities (EBD) are somewhat under-represented. Caution should be used when interpreting outcomes of youth with EBD as their responses may not be representative of all leavers with EBD. Subcategories of disability are representative. The percentage of youth with EBD under-represented in FFY 2012 is improved from the -5.91% in FFY 2011.
- **Gender** – Male and Female leavers are proportionally represented.
- **Ethnicity/Race** - leavers are proportionally represented.
- **Exit Type** – Leavers who dropped out are somewhat under-represented when compared to leavers who exited with a regular diploma, 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 drop-out. The percentage of drop-outs under-represented in FFY 2012 is much improved from the -14.06% in FFY 2011.

Missing Data and Selection Bias

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.

- The under-representativeness of youth in the categories of 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 the increased response rate each survey year. Consistency in reaching these leavers continues to be a challenge but response rates in these categories, as well as response rates for minority youth, are much improved in FFY 2012 from FFY 2011. New strategies were developed to specifically address locating these populations, including a youth-friendly [YouTube video](#) 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. Given the success of the Milwaukee Public Schools and other LEAs in conducting their own outcomes surveys, all LEAs included in FFY 2014 will have the option to receive the interviewer training so they can contact their local leavers.
- LEAs were asked to verify former student phone numbers in March and April the year 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 revised and shared with districts in their outcomes data collection year. Because of these additional efforts, the percentage of leavers with non-working phone numbers decreased from 61% in FFY 2011 to 52% in FFY 2012.
- District directors of special education were contacted when the survey center finished contacting all district leavers and were given additional time to locate a working phone number. The survey center then attempted to again contact former students with the updated phone numbers. Approximately 27% of districts added new contact information.
- 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 revised. 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, a low percentage of leavers declined to participate in the survey when successfully contacted (FFY 2012 = 11%, FFY 2011 = 9%). This practice will be continued, and as more LEAs contact their own leavers, this percentage is anticipated to decrease.

- 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 Strategic Research Institute (SRI), 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 (SRI 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.

Trend Data

Figure 5, *Trend Data Display for Measure A*, represents the baseline engagement rates and achieved outcomes data for Measurement A of Indicator 14, higher education. As seen in Figure 5, the baseline was 39.4% and the Rigorous and Measurable Target for FFY 2012 was 44.0%. The percentage of youth enrolling in higher education was 29.8%, therefore, in FFY 2012, we did not meet our target for Measure A.

Figure 5 indicates the achieved outcomes for FFY 2010 exceeded the targets, but achieved outcomes for FFY 2011 were below targets. This trend continued for FFY 2012, with a 5% decline of leavers participating in 4-year college or university programs, even though enrollment in 2-year colleges and community colleges stayed the same and there was an increase in enrollment in 2-year technical colleges. Fewer FFY 2012 leavers (58%) than FFY 2011 leavers (61%) report they planned to enroll in a postsecondary education program, but a much higher percentage report participating as planned while they were in high school in FFY 2012 (53%) than FFY 2011 (44%). Fewer plan to enroll in a postsecondary education program after working for one or more years following high school in FFY 2012 (27%) than in FFY 2011 (37%). Enrollment in 4-year programs has decreased over the past three years. This trend may, in part, be a result of widely publicized messages on the good value of attending a 2-year college or technical college in Wisconsin, as the participation in these programs stayed the same or showed a slight increase from FFY 2011. Improvement activities include plans to share information with high school students that enrollment in one of Wisconsin’s 2-year colleges or technical colleges continues to be a good value, and credits readily transfer to a 4-year Wisconsin college or university.

Figure 5. Wisconsin Trend Data for SPP Indicator #14 FFY 2012 for Measure A

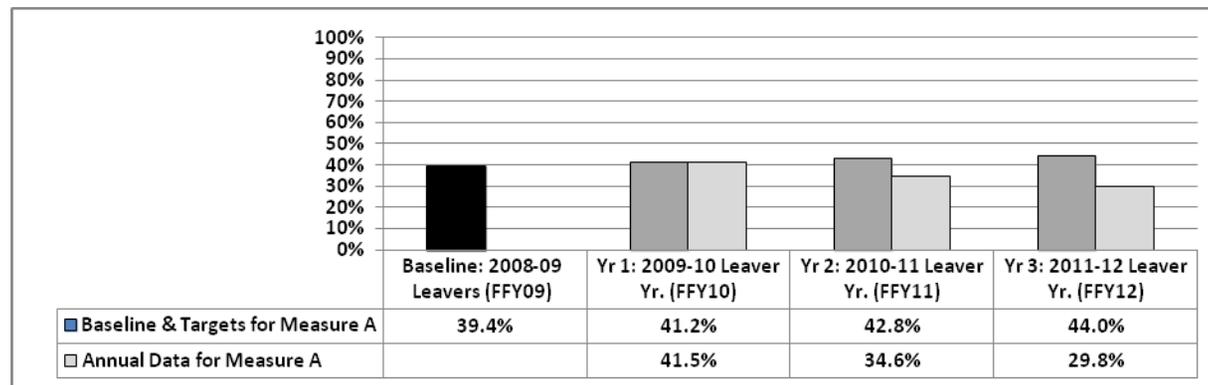


Figure 6, *Trend Data Display for Measure B*, represents the baseline engagement rates and achieved outcomes data for Measurement B of Indicator 14, higher education plus competitive employment. As seen in Figure 6, our Baseline measure B was 66.0% and the Rigorous and Measurable Target for FFY 2012 was 71.0%. The percentage of youth enrolling in higher education or competitively employed was 59.4%, therefore, in FFY 2012, we did not meet our target for measure B.

Participation in competitive employment stayed the same in FFY 2012 (30%) as in FFY 2011 (30%), and increased slightly from FFY 2010 (28.0%), but because of the 5% decrease in participation in higher education, the achieved outcomes is below the Measurement B reporting category, and the decrease in participation in 4-year colleges and universities was not realized as an increase in competitive employment.

Figure 6. Wisconsin Trend Data for SPP Indicator #14 FFY 2011 for Measure B

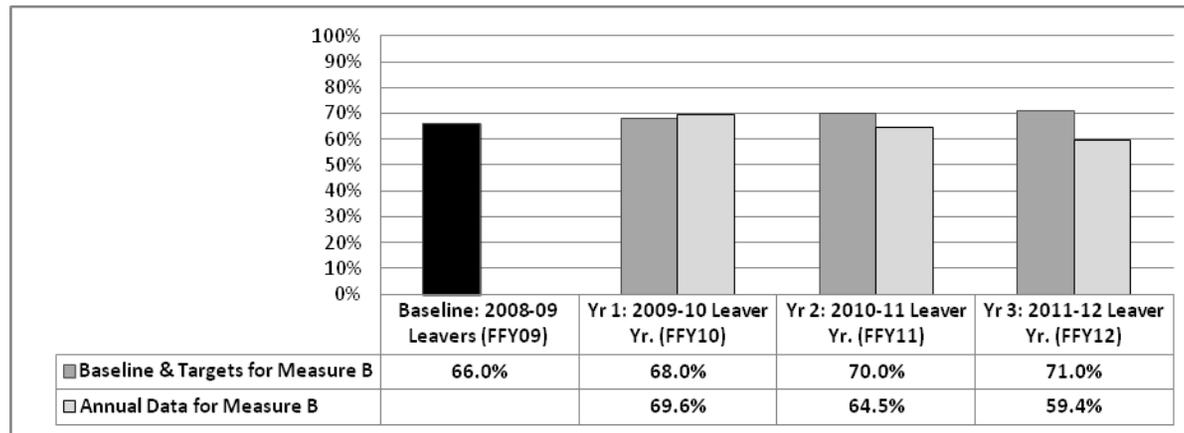


Figure 7, *Trend Data Display for Measure C*, represents the baseline engagement rates and achieved outcomes data for Measurement C of Indicator 14, higher education plus competitive employment plus other postsecondary education or training, plus other employment. As seen in Figure 7, our Baseline measure C was 79.9% and the Rigorous and Measurable Target for FFY 2012 was 83.0%. The percentage of youth enrolling in higher education or some other postsecondary education or training program competitively employed or engaged in other employment was 72.9%, therefore, in FFY 2012, we did not meet our target for measure C.

Figure 7 represents the Overall, Indicator 14 engagement rates in all of the combined reporting categories are lower for FFY 2012 than for FFY 2011 and for FFY 2010. And again, mainly due to the decrease in participation in the higher education programs (specifically 4-year colleges and universities) over the past two years, the reporting measurement for C is below targets.

Figure 7. Wisconsin Trend Data for SPP Indicator #14 FFY 2011 for Measure C

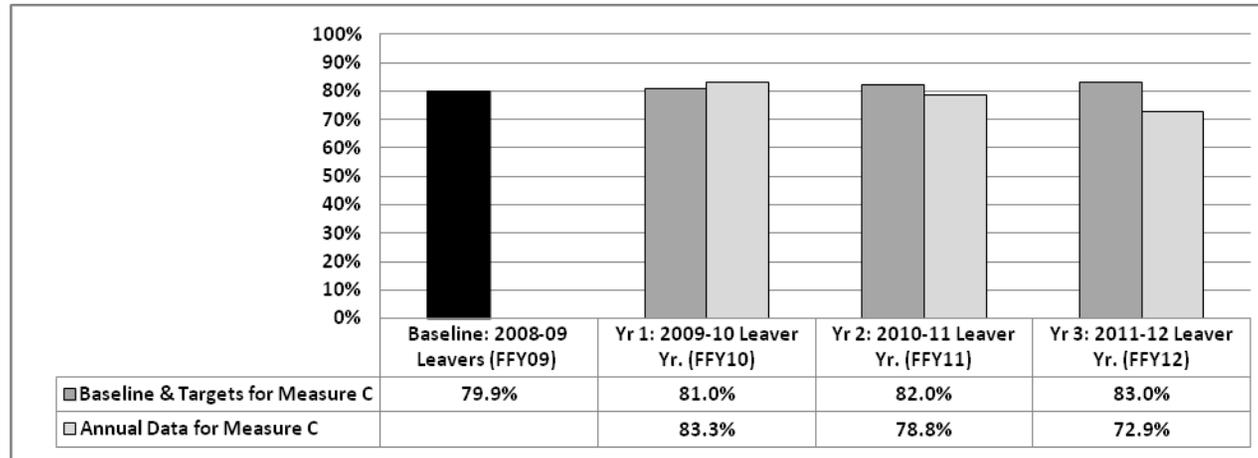


Table 5 provides a view of the target percentages and achieved outcomes for each survey year for the reporting measures.

Table 5. Wisconsin FFY 2009 Baseline, FFY 2010, FFY 2011 and FFY 2012 Targets, and Achieved FFY 2010 Outcomes for Indicator 14 Reporting Categories of Postsecondary Engagement

Indicator Component	Baseline FFY 2009	Target FFY 2010	Outcomes FFY 2010	Target FFY 2011	Outcomes FFY 2011	Target FFY 2012	Outcomes FFY 2012
A = Higher Ed	39.4%	41.2%	41.5%	42.8%	34.6%	44.0%	30.0%
B = Higher Ed. + Competitive Employment	66.0%	68.0%	69.6%	70.0%	64.5%	71.0%	59.3%
C = Higher Ed. + Competitive Employment + Other Ed/Training + Other Employment	79.9%	81.0%	83.3%	82.0%	78.8%	83.0%	72.8%

- A review of **Higher Education** outcomes data indicates participation decreased from 35% in FFY 2011 to 30% in FFY 2012 (FFY 2012 = 29.8% in FFY 2011 to 34.6%), representing a 4.8% overall decrease in participation.
 - A review of participation by the type of higher education indicates:
 - 2-year colleges or community colleges – no change (FFY 2012 = 6.8%; FFY 2011 = 6.7%)

- 4-year college and university programs – near 6% decrease (FFY 2012 = 5.3%; FFY 2011 = 11.0%)
- 2-year technical college programs – near 2% increase (FFY 2012 = 19.8%; FFY 2011 = 18.2%)
- Participation in **Some Other Postsecondary Education or Training** remained nearly the same (FFY 2012 = 9.4% in FFY 2011 = 9.2%).
 - A review of participation by the type of other education or training program indicates:
 - High school completion: FFY 2012 = 1.1% compared to FFY 2011 = 1.0%
 - Vocational school or short-term education program: FFY 2012 = 3.8% compared to FFY 2011 = 3.3%
 - Short-term employment or training program: FFY 2012 = 3.2% compared to FFY 2011 = 4.0%
 - Church Mission, humanitarian program or other formal volunteer program: FFY 2012 = 1.5% compared to FFY 2011 = 0.9%
 - Other: FFY 2012 = 1.1% compared to FFY 2011 = 1.0%
- A review of **Competitive Employment** outcomes data indicates overall engagement remained nearly the same in FFY 2012 as FFY 2011 (FFY 2012 = 29.5; FFY = 29.9%), as did all criterion for competitive employment.
- A review of **Some Other Employment** outcomes data indicates engagement in other types of employment remained nearly the same in FFY 2012 as FFY 2011 (FFY 2012 = 10.4%; FFY 2011 = 11.0%).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

The percentage of youth enrolled in higher education (Measure A) decreased; the percentage of youth enrolled in higher education plus engaged in competitive employment decreased (Measure B), and percentage of youth enrolled in higher education plus the percentage of youth engaged in competitive employment or other employment or other postsecondary education (Measure C), decreased. A review of the data shows the most influential cause of the slippage is the decrease in participation in 4-year colleges from 11.0% in FFY 2011 to 5.3% in FFY 2012. Outcomes in competitive employment, other employment and other postsecondary education, while slightly lower in FFY 2012 than FFY 2011, represent a non-significant change. Because of the way the Indicator 14 reporting data is "rolled-up", the significant decrease in 4-year college participation causes every category to be depressed, even though all other reporting categories are nearly the same as in FFY 2011. Although the targets for each measure were not met, progress towards the goals continues.

WDPI implemented the improvement activities as outlined in the SPP, including the activities further described in the APR activities table found in Appendix A.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

The newly developed Transition Improvement Grant website (www.wsti.org) has several tools and many high quality resources and lesson plans available to assist educators and school teams in understanding state and local outcomes, investigating the predictors of post school success, and understanding the transition requirements and enhanced practices of Indicator 13. In FFY 2013, additional professional development and technical support activities will be provided through the updated [Wisconsin Post School Outcomes](#) (WiPSO) website, and the Wisconsin [Transition Improvement Grant](#) (TIG) (formerly the Wisconsin Transition Improvement Initiative (WSTI) project and [website](#), including the [Transition](#)

[Coordinator's Network](#), the [Wisconsin Transition Academy](#), and support the for the state's 72 [County Community on Transition](#) (CCoT). Participation in the many professional development transition activities continues to grow, and as educators begin to use the tools and resources located at www.wipso.org and www.wsti.org, and learn about their local outcomes and the predictors of post school, and transition requirements and enhanced practices, it is anticipated that targets in all reporting measures will be met. Professional development will be provided to assist educators in using these tools and resources, and in developing transition improvement plans that will positively affect the transition planning process and ultimately the postsecondary outcomes of youth with disabilities.

WDPI continues to engage in interagency planning and partnerships that will result in increased outcomes for youth with disabilities. The Let's Get Together grant and the PROMISE grant focus on increasing employment outcomes for youth with disabilities. The Institutes of Higher Education Practice Group of the Wisconsin Community on Transition (WiCoT) works to prepare for the transition needs of all youth with disabilities. The mission of the 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 educators and adult agency partners so that transition planning efforts span from services for youth into young adulthood.

Please see the APR activities table located in Appendix A for revisions to improvement activities.

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
2012 (2012-2013)	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 2012:

a. # of findings of noncompliance in 2010-2011	1007
b. # of corrections completed as soon as possible but in no case later than one year from identification	1007
Percent of noncompliance corrected within one year of identification for FFY 2011.	100%

Calculation: 1007 divided by 1007 times 100 = **100%**

Identification of Noncompliance in FFY 2011

WDPI used a variety of methods to detect and identify noncompliance during FFY 2011, such as IDEA complaints, due process hearings, Indicator 12 database, 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 2011 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 was the first year of the second 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 2011 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://sped.dpi.wi.gov/sped_spp-selfassmt. WDPI further validated a sample of the FFY 2011 self-assessments to ensure that each item was assessed accurately. WDPI identified findings of noncompliance through the Procedural Compliance Self-Assessment during FFY 2011. These findings are reported by Indicator in the attached *Indicator 15 Worksheet* (see Appendix B), along with findings identified through other methods.

WDPI identified 1007 findings of noncompliance during FFY 2011. 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 required by OSEP, each finding identified through State complaints and due process hearings is counted as a separate finding.

Verifying Correction of Noncompliance Identified in FFY 2011

In FFY 2012, WDPI found all 1007 findings of noncompliance identified in FFY 2011 had been corrected within one year. Consistent with OSEP Memo 09-02, WDPI verified that each LEA with noncompliance identified in FFY 2011: (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. To verify correction of each individual case of noncompliance, WDPI reviewed the student records and ensured the noncompliance was corrected. To verify the LEA is correctly implementing the regulatory requirements, WDPI reviewed updated data. WDPI selected and reviewed a reasonable sample of records to ensure 100% compliance. All records were in 100% compliance. As directed by OSEP in the Wisconsin Part B FFY 2011 SPP/APR Response Table, in responding to Indicators 11, 12, and 13, WDPI has reported on correction of any identified noncompliance under those Indicators.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY2012:

WDPI met the target of 100% for Indicator 15 which was maintained relative to FFY 2011 reporting.

WDPI implemented the improvement activities as outlined in the SPP, including the activities further described in the APR activities table found in Appendix A.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

Please see the APR activities table found in Appendix A for revisions, if needed, to improvement activities and resources.

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))

This indicator has been deleted from the SPP/APR. States report data on the timeliness of State complaint decisions as part of the data they submit under IDEA section 618.

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))

This indicator has been deleted from the SPP/APR. States report data on the timeliness of State due process hearing decisions as part of the data they submit under IDEA section 618.

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
2012 (2012-2013)	57% of hearing requests that went to resolution sessions were resolved through resolution session settlement agreements.

Actual Target Data for FFY 2012:

During FFY 2012 (July 1, 2012 – June 30, 2013), 7 of 17 hearing requests that went to resolution sessions were resolved through resolution session settlement agreements. This represents a 41.18% success rate.

Calculation:

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

Percent = (7 divided by 17) times 100 = 41.18%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

WDPI did not meet the FFY 2012 target of 57% for this indicator. The 41.18% success rate represents slippage of 8.82% from FFY 2011. 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.

WDPI implemented the improvement activities as outlined in the SPP, including the activities further described in the APR activities table found in Appendix A.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

Please see the APR activities table found in Appendix A for revisions, if needed, to improvement activities and resources.

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
2012 (2012-2013)	At least 82% of mediations held will result in mediation agreements.

Actual Target Data for FFY2012:

75.51 percent of mediations held resulted in mediation agreements. WDPI exceeded the target of 81% for FFY 2011 by 1.86%.

Calculation:

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

Percent = (2 + 35) divided by 49 times 100 = 75.51%

SECTION B: Mediation requests	
(2) Mediation requests total	74
(2.1) Mediations Held	49
(a) Mediations related to due process complaints	5
(i) Mediation agreements related to due process complaints	2
(b) Mediations not related to due process complaints	44
(i) Mediation agreements not related to due process complaints	35
(2.2) Mediations pending	1
(2.3) Mediations withdrawn or not held	24

Part B State Annual Performance Report (APR) for 2012

Wisconsin
State

During FFY 2012 (July 1, 2012 – June 30, 2013), a total of 49 mediations were held (five related to due process complaints and 44 not related to due process complaints). Of the five mediations held related to due process complaints, two resulted in an agreement. Of the 44 mediations held not related to due process complaints, 35 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 2012:

WDPI missed the FFY 2012 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 represents slippage from FFY 2011 of 7.35%

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/> and linked to the WDPI Indicator 19 webpage.

Wisconsin is 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.

Part B State Annual Performance Report (APR) for 2012

Wisconsin
State

WDPI implemented the improvement activities as outlined in the SPP, including the activities further described in the APR activities table found in Appendix A.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

Please see the APR activities table found in Appendix A for revisions, if needed, to improvement activities and resources.

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
2012 (2012-2013)	100% of State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

Actual Target Data for FFY 2012

States are not required to report data for Indicator 20. OSEP will use the Indicator 20 Rubric to calculate the State's data for this indicator.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012

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 2012-13.

Mechanisms WDPI used during FFY 2012 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
- Statewide training on specific data elements
- Web posting of statewide training for ongoing user access
- 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 APR activities table found in Appendix A.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

Please see the APR activities table found in Appendix A for revisions, if needed, to improvement activities and resources.

APPENDIX A

Activities Overview

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

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

State Performance Plan Improvement Activities			
<p>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.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 20 A B C	<p>Academy for New Special Education Leadership An academy for personnel new to special education leadership positions was developed. The purpose of this professional development opportunity is to increase the knowledge, skills, and dispositions of new directors of special education regarding current special education issues, including the SPP Indicators.</p>	WDPI Special Education Team	<p>Members of the WDPI Special Education Team created and hosted an Academy for New Special Education Leadership on August 6-7, 2013 in collaboration with the Wisconsin Council of Administrators of Special Services (WCASS). There were 64 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.</p> <p>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.</p> <p>Topics included: State and Federal Special Education Funding, Procedural Compliance Self-Assessment, Disproportionality and CREATE (Indicators 9,10), Specific Learning Disabilities, Early Childhood (Indicators 6,7,12), Parent Involvement and the Wisconsin Statewide Parent Education Initiative (Indicator 8), Wisconsin</p>

			<p>Statewide Transition Initiative (Indicators 13,14), Private Schools, Universal Design for Learning/Assistive Technology, Results Driven Accountability (RDA), Rtl and PBIS (Indicators 1-4), Data Analysis, Tips for Conducting IEP meetings, Common Core Essential Elements, National Instructional Materials Access Center (NIMAS), and a section on Special Education Legal Issues. Each participant received a binder which contained federal regulations, state statutes, and Wisconsin administrative code for special education.</p> <p>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 the information received was relevant and practical. The networking opportunities were highly beneficial, specifically stating the directors were able to walk away with WDPI contacts and the tools to succeed in their new roles.</p>
--	--	--	--

Assistive Technology Lending Center (ATLC)

The Assistive Technology Lending Center project is a vehicle in which the DPI will improve the outcomes for students with disabilities through the provision of high end assistive technology (AT) equipment in the area of Alternate and Augmentative Communication (AAC) purchased by the state for loan to school districts to use with students at no cost. High-end alternative and augmentative communication assistive technology equipment is defined as equipment with a unit cost of \$6,000 or more. The center will be available to any Wisconsin LEA staff who are looking for AAC to try with a student ages 3 to 21 with an IEP or a referral for assessment.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
3, 5, 6, 7 B D E F H	Assistive Technology Lending Center (ATLC)	WDPI ATLC grant liaison and CESA 2 lending center staff	An evaluation form to collect data regarding the effectiveness of the assistive technology device trial was used again this year. Patrons evaluated the effectiveness of the Augmentative and Alternative Communication (AAC) device trial on a scale from one to five with a rating of 1 being poor and a rating of 5 being very successful. An average success rating of 3.3 was reported by patrons for this year. Fifty-six educators trialed fifty-seven AAC devices valued at \$662,586.00 in twenty-eight districts from the ATLC collection during the 2012-2013 school year. The ATLC was able to purchase two new devices with eye tracking abilities this year, allowing them to reach more children with significant and unique needs.

Autism Project, http://sped.dpi.wi.gov/sped_autism 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 2012
1, 2, 4, 5, 6 C D F	Autism Project (http://sped.dpi.wi.gov/sped_autism) 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 2012-2013, five trainings were held in various locations throughout the state. One basic-level training was offered for school staff with limited knowledge of educational programming for students with autism spectrum disorders. The basic-level trainings presented an overview of autism spectrum disorders and discussed topics such as functional behavioral assessment, classroom programming, sensory issues, and communication strategies. Four advanced-level trainings were offered for more experienced school staff. One advanced training presented information on effective strategies for addressing communication strategies; the second advanced-level training addressed issues around dealing with challenging behavior. The third advanced training covered in-depth information in regards to the use of evidence based practices for instructional strategies for students with autism. The last training focused on social and peer mediated instruction for students with autism. Each of these trainings includes strategies for preventing suspensions and expulsions, obtaining a diploma, and increasing the graduation rates of students with autism. In addition, all trainings incorporated both low (visual schedules, social narratives) and high tech (IPAD, video modeling) examples. 178 school staff attended basic or advanced-level autism training during FFY 2012. School staff from many different disciplines attended the trainings including special education teachers, directors of special education, regular education teachers, paraprofessionals,

			<p>occupational and physical therapists, social workers, psychologists and speech and language pathologists.</p>
<p>1, 2, 4, 5 A C D F</p>	<p>Autism Evidence Based Practice Mini-Grants</p>	<p>WDPI Autism Consultant</p>	<p>Given a foundational understanding of the unique neurology of students with autism, the Autism Evidence-Based Practice Mini-Grant project assists educators working in school-level teams to learn how to implement evidence-based practices to improve academic, social, and emotional skills of students with autism spectrum disorders and assist in the development of internal school-wide structures to promote continued learning and fidelity of implementation of evidence based practices.</p> <p>The mini-grants fund school-level teams consisting of administrators, general education teachers, special education teachers, parents, and other instructional and non-instructional support staff to research, identify and implement evidence-based practices within their school. Teams meet at least monthly within their school and participate in statewide conference and/or meetings to provide professional development on the successes and challenges of evidence-based practice implementation.</p> <p>Grant sites were identified in July 2012. Thirteen school sites were identified and implemented evidence-based practices for students with autism during the 2012-13 school year.</p> <p>All grant sites showed improvement in their fidelity of implementation of evidence-based practices for students with autism.</p> <p>Out of 101 educator pre-surveys and 86 educator post surveys, highlights of Pre-Post Educator Survey findings indicated the following:</p> <ul style="list-style-type: none"> 11.8% more educators felt they knew how to find evidence-based practices. 18.8% more educators feel they know how to look at data to know what programs support/help students. 32.8% more educators feel their students are independent most of the time. 20.1% more educators feel their students are doing well academically most of the time. 18.9% more educators feel the student is progressing in her/his program.

			<p>6.3% fewer educators feel the student's behaviors interfere with learning.</p> <p>8.6% more educators feel the child has accommodations and supports to help the child at school.</p> <p>10.2% more educators feel the student is learning skills to make the student more independent.</p> <p>33.3% more educators feel they know how to teach or help the student using evidence-based methods.</p> <p>Out of 29 Parent Pre-surveys and 22 Parent Post Surveys, highlights of Pre-Post Parent Survey finding indicated the following:</p> <p>32.4% more family members felt their child was independent most of the time.</p> <p>18.5% more family members felt their child was progressing in her/his school program.</p> <p>22.6% fewer family members felt their child had behaviors interfering with learning.</p> <p>15% more family members felt their child was learning skills to make her/him more independent in school.</p>
--	--	--	---

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 2012
7 B	The Child Outcomes Workgroup meets monthly (or more as	State Child Outcomes	The state Child Outcomes workgroup consisting of staff from WDPI and WDHS and the Statewide Child Outcomes Coordinator met

Part B State Annual Performance Report (APR) for 2012

C D E F G E	needed).	Workgroup	quarterly throughout 2012-2013. The process of conducting data reviews with LEAs was shared with WDHS staff.
7 B C D E	The Child Outcomes Q & A serves as the document that outlines current B-6 Child Outcomes policies and procedures. A review of existing procedures is ongoing as the system evolves as a joint project of the Birth to Six OSEP Child Outcomes system in Wisconsin. Revision of the Child Outcomes Q & A document is focused on providing consistency of procedures and messages between both WDPI and WDHS. Additional questions and answers have been addressed as the system evolves.	State Child Outcomes Workgroup WDPI Internal Outcomes workgroup	Revisions continue to be made to the Child Outcomes Q & A. The Q & A is available online on the WDPI and Collaborating Partners websites.
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	The Fidelity Self-Assessment has been available to LEA and Birth to 3 staff for four years and use of the self-assessment has been promoted in face-to-face trainings. This year the CESA Program Support Teachers continued to hold individual Child Outcomes Fidelity conversations with LEAs. From these discussions, follow-up training and technical assistance was planned and implemented. The follow-up technical assistance focused on accurate ratings of child outcomes, additional training in ongoing assessment, and the use of assessment tools (e.g. Teaching Strategies GOLD and the New Portage Guide).
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	The Wisconsin Early Childhood Collaborating Partners State Action Team was dissolved in the 2011 - 2012 school year. Other existing collaborative workgroups assure involvement of the general education community.

7 G	An Interagency Agreement Workgroup developed and periodically update State Interagency Agreements, which describe the responsibilities of each department specific to implementing IDEA 2004 and State policy. Areas addressed include but not limited to: child find, transition, evaluation, environments, outcomes, service delivery, and professional development.	State Interagency Agreement Team Assistant Director WDPI Legal Services and staff	The Interagency Agreement Workgroup from WDPI and WDHS continues to meet on a regular basis to discuss issues related to Child Outcomes.
--------	--	---	--

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 2012
3, 5, 6 C D G	<p>Creating the Good Life: Improving Outcomes for Students with Cognitive Disabilities (CD)</p> <p>The Annual Statewide Conference for educators working with students with cognitive disabilities was held on August 10-21, 2007 to address issues and current trends regarding inclusive practices.</p>	<p>CESA #6</p> <p>CESA #5</p> <p>WDPI Special Education Team</p>	<p>The 2013 Cognitive Disabilities Conference titled, "Teaching and Instruction - Meeting the Academic Needs of Students with Cognitive Disabilities" was held August 13-14, 2013 at the Sheraton Hotel in Madison, WI. Ken Davis and Barb Novak, from the WDPI's Common Core State Standards Teams, presented training on the Common Core State Standards (CCSS) for English Language Arts and Mathematics. These academic standards are for all students, including students with disabilities, and will impact special education instructional practices, IEP development, and assessment. Keynote speakers for day two of the conference were Marge Resan, DPI's Special Education Consultant and Rachel Saladis, Regional Technical Assistance Coordinator, Wisconsin PBIS Network. The focus of day two of the conference was to "Build a Framework of Supports to Effectively Address Behavior."</p>

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 2012
8 B C D F G	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 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 quarterly. 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 for Learning Support. 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.
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. <i>Circles of Life</i> is a unique opportunity to develop new skills, garner the latest information, and form lasting friendships. The conference includes nationally known keynote speakers, topical sectionals, parent listening sessions, family fun night, roundtable discussions on such topics as individualized service plans and serving adolescents with Asperger's Syndrome through social-communication intervention.			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
5, 6, 8	The Circles of Life Conference	Circle of Life	The conference held on April 25-26, 2013 included nationally known

C D G		Planning Committee	keynote speakers, topical sectionals, parent listening sessions, family fun night, and roundtable discussions on such topics as individualized service plans. The conference also provided an opportunity for a listening session where parents across Wisconsin were able to engage and interact with WDPI as well as other parent assistance organizations (Disability Rights of WI and WI FACETS).
<p>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.</p> <p>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.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
12 A B C D E F G H E	<p>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.</p>	WDPI Internal Indicator 12 workgroup Cross Department Transition team WI Early Childhood Collaborating Partners State Professional Development Grant	WDPI continued to collaborate with early childhood partners on transition from Part C to Part B, including meetings with WDHS. Collaboration focused on data collection, data analysis, training/technical assistance, and interagency agreements.
12 A B C D E	Early Transitions Coordinator position created and filled.	WDPI Internal Indicator 12 workgroup WDPI ECSE Consultant	This position continues to provide assistance to LEAs by providing individual technical assistance as well as by providing statewide training.

G I		Early Transitions Coordinator	
12 A B C D E G	Development of Birth to 6 Collaborative Transition team.	WDPI ECSE Consultant Early Transitions Coordinator WDHS staff	A Birth to 6 Collaborative Transition team was developed and has met regularly since its inception. The team discusses issues that are integral to successful transitions, including: troubleshooting problems, reporting system issues, joint development of materials, and general relationship issues between Part C providers and Part B providers in the field.
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	WDPI has continued to update training materials and to provide technical assistance as related to the Opt-out policy. This training was focused on school district personnel for the 2011-12 school year, in an effort to provide guidance on Birth to 3 procedures and processes.
<p>Complaints WDPI has complaint procedures to verify correction of noncompliance within one year of identification. An additional tracking mechanism alerts staff that an open complaint investigation is approaching the one-year anniversary of a finding of noncompliance.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
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 2012.
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 2012.

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 2012
4, 9, 10 C D E F G H I	CREATE COORDINATION (CESA 6)	Disproportionality Workgroup Co Chairs CESAs LEAs National experts Approximately \$890,000/yr	Statewide coordination and project management consisted of third-party evaluation and customized technical assistance to districts identified with disproportionate over-representation.
4, 9, 10 C D E F G H I	ANNUAL CONFERENCE ON DISPROPORTIONALITY (CESA 9) The statewide conference enhances educators' understanding and application of research based, culturally responsive policies, procedures and practices.	Disproportionality Workgroup Co Chairs CESAs LEAs National experts Approximately \$890,000/yr	The annual conference was held April 23-25, 2013, in Green Bay, WI. A committee engaged in a yearlong planning process to organize and deliver conference. The entire conference experience was comprised of three separate events: a) Beyond Diversity II training; b) Needs Assessment; and, c) the CREATE Conference. <ul style="list-style-type: none"> • A two day pre-conference option: Beyond Diversity II, provided training to participants at no cost. Thirty-eight (38) participants from 19 districts/agencies/CESAs. • A one day pre-conference was held for the Needs Assessment. The event was conducted for participants from LEAs newly identified and / or continuing with significant disproportionality. The day encompassed a keynote presentation by Areal Davis (RtI Center) Culturally Responsive Practices Coordinator, "Using the Will, Fill and Skill to Increase Student Achievement"; the remainder of the day focused on districts spending time working with their school teams and receive technical assistance from state Disproportionality Workgroup and state level Special Education consultants to evaluate their 2012-13 Annual Disproportionality Improvement Plan (ADIP) activities, review 2013-14 Focus Areas and Priorities, develop 2013-14 ADIP activities and select 2013-14 Professional

			<p>Development Activities. One hundred seventeen (117) attended; thirty-two (32) districts represented.</p> <ul style="list-style-type: none"> The CREATE Conference "Connecting Schools and Communities: Promising Practices in Culturally Responsive Education" was a one-day event with three keynote presentations (Dr. Jerry Weast, Dr. Mary Bacon, Lee Mun Wah); 21 sectional presentations; two hundred thirty-eight (238) attended, forty-nine (49) districts represented. Conference webpage: http://www.createwisconsin.net/events/2013abouttheconference.cfm
7, 9, 10 C D E F G	CULTURALLY RESPONSIVE EARLY CHILDHOOD PROJECT (CESA 8)		<p>Project implemented two projects: the tribal gathering and the development of mini-grant process.</p> <p>The gathering was held on May 28-29 in Lac du Flambeau, WI (reservation). The goal was to provide information, networking and resource sharing to programs providing services to early childhood American Indian children and families. The agenda topics encompassed: Circles of Introductions/Stories of Gatherings, Family Engagement Services, Work That's Underway, Overview of Early Childhood Advisory Council, Race to the Top Early Learning Grant Goals, Understanding Cultural Influences, The Work We Do Together, Community Strategies and Successes, Show and Tell Tables, Opening and Closing Ceremonies; one hundred (119) participants attended. The survey data suggested the event was valued and improved the knowledge, skills and dispositions of both tribal and nontribal.</p> <p>The purpose of developing a mini-grant process was to provide Tribal Birth to Three services, Child Care and Head Start Providers opportunities to improve culturally responsive practices and special education and assessment practices, including curriculum, training, and materials that will enhance services for young children.</p>
4, 7, 8, 9, 10, 14 C D E F G	AMERICAN INDIAN STUDENT ACHIEVEMENT NETWORK (AISAN)	2008-2011 Disproportionality Workgroup Co Chairs CESAs	<p>Districts with significant populations of American Indian students are collaborating to identify barriers to learning that limit American Indian students. This component establishes and invigorates an online community of practice for 25 school districts. Together these united districts will hold professional and training sessions to better serve the American Indian populations and their districts.</p> <p>Training Events:</p>

<p>H I</p>		<p>LEAs</p> <p>National experts</p> <p>Approximately \$890,000/yr</p>	<ol style="list-style-type: none"> 1. March 21-23, three (3) one (1) day regional training sessions, "Home School Coordinators Training Day" held at various locations in the state (Shawano, WI; Hayward, WI; Tomah, WI). Presenters and training topics included: American Indian Student Data (David O'Connor); Roles of Home School Coordinators (Don Rosin); Post-High School Outcomes (Mary Kampa); Equity and Disproportionality (Dr. Donna Hart-Tervalon). A cumulative total of fifty (50) participants representing nineteen (19) school districts and eleven (11) tribal communities. 2. April 5-6 Collaboration with the Wisconsin Indian Education Association Conference (WIEA) to support keynote presentation by Dr. Cornel Pewewardy "Fighting the Good Fight: Power Privilege and Pedagogy in the Education of Indigenous Peoples". Presentation for tribal language educators and arranged by the AISAN. Conference attendance over two hundred participants. 3. April 5, a training session entitled, "Total Physical Response" (TPR) was held in Wausau, WI. Andrew Thundercloud (Ho-Chunk Nation Language Division) facilitated the training session. TPR is an effective method of language instruction which uses a kinesthtick sensory system which accelerates second language acquisition for children and adults. Twenty-six (26) participants from sixteen (16) school districts. 4. "Total Physical Response-Storytelling (TPR-S)" was held in Wausau, WI. The session was an extension of the prior event with a focus on the use of stories to introduce additional vocabulary in meaningful contexts. Nineteen (19) participants <p>Other:</p> <ol style="list-style-type: none"> 1. Component Coordinator and Tribal Ambassador registered thirty-six (36) individuals from fifteen (15) school districts for the WIEA conference via special scholarships. Participants included tribal language educators and home-school coordinators. 2. Tribal Ambassador recruited twenty (20) Home School Coordinators from fourteen (14) school districts to register
----------------	--	---	---

			<p>for special conference grant component scholarships. Applications were disseminated in twenty-five (25) school districts with significant American Indian enrollment. Scholarship awards included registration and lodging expenses.</p> <ol style="list-style-type: none"> The Project Coordinator and Tribal Ambassador collaborated with the Great Lakes Inter-Tribal Council's (GLITC) birth-to-three early childhood program to discuss the future direction of the CREATE Culturally Responsive Early Childhood Project. Component Coordinator Andrew Gokee wrote an article entitled, "Red Cliff Tribe Signs Historic Agreement with Bayfield School District". Article published in the February 2013 edition of CREATE Newsletter.
4, 9,10 C D E F G H I	<p>CREATE NEWSLETTER</p> <p>The CREATE E- Newsletter is a free monthly publication containing the latest research on promising practices in culturally responsive education, news, resources, professional development and training opportunities. The CREATE E-Newsletter informs teachers, administrators, and district leaders of CREATE projects and news from across the nation.</p>	<p>2008-2011</p> <p>Disproportionality Workgroup Co Chairs</p> <p>CESAs</p> <p>LEAs</p> <p>National experts</p> <p>Approximately \$890,000/yr</p>	<p>Published for ten consecutive months beginning in August,</p> <ul style="list-style-type: none"> Newsletter has grown to 817 subscribers; 95 new subscribers for the fiscal year. <p>Throughout the year the most popular pages viewed included: CREATE Conference Registration, E-newsletter, Events Calendar, and District Practices.</p>
4, 9, 10 C D E F G H I	<p>CREATE COORDINATION (CESA 6)</p>	<p>Disproportionality Workgroup Co Chairs</p> <p>CESAs</p> <p>LEAs</p> <p>National experts</p> <p>Approximately</p>	<p>Statewide coordination and project management consisted of third-party evaluation and customized technical assistance to districts identified with disproportionate over-representation.</p>

		\$890,000/yr	
4, 9,10 C D E F G H I	LEADERSHIP FOR EDUCATIONAL EQUITY (CESA 1)		<p>The CREATE Leadership for Educational Equity training was offered to districts identified through the needs assessment process; all were contacted and sent a participant letter. The district building level teams required a commitment of participants from each district. A total of fifteen (15) participants from two (2) districts received the training.</p> <p>Leadership for Educational Equity Staff from CESA 1 coordinated and implemented a training plan for Leadership for Educational Equity during the 2012-13 school year. Teams comprised of both general and special educators from two (2) districts with a cohort membership of fifteen (15) participants (identified as having disproportionality in special education referral, identification, or placement for students who are culturally and/or linguistically diverse) attended the trainings which occur four times during the school year. The goals of the project are:</p> <ul style="list-style-type: none"> • Develop the capacity of the district leadership teams to provide leadership around issues of educational equity. • Support teams to examine policies, procedures, and practices and develop and implement a plan to reduce or eliminate disproportionality and ensure educational achievement for all students. <p>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.</p>
4, 9,10 C D E F G H I	CULTURALLY RESPONSIVE CLASSROOM PRACTICES (CESA 1) Designed specifically for classroom teachers and administrators, this training process focuses on: culture, diversity, power, and privilege. Sessions help participants identify culturally and linguistically diverse backgrounds.		<ul style="list-style-type: none"> • Eight (8) districts were identified through the needs assessment process as interested in CRCP; all were contacted and sent a participant letter. • Three (3) cohorts were established; total of 196 participants. • Graduate level course credit was offered to each of the cohorts through the Wisconsin Education Initiative (WEI) for participation in the training. One (1) participant completed the credit requirements.

<p>4, 9,10 C D E F G H I</p>	<p>PROFESSIONAL DEVELOPMENT OPPORTUNITIES These academies are developed to share best practices and new approaches in reaching students from diverse backgrounds.</p>		<p>Two professional development opportunities were implemented to address the identified needs of participating CREATE districts.</p> <ol style="list-style-type: none"> 1. "Addressing Culturally Responsiveness in Wisconsin Schools"; event was offered November 30, 2012. Participants rated the content of the event relevant and useful to apply learning to classroom practices. 2. "The Trouble with Black Boys" event was offered as a book talk on April 12, 2013. Participants rated the event as excellent overall; summative results indicated participants will make changes in their school and classroom practices and gained the skills necessary to incorporate strategies. General comments for both presentations suggested the topics needs to be expanded to share more information.
<p>4, 9,10 A B C D E F G H</p>	<p>NEEDS ASSESSMENT A core part of the CREATE initiative that addresses Wisconsin school districts that have been identified as having significant disproportionality. Schools are invited to assemble a team to complete a needs assessment on district practices that affect students of different backgrounds. The district Needs Assessment team identifies practices and policies that may be contributing to disproportionality. Based on the Needs Assessment, the district team will make recommendations for future professional development offerings.</p>		<ul style="list-style-type: none"> • Coordinated the Pre-Conference Needs Assessment portion of the CREATE Conference. • Thirty-two (32) districts attended the Pre-Conference Needs Assessment; Six (6) districts were newly identified with disproportionality. • Thirty-two (32) districts received technical assistance, materials and individual assistance to complete ADIP. <p>The Needs Assessment was a one day preconference event conducted for participants from LEAs newly identified and / or continuing with significant disproportionality. The day encompassed a keynote presentation by Andreal Davis (RtI Center) Culturally Responsive Practices Coordinator, "Using the Will, Fill and Skill to Increase Student Achievement"; the remainder of the day focused on districts spending time working with their school teams and receive technical assistance from state Disproportionality Workgroup and state level Special Education consultants to evaluate their 2012-13 Annual Disproportionality Improvement Plan (ADIP) activities, review 2013-14 Focus Areas and Priorities, develop 2013-14 ADIP activities and select 2013-14 Professional Development Activities. One hundred twenty-six (126) registered, one hundred seventeen (117) attended; thirty-two (32) districts represented. Products were developed: "Script" to guide the technical assistance phone calls and emails to ensure districts received consistent information; revised the on-line recording and reporting website features; revised the ADIP to improve the understanding and use of the CREATE needs assessment website.</p>

Data Management Steering Committee The department-wide data management steering committee is developing WDPI's guiding principles for data collection and reporting. The committee is monitoring the development of a comprehensive longitudinal data system to increase the WDPI's data system capacity, including the ability to generate and use accurate and timely data and engage in data-driven decision-making to improve student achievement.			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
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	This committee is no longer meeting.
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 2012
1, 2, 4, 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	Disproportionality workgroup LEAs CESAs	WDPI maintained a budget line item for demonstration grants 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. During FFY 2012, WDPI reviewed and revised grant criteria (including grant notifications, guidelines, review rubrics, etc.). The revised criteria reflect research and evidence related to racial

	<p>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.</p> <p>Priority Areas:</p> <ul style="list-style-type: none"> • Large districts identified as having significant disproportionality based on more than one race and more than one disability category. The district’s model for addressing disproportionality will focus on developing strategies that are effective in a highly-complex environment with traditional and 		<p>stereotype threat, racial disproportionality in special education, and scalability/demonstration grant projects. The review process included internal meetings (including members of the disproportionality workgroup), interviews with stakeholders, and benchmarking with other states' disproportionality projects.</p> <p>WDPI will renew funding of disproportionality demonstration grants during FFY 2013.</p>
--	---	--	--

	<p>compartmentalized educational services and systems.</p> <ul style="list-style-type: none"> Rural districts or district-led consortiums of small and rural districts that have been identified as disproportionate based on one race. The districts' model for addressing disproportionality will focus on issues that affect a particular minority population within the context of a rural community. 		
<p>Disproportionality Mini-grants WDPI provides mini-grants to LEAs, disproportionality experts, and CESAs to address disproportionality at the local and regional level.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
1, 2, 4, 9, 10 C F G	<p>Disproportionality Mini-grants WDPI provides mini-grants to LEAs, disproportionality experts, and CESAs to address disproportionality at the local and regional level. The small grants (\$5,000-\$15,000) are for one year and awarded in the fall. Grant projects offer a unique product, process or tool that could be replicated in other districts or statewide. These products, and other products developed, are shared throughout the state and many of the products are on the WDPI Disproportionality website.</p>	<p>Disproportionality workgroup LEAs</p> <p>Disproportionality experts</p> <p>CESAs</p>	<p>FFY 2013 Grants awarded to: Dr. Jeffrey Lewis, UW-Madison.</p> <p>Dr. Lewis continued to provide onsite customized technical assistance to a district identified with significant disproportionality, based on race, in long-term suspensions and expulsions (Indicator 4B). In his work, "Through the Eyes of African American Girls: Using Participatory Action Research to Foster School and Civic Engagement," Dr. Lewis identified, engaged, and mobilized under-utilized resources in schools to strengthen relationships between students, particularly black females and district staff.</p> <ol style="list-style-type: none"> The girls shared data with "sympathetic listeners" / individuals whom the girls trusted to listen with an ear toward what resonates, surprises, or moves the listener. The second step involved the girls sharing the data with peers and their school community. In the final step the girls took leadership to identify practices or polices to improve their school or community based on the data analysis and implications of the research.

			<p>In " Creating Natural Circles of Support: Through the Eyes of African American Boys," Dr. Lewis identified, engaged, and mobilized under-utilized resources in schools to strengthen relationships between students, particularly black males and district staff. The focus of the project with African American boys was an examination of their school related networks. The project involved the use of YPAR (Youth Participatory Action Research). The research activities entailed:</p> <ol style="list-style-type: none"> 1. The requirement of the boys was to reflect and examine their experiences of support and non-support in order to illuminate their assets, needs, or challenges. The reflection encompassed discussing where and how they received instrumental and informational support, emotional support and identify other sources needed. 2. Using the YPAR process the boys identified sources where support was lacking and investigated how to use existing support networks to address areas of need. The next phase of the inquiry was a process of dissemination or data sharing with the goal of making recommendations for change. 3. The third step allowed the boys to host listening and discussion sessions at an African American male summit which brought together three district cohorts participating in CREATE training to share the findings and receive input of sympathetic listeners. 4. Finally, the boys developed a "circles of support" initiative to pilot with incoming ninth graders. <p>The collective impact of the scholarship provided successful strategies and practices to target issues that directly influence disproportionate educational outcomes for African American students. Dr. Lewis shared the results of his research with other districts including, but not limited to, other districts identified with disproportionate over-representation, based on race.</p>
--	--	--	---

WDPI Disproportionality Workgroup WDPI commits significant staff time and resources to addressing disproportionality. The Disproportionality Workgroup consists of eleven Special Education Team staff members, as well as cross-agency staff who serve in an advisory capacity and assist with providing technical assistance. The workgroup is involved in analyzing data and identifying LEAs with disproportionate representation; reviewing policies, procedures, and practices; planning and conducting the Disproportionality Institute, updating information on the Disproportionality website, and issuing grants.			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
4, 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	Quarterly meetings The purpose of the Disproportionality Workgroup is to address statewide concerns regarding the disproportionate numbers of students of color who may be inappropriately referred to and placed in special education and to increase state, regional, and local capacity to address issues of disproportionality. The Workgroup is involved in planning and implementing the activities below: <ul style="list-style-type: none"> • Development of Disproportionality Continuous Improvement Focused Monitoring (CIFM) system • Development of Technical Assistance Resources • Training on Disproportionality Data Analysis • Reviewing and Analyzing State and District Policies and Practices Workgroup members are listed at http://sped.dpi.wi.gov/sped_spp-disp-wkgrp .
4, 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.	Disproportionality workgroup	Districts were notified they have disproportionate representation and required to attend the CREATE Needs Assessment pre-conference where each LEA participated in a review of their district's policies, procedures and practices and the development of the Annual Disproportionality Improvement Plan to address disproportionality.

	WDPI provides technical assistance to districts close to meeting the state criteria for disproportionate representation through resource information and training opportunities		
4, 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 (LPP) contacts receive and respond to requests for technical assistance. For a list of contacts, please see http://sped.dpi.wi.gov/sped_sepcontact . Disproportionality workgroup members receive and respond to requests for technical assistance. For a list of members, please see http://sped.dpi.wi.gov/sped_spp-disp-wkgrp .
4, 9,10 D	WDPI Disproportionality webpage WDPI has established a disproportionality webpage (http://sped.dpi.wi.gov/sped_spp-disp) that provides information and resources for all districts, but is especially beneficial to districts that have been identified as having disproportionate representation.	Disproportionality workgroup	Maintenance and updates of webpage continued throughout the year. Webpage: http://sped.dpi.wi.gov/sped_spp-disp
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(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
15 B	Due Process Hearings WDPI staff reviews all hearing	Due Process Consultant	This was conducted during FFY 2012.

	decisions to determine if corrective action is required, and contacts district personnel to ensure ordered activities were completed within one year.		
--	---	--	--

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 2012
1, 2, 4, 8, 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	Discontinued until focus area is chosen for Results Driven Accountability System.
14 A B	School Improvement: Focused Review of Improvement Indicators (FRII) During the 2007-08 SY, WDPI	FRII Workgroup FRII Coordinator	Discontinued until focus area is chosen for Results Driven Accountability System.

C D 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. The main focus has been to build an effective infrastructure to execute and support this process with statewide implementation, as a "stand alone" process.		
<p>School Improvement: Focused Review of Improvement Indicators (FRII) During the 2007-08 SY, WDPI began working to expand upon the successful focused monitoring model previously utilized to provide districts a mechanism for conducting a similar process of data analysis and improvement planning around the SPP improvement indicators of math achievement, preschool outcomes, parent involvement, and post-high school outcomes. WDPI will also be working with CESA based Regional Service Network (RSN) providers to employ various technical assistance options, including statewide summits. WDPI is currently building the infrastructure to execute and support this process with statewide implementation. WDPI believes this refined school improvement process will not only address the needs of both urban and rural districts, but it will continue to promote data driven decision making as well as identifying promising practices that can be acknowledged and disseminated statewide.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
1, 2, 3, 4, 5, 8 A B C D E F G H	<p>School Improvement: Focused Review of Improvement Indicators (FRII) During the 2007-08 SY, WDPI began working to expand upon the successful focused monitoring model previously utilized to provide districts a mechanism for conducting a similar process of data analysis and improvement planning around the SPP improvement indicators of math achievement, preschool outcomes, parent involvement, and post-high school outcomes. The main focus has been to build an effective infrastructure to execute and support this process with statewide implementation, as a "stand alone"</p>	<p>FRII Workgroup FRII Coordinator</p>	<p>During the 2012-13 school year, the FRII development process continued to be suspended as the WDPI worked on new data collection and management processes and waited for more clarification from the Office of Special Education Programs regarding Results Driven Accountability (RDA).</p> <p>The Wisconsin Information System for Education (WISE) is comprised of multiple tools, including specific tools for Districts to support education research and data analysis to better understand and improve educational outcomes for Wisconsin students. These tools provide a variety of ways to look at Wisconsin education data. WISEdash is a data portal that uses "dashboards," or visual collections of graphs and tables, to provide multi-year education data about Wisconsin</p>

	process.		<p>schools. As a public reporting tool, WISEdash will be used by districts, schools, parents, researchers, media, and other community members to view data published by DPI.</p> <p>WISEdash Secure for Districts has been implemented and districts are determining how they will use this data management process and who in the school districts will have access to the secure data. As further details are provided by OSEP, FRII development and WISEdash will be considered for possible use in the RDA process.</p>
--	----------	--	---

High Cost Initiative

As part of the Keeping the Promise initiative, the state superintendent set aside High-Cost Special Education Aid funds (IDEA discretionary dollars) to reimburse Wisconsin schools for services to children with severe disabilities. Eligible students are those ages 3-21 who have been determined by an IEP team to have impairment and a need for special education and who because of the severity of their disabilities require multiple and/or high cost special education services, related services, assistive technology, special adaptive equipment needs, etc. Due to the cost of these services, districts are under extraordinary financial pressure. Some of the children and youth served under this initiative include those with hearing impairments, cognitive disabilities, physical impairments, autism, emotional/behavioral disorders, traumatic brain injury and other health impairments. The high-cost funds enabled schools to place and serve those with severe disabilities in their local school districts.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
5, 6 A D J	<p>The High Cost Aid Program has developed an online software claims process for roll out in 2010.</p> <p>Technical assistance materials were developed to support the online claims process.</p>	<p>Keeping the Promise Initiative</p> <p>WDPI Consultant</p>	<p>The High Cost Aid Program is a web-based claim system. Technical assistance continues to be updated and provided to districts on an ongoing basis.</p> <p>Based on the claim submittals, 158 LEAs received high cost aid payments for services provided to 885 students.</p> <p>The web-based data collection format allows for efficient fiscal monitoring and ensures compliance with IDEA regulations and requirements.</p>

Wisconsin’s Annual Statewide Institute On Best Practices in Inclusive Education The Annual State-Wide Institute on Best Practices in Inclusive Education is co-sponsored by the Department of Public Instruction, Cardinal Stritch University and the Inclusion Institute, Inc. The institute offers timely information on Best Practices in Inclusive Education, Differentiation, Autism Spectrum Disorders, Collaboration, Assistive Technology Supporting Inclusive Education, a Team Approach for Successful Inclusion and Stories of Elementary Inclusion: Fostering Belonging & Friendships.			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
5, 6 C D G	<p>Wisconsin’s Annual Statewide Institute On Best Practices in Inclusive Education</p> <p>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– August 1, 2007.</p> <p>The program offered timely information on Best Practices in Inclusive Education, Differentiation, Autism Spectrum Disorders, and Collaboration.</p>	<p>Institute Staff</p> <p>WDPI Special Education Team Consultants</p>	<p>The Statewide Preschool Environments coordinator presented at Wisconsin's 18th Annual Statewide Institute on Best Practices in Inclusive Education was held on July 23-25, 2012. The featured first day keynote speaker was Dr. William Henderson, an educator, staff trainer, curriculum developer, and principal in the Boston Public Schools. Dr. Henderson shared effective strategies that promote inclusion, focusing on culture, instruction, staffing & collaboration. In a follow-up forum, he addressed specific challenges around inclusion, using an interactive and problem-solving approach.</p> <p>The second day's keynote speakers were Bridget & Nancy Brown. Bridget is an actress with the Gray Talent Group in Chicago. She is also a young woman with Down Syndrome who was the first person with a disability included in her school district and was fully included throughout her educational journey. Bridget co-presented with her mother, Nancy Brown, who is an inclusion consultant specializing in self-directed IEPs, adaptations and accommodations, parent leadership, and diversity/disability awareness and advocacy.</p> <p>The sessions at the Institute offered up- to-date information about issues and topics related to Inclusive Education. Additional topics included successful transition from school to work, Employment First, Think College, the impact of mental illness, preschool level inclusive practices, middle school inclusion, Autism, standards-based IEPs and grading, resources for parent involvement, the Common Core State Standards and the Wisconsin State Assessment System, successful inclusive programs, and differentiated instruction.</p>

			The conference included information on early childhood special education itinerant service delivery options. The primary audience was Special Education Directors, educators and 4K Coordinators.
Data Collection and Analysis (Indicator 6 only)			
Enhancing quality of data has been an emphasis of the State. The Statewide Preschool Environments Coordinator works with MPS and Early Childhood Special Education PSTs to ensure Preschool Environment data are accurate and submitted timely.			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
6 A B D F H	Preschool Options grid	Statewide Preschool Environments coordinator WDPI ECSE consultant Program Support Teachers	During the 2012-13 school year, each Cooperative Educational Services Agency (CESA) program support teacher (PST) gathered preschool options data from their districts. This data was shared at two meetings of the CESA PSTs and collaboration coaches. This data was also shared during one of the preschool indicators "Lunch and Learn" webinars and at a CESA data review. Copies of the data were distributed to every CESA PST for use in planning and follow-up technical assistance with LEAs.
6 A B D F H	Data reviews	Statewide Preschool Environments coordinator WDPI ECSE consultant	Data gathered from the preschool options grid, Indicator 6 data disaggregated by disability, and 4K data were organized and shared for review. This data was shared by the preschool environments coordinator at two meetings of the CESA PSTs and collaboration coaches, as well as during one of the preschool indicators "Lunch and Learn" webinars, and at a CESA data review. Copies of the data were distributed to every CESA PST for use in planning and follow-up technical assistance with LEAs.

Training and Technical Assistance (Indicator 6 only) Training and technical assistance for Indicator 6 Preschool Environments is offered to LEAs in Wisconsin by large trainings/.conferences, LEA and community trainings/technical assistance, web-based modules, and individual technical assistance. Topics covered during trainings and technical assistance includes: preschool environment reporting/codes, community-based preschool options, itinerant service delivery models, and best practices around inclusion for children with disabilities.			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
6 A B C D G I	ECSE Indicator trainings	Statewide Preschool Environments coordinator WDPI ECSE consultant	During 2012-13, thirteen CESA-wide early childhood indicator trainings were conducted. The Indicator 6 section of this training focused on using the appropriate preschool environment categories.
6 A B C D	Monthly Indicator Calls	WDPI Administration and IDEA preschool grant funding	Monthly Indicator Web Conferences were conducted in the 2012-13 school year. ECSE program support teachers (PSTs) participated on the calls and received Indicator 6 updates.
6 A B C D E F G	Workshops and/or presentations are done on an as needed basis to a variety of stakeholder groups.	WDPI Indicator B-6 consultant IDEA Preschool Discretionary Grant State and CESA coordinators RSN state and CESA coordinator	A meeting was held with the CESA program support teachers and coaches at which Indicator 6 and related data were reviewed A 4K Leadership Forum regional videoconference was held which addressed inclusion in 4K. A Training and Technical Assistance Leadership and IHES Conference included topics of preschool inclusion and Indicator 6. An ECSE Statewide Leadership meeting was held which included a breakout session on Indicator 6.

			A presentation was held at the 19th Annual Statewide Institute on Best Practices in Inclusive Education.
6 D F G	Material development		<p>During 2012-13, three webinars were presented related to Indicator 6. These webinars were recorded and posted on the WDPI Indicator 6 web page.</p> <p>The following training and technical assistance materials continue to be available: Preschool Environments Decision Tree (revised), Preschool Environments module with practice scenarios, The IEP Team (LINK module), and Quality Evaluation (LINK module).</p>
6 D F G	Preschool Options website		The Preschool Options website (www.preschooloptions.org) has been revised to include current research, tips, and tools, early childhood initiatives, and resources related to best practices for inclusive education.
6 A B D G	ECSE Leadership Conference for LEAs, IHEs, B-3, coaches, PSTs, and other ECSE leadership personnel	<p>WDPI ECSE consultant</p> <p>Statewide Child Outcomes coordinator</p> <p>Early Transitions coordinator</p> <p>Preschool Environments coordinator</p> <p>ECSE PSTs</p>	The ECSE Leadership meeting was held in conjunction with the Intersecting Interests: Training and Technical Conference. Participants included ECSE leadership personnel from LEAs, IHEs, regional coaches, PSTs, and Indicator coordinators. This conference focused on Indicators 6, 7, and 12, Child Find, dual language learners, Pyramid Model, and Response to Intervention.
6 A B C D	Development of Statewide Preschool Environment coordinator position	<p>WDPI ECSE consultant</p> <p>Statewide Preschool</p>	The Statewide Preschool Environments coordinator position was developed during Summer 2011. This position continues to provide LEA technical assistance related to preschool options and educational environments.

G I		Environments coordinator	
<p>Data Analysis (Indicator 7 only) 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.</p> <p>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.</p> <p>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.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
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	In the first week of each month, data is reviewed by the statewide coordinator and reports are given to the CESA Program Support Teachers for follow-up with LEAs. Monthly reports include: 1. Children who turned 6 who need exit data completed, and 2. LEAs who have not yet reported data in the current school year. The statewide coordinator follows up with LEAs, as needed.
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	As a result of reviewing trends and patterns, several areas of concern were identified based on the Early Childhood Outcomes Pattern Checking table. Additional training and technical assistance was provided throughout the 2012-13 school year specific to addressing the entry rating practices related to children with a speech and language impairment. A statewide webinar was developed in November 2012 addressing Indicator 7 rating practices, current data patterns and information on determining eligibility in the area of speech and language impairment. Also two 'Lunch and Learn' webinars were held on gathering functional

			assessment for children with speech and language impairments and looking at development in the three outcomes.
7 A B F	National technical assistance from NECTAC and ECO is utilized whenever possible to enhance current data analysis processes being utilized.		Wisconsin received technical support from the Early Childhood Outcomes Center and SRI International in the development of the Data Review process done with LEAs during the 2012-13 school year.
7 A H	Data analysis pilot was developed and implemented.	Child Outcomes Coordinator WDPI Internal Indicator 7 workgroup	The data analysis pilots from the prior year led to the development of an Indicator 7 Data Review process in the 2012-13 school year (see new activity below).
7 A B E H	Reviewed and assessed current Child Outcomes policies, practices and system using the ECO self-assessment tool.	Statewide Child Outcomes workgroup	Greater emphasis was placed on data analysis for the purpose of enhancing data quality during the 2012-13 school year.
7 A B E F G H	Child Outcomes Stakeholder Workgroup provides input from LEA personnel in the Child Outcomes statewide policies and procedures.	Child Outcomes Stakeholder Workgroup members Statewide Child Outcomes Coordinator	The Stakeholder Workgroup met three times throughout the 2012-13 school year. A primary result of these discussions was the addition of the Developmental Profile-3 (DP-3) to Wisconsin's list of recommended assessment tools to be used in the Indicator 7 rating process.

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://sped.dpi.wi.gov/sped_spp-preout 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

Part B State Annual Performance Report (APR) for 2012

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 2012
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	LEAs continued to enter child outcomes data for the 2012-13 school year using the Child Outcomes application within the Special Education Web Portal. Monthly data review indicated that LEAs were entering data in a timely manner.
7 C D	Training is conducted annually for each CESA, and targets LEAs scheduled to begin gathering child outcomes data in the upcoming year of the Self-Assessment Cycle. The training includes a database module and sample entries on the live database.	Child Outcomes Coordinator CESA Early Childhood Program Support Teachers (EC PST's) WDPI ECSE Consultant WDPI Internal Outcomes workgroup	There were 12 regional Indicator Trainings held during the 2012-13 school year. A small group session was offered at each training for LEAs to ask questions specific to Indicator 7 data entry
7	Resources, including a Database User Guide	Child Outcomes	A training module continues to be available focusing on data

B C D	and archived Mediasite webcasts, are available at: http://sped.dpi.wi.gov/sped_spp-preout and http://www.collaboratingpartners.com/disabilities-indicators-3-7-requirements-forms.php .	Coordinator CESA 5 Website Technical Support WDPI ECSE Consultant	reporting in the Special Education Web Portal Child Outcomes Application. The module is available on the WI DPI Indicator 7 web page.
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	In the first week of each month, data is reviewed by the statewide coordinator and reports are given to the CESA Program Support Teachers for follow-up with LEAs. Monthly reports include: 1) Children who turned 6 who need exit data completed, and 2) LEAs who have not yet reported data in the current school year. The statewide coordinator follows up with LEAs who have incomplete or inaccurate data. During the 2012-13 school year, eleven 'Group Data Reviews' were held throughout the state. These 'Group Data Reviews' looked at data patterns in order to enhance data quality. Follow-up support identified as needed by LEAs focused on assistance in the rating process and conducting functional assessments.
<p>Evaluation and Quality Improvement (Indicator 7 only)</p> <p>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.</p> <p>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.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
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	During the 2012-13 school year, new directors of special education were contacted and provided technical assistance regarding the use of the Child Outcomes Fidelity Self-Assessment. In addition, the Child Outcomes Fidelity Self-Assessment was referenced during the Indicator Trainings.

Part B State Annual Performance Report (APR) for 2012

7 B F H	Regional and/or national technical assistance is utilized whenever possible to enhance strategies that assure data quality, validity and reliability.	Child Outcomes Coordinator Child Outcomes consultant	The Child Outcomes Coordinator attended the 2012 Child and Family Outcomes Conference held in Minneapolis and participated as a panel member in one workshop session. In addition, the Child Outcomes Coordinator shared information on the Wisconsin group Data Review Process implemented throughout the state on a Child Outcome Summary Community of Practice monthly web conference and also for a Training/Technical Assistance Community of Practice web conference.
7 A H	Data analysis pilot was developed and implemented.	Statewide Child Outcomes coordinator WDPI Internal Indicator 7 workgroup	During the 2012-13 school year, a process of reviewing state, CESA and LEA data patterns, taken from the Early Childhood Outcomes (ECO) Pattern Checking table, was conducted with groups of LEAs throughout the state. These reviews formulated next steps including reviewing the rating numbers and rating process with staff as well as additional training in conducting functional assessment.
7 A B C D F H	Monthly Indicator Web conferences focused on Indicator 7 data collection and data quality.	WDPI ECSE consultant Statewide Child Outcomes coordinator ECSE PSTs	Monthly Indicator Web Conferences were continued with the CESA program support teachers in the 2012-13 school year. Each month updates were provided on the current status of the Indicator 7 data as well as suggestions given about how to provide follow-up assistance with local LEAs.
<p>Early Childhood National Technical Assistance (Indicator 7 only) 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.</p> <p>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.</p> <p>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.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
7 B	Training and technical assistance is utilized from NECTAC, ECO, and NCRRC to support	WDPI staff	Wisconsin received technical support from the Early Childhood Outcomes Center and SRI International in the

E F G H	the development and/or improvement of Indicator 7 policies and procedures.	Child Outcomes Coordinator	development of the Data Review process done with LEAs during the 2012-13 school year.
7 E	Technical assistance from ECO and NECTAC is accessed on an as needed basis.	Child Outcomes Coordinator WDPI ECSE Consultant	Wisconsin received technical support from the Early Childhood Outcomes Center and SRI International in the development of the Data Review process done with LEAs during the 2012-13 school year.

Training and Technical Assistance System (Indicator 7 only)

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://sped.dpi.wi.gov/sped_spp-preout. 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->

Part B State Annual Performance Report (APR) for 2012

about.php.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
7 B C	The Statewide Early Childhood Outcomes Coordinator position provides coordination of the statewide child outcome system.	Child Outcomes Coordinator	Coordinator role continues as in previous years with primary responsibility for development and implementation of training, progress monitoring and conducting individualized LEA data reviews.
7 A B C	The <i>Wisconsin's Children Moving Forward</i> – Child Outcomes training materials are reviewed and updated annually based on enhancements and/or new information learned from the National Early Childhood Technical Assistance Center (NECTAC) and the Early Childhood Outcomes (ECO) center.	State Child Outcomes Workgroup Child Outcomes Coordinator WDPI ECSE Consultant WDPI Internal Outcomes workgroup EC PSTs B-3 RESource Staff	In 2012-13, updates to face-to-face training materials focused on the integration of the child outcomes rating process into the IEP process. A role-play highlighting how to hold a functional assessment conversation with parents and other providers was added to the Indicator Trainings.
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	During the 2012-13 Indicator Trainings, emphasis was given in the use of the Bucket List, the Decision Tree and the Rating Practice Worksheet. An individualized Indicator 7 Data Report was created for each LEA that participated in an Indicator 7 Data Review.

Part B State Annual Performance Report (APR) for 2012

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	In 2012-13, thirteen CESA-wide Indicator trainings for LEAs were conducted.
7 B C D F	Monthly Indicator Calls are done with EC PSTs, B-3 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	WDPI & WDH staff Child Outcomes Coordinator B-3 RESource UW Waisman Center Staff Head Start T/TA Staff	Monthly Indicator Web Conferences were continued with the CESA program support teachers in the 2012-13 school year. Each month updates were provided on the current status of the Indicator 7 data as well as suggestions given about how to provide follow-up assistance with local LEAs.
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	Three meetings were held in 2012-13 with CESA and Milwaukee Public School PSTs, Indicator Coordinators, and WDPI staff. Indicator 7 updates were provided at these meetings.
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	In 2012-13, a statewide webinar was held for speech and language personnel focusing on the 7-point rating process for Indicator 7 and speech/language eligibility criteria. Rating patterns showing how children with a speech and language impairment are impacting the Indicator 7 data were shared. Recommendations on how to improve the process for conducting good functional assessments of children suspected of having a speech/language impairment

Part B State Annual Performance Report (APR) for 2012

			<p>were discussed.</p> <p>Also three statewide 'Lunch and Learn' webinars were held. The focus of these webinars was to share information and resources and provide opportunities for LEA personnel to share quality practices related to Indicator 7.</p>
7 B C D G	<p>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.</p>	<p>Child Outcomes Coordinator</p> <p>SPDG EC Hub</p> <p>WDPI ECSE Consultant</p>	<p>The WI Personnel Development Model of training and follow-up technical assistance is implemented in WI by having ongoing CESA-wide trainings conducted throughout the year by the Early Childhood Special Education Indicator Coordinators. The coordinators conduct CESA-wide trainings across the state to ensure consistency of message. Follow-up technical assistance is then provided to individual LEAs by the CESA Program Support Teachers.</p>
7 B C G	<p>Both the Wisconsin Early Childhood Collaborating Partners (WECCP) and WDPI Indicator 7 websites serve as an informative website for information related to Child Outcomes</p>	<p>CESA 5 Staff & Website Technical Support</p> <p>Child Outcomes Coordinator</p> <p>WDPI ECSE Consultant</p> <p>WDPI Internal Outcomes workgroup</p>	<p>An Indicator 7 Speech and Language webinar was recorded and posted on the Indicator 7 web page.</p>
7 C D	<p>Online training module development</p>	<p>WDPI ECSE Consultant</p> <p>Child Outcomes Coordinator</p> <p>WDPI Internal Indicator 7 workgroup</p>	<p>Training modules continue to be available on the Indicator 7 web page including An Overview of Early Childhood Indicators, The Rating Process, and Data Entry.</p>
7	<p>Child Outcomes Stakeholder Workgroup</p>	<p>Child Outcomes</p>	<p>The Stakeholder Workgroup met three times throughout the</p>

A B C F H	provides input from LEA personnel in the Child Outcomes statewide policies and procedures.	Stakeholder workgroup members Statewide Child Outcomes coordinator WDPI ECSE consultant	2012-13 school year. A primary result of these discussions was the addition of the Developmental Profile-3 (DP-3) to Wisconsin's list of recommended assessment tools to be used in the Indicator 7 rating process.
7 A B D G	ECSE Leadership Conference for LEAs, IHEs, B-3, coaches, PSTs, and other ECSE leadership personnel	WDPI ECSE consultant Statewide Child Outcomes coordinator Early Transitions coordinator Preschool Environments coordinator ECSE PSTs	The ECSE Leadership meeting was held in conjunction with the Intersecting Interests: Training and Technical Conference. Participants included ECSE leadership personnel from LEAs, IHEs, regional coaches, PSTs, and Indicator coordinators. This conference focused on Indicators 6, 7, and 12, Child Find, dual language learners, Pyramid Model, and Response to Intervention.
<p>Coordinated Data Analysis and Improvement Planning (Indicator 12 only) One of the functions of the Cross Department Transition team is to review transition data and coordinate local improvement efforts. For example, determination letters from both departments encourage local programs to communicate and jointly plan improvement strategies. Both WDPI and WDHS have included expectations for their contracted training and technical assistance staff to include facilitating local interagency agreements and professional development on early childhood transition as a part of their on-going work.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
12 A B C	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	WDPI Internal Indicator 12 workgroup	WDPI made no findings of noncompliance because LEAs immediately (i.e., before the State issued a finding) corrected noncompliance and provided documentation of such correction. LEAs that were unable to meet Indicator 12 for FFY 2012 were, nevertheless, required to submit an

Part B State Annual Performance Report (APR) for 2012

D E F G H	reason for delays in the transition process and local strategies to correct timelines. The Cross Department Transition team met to review and analyze these plans and to develop a coordinated approach to improvement activities. This team continued to monitor progress of transition data by examining data and analyzing strategies that result in improvement.	Cross Department Transition team	improvement plan electronically through the Special Education Web Portal and provide evidence of child specific and current compliance. The Transitions Coordinator reviewed those plans and provided appropriate technical assistance, ranging from phone contact to on-site visits, as well as training on indicator specific requirements for some LEAs. Results of the improvement plan were shared with the internal DPI Indicator 12 team. WDPI validated the data. In addition, WDPI validates the data in PPS is accurate.
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	A dedicated position for early transitions was created in 2011 and remained in place for the 2012-13 school year.
12 A B C D E G	Data coordination with WDHS	WDPI Internal Indicator 12 workgroup WDPI ECSE consultant Early Transitions coordinator WDHS staff	WDPI continued to collaborate with early childhood partners on transition from Part C to Part B. Collaboration is primarily focused on data collection and analysis as well as quality processes.

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 2012
------------------------------	----------------------------------	-----------	--

<p>12 A B E F G H E</p>	<p>Interagency Agreements: Primary The Interagency Agreement Workgroup, with members from WDPI and WDHS, is preparing a new state interagency agreement that describes the responsibilities of each department specific to implementing IDEA 2004 and state policy. Areas addressed include, but are not limited to: Child Find, transition, evaluation, environments, outcomes, service delivery, and professional development. Completion of a revised interagency agreement will occur after Part C regulations have been finalized. Preliminary discussions have occurred related to dissemination.</p>	<p>WDPI Internal Indicator 12 workgroup (Assistant Director, Data Consultant, ECSE Consultant, EC Consultant, Compliance Consultant, Data Coordinator) State Interagency Agreement Team CESA 7 IDEA Preschool Discretionary Grant Program Support Teacher (PST) WDPI Legal Services Cross Department Transition team</p>	<p>A draft of the primary interagency agreement developed by staff from WDHS and WDPI was submitted to OSEP by WDHS with their Part C state application. The state is awaiting OSEP review prior to finalizing the agreement.</p> <p>A separate interagency agreement was updated 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).</p> <p>A web based training session with Birth to 3 participants as well as LEAs was completed. This session utilized the state interagency agreement as a model for local agreements.</p> <p>LEAs and local Birth to 3 agencies continued to meet during the 2012-2013 school year to review interagency agreements. WDPI technical assistance partners (i.e. RESource, early childhood program support teachers, Regional Service Network Directors) have helped to facilitate these meetings between LEAs and their county Birth to 3 agencies</p>
<p>6, 12 A B E F G H E</p>	<p>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</p>	<p>WDPI Internal Indicator 12 workgroup State Interagency Agreement Team</p>	<p>With changes in staffing at WDHS and WDPI and the need to first address new Part C regulations including parent opt-out, work on the secondary interagency agreement was temporarily placed on hold.</p>

	finalized.	WDPI Legal Services CESA 8 Culturally Responsive Education Grant	
6,12 A B E F G H E	Interagency 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.	WPDI Internal Indicator 12 workgroup Cross Department Team WDPI Legal Services	Consideration of the need for a bulletin will be given upon completion of the secondary interagency agreement.

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 2012
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 WI Personnel Development Model of training and follow-up technical assistance is implemented in WI through ongoing CESA-wide trainings conducted throughout the year by the Early Childhood Indicator Coordinators. The coordinators lead the CESA-wide trainings across the state to ensure consistency of message. Follow-up technical assistance is then provided to individual LEAs by the CESA program support teachers. The coordinators are also available for consultation with all CESAs and LEAs.

Part B State Annual Performance Report (APR) for 2012

<p>12 C D E</p>	<p>State Provided Training and Technical Assistance: Access to resources and materials WDPI created and maintained access to resources and training materials related to Indicator #12.</p>	<p>WDPI Internal Indicator 12 workgroup SPDG Hub Director</p>	<p>The WDPI supports the maintenance of www.collaboratingpartners.com and the WDPI Indicator 12 webpage. These web pages provide information and opportunities for training and technical assistance related to Indicator 12. Users are also directed to these websites to obtain additional early childhood special education resources.</p>
<p>12 C D G I</p>	<p>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:</p> <ul style="list-style-type: none"> • 6 Birth to 3 RESource regional staff • 12 CESA IDEA preschool grant coordinators and early childhood program support teachers located in larger school districts • 12 CESA Regional Services Network Coordinators 	<p>WDPI Internal Indicator 12 workgroup SPDG Hub Director WDPI Consultants IDEA Preschool Discretionary Grant State and CESA coordinators RSN coordinators</p>	<p>Statewide Indicator trainings were held and attendees included Birth to 3 Resource staff, CESA coordinators and LEA program support teachers. These trainings were updated continuously to include the latest information and processes. Attendees were able to appropriately deliver the information gained to staff in their local entities. Additionally, the statewide coordinator was available to support the efforts of the network at meetings and trainings throughout the state and upon LEA request.</p>
<p>12 C D</p>	<p>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 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.</p>	<p>WDPI Internal Indicator 12 workgroup WDHS staff</p>	<p>WDPI and WDHS staff attended the OSEP Leadership Conference in Summer 2012 and actively participated in sessions related to transition from Part C to Part B. Additionally, WDPI and WDHS participated in webinars related to the revised Part C regulations.</p>
<p>12 A B</p>	<p>Early Childhood Indicator Trainings</p>	<p>WDPI ECSE Consultant Early Transitions</p>	<p>Thirteen statewide indicator trainings were held in 2012-13. These trainings were attended by multiple disciplines including Birth to 3 and LEA personnel. Statewide indicator trainings included interactive content to ensure a smooth</p>

C D E G		Coordinator	and effective transition.
12 A B C D E G	Opt-out training and technical assistance	WDPI Internal Indicator 12 workgroup Early Transitions Coordinator WDHS staff	Opt-out training was included in the statewide indicator trainings on early transitions. The addition of this material allowed greater understanding of the transition process and, in turn, helped to ensure a smooth and effective transition.
12 A B D G	Additional Training/Technical Assistance	Early Transitions Coordinator WDPI ECSE Consultant CESA EC PSTs	Additional training and technical assistance was provided on a one-on-one basis, as well as in group format. A 'Lunch and Learn' webinar series was developed focusing on the early childhood indicators. The 'Lunch and Learn' series included two focused sessions on transition, including interagency agreements and data entry.
12 A B D E	Corrective Action Plan T/TA	Early Transitions Coordinator WDPI ECSE Consultant WDPI Internal Indicator 12 workgroup	WDPI made no findings of noncompliance because LEAs immediately (i.e., before the State issued a finding) corrected noncompliance and provided documentation of such correction. LEAs that were unable to meet Indicator 12 for FFY 2012 were, nevertheless, required to submit an improvement plan electronically through the Special Education Web Portal and provide evidence of child specific and current compliance. The Early Transitions Coordinator reviewed those plans and provided appropriate technical assistance, ranging from phone contact to on-site visits, as well as training on indicator specific requirements for some LEAs. Results of the improvement plan were shared with the internal DPI Indicator 12 team. WDPI validated the data. In addition, WDPI validates the data in PPS is accurate. The addition of the Early Transitions Coordinator allowed for more intentional and intensive review of the submitted plans. Due to the statewide nature of the Early Transitions Coordinator, networking amongst similar sized LEAs was encouraged and follow-through increased.

<p>12 A B D G</p>	<p>ECSE Leadership Conference for LEAs, IHEs, B-3, coaches, PSTs, and other ECSE leadership personnel</p>	<p>WDPI ECSE consultant Statewide Child Outcomes coordinator Early Transitions coordinator Preschool Environments coordinator ECSE PSTs</p>	<p>The ECSE Leadership meeting was held in conjunction with the Intersecting Interests: Training and Technical Conference. Participants included ECSE leadership personnel from LEAs, IHEs, regional coaches, PSTs, and Indicator coordinators. This conference focused on Indicators 6, 7, and 12, Child Find, dual language learners, Pyramid Model, and Response to Intervention.</p>
<p>National Technical Assistance (Indicator 13 only) 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.</p>			
<p>Indicator and Category(s)</p>	<p>Improvement Activity Description</p>	<p>Resources</p>	<p>Status of Improvement Activity FFY 2012</p>
<p>13 A B D F E G</p>	<p>WI State Capacity Building Plan: Secondary Education and Transition Services for NSTTAC Wisconsin also focused directly on related statewide performance indicators.</p>	<p>WI DPI Transition Consultant WI DPI Assistant Director of Special Education WSTI Director PHSOS Coordinator FACETS Coordinator</p>	<p>WDPI and other stakeholders attending NSTTAC's spring 2013 Capacity Building Institute in Charlotte, NC, to review and revise Wisconsin's strategic plan to improve postsecondary transition. Six Wisconsin representatives attended the NSTTACs Community on Transition meeting in May 2013.</p>

		DHS Consultant DVR Representative	
<p>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.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
14 A C D E F J Other Dissemination	<p>Information Dissemination</p> <p>To increase awareness of the outcomes, improve response rates and improve outcomes:</p> <ul style="list-style-type: none"> Information from the WPHSOS will be shared with parents and families, youth, public and private adult services providers, teachers, school administrators, and the WI CIFMS Stakeholder Group at conferences and meetings. Information on state and local communities of practice, as well as technical assistance documents, will be shared with the National Community of Practice on Transition via the Shared Work website (www.sharedwork.org) 	<p>Wisconsin PHSOS Director</p> <p>WI DPI Transition Consultant</p>	<p>All statewide reports were written and most are posted to the post high website to increase awareness of outcomes and encourage local outcomes surveys (www.posthighsurvey.org).</p> <ul style="list-style-type: none"> 2012 At-A-Glance 2012 Statewide GEDE Report 2012 Statewide Summary Report 2012 Statewide Report 2012 District Indicator 14 Report (posted on DPI website) 2012 Supplemental Indicator 14 Report FFY 2011 APR for Indicator 14 <p>Additional Products Developed</p> <ul style="list-style-type: none"> Added several new questions to the Wisconsin Post High School Outcomes Survey to determine the benefit of high school jobs on post high school employment. This data will be shared with the DPI and TIG grant members to better understand the effect of high school employment on outcomes in the state. Created a new report: "Review of Indicator 14 Outcomes" to help districts set Indicator 14 goals and track progress over time. Created a longitudinal American Indian post high school outcomes shared with American Indian home-school coordinators to (a) become aware of these outcomes (b) determine how, in their role in the school, they can facilitate transition planning (c)

			<p>encourage some coordinators to become trained interviewers. This report was also shared with member of a American Indian Education Board.</p> <ul style="list-style-type: none"> • Developed a longitudinal outcomes report on the outcomes of statewide exiters with autism and shared with the DPI autism consultant. • Created a “Longitudinal Data Report” on www.posthighsurvey.org for both LEA and SEA use; any combination of the Indicator 14 survey years can be selected and major outcomes reviewed in an easy to read report. • DUT and Facilitator’s Guide completed and available for LEAs use to use for data analysis and improvement planning at www.posthighsurvey.org. <p>Please note that since July, 2014, the resources and tools created on the Transition Resources for Youth website (www.tr4y.org) have now been incorporated into the State Transition Improvement Grant website at www.wsti.org. Resources, tools and related activities on www.tr4y.org to took place during FFY 2012 and are therefore reported here.</p> <ul style="list-style-type: none"> • Created and promoted at each of the state’s 12 CESAs a new website (www.tr4y.org) that houses an extensive resources repository. • Developed an on-line Predictor Rubric and a Transition Requirements and Enhanced Practices Rubric for LEA use in transition improvement planning, also located at www.tr4y.org. • “Interviewer Training” PowerPoint and additional training materials were revised and used with MPS and four additional school districts to train local interviewers to conduct their local 2013 interviews (www.posthighsurvey.org). <p>Presentations, activities and conferences to increase awareness, promote a higher response rate, and increase postsecondary education and employment outcomes</p> <ul style="list-style-type: none"> • 27 statewide, CESA, district and agency presentations on statewide outcomes including the State Superintendent’s Leadership Conference,
--	--	--	---

			<p>Transition Coordinator Meetings, CESA RSN meetings, Transition Academy, individual district meetings, agency presentations on outcomes and other transition partners.</p> <ul style="list-style-type: none"> • Connected with RSNs during the CESA PTP meetings which were coordinated by RSNs; districts were supported with information about the WSTI and TR4Y websites resources available to assist in using the new PTP to meet compliance. Identified districts will receive additional assistance as identified under the new PTP system and requested by RSNs or DPI. • The WPHSOS director attended several disproportionality conferences to better understand minority issues and begin developing transition improvement strategies. • Began discussions with the Response to Intervention (RtI) Disproportionality Coordinator on the state outcomes data. <p>Provided Technical Assistance to individual districts to develop transition improvement plans</p> <ul style="list-style-type: none"> • 23 people from 14 of the original 17 districts that participated in Professional Development using the DUT in October 2011 continued to receive support in implementing their transition improvement planning plans. Each district met two times during the 2012-13 school year to continue planning. Districts are mainly working on improvement of their community employment activities, building portfolios for students, connecting with outside agencies, increasing their assessment process and conducting the post high survey on an annual basis. As a direct result of using the DUT, several districts conducted their own post high survey. • Met with MS and HS staff of a school district to provide an overview of the tr4y website. Worked with staff on using tools and developing improvement plans; every participant requested a username and two teachers have started teams with
--	--	--	--

			<p>their students invited.</p> <ul style="list-style-type: none"> • Milwaukee Public Schools – met with Transition Team to plan activities for 2012-13 and discuss 2012 interviewing. Reviewed goals, and heard comments that the interviewing was very rewarding and, in addition to completing more interviews, much help was given to former students. They reported they would like to continue interviewing in 2013. • Assisted six additional districts using post high survey tools and tr4y tools • Worked directly with the Wisconsin School for the Blind and Visually Impaired. Trained two interviewers who then conducted interviews with exiters for the past four years; created a database for them to review their results over time; assisted them with using their post school outcomes for transition planning.
--	--	--	--

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 2012
1, 2, 3, 4, 20 A B C E F G	<p>Internal Research Committee:</p> <p>Establish WDPI as a state leader in the support and facilitation of educational research and the use of data in order to identify 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;</p>	WDPI Office of Educational Accountability, WDPI Student Services, Prevention and Wellness Team, WDPI Title I and School Support team, WDPI Data Management and Reporting	The Internal Research Committee finished developing a Department-wide process for vetting and approving outside research requests, and the Special Education Team continues to be involved to the extent that research requests focus on Special Education topics. The Internal Committee nominated members for an External Research Committee who were then approved by the State Superintendent. The External Research Committee represents leadership in research and practice in the field and will provide feedback and input to the Department about research needs, specifically those that may inform changing teacher practice to improve student outcomes.

		Team, WDPI Office of Legal Services Team, WDPI Special Education Team-Data Consultant	
1, 2, 3, 4, 20 A B C E F G	<p>Data Portal</p> <p>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.</p>	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	An internal team identified data elements to be included in a streamlined and integrated data display and analysis tool, called WISEdash. Representatives from the Special Education Team provided input, including information about SPP indicators and guiding questions specific to improving the outcomes of students with disabilities.
<p>Linguistically Culturally Diverse (LCD) II Populations: American Indian and Spanish Speaking</p> <p>The original Linguistically Culturally Diverse (LCD) guides were written as companion guides to the publication <i>Language Sample Analysis (LSA), the Wisconsin Guide</i>. LSA was first published in 1992 and then revised and updated in 2005. The LCD companion guides were added to provide speech language pathologists (SLPs) a process to differentiate a language disorder from a language difference. Given the cultural bias within most formal measures, the LSA was expanded to document current language status in English or three other languages and their dialects. These included Spanish, Hmong and African American.</p> <p>The LCD workgroup reviewed the LCD guides in August of 2009 to determine if the material could be utilized not only for SLPs but also for general educators to address over identification of various minority students in special education. LCD I was published in 1997) and LCD II was published in 2003.</p> <p>The workgroup found the guides to contain outdated terminology regarding the various cultures described in the guides. This language was determined to be insulting in today's environment. As a result the guides were removed from publication sales. However, it was determined that</p>			

<p>the information regarding language, dialects and sound system of typically developing English Language Learners from the various populations identified was a continued need. As a result the normal development of the groups identified will be updated. The first section to be updated will be the section in the LCD guide regarding the language, dialects and sound system of typically developing Spanish speaking children.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
4, 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	The LCD II guide was posted as a draft document to the WDPI web site for a feedback and comment period from practitioners in the field and a peer review from the speech and language program support network. Final feedback and comments were incorporated into the document which is now posted as a finished final document to the WDPI web site.
<p>Math and Science Partnership Grants State Superintendent Elizabeth Burmaster announced partnership grants that will help teachers learn new information in mathematics and science that will support increased student achievement. Grant activities will impact teachers in urban, suburban, and rural parts of the state. Projects will bring together mathematics and science teachers with science, technology, engineering, and mathematics faculty from state colleges and universities to expand teachers' subject matter knowledge. Many school districts participating in the partnership grant program have shown significant increases in the percentage of students who are proficient on state wide testing.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
3 C D F G H	<p>Math and Science Partnership Grants The department continues to award projects that partner with high-need school districts and train more mathematics and science teachers. The goal is to deepen teachers' content knowledge of mathematics and science. Teachers in these districts learn new information in mathematics and science that will support increased student achievement. Projects bring together mathematics and science teachers with science, technology, engineering, and mathematics faculty from state colleges and universities to expand teachers' subject matter knowledge.</p>	DPI Content and Learning Team	During the 2012-13 school year the Mathematics and Science Partnership Program discretionary grant continued to work to increase the academic achievement of Wisconsin students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers. Partnerships between high-need school districts and the science, technology, engineering, and mathematics (STEM) faculty in institutions of higher education continue to be at the core of these improvement efforts. The grants were awarded on a competitive basis to any high need district (where mathematics or science student proficiency scores did not exceed 65%, based on disaggregated 2011-12 WKCE scores and where there is no currently active Title II, Part B grant, and meeting one or more of three criteria). Additionally, DPI hosted a Mathematics and Science Partnership meeting (MSP) that all grant recipients were required to attend.

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 Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
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	MAVENS continues to meet on an ad hoc basis to support Department analysts. An "R" boot camp was organized and held to support and train staff, and provide updates on the latest methodologies and analytical tools and features of the R software.
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 <i>Model Local Educational Agency Special Education Policies and Procedures</i> 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 2012
11, 15 E	<p>Model Local Educational Agency Special Education Policies and Procedures WDPI developed <i>Model Local Educational Agency Special Education Policies and Procedures</i> to help LEAs meet their obligation to establish and implement special education requirements.</p>	Procedural Compliance Self-Assessment Workgroup	The Model LEA Policies and Procedures are available on the WDPI website at http://sped.dpi.wi.gov/sped_form_int .
11, 15 E	<p>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.</p>	Procedural Compliance Self-Assessment Workgroup	<p>Completed initial review in Spring 2008. Local Education Agencies (LEAs) must continue to submit substantive changes for review.</p> <p>Each 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 of Public Instruction (WDPI) for review. This occurred during FFY 2012.</p>
11, 15 A B D E I	<p>Procedural Compliance Self-Assessment Verification – Revised Procedures</p> <p>After the activities in the corrective action plan are completed, WDPI staff verifies that this noncompliance has been corrected. WDPI verifies that each child-specific error is corrected and that each LEA is in current compliance. To verify correction of child specific errors, WDPI selects a reasonable sample of students whose evaluations were not completed within 60 days. Each record is reviewed to ensure the evaluation was completed, eligibility determined, and compensatory services were considered. 100% of the records must be corrected. To verify current compliance, WDPI reviews updated data, including review of current records. Updated data must demonstrate 100%</p>	<p>Office Operations Associate(s)</p> <p>LPP Consultants</p>	This process was maintained and implemented during the FFY 2012. See Indicator 15 for more information.

	<p>compliance with the 60-day timeline. WDPI selects all files reviewed.</p> <p>Throughout the self-assessment process, WDPI staff provides technical assistance, and works with the LEA to ensure correction of noncompliance as soon as possible, but no later than one year after identification.</p>		
15 E	<p>Compliance Monitoring All LEAs are required to assure the department that they have adopted the Model Local Educational Agency Special Education Policies and Procedures or submit locally developed policies and procedures to the WDPI for review and approval.</p>	Procedural Compliance Self-Assessment Workgroup	<p>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.</p> <p>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. This occurred during FFY 2012.</p>
15 E	<p>Compliance Monitoring WDPI developed and disseminated guidance on WDPI model IEP forms and IEP team process.</p>	Procedural Compliance Self-Assessment Workgroup	<p>Completed: WDPI reviewed and revised its guide to special education forms in FFY 2011.</p> <p>The guide to special education forms is posted on WDPI's website.</p>
15 E	<p>Compliance Monitoring LEAs are required to submit an assurance that they have adopted the WDPI Model IEP Forms or submit their LEA forms to WDPI for review.</p>	Procedural Compliance Self-Assessment Workgroup	<p>Every year as an Additional Data Element in their LPP, Wisconsin Directors of Special Education acknowledge that they understand their affirmative duty to submit IEP forms with substantive modifications to WDPI for review. This occurred during FFY 2012.</p>
<p>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.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
14 A C D F G	<p>National Participation</p> <ul style="list-style-type: none"> To strengthen statewide projects, bring resources into the state, and share in the larger community of outcomes improvement 	<p>Wisconsin PHSOS Director</p> <p>WI DPI Transition Consultant</p>	<p>Collaborative meetings/regular communication with DPI</p> <ul style="list-style-type: none"> Participated in summer and fall Wisconsin Statewide Transition Initiative (WSTI) meetings and WSTI coordinator conference calls that included discussions of outcomes, root causes and improvement activities.

	<ul style="list-style-type: none"> • Continue partnering with the Technical Assistance (TA) Centers – NPSO, NSTTAC, NDPC-SD, NASDE, the IDEA Partnership, and the National CoP • Work with and learn from other states and state-partners 	<p>WDPI Graduation/ Dropout Prevention Consultant</p>	<ul style="list-style-type: none"> • A coordinated technical assistance approach was used between the WPHSOS, WSTI and Statewide Professional Development Grant (SPDG) projects. A new WSTI website/TR4Y brochure included information on both websites and projects, as well as links to state and national transition resources. • Tools and resources on both websites support the new web-based Postsecondary Transition Plan (PTP) process and will support the goal of 100% compliance of Indicator 13. <p>Interagency Participation Collaborative Work with Other Transition Partners</p> <ul style="list-style-type: none"> • Wisconsin Community on Transition • Met 10 times throughout FFY 2012 to discuss common work and goals, develop improvement plans that are promoted through interagency collaboration, including practice groups, participation in agency conferences and events, sharing information, and demonstration of effectiveness of collaborative work through data collection and sharing. • One of the practice groups focuses on Institutes of Higher Education. • Shared the open-ended survey comments and outcomes data with WiCoT members and practice groups. • Transition Action Guide of the Interagency Agreement was updated and widely shared. • Promise Grant – joint agency workgroup member applying for a federal grant that focuses on employment outcomes. • Let’s Get to Work Grants – partnering to address employment and postsecondary education and training needs and solutions for youth with CD. • Shared 2012 WPHSOS Statewide Report with the disability coordinator for Madison College. <p>National Participation Wisconsin benefits from participation in a variety of national</p>
--	---	---	---

		<p>organizations focused on improving post high school outcomes of youth with disabilities. Wisconsin also shares information learned from the WPHSOS through these various organizations.</p> <p>Collaboration with the National Postsecondary Outcomes Center (NPSO)</p> <ul style="list-style-type: none"> • Participated on eight conference calls. • Completed an extensive survey on use of NPSO tools and website. • Taped a video for NPSO on use of their tools; posted to NPSO website. • NPSO logic model goals have been incorporated into the grant activities. • All five Activities on the Logic Model have been completed. • The four Short-Term Outcomes have been completed. • The two Intermediate Outcomes are in progress: <ul style="list-style-type: none"> ○ Increase the number of districts using the Data Use Toolkit from 3 to 15 (19 Districts are actively using the DUT to view local outcomes and for improvement planning). ○ Response Rates increased from 29% to 33% to 40% in FFY 2012. • The Long-Term Outcome (meet SPP Indicator 14 targets) is in progress but not met for FFY 2012 • Participation in Higher Education (4-year colleges/ universities, specifically) decreased, and participation in Some Other Postsecondary Education or Training, Competitive Employment, and Some Other Employment remained constant, resulting in an overall decrease in Measurements A, B and C for Indicator 14 reporting. • Attended NPSO STEPSS training in Denver. <p>Collaboration with National Secondary Transition Technical Assistance Center (NSTTAC)</p> <ul style="list-style-type: none"> • Worked with National Secondary Transition Technical Assistance Center (NSTTAC) on the
--	--	---

		<p>finalization of the Predictor Rubric.</p> <ul style="list-style-type: none"> Community call with NSTTAC as presenter; shared DUT evaluation and planning tools with NSTTAC and received positive feedback as evaluation issue is common issue for many states. <p>National Capacity Building Meetings and Check and Connect</p> <ul style="list-style-type: none"> Participant and presenter at the Mid-Year Check and Connect and Annual National Joint Planning meetings. Team leader for National Community of Practice meeting in Charlotte, NC. Discussed ways to move state WiCoT forward; created a plan of annual goals that was shared with the WiCoT on calls. <p>National Community Transition (NCoT) Conference Calls/Meetings</p> <ul style="list-style-type: none"> Participated on eight conference calls Participated on a call with Joanne Cashman and Mariola about using www.sharedwork.org to the WI CoT leadership team and group work; set up a training time; reviewed the “Deep Dive” process to be used at an upcoming WI CoT meeting. Attended with DPI transition consultant to review and revise state transition goals. <p>Collaboration with Other Transition Partners</p> <ul style="list-style-type: none"> Participant the October 2011 DCDT conference. Worked with the National Drop-Out Prevention Center on Drop-Out Prevention Rubric and a possible research project. Worked with transition specialists from Oregon, Washington, New York, Arizona and Iowa on common transition issues. National Evaluation Practice Group Participated in a National Community of Practice – Evaluation Practice Group – three conference calls. Developed and presented an evaluation form based
--	--	--

			on Thomas Guskey’s “Evaluating Professional Development”; received positive feedback from the practice group members.
<p>Positive Behavioral Interventions and Supports (PBIS) Positive Behavioral Interventions and Supports (PBIS) applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. Schools implementing PBIS build on existing strengths, complimenting and organizing current programming and strategies. Data-based decision-making is critical to successful PBIS implementation.</p> <p>PBIS is a systems model that guides schools to design, implement, and evaluate effective school-wide, classroom, and student-specific behavioral/instructional plans. PBIS includes school-wide procedures and processes for: a) all students, staff, and all school settings, b) specific settings within the school environment, c) individual classrooms and teachers, d) small group and simple student interventions for those at-risk, and e) individual student supports for students who have intensive and comprehensive needs across home, school, and community.</p> <p>The Wisconsin Statewide PBIS Network provides technical assistance and coordinates professional development to help Wisconsin school districts establish and sustain PBIS within their respective schools. In addition, the project gathers, analyzes, and disseminates implementation data from all schools using PBIS services.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
1, 2, 3, 4, 9, 10 A B C D E F G H	<p>Wisconsin Positive Behavior Interventions and Supports (PBIS)</p> <p>Continuing work on statewide implementation of PBIS.</p>	<p>PBIS Internal Workgroup</p> <p>Statewide Discretionary Grant</p>	<p>The Wisconsin PBIS Network, an IDEA Discretionary Grant Project, continued to operate through the Wisconsin Rtl 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 regarding PBIS from WDPI.</p> <p>A statewide Assistant Director for PBIS works under the direction of the WDPI, the CESA Statewide Network, and the Director of the Wisconsin Rtl Center and works in collaboration with the PBIS Data and Evaluation Coordinator and Assistant Director for Academics for the WI Rtl Center. 8.0 FTE Regional Technical Assistance Coordinators provide regional technical assistance and training to schools, districts, and CESAs throughout the state.</p> <p>The WI PBIS Network held a statewide conference for 675</p>

		<p>educators, representing 97 Wisconsin school districts.</p> <p>Four Statewide Leadership Team meetings were held, representing practitioners, parent organizations, professional organizations and community supports. The RtI Center now has one leadership team, representing both PBIS and academic foci.</p> <p>The WI PBIS Network's website (www.wisconsinpbisnetwork.org) provides technical assistance tools and resources, school-based examples, research, online professional development modules and access to in-person professional development registration.</p> <p>Statewide PBIS training data:</p> <ul style="list-style-type: none"> • 1091 schools have been trained in Tier 1 PBIS since the Network began (52% of Wisconsin schools). • Almost half of Wisconsin's districts have at least one school trained in Tier 1 PBIS. • 14% of Wisconsin schools are considered dually trained in both Tier 1 PBIS and the WI academic RtI framework. • 354 schools are trained in Tier 2 PBIS. • 64 schools are trained in Tier 3 PBIS. Of these, 36 schools were trained in RENEW (Rehabilitation for Empowerment, Natural Supports, Education, and Work) as part of a Tier 3 high school cohort series. • In FY 2012-13, the Network held 200 trainings and networking sessions • 675 participants attended the Network's annual PBIS Leadership Conference, representing 97 school districts. <p>Statewide PBIS implementation data:</p> <ul style="list-style-type: none"> • 96% (1,046) of schools trained in PBIS are indicating their implementation of Tier 1 by taking a self-assessment survey (an increase from 93% in SY11-12 and 89% in SY 10-11).
--	--	--

			<ul style="list-style-type: none"> 693 schools indicated they were implementing with fidelity. Of these, 7% have sustained fidelity for three years or more; 26% for two years; and 29% for at least one year. 264 schools indicated they were implementing Tier 2. <p>Statewide PBIS outcome data:</p> <ul style="list-style-type: none"> Schools trained and implementing with fidelity saw a 26% decrease in out-of-school suspensions while schools not at fidelity (both trained and untrained) only saw an 8% decrease. The greatest overall decrease in suspension rates occurred in schools that have maintained fidelity for between two and three years (three-and-a-half fewer students per 100).
--	--	--	--

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 2012
12 A B E F G H	<p>Data Collection and Reporting: Development of new data collection system</p> <p>WDPI and WDHS worked collaboratively to build a coordinated data collection system, the Program Participation System (PPS), to allow for electronic referrals from Part C to B and to ensure a timely, smooth, and effective transition. PPS will also serve as a data collection mechanism for Indicator 12. This new system was developed to enable the state to meet the 100% target for Indicator 12.</p>	<p>General Supervision Enhancement Grant (GSEG)</p> <p>Data Consultant & IT staff</p> <p>WDPI Internal Indicator 12 workgroup</p> <p>Cross Department team</p>	<p>The PPS system has been in effect since 2009. It has proven to be an effective tool, allowing a fluid means for Birth to 6 referrals for special education. In PPS, a Birth to 3 Program opens a child record and makes a referral to an LEA. The LEA receives the referral electronically and then completes the Indicator 12 information in PPS. WDHS and WDPI have an interagency agreement that addresses PPS and describes each department's responsibilities. Enhancements are made to PPS as needed.</p>

<p>12 A B C D E F G H</p>	<p>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.</p>	<p>WDPI Consultants IDEA Preschool Discretionary Grants State Professional Development Grant (SPDG) WDPI Internal Indicator 12 workgroup Cross Department Transition team</p>	<p>The WDPI Special Education Portal contains reports generated from PPS that provide information to LEAs, the Statewide Early Transitions Coordinator, and the WDPI Internal Indicator 12 workgroup. These reports are used to ensure data accuracy and inform the development of new training materials and technical assistance to support a smooth and effective transition. The WDPI Indicator 12 webpage is updated regularly as new training materials are developed. LEAs continued to learn about accurate PPS data entry through Indicator Trainings and individual contact with Statewide Early Transitions Coordinator. Twelve indicator trainings were offered.</p>
<p>12 C D G</p>	<p>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.</p>	<p>WDPI EC Consultants IDEA Preschool Discretionary Grant State and CESA coordinators RSN Directors WDHS Staff RESource personnel</p>	<p>The Statewide Early Transitions Coordinator works with LEAs to ensure accurate and timely data. A statewide training initiative focusing on the transition process was developed and delivered at over twelve trainings across the state. In addition, this position continues to provide targeted technical assistance upon LEA request or department referral.</p>
<p>12, 20 A C D</p>	<p>Data Collection and Reporting: Program Participation System (Indicator 12) Activities surrounding the Program Participation System (PPS), the data collection system for indicator 12, have previously been reported under Indicator #12 in the APR and</p>	<p>Special Education Team Assistant Director, Special Education Team</p>	<p>Indicator 12 data was reviewed and compared against the PPS system including WDHS and WDPI entries. This comparison allowed the WDPI to look at statewide data, and also to explore solutions to identified issues. The joint PPS system enabled both departments to collect</p>

	<p>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.</p> <p>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.</p>	<p>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</p>	<p>and maintain data that was pertinent to the achievement of a smooth and effective transition. Utilizing the results of the data review, the departments could identify necessary areas for improvement, potential change and also to pinpoint existing problems. Statewide Training and Technical Assistance was provided at twelve Indicator Trainings and through individual contacts with LEAs. Training and Technical Assistance was executed to ensure appropriate and accurate data reporting in the PPS system.</p>
<p>12, 20 A C D</p>	<p>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.</p>	<p>Special Education Team Assistant Director</p> <p>Special Education Team Data Coordinator</p> <p>Special Education Team Data Consultant</p> <p>Special Education</p>	<p>Q & A documents regarding accurate reporting and coding were reviewed and updated as needed. These documents were available at numerous trainings throughout the state, as well as on the WDPI Indicator 12 web page. As updates to the PPS system were made, WDHS and WDPI jointly worked to ensure that all stakeholders in the Birth-6 system were not only informed of the changes but understood the meaning behind them.</p>

		Team Consultants WDPI Early Childhood Consultant Wisconsin Department of Health Services Staff	
<p>Procedural Compliance Self-assessment Each year, the state gathers monitoring data from one-fifth of the LEAs in the state through an LEA self-assessment of procedural requirements related to monitoring priority areas and SPP indicators. For Indicator 11, LEAs conduct a review of all initial evaluations where parental consent was received during the reporting period. Each year, the cohort districts are representative of the state considering such variables as disability categories, age, race, and gender. Milwaukee Public Schools, the only LEA with average daily membership of over 50,000, is included in the sample each year. WDPI will include every LEA in the state at least once during the course of the SPP. The self-assessment of procedural requirements includes data on each of the SPP indicators including the percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (Indicator 11). LEAs report the self-assessment results to WDPI, along with planned corrective actions. LEAs are required to correct noncompliance as soon as possible, but no later than one year from identification.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
11, 15 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	WDPI's procedural compliance workgroup annually reviews the self-assessment standards and directions and makes necessary revisions. This occurred during FFY 2012.
11, 15 C	Procedural Compliance Self-Assessment - Training Training on standards and directions.	Procedural Compliance Self-Assessment Workgroup Regional Service Network (RSN) Directors	All training materials are annually reviewed, including webcasts. Training materials are made available to districts in the fall. This occurred during FFY 2012. During FFY 2012, Standards and directions were reviewed with all special education staff.
11, 15 C	Procedural Compliance Self-Assessment – Regional Service Network (RSN) Involvement	RSN Consultant and	The Regional Services Network (RSN) directors provide technical assistance to new directors of special education.

D G	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 Directors	
11, 15 C D G	Procedural Compliance Self-Assessment – Regional Service Network (RSN) Involvement Provide regular updates to the RSNs.	Procedural Compliance Self-Assessment Workgroup	RSNs attend the annual WDPI Leadership Conference on Special Education.
11, 15 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	The Regional Services Network (RSN) directors provide technical assistance to new directors of special education.
11, 15 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 November 2012.
11, 15 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. This occurred during FFY 2012
11, 15 B	Procedural Compliance Self-Assessment Notification Regardless of the specific level of noncompliance, WDPI notifies the LEA in writing of the noncompliance, and of the requirement that the noncompliance be corrected as soon as possible, but in no case more than one year from identification. Districts with identified non-compliance, including noncompliance related to the 60-day timeline for determining special education eligibility, are required to develop and implement a corrective action plan that is	Procedural Compliance Self-Assessment Workgroup	WDPI notified LEAs of noncompliance in December 2012. Written notification of noncompliance to applicable LEAs will continue in each of the cycle.

	reported through the procedural compliance self-assessment process.		
11, 15 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	All LEAs participating in the self-assessment submitted this assurance in February 2013.
11, 15 C	Procedural Compliance Self-Assessment Bulletin WDPI will prepare and distribute a bulletin on the results of the <i>Procedural Compliance Self-Assessment</i> .	Procedural Compliance Self-Assessment Workgroup	Information regarding the 60-day timeline is provided on the WDPI website. A timeline chart was developed during FFY 2012, which was also posted on the WDPI website.
11, 15 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 annually reviews reports and contacts LEAs to ensure accuracy of data. This activity was conducted during FFY 2012.
15 A B D E	Compliance Monitoring Verification After the activities in the corrective action plan are completed, WDPI staff verifies that this noncompliance has been corrected. WDPI verifies that each child-specific error is corrected and that each LEA is in current compliance. To verify correction of child specific errors, WDPI selects a reasonable sample of student records. Each record is reviewed to ensure the noncompliance has been corrected. All records must be 100% corrected. To verify current compliance, WDPI reviews updated data by reviewing a reasonable sample of records to ensure 100% compliance. WDPI selects all records reviewed. WDPI staff provided technical assistance and conducted verification actions to ensure correction of noncompliance as soon as possible,	LPP Consultants	WDPI procedures for verifying correction of noncompliance continue in each year of the cycle. During FFY 2012, Standards and directions were reviewed with all special education staff.

	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	The bulletin was 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.
1, 2, 3, 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 2012-13 school year, one-fifth of LEAs completed the self-assessment process; WDPI conducted validation activities with 20% of the districts to ensure accurate data, and verification activities with all participating LEAs to ensure correction of identified noncompliance.
Program Support Teacher 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 2012
1, 2, 3, 4, 5,	Offer statewide Autism PST meetings to discuss	WDPI Autism	The fall 2012 Collaborative Program Support Teacher

<p>13, 14 C D</p>	<p>issues related to Autism and share resources to support programming and educators in the field.</p>	<p>Consultant</p>	<p>Meeting was held October 4-5, 2012 in Green Lake, WI. The keynote speaker, Paula Kluth presented "7 Habits of Highly Effective Inclusive Schools". Topics covered in sectionals included: working with Para-professionals; assistive technology, Specific Learning Disability updates; legal updates; cultural responsiveness; transition, self-monitoring/self-regulation and scaffolding behavior for student success.</p> <p>The Spring 2013 Autism PST meeting took place on February 14th, in Pewaukee WI. This meeting was in collaboration with the Wisconsin Community of Practice on Autism and Other Developmental Disabilities and provided an opportunity for Autism Educators (program support teachers), families, professionals, and other agencies to discuss the topic of Evidence-Based Practice for Students with Autism.</p> <p>The spring conference included a keynote on the need to use evidence-based practice. 3 sectionals were included on the topics of functional behavior assessment, structured work systems / structured teaching, and video modeling. Information shared at this meeting included WDPI updates on bulletins and autism eligibility, updates on the new Wisconsin Seclusion and Restraint Law, Alternate Assessment updates, best practice on working and collaborating with home based teams, overview of functional behavior assessment best practice, structured networking opportunities for educators around best practice interventions that address behaviors that interfere with learning.</p>
<p>1, 2, 3, 4, 5, 13, 14 C D</p>	<p>Offer statewide CD PST meetings to discuss issues related to CD and share resources to support programming and educators in the field.</p>	<p>WDPI CD Consultant CESA 6 Grant</p>	<p>The fall 2012 Collaborative Program Support Teacher Meeting was held October 4-5, 2012 in Green Lake, WI.</p> <p>The spring 2013 Cognitive Disabilities Program Support Teacher Meeting was held April 24, 2013 in Madison, WI. Information shared at the conference included: Principles of Effective Instruction in English Language Arts (ELA) and Standards of Mathematical Practice; Universal Design for Learning; and Post Secondary Transition Planning.</p>

Part B State Annual Performance Report (APR) for 2012

<p>1, 2, 3, 4, 5, 13, 14 C D</p>	<p>Offer statewide EBD PST meetings on issues and resources related to EBD programs in the schools</p>	<p>WDPI EBD Consultant</p>	<p>The fall 2012 Collaborative Program Support Teacher meeting was held October 4-5, 2012 in Green Lake, WI.</p> <p>The spring 2013 Emotional Behavioral Disabilities Program Support Teacher meeting was held May 9, 2013. Participants engaged in a reflection activity to strengthen practice and identify current needs at the local level to improve outcomes for students with an emotional behavioral disability. Training on educator effectiveness, strategies for working with students identified as having an oppositional defiant disorder, and discipline compliance was provided. Legal updates on relevant issues were also shared.</p> <p>A listserv for Emotional Behavior Disabilities Program Support Teachers is maintained which addresses questions and concerns from the field. Workshop presentations are provided to CESAs and local districts as needed throughout the year.</p>
<p>1, 2, 3, 4, 5, 13, 14 C D</p>	<p>Offer statewide TBI PST meetings on issues/resources surrounding traumatic brain injuries in school age youth.</p>	<p>WDPI TBI Consultant</p>	<p>The Fall 2012 Collaborative Program Support Teacher Meeting was held October 4-5, 2012 in Green Lake, WI.</p> <p>DPI supported the Annual Brain Injury Conference in May 2013 which included sections on the following topics: positive behavior assessments, long term health care needs after TBI, behavioral health & brain injury, self- and systems-advocacy.</p>
<p>1, 2, 3, 4, 5, 13, 14 C D</p>	<p>Offer statewide program support teacher (PST) meetings to discuss topics and issues related to deaf and hard of hearing programming.</p>	<p>WESP-DHH Outreach Team WDPI consultants</p>	<p>During the 2012-13 school year, three D/HH PST meetings were held for teachers of students who are deaf or hard of hearing and educational audiologists. A three part series was developed with the following focus: Part I Cochlear Implant technology; Part II Auditory Skill Development and Part III identifying a child's auditory skill set.</p> <p>PST Series Part I, Cochlear Implants- Janesville (30 participants)</p> <p>PST Series Part I, Cochlear Implants - Wausau (21</p>

			<p>participants)</p> <p>PST Series Part II- Auditory Skill Development - Oshkosh (50 participants)</p> <p>PST Series Part II- Auditory Skill Development - Eau Claire (27 participants)</p> <p>PST Series Part III- Show and Share Listening Activities - Eau Claire (20 participants)</p> <p>PST Series Part III- Show and Share Listening Activities - Oshkosh (29 participants)</p> <p>PST Series Part III- Show and Share Listening Activities - Janesville (18 participants)</p>
<p>1, 2, 3, 4, 5, 13, 14 C D</p>	<p>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.</p>	<p>WDPI Speech and Language Consultant</p> <p>CESA 6 Grant</p>	<p>The fall 2012 Speech and Language Disabilities Program Support Teacher meeting was attended by 248 speech and language pathologists (SLPs) through a DPI Mediasite presentation on Tuesday, October 30, 2012. The keynote speakers, Erin Faasuumalie and Peggy Roush, presented an overview of the Common Core State Standards, the Common Core Essential Elements, and new shifts in collaborating to meet the needs of students receiving special education services. Other topics covered in the broadcast included current speech and language practices, the use of telespeech as a service delivery model, the updated DPI technical assistance manual for the assessment of Spanish speaking students, the use of paraprofessionals in speech and language programs, and an overview of the State Superintendent's Agenda 2017.</p> <p>Additional workshop presentations are also provided to CESAs and local districts around speech and language as needed throughout the year.</p> <p>The spring 2013 Speech and Language Disabilities Program Support Teacher meeting was held on</p>

			<p>Wednesday, April 10, 2013 in Oshkosh. Wisconsin. A total of 200 speech and language pathologists (SLPs) from around the state were in attendance.</p> <p>Participants engaged in activities to explore the differences between regulations and best practice using real scenarios from Wisconsin public school SLP practice. Resources, problem-solving steps, and options for advocacy were provided. Other topic presentations included addressing issues in practice that continue to arise for SLPs around the state speech or language eligibility criteria, the re-evaluation of children with speech or language impairments, and information on the implementation of the specific learning disabilities rule with highlights around the provision of oral expression and listening comprehension services. A DPI Legal update on issues relevant to public school practice was also shared.</p> <p>A listserv for Speech and Language Program Support Teachers is maintained which addresses current practices, questions and concerns from the field.</p>
1, 2, 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.	DPI Consultants conducted professional development opportunities to provide training and technical assistance on the revised Wisconsin SLD Rule. In-person trainings were held in each of the 12 CESA regions and four of the largest districts in the state. These professional development opportunities focused on school, district and program leadership personnel including general and special educators, administrators, and related service providers. In total, 21 sessions were conducted with approximately 3,000 participants. In addition, information about the SLD rule was presented during a number of WDPI webinars and audio conferences.
6, 7, 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	Three PST meetings were held in 2012-13 with CESA and Milwaukee Public School PSTs, Indicator coordinators, and WDPI staff. New information, grant updates, and training and technical assistance materials were the focus for these meetings.

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 2012
6, 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	Three years after initial implementation, all 5 initial/demonstration programs are at fidelity of implementation as measured by Pyramid Model Program Benchmarks of Quality. At least 60% of teachers in these programs demonstrate fidelity of practices as measured by the Teaching Pyramid Observation Tool. In July 2012, six new program leadership teams were trained in program wide implementation at a 4 day Pyramid Model Implementation academy. All 6 teams were assigned an external coach from one of Wisconsin's cross disciplinary raining and technical assistance providers. There are a total of 17 teams that have been trained in program wide implementation of the Pyramid Model.
6, 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	In 2012, the Behavior Incident Report data system was adjusted to allow for expanded data analysis. The video library for coaches/teams was expanded to include video of data analysis. The 2013 Pyramid Model Implementation Team training included case examples of data analysis and program adjustments related to this data analysis. The program wide application procedure continues to emphasis explicit role identification of a data coordinator. Monthly web-based networking is available to these site data coordinators and their external coaches. Data entry and

			<p>analysis using program, teacher, and child level data examples are planned topics for these networking calls. These calls are recorded and archived for on-demand support.</p> <p>With guidance from CSEFEL/Technical Assistance Center on Social Emotional Interventions (TACSEI) staff, Wisconsin is working to adjust calculation of Teaching Pyramid Observation Tool (TPOT) fidelity from a 5 point scale to a percentage of indicators in place model.</p> <p>Currently, program wide implementation data is entered by program teams and submitted to state coordinators utilizing Excel spreadsheet. Wisconsin is working with programmers to develop an online data entry system for sites to submit their bi-annual/annual Pyramid Model Benchmarks of Quality data. The data system will allow teams and the state coordinators to analyze and report program progress, implementation strength and challenges with greater efficiency and ease. Plans are to expand this data system to allow for TPOT data entry as well.</p>
<p>6, 7 A B E F</p>	<p>Build state infrastructure to support program-wide implementation of the Pyramid Model for Social Emotional Competence in Young Children.</p>	<p>Wisconsin's Pyramid Model State Leadership team</p> <p>State coordinator</p> <p>Training Coordinator</p> <p>WDPI ECSE consultant</p>	<p>Wisconsin worked with TACSEI/ ECTA staff to pilot the State Pyramid Model Benchmarks of Quality. These benchmarks embed principles of implementation science for the state leadership team to address the stages of planning, implementation and scale-up of Pyramid Model implementation in Wisconsin. Each year, members of Wisconsin's cross disciplinary State Leadership Team self assess implementation/infrastructure using the State Pyramid Model Benchmarks of Quality. The resulting data from this process is used to plan actions for the following year. These actions guide the work of the Pyramid Model State and Training Coordinators and Pyramid Model workgroups. Braided funding supports the State and Training Coordinator positions.</p> <p>Wisconsin's Pyramid Model State Leadership team include representation from the Department of Public Instruction, Department of Children and Families,</p>

			<p>Department of Health Services, child welfare, parent advocacy, Wisconsin Early Childhood Collaborating Partners, Wisconsin Alliance for Infant Mental Health, Head Start Training and Technical Assistance, and other agencies with shared mission for increasing social and emotional competence in young children.</p>
7 F G	<p>In partnership with the Center on the Social Emotional Foundations of Early Learning (CSEFEL), comprehensive, cross-disciplinary professional development to support professionals working to ensure social and emotional well-being of infant, young children and their families. Build state infrastructure to support program-wide implementation of the Pyramid Model for Social Emotional Competence in Young Children.</p>	<p>Wisconsin's SEFEL/ Pyramid Model leadership team, State Coordinator</p> <p>Training coordinator</p> <p>WDPI ECSE Consultant</p>	<p>One hundred members of Wisconsin's cross-disciplinary early childhood training and technical assistance cadre attended a Trainer of Trainer event in January 2012.</p> <p>As of June 2013, 89 of Pyramid Model trainers delivered 182 trainings to 3,684 early care and education providers. These providers service 69 of Wisconsin's 72 counties.</p> <p>In 2012-13, a new Pyramid Model Trainer application and mentoring process were developed. Communities of Practice for Pyramid Model trainers were piloted in 2 of Wisconsin's 6 Early Childhood Collaborating Partners regions. Materials to support these Communities of Practice are being developed, and processes for regions to share information with each other are being piloted.</p> <p>Staff training in the Wisconsin 8 part Pyramid Model training series is now considered an element of program readiness for program wide implementation. Participation in Wisconsin Pyramid Model training is incentivized in Wisconsin's Quality Rating Improvement System and linked to Wisconsin's Infant and Early Childhood Mental Health Certificate program, Positive Behavioral Interventions and Supports initiative and the Governor's Council on Early Childhood.</p> <p>Based on a data review from the first 2 program wide team cohorts, readiness for the system change components of program wide implementation (e.g., leadership team model, coaching of teachers, data based decision-making) was predictive of level and rate of implementation. An application/readiness checklist was developed and edited for programs to self assess and submit evidence of their readiness for program wide</p>

			<p>implementation. A cross disciplinary team of state leaders review these applications and provide specific feedback on steps programs may wish to consider to improve readiness before implementation.</p> <p>As of June 2013, there are 17 program leadership teams trained to implement the Pyramid Model utilizing a teaming model, teacher coaching and data-based decision making. Ninety-two teachers from these sites are receiving coaching in Pyramid Model practices.</p> <p>In 2012-2013, two new Pyramid Model trainings were piloted. Pyramid Model Individualized Interventions training was designed for facilitators of the behavioral problem solving process. Pyramid Model Family Coaching was designed for providers of home visiting in Wisconsin.</p> <p>Information on the Pyramid Model initiative is shared through the Wisconsin Pyramid Model webpage on the state Collaborating Partners website. The page includes general information as well as secure pages for trainers and coaches to access materials. In 2012-13, a program wide implementation site secure page was added to increase access to resources for program leadership teams from implementing sites.</p>
<p>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</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
18 A B	<p>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</p>	<p>WDPI Office Operations Associate and Consultants</p>	<p>The electronic log and tracking system was maintained throughout FFY 2012, and will continue to be used in each year of the cycle.</p>

Part B State Annual Performance Report (APR) for 2012

	date of the decision. Department staff also track hearing due dates.		
18 A B	<p>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.</p>	WDPI Office Operations Associate and Consultants.	Implementation of the email notification and tracking system began in March 2010, continued throughout FFY 2012, and will continue to be used in each year of the cycle.
<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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 2012
1, 2, 4, 8, 13 A B	Regional Services Network (RSN)	WDPI Special Education Administration	The RSN project directors met eight times during the 2012-13 school year. Meeting agendas were organized around the areas of graduation, compliance with special

<p>C D E G</p>		<p>WDPI RSN Grant Liaison</p> <p>WDPI Special Education Team Consultants</p> <p>CESA RSNs</p>	<p>education law, improving LEA performance on the State Performance Plan (SPP) indicators, and other special education initiatives. RSNs' primary goals included: Providing leadership and technical assistance services to all LEAs within the CESA region to meet state and federal requirements associated with the provision of special education and related services to students with disabilities and to improve outcomes for students with disabilities; Providing regular ongoing communication from DPI to all LEA special education leadership through phone, emails, and meetings; and for identified districts with low performance on Indicator 1 develop improvement plans with the assistance of RSN Directors.</p> <p>The RSN WDPI Grant Director worked with both RSN and internal WDPI consultants to develop agendas that reflected the current needs of the WDPI to communication with the LEAs. Agenda items covered WPDPI updates, procedural compliance, graduation and on other indicators.</p> <p>Information shared at statewide RSN meetings then gets disseminated to LEA Directors of Special Education (DSE) via local CESA RSN meetings. Each RSN grant required that the RSN project directors to held five regional meetings within their respective CESAs.</p>
----------------------------	--	---	--

Response to Intervention (Rtl)

Rtl integrates high quality instructional practices, continuous review of student progress, and collaboration to maximize student academic and behavioral achievement. Schools provide high quality core practices and use a multi-level system of support to identify students at risk for poor learning outcomes or in need of additional challenge, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness. Wisconsin emphasizes using culturally responsive practices throughout an Rtl system.

<p>Indicator(s) and Category(s)</p>	<p>Improvement Activity Description</p>	<p>Resources</p>	<p>Status of Improvement Activity FFY 2012</p>
<p>1, 2, 3, 4, 9, 10 A B C D E</p>	<p>Wisconsin Response to Intervention Initiatives (RTI) Continuing work on statewide implementation of RTI.</p>	<p>RTI Internal Workgroup</p> <p>Statewide Discretionary Grant</p>	<p>The internal, cross-divisional WDPI workgroup continued to meet monthly. The purpose of the workgroup is to solidify cross-divisional common messaging and provide guidance to the WI Rtl Center and to the field.</p> <p>800 Wisconsin educators attended the fourth annual Rtl</p>

<p>F G H</p>		<p>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.</p> <p>The Wisconsin RtI Center, an IDEA Discretionary Grant Project, continued to operate through the CESA Statewide Network. The purpose of the WI RtI Center is to coordinate and provide statewide professional development and technical assistance delivered regionally, as well as to gather, analyze and report RtI implementation data. The work of the WI RtI Center adheres to and operationalizes the messaging and guidance from WDPI. The Wisconsin PBIS Network operates within the Wisconsin RtI Center.</p> <p>The WI RtI Center staff work under the direction of the WDPI and CESA Statewide Network and includes a Director, an Assistant Director for Academics, a Research and Evaluation Coordinator, a Communications Specialist, a Coaching Coordinator, and 8.0 FTE Regional Technical Assistance Coordinators who provide regional technical assistance and training to schools, districts, and CESAs throughout the state.</p> <p>This year 1.0 FTE was added to address culturally responsive practices through infusing these principles within professional development and technical assistance as well as to develop and deliver specific training. Additionally, 1.0 FTE was added to address instructional practices and systems of support for students with disabilities within a multi-level system of supports, including Universal Design for Learning.</p> <p>The WI RtI Center's website (www.wisconsinrticenter.org) provides technical assistance tools and resources, school-based examples, research, online professional development modules and access to in-person professional development registration.</p>
----------------------	--	--

		<p>Four Statewide Leadership Team meetings were held, representing practitioners, WDPI, parent organizations, and professional organizations. The Rtl Center now has one leadership team, representing both PBIS and academic foci.</p> <p>Statewide Rtl training data: 570 schools have been initially trained in academic Rtl since the Center began (27% of Wisconsin schools). 14% of Wisconsin schools are considered dually trained in both Tier 1 PBIS and the WI academic Rtl framework.</p> <p>During FY 12-13:</p> <ul style="list-style-type: none"> • The Center offered 273 trainings (73 for academics; 200 for PBIS) • Nearly 18% of WI schools participated in at least one academic training • 231 schools participated in the Foundational Overview • 48 schools participated in Reviewing your School's K-5 Universal Reading Instruction • 111 schools participated in Screening and Progress Monitoring • 19 schools participated in a pilot Reviewing K-12 Universal Mathematics • 132 schools attended more than one academic training • 270 educators participated in seven cohorts of Systems Coaching in an Rtl Framework • 29 peer-to-peer networking sessions were held <p>Statewide Rtl implementation data: Schools indicate their academic Rtl implementation by self-assessing using the School-wide Implementation Review (SIR) for either reading or mathematics.</p> <p>During FY 13:</p> <ul style="list-style-type: none"> • 908 SIRS were completed (539 for reading and 369 for mathematics), representing 420 schools
--	--	---

			<p>(an increase from 223 in SY 11-12).</p> <ul style="list-style-type: none"> • On average, schools scored themselves at the Infrastructure-Building level of implementation. • 202 schools have indicated implementation two years in a row for reading; 153 for mathematics. On average, these schools improved from the Infrastructure-Building level of implementation to Initial Implementation. • 81 schools assessed themselves at full implementation for reading (up from 47 in SY 11-22), and 47 for mathematics (up from 27 in SY 11-12). Of these schools, 20 have indicated sustained implementation for multiple years. • 74% of schools that attended a Wisconsin RtI Foundational Overview are indicating their implementation (an increase from 66% in SY11-12). • Implementation level in all domains shows greater levels of implementation for reading than mathematics.
--	--	--	---

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 2012
11, 15 E	<p>Sample IEP Forms WDPI provides sample forms and notices for use in the IEP team process to assist districts in complying with state (Chapter 115) and federal (IDEA) special education requirements. The sample forms and the reference materials posted on the department's web site (http://sped.dpi.wi.gov/sped_forms06) have been updated to reflect changes in the Individuals with Disabilities Education Improvement Act of 2004 that became effective July 1, 2005, and the</p>	Procedural Compliance Self-Assessment Workgroup	Sample forms and reference materials continue to be available on the WDPI website at http://sped.dpi.wi.gov/sped_form_int .

	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.		
11, 15 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	Each year, as part of their Local Performance Plan, Directors of Special Education acknowledge their understanding of their affirmative duty to submit forms with substantive changes to WDPI for review. Assurances were submitted in FFY 2012.
11, 15 E	Sample IEP Forms WDPI will develop and disseminate guidance on the model IEP forms and IEP team process.	Procedural Compliance Self- Assessment Workgroup	New forms were developed to address changes in the criteria for Specific Learning Disabilities. The WDPI conducted statewide training and developed technical assistance guidance posted on the department's website.

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 2012
1, 2, 3, 4 B D	Schools Identified for Improvement (SIFI)/ Districts Identified for Improvement (DIFI)- Identification and Assistance	Title I WDPI Urban	WDPI Title I led a process to provide more specificity in the MPS District Improvement Plan, which included details on their Response to Intervention (RtI) implementation

F H	WDPI initiated activities to assist districts deemed to be DIFI.	Special Education Consultant	(i.e., revision of their RtI handbook, continual professional development, internal quality checks, and regional supports), educator effectiveness, and other priority areas. Activities included: <ul style="list-style-type: none"> • Math and Literacy Coaches provided at selected schools across the district. • Positive Behavioral Intervention Supports (PBIS) implemented at schools throughout the district. • RTI Framework training provided to district staff. • Educator Effectiveness system of teacher evaluation initiated.
--------	--	------------------------------	---

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 2012
1 A B C E F G	Wisconsin’s Statewide Personnel Development Grant (SPDG): Beginning Activities SPDG initiated activities throughout the state.	SPDG Consultant	This is the final year of the SPDG. The grant consists of four hubs. Highlights of each hub are included below. Early Childhood Hub Integrated the Common Core State Standards with the Wisconsin Model Early Learning Standards (WMELS). Conducted trainings on: EC transition in collaboration with the Department of Health Services (Part C); WMELS

<p>H</p>		<p>standards guide; WI Pyramid Model of Social-Emotional Competence; Positive Behavioral Interventions and Supports; and Response to Intervention.</p> <p>Wisconsin Professional Development Hub Developing the Parent Module for Rtl and Family Engagement, in collaboration with the Rtl/PBIS Center and Parent Advisory panels. Produced four professionally filmed Rtl videos (elementary, middle, high school) to help schools and parents understand Rtl.</p> <p>Transition Hub Creation of a Transition Improvement Plan Articulate module for the WSTI website, Increased the number of parents and youth participating in leadership and personnel development opportunities by clarifying roles within the Transition Advisory Councils. The collaboration between the Departments of Public Instruction, Health Services and Vocational Rehabilitation, parents, and youth resulted in an interagency agreement and transition action guide development.</p> <p>Parent Leadership Hub Development and training on guidebook entitled "Serving on Groups that Make Decisions: A Guide for Families." The Spanish translation of the Guidebook was also completed. Collaborated with the Early Childhood Hub to support development of the CSEFEL (Center on Social and Emotional Foundations for Early Learning). A weekly Parent Leadership Hub Newsletter is sent to hundreds of subscribers.</p> <p>Institutes of Higher Education (IHE) Hub Four meetings of the IHE Hub Advisory Committee addressed planning and presentation of the 2013 IHE Summer Institutes. The 2013 Summer Institute featured Dr. Elise Frattura on INTERRUPTING OUR DEFICIT-BASED SYSTEM:</p>
----------	--	--

			<p>LEVERAGING FOR PROACTIVE SERVICES</p> <p>In August 2012, 16 mini-grants in the amount of \$10,000 were awarded to 17 institutes of higher education. The purpose of these mini-grants is to change pre-service practice to improve outcomes for children with disabilities, including instruction in co-teaching classes, cross-training of regular and special education teacher candidates, and improved training of early childhood teacher candidates.</p> <p>For additional information about the SPDG, please visit http://sped.dpi.wi.gov/.</p>
<p>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.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
4 B	<p>Activities related to identification of significant discrepancy – annual data review and notification of districts with significant discrepancy</p> <p>WDPI annually analyzes data to identify districts that meet the State definition of significant discrepancy, including based on race, in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year. Districts are notified if they have a significant discrepancy and of the required actions.</p>	WDPI Special Education Team staff, including data consultant	In the Spring of 2013, 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 suspension and expulsions of children with disabilities for greater than ten days in a school year. Districts were then notified via letter. WDPI reviewed their policies, procedures and practices for non-compliance as part of required activities prior to the annual CREATE Conference.
4 B	<p>Activities related to identification of significant discrepancy – LEA improvement plan</p> <p>Districts identified with significant discrepancy, including based on race, in the rates of suspension and expulsion of children with disabilities for greater than 10 days in a school year are required to analyze their performance</p>	WDPI Special Education Team staff	All districts identified with significant discrepancy submitted improvement plans, developed during required activities prior to the annual CREATE Conference. 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 using an online multi-year planning tool (funded by the Culturally

	data and develop and submit an improvement plan.		Responsive Education for All: Training and Enhancement (CREATE)). All districts focused their improvement plans on discipline.
4 D	<p>Activities related to identification of significant discrepancy – technical assistance to districts</p> <p>The State works with LEAs to improve performance. A minimum of one WDPI staff person is assigned to each district identified as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year.</p> <p>One WDPI consultant is assigned to each district identified for focused monitoring based on low graduation rates of students with disabilities. Following the onsite process, the consultant continues to provide technical assistance over a three-year period to help the district improve graduation results. Research shows a reduction in suspension and expulsion rates positively impacts graduation rates. If students are engaged in the learning process they are more likely to stay in school and graduate.</p>	WDPI staff	<p>Each district is assigned a WDPI staff member as their Local Performance Plan (LPP) consultant. These consultants provide ongoing technical assistance, including technical assistance specific to decreasing the number of students with disabilities suspended or expelled for greater than ten days in a school year, to districts.</p> <p>Disproportionality workgroup members received and responded to requests for technical assistance.</p> <p>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 CREATE (Indicators 9, 10).</p>
4 C D	<p>WDPI Indicator 4 webpage</p> <p>WDPI has established a webpage (http://sped.dpi.wi.gov/sped_spp-susp-exp) that provides information and resources for all districts and is especially beneficial to districts that have been identified as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year.</p>	WDPI staff	Continued maintenance.
4 E	<p>Activities related to identification of significant discrepancy – review of policies,</p>	WDPI staff	Districts were identified as having significant discrepancy based on race, in the rates of suspension and expulsion of

	<p>procedures, and practices</p> <p>Annually, the State reviews, and if appropriate revises or requires the affected LEAs to revise policies, procedures and practices related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, as required by 34 CFR §300.170(b) for the districts identified with significant discrepancies based on data.</p>		<p>children with disabilities for greater than 10 days in a school year. WDPI conducted a review of each districts' policies, procedures, and practices related to the development and implementation of IEPs, the use of positive behavior interventions and supports, and procedural safeguards. The districts have either adopted WDPIs model policies and or procedures or have submitted policies and procedures that have been reviewed and approved by WDPI staff. The districts have also either adopted the departments model IEP forms or use forms approved by WDPI. Further, all policies, procedures and practices are race neutral. Districts also use 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.</p>
--	---	--	---

Timely and Accurate Data:

Staff from the WDPI Special Education Team continue to work collaboratively with staff from the WDPI Office of Educational Accountability, WDPI Applications Development Team, and the WDPI Data Management and Reporting Team to ensure the required data are available for submission.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
5, 6 A	<p>Data Collection – ISES</p> <p>The Individual Student Enrollment System (ISES) was first used for collecting Child Count and FAPE data during the 2007-08 SY. ISES collects individual student records for all students (students with and without disabilities) using a unique student identifier (number). The system is designed to improve the accuracy and efficiency of the federal data collection.</p>	<p>WDPI Data Management and Reporting Team</p> <p>Special Education Team Data Coordinator</p>	<p>All required data for EdFacts reporting of Child Count, Educational Environment, Exiting, and Discipline are collected through the Wisconsin Student Locator System (WSLS) and Individual Student Enrollment System (ISES) data collections. This has helped to eliminate duplication of effort and ease the data collection burden on LEAs.</p> <p>A number of training materials have been developed for ISES and are posted on the web including a User Guide and a guide specific to new ISES users. In addition, there is a Help Desk dedicated to providing users with ISES support and during the ISES collection window weekly question and answer conference calls were held.</p> <p>A presentation was also developed focusing on Using ISES Reports to Improve Data Quality. There are a</p>

			number of progress and summary reports available within ISES, including reports specific to educational environment, which can be used to review data quality prior to submission of the ISES collections. This presentation is posted on the web for continued reference.
5, 6 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	Due to changes in staffing, this workgroup is currently not meeting.
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 2012
5, 6 A B	National Technical Assistance The WDPI accesses national technical assistance whenever possible.	Data Coordinator, Data Consultant, Assistant Director Special Education Team	DPI staff attended the OSEP Mega Conference and received current information regarding collection, reporting, and technical assistance for this indicator.

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 2012
20 A B C D E G	<p>Timely and Accurate Data</p> <p>WDPI ensures the reliability and validity of the data collected using:</p> <ul style="list-style-type: none"> • Defined values for data elements • Automated validations/edit checks to prevent data mismatches to be submitted • Edit checks to prevent null and invalid values to be submitted • Written technical instructions outlining application use • Basic collected data and calculating derived data in a consistent manner for all LEAs • Statewide technical training in the use of the specific data applications provided to LEAs and vendors • Disability specific identification checklists • Data dictionary with common definitions across data collections (being developed) • Statewide training on specific data elements (for example, educational environment, eligibility criteria) • Web posting of statewide training for ongoing user access (for example, educational environment) • Review of submitted data by WDPI staff for anomalies and contacts to districts when anomalies are identified • Summary reports generated after data has been submitted and LEAs provided a 	<p>WDPI Office of Educational Accountability</p> <p>WDPI Applications Development Team WDPI</p> <p>Data Management and Reporting Team</p> <p>Special Education Team Data Coordinator</p> <p>Special Education Team Data Consultant</p>	<p>Staff from the WDPI Special Education Team continue to work collaboratively with staff from the WDPI Office of Educational Accountability, WDPI Applications Development Team, and the WDPI Data Management and Reporting Team to ensure the required data are available for submission. Through these collaborative efforts, an effective data collection system is in place which ensures valid and reliable data from all LEAs. For the 2012-13 SY, all required data for EdFacts reporting of Child Count, Educational Environment, Exiting, and Discipline were again collected through the Wisconsin Student Locator System (WSLS) and Individual Student Enrollment System (ISES) data collections. This has helped to eliminate duplication of effort and ease the data collection burden on LEAs.</p> <p>For 618 state reported data, WDPI met all requirements for reporting complete data , passing edit checks, and responding to data note requests, when necessary for Child Count, Personnel, Educational Environment, Exiting, Discipline, State Assessments, Dispute Resolutions, and Maintenance of Effort.</p> <p>To help ensure a complete data set is available for reporting Exiting and 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 2012 deadline.</p>

	<p>window of time for data corrections.</p>		<p>To help ensure accurate data for reporting 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. In addition, a specific presentation was developed focusing on using these progress and summary reports as a means to review data quality prior to submission. This presentation is posted on the web for continued reference.</p> <p>During the 2012-13 SY, WDPI continued to make use of 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.</p> <p>Staff from the Special Education Team attended and presented at vendor user conferences (i.e. Skyward Vendor Conference). Topics covered include data quality issues as well as specific training related to the preschool educational environment categories.</p>
<p>20 A</p>	<p>Data Collection – ISES 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</p>	<p>WDPI Data Management and Reporting Team Special</p>	<p>All required data for EdFacts reporting of Child Count, Educational Environment, Exiting, and Discipline are collected through the Wisconsin Student Locator System (WSLS) and Individual Student Enrollment System (ISES) data collections. This has helped to eliminate duplication of effort and ease the data collection burden on LEAs.</p>

	<p>first used for collecting Exiting data during the 2005-06 SY and Discipline data beginning with the 2006-07 SY. ISES collects individual student records for all students (students with and without disabilities) using a unique student identifier (number). The system is designed to improve the accuracy and efficiency of the federal data collection.</p>	<p>Education Team Data Coordinator</p> <p>Special Education Team Data Consultant</p>	<p>A number of training materials have been developed for ISES and are posted on the web including a User Guide and a guide specific to new ISES users. In addition, there is a Help Desk dedicated to providing users with ISES support and during the ISES collection window weekly question and answer conference calls were held.</p> <p>A presentation was also developed focusing on Using ISES Reports to Improve Data Quality. There are a number of progress and summary reports available within ISES, including reports specific to educational environment, which can be used to review data quality prior to submission of the ISES collections. This presentation is posted on the web for continued reference.</p>
<p>20 A B E G</p>	<p>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.</p>	<p>Special Education Team Data Coordinator</p> <p>WDPI Applications Development Team</p> <p>Data Management and Reporting Team</p> <p>WDPI Office of Educational Accountability</p> <p>Student Services/Prevention and Wellness Team</p> <p>School Financial</p>	<p>The Student Data 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 identifier).</p>

		Services Team 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 attended the OSEP Mega Conference and received current information regarding collection, reporting, and technical assistance for this indicator.
<p>Cross-Department Data Workgroup Beginning with the 2007-08 SY, all required data for Tables 1, 3, 4, and 5 are now collected through the Wisconsin Student Locator System (WSLS) and Individual Student Enrollment System (ISES). This has helped to ensure timely and accurate data collections from all local education agencies across the state. However, because this data collection is done outside of the Special Education Team, it was important to establish cross-department procedures for data verification and accuracy.</p> <p>During the 2007-08 SY, WDPI established a cross-department data workgroup consisting of members of the WDPI Special Education Team as well as the WDPI Data Management and Reporting Team. The purpose of this workgroup is to examine incoming LEA data and help identify possible reporting errors and then assist districts with the correction. Based upon the data collected, this workgroup will also develop training materials to assist LEAs with the reporting of accurate and timely data.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
20 A B	Cross-Department Data Workgroup Beginning with the 2007-08 SY, all required data for Tables 1, 3, 4, and 5 are now collected	WDPI Applications Development	Due to changes in staffing, this workgroup is currently not meeting.

C D G	<p>through the Wisconsin Student Locator System (WSLS) and Individual Student Enrollment System (ISES). This has helped to ensure timely and accurate data collections from all local education agencies across the state. However, because this data collection is done outside of the Special Education Team, it was important to establish cross-department procedures for data verification and accuracy.</p> <p>During the 2007-08 SY, WDPI established a cross-department data workgroup consisting of members of the WDPI Special Education Team as well as the WDPI Data Management and Reporting Team. The purpose of this workgroup is to examine incoming LEA data and help identify possible reporting errors and then assist districts with the correction. Based upon the data collected, this workgroup will also develop training materials to assist LEAs with the reporting of accurate and timely data.</p>	<p>Team</p> <p>WDPI Data Management and Reporting Team</p> <p>Special Education Team Data Coordinator</p>	
-------------	--	---	--

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

The Wisconsin School for the Visually Handicapped (WSVH) and the Wisconsin Center for the Blind and Visually Impaired (WCBVI) work together to serve students across the state who are blind or visually impaired. Students attending WSVH are actively involved in statewide and district-wide assessments with the appropriate accommodations. The WCBVI Outreach staff work with students who are not placed at the school to ensure adequate evaluations are completed and service is provided by the school district. There is ongoing outreach consultation with district staff. The graduation rate of students who are blind or visually impaired is similar to their sighted peers. Students receive ongoing 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 2012
5, 6 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)	Students who attend local educational 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, social interaction skills, independent living skills and personal management,

		instructor	<p>career and vocational, educational, 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 attended along with their students to gain insight into strategies that can be used by LEA staff. Many family members also stayed on campus in order to learn along with their student participant.</p> <p>Short Course staff additionally offered short courses at the LEA location and also in family homes.</p>
5, 6 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	<p>Webinar Series: How to access materials for students who are blind or visually impaired, National Instructional Materials Accessibility Standard and Center, iDevices, Transition, Low Vision Devices, Bookreaders, Survey of Teacher Need and amount and level of service, O&M.</p> <p>2-Credit Low Vision Course</p> <p>2-Credit Course on teaching mathematics to students who use Nemeth (Braille reading students). This course included instruction on using the audio scientific calculator for students being supported in AP Mathematics classes.</p> <p>Five Regional Leadership Meetings for vision professionals serving the PK-12 populations focusing on issues relevant to teaching students who are blind or visually impaired including evaluations, assessment, Common Core State Standards, RTI, PBIS, high stakes testing and assistive technology.</p>
5, 6 C D F H	Transition to employment for students with visual impairments.	Transition Specialist and other WCBVI Outreach Staff	<p>At the request of LEAs, WCBVI staff meet with students, families, caregivers and teachers to discuss transition elements specific to students who are blind or have low vision.</p> <p>Four day-long college fairs for students, teachers and families with resources specifically related to visual impairment.</p>

			Six-week residential employment program offering pre-employment skills, daily living, orientation and mobility, interviewing, and a four-week paid work experience.
5, 6 C D E F G H	Professional development for Braille transcribers.	WCBVI Braillist certified in the Literary, Nemeth (Math code) and Format codes.	Twice/month certified Braillist offers training on new Braille Authority of North America (BANA) formatting requirements for literary Braille.
5, 6 C D E F G H	<p>Low Vision Clinic</p> <p>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.</p>	<p>Regional Support Specialist</p> <p>Parent Liaison</p> <p>O&M Instructor</p> <p>Technology Specialist</p> <p>Low Vision Therapist</p> <p>Contracted Ophthalmologists</p>	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, community, and educational environment allowing participant to receive information regarding accommodations that will be helpful in their lives and in order to access the educational curriculum.
5, 6 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.	<p>Refraction Clinics</p> <p>Outreach Staff</p>	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 clinics is to attempt to determine if glasses would be beneficial. Some limited information regarding functional level of vision may be obtained through the clinic's examination process and staff endeavors to obtain data and assist in developing strategies for working with those students in this population.

Part B State Annual Performance Report (APR) for 2012

5, 6 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 target population of students in Wisconsin.
5, 6 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 Braillelists 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/caregivers who have or support students who are blind or have low vision (including those with additional disabilities).
5, 6 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 loans both high- and low-technology 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, 6 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 one-credit course was offered during the FY 2012 school year. This course prepares teachers and potential teachers of the visually impaired to take the Wisconsin Braille Competency Exam required by WI statute for licensure.
5, 6	Wisconsin Braille Competency Exam	Outreach	This exam was offered three times during the year.

Part B State Annual Performance Report (APR) for 2012

E F H	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.	Director Brailleists Contracted Staff	
6 F G H I	Little PEANUTS Program	Program Coordinator Occupational Therapist Physical Therapist 2 Educational Specialist	Practices and Environments Addressing Needs Unique to Sensory Impairment. Two half-day/ week Early Childhood Program designed to support children who need developmental and diverse learning support.
<p>The Special Education Web Portal/Local Performance Plan (LPP), http://sped.dpi.wi.gov/sped_lpp The Special Education Web Portal contains numerous applications associated with data collection and reporting, including the Local Performance Plan (LPP). For each school year, all Wisconsin LEAs, including charter schools, complete and submit an annual LPP to the WDPI for review. The LPP is an internet application and is the IDEA flow-through and preschool funding mechanism that must be completed in approvable form before a district may encumber and expend federal monies. Through the LPP, districts submit their IDEA flow-through and preschool budgets and provide assurance to WDPI of compliance with state and federal special education requirements. The LPP is reviewed by a WDPI consultant assigned to work with the individual LEA. Districts will also be required to analyze their performance on specific indicators in the State Performance Plan and develop and submit improvement activities for those indicators for which a district does not meet the established targets. Improvement activities are submitted via applications within the Special Education Web Portal.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
20 A	<p>The Special Education Web Portal /Local Performance Plan (LPP), http://sped.dpi.wi.gov/sped_lpp</p> <p>One component of the Special Education Web Portal/LPP is the Special Education District Profile, through which WDPI reports annually to the public on the performance of each LEA on</p>	<p>Special Education Team LPP Consultants</p> <p>Special Education Team Data Coordinator</p>	<p>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 2012-13 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.</p>

	<p>the targets associated with Indicators 1-14. The Special Education District Profile is used to analyze LEA performance on each of the indicators in the State Performance Plan (https://www2.dpi.state.wi.us/DistrictProfile/Pages/DistrictProfile.aspx). The Special Education District Profile includes LEA data, State data, the target for each indicator, data sources for each indicator, and a link for more information about each indicator.</p>	<p>Special Education Team Data Consultant</p> <p>WDPI Applications Development Team</p>	<p>The Local Performance Plan (LPP), which is a component of the Special Education Web Portal, also continued to be the mechanism by which LEAs submitted their IDEA flow-through and preschool entitlement budgets and claims. The budgets are subsequently reviewed by the WDPI consultant assigned to work with each individual LEA. and the claims are reviewed and processed by a DPI accountant.</p> <p>For the 2012-13 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.</p> <p>The Special Education District Profile continues to be the means by which WDPI annually reports to the public on the performance of each LEA on the targets associated with the State Performance Plan Indicators. Data from the 2011-12 SY was posted by June 1, 2013. 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.</p>
--	--	---	---

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

Part B State Annual Performance Report (APR) for 2012

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 2012
6, 7, 12 F G	Early Childhood Program Support Teacher (EC PST) DHH initiative	WDPI Outreach staff WDPI ECSE consultant CESA EC PSTs	<ol style="list-style-type: none"> 1. WESP-DHH Outreach Early Childhood Consultant Presented ECE Initiative "Close-Out" Summary report to ECE PST on 9/27/12 (summary data is described above). 2. WESP-DHH Outreach Early Childhood Consultant attended a 2 day ECE PST Meeting on 12/13-14/2013 3. 1/13-present; Since March of 2013, several meetings between WESP-DHH Outreach and the DPI ECE Consultant have been held and are scheduled to discuss future opportunities to build upon the success of the EC PST DHH Initiative. 4. Outreach Consultation Requests: 2012-2013 3-5 year olds: 6 24-36 month olds for support with transition: 3 <p>Hearing Loss 101 Training: 8/12 & 12/12 (12 hours): All CESA PSTs received training related to the basics of hearing loss; WI eligibility criteria for Special Education; tips/tools for engaging families and staff in IEP development; and technical assistance and resource contacts through the state related to educational supports for children who are deaf, hard of hearing, and deaf-blind.</p> <p>CESA Network Development: All PSTs engaged in outreach within their CESA regions. All PST's are now connected to their teachers of the DHH and Educational Audiologists (if they have any).</p>

			<p>Hearing Loss 101 Training-CESA Regions: Participants included: ECE special educators, Teachers of the DHH, Educational Audiologists, Special Education and CESA Directors, Birth to 3 Providers, and Speech and Language Pathologists. Trainings occurred in the following CESAs: 2, 3, 4, 10,11 &12</p> <p>Increased requests for WESP-DHH outreach consultations: Through the connections of this project, outreach referrals for children 3-6 have increased from 4 (2010-2011) to 9 (2011-2012).</p>
7 F G	WESP-DHH Consultation	WDPI Outreach staff	The WESP-DHH Outreach Consultant staff provides consultation to school districts and Birth to 3 programs in order to improve services provided to children with hearing loss. In 2012-13, 21 consultations were provided to Birth to 3 programs in 14 counties and consultations to 30 students, ages 6-21, from 28 LEAs were provided.
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	<p>PST Series - Auditory Skill Development (Oshkosh) 50 participants</p> <p>PST Series - Auditory Skill Development (Eau Claire) 27 participants</p> <p>Deaf and Hard of Hearing 101 CESA 9 10 participants</p> <p>DHH Beyond 101 CESA 12 Ashland 8 participants</p> <p>K-12 Contents in ASL WisRID Madison 50 participants</p> <p>Annual Family Conference 95 families, 187 adults, 189 children. Total participants - 376</p> <p>Professional Conference 2013 149 participants</p>

Part B State Annual Performance Report (APR) for 2012

			<p>PST Series - Show and Share Listening Activities (Eau Claire) 20 participants</p> <p>PST Series - Show and Share Listening Activities (Oshkosh) 29 participants</p> <p>PST Series - Show and Share Listening Activities (Janesville) 18 participants</p> <p>In-services on Fingerspelling and Classifiers Waukesha School District 50 participants</p> <p>Making Deaf Friendly Programming, National Hands & Voice Conference 75 participants</p> <p>How to Plan A Family Conference, National Hands & Voices Leadership Conference, 50 participants</p> <p>Totals served in Workshops 696</p>
7 C D F	Deaf Mentor Program	WDPI Outreach staff	Sign Language immersion program for children and families (in home) who want to learn ASL. Mentors work collaboratively with families, Birth to 3 programs and school districts. Focus on language and social emotional development. Program served 51 families with 30 Deaf Mentors.
7 C D F	Guide By Your Side Program	WDPI Outreach staff	In-home resources and support upon initial diagnosis of hearing loss in a child and during transition from Part C to Part B. Family focus and support in identifying child's unique needs around language, social emotional, literacy and academic development. Program served 62 families.
7 C D F	Home Early Listening Program -Babies and Hearing Loss Notebook	WDPI Outreach staff	This program support assists families and providers in establishing a strong foundation in listening and spoken language skills in the child. The program was piloted during this year, and 5 families were served.
7 F	Student Activities Teen Getaway Weekend	WESP-DHH Outreach Staff	44 students participated in the Teen Getaway Weekend.

Part B State Annual Performance Report (APR) for 2012

G	College/Career Fair		19 students attended the College/Career Fair.
7 D F	WISHES	WESP-DHH Outreach Staff	The WISHES program is a hearing aid loaner program. 13 children received loaner hearing aids/fm systems via this program.
<p>Wisconsin Post High School Outcomes Survey (WPHSOS) www.posthighsurvey.org Annually, from 1/5 of LEAs, WDPI collects data on post high school outcomes of youth with disabilities. Districts provide contact data of students the year prior to exit. St. Norbert College Survey Center (De Pere, Wisconsin) conducts a phone interview with former students one year after exiting. The survey center makes multiple attempts to survey former students. The WPHSOS provides training and technical assistance to St. Norbert and school districts to increase the accuracy of the data collected and utilized.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
1, 2, 4, 14 A B C D E F G	<p>Wisconsin Post High School Outcomes Survey (WPHSOS)</p> <p>To increase response rates and improve outcomes</p> <ul style="list-style-type: none"> • Response rates will increase • Indicator 14 outcomes will increase 	<p>Wisconsin PHSOS Director</p> <p>WI DPI Transition Consultant</p>	<ul style="list-style-type: none"> • 94 LEAs were included in WDPI Self-Assessment Monitoring during the 2012-13 school year. Of those, 82 LEAs had secondary leaver population. • The following activities occurred during FFY 2012 to help increase the overall state response rate. <ol style="list-style-type: none"> a) Contacted every district in the 2012 survey group through a phone call and/or e-mail; there was nearly a 90% response rate that either the district was satisfied with the response rate or could find no additional phone numbers to try, or that they would try to find additional phone numbers. b) The post high website was updated for District Directors of Special Education/Pupil Services (DSE) could name "Designee" and a "Summer Contact" to assist in the data collection activities. Using this information, LEAs were contacted when each leaver was attempted to be contacted and additional, current phone numbers were entered if located. c) A YouTube video titled "The Survey" was developed for youth to view while in high school, and the link was shared in a letter one year after exiting their secondary placement. In addition, a complimentary brochure was developed and shared with schools, youth and families. d) Twelve transition coordinators in the Milwaukee Public School (MPS) district were trained to administer the

			<p>post high interview. Interviews were conducted either by a phone call or an in-person interview.</p> <p>e) Trained special education teachers in four additional school districts and the Wisconsin School for the Blind and Visually Impaired to conduct their local outcomes interviews.</p> <p>Documents developed or revised to increase response rates</p> <ul style="list-style-type: none"> • Updated Usage Agreement so DSEs can assign additional district representatives. • Letter to 2013 districts - prep year. • Letter to 2012 districts - monitoring/survey year. • Letter to 2011 districts – post survey year. • “Indicator 14 Timelines” document of activities for completing all three survey years with five recorded webcasts. • YouTube video promoting youth participation in post high survey; shown at Wisconsin Transition Conference and promoted to teachers. • Flyer to go with YouTube video for youth, families, schools, agencies. <p>Results</p> <ul style="list-style-type: none"> • State response rate increased from 33% to 40%. • 27% provided updated former student phone numbers for SRI to retry. • The response rate for MPS increased from 13% in FFY 2010 to 31% FFY 2011 to 42% in FFY 2012. The transition coordinators indicated this was a rewarding experience and requested to continue to conduct their own interviews in future survey years. • Response rates were between 42% - 80% for the districts that interviewed their own exiters, a much higher response rate compared to the call center response rate. This interviewer training will be expanded in FFY 2013. • In FFY 2011, three categories of respondents
--	--	--	---

			were significantly under-represented and one was overrepresented. In FFY 2012, two categories continued to be somewhat under-represented but were greatly improved.
<p>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.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
19 C E	<p>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.</p>	<p>Mediation Grant</p> <p>Consortium for Appropriate Dispute Resolution in Special Education (CADRE)</p> <p>Wisconsin Special Education Mediation System (WSEMS) Intake Coordinator</p> <p>WSEMS parent agency and school representatives</p> <p>WSEMS Technical Advisor</p> <p>WDPI Mediation</p>	<p>The annual mediator training was held on April 29, 2013. The training was organized by WSEMS staff and the WSEMS Technical Advisor. 25 mediators attended the training. The training was recorded and the recording was provided to mediators who were unable to attend. These mediators submitted a signed affidavit indicating they viewed the training recording.</p> <p>Additional optional training for mediators was held on April 28, 2013. Information was presented on neuroscience and creativity, as well as psychological barriers to settlement. 13 roster neutrals attended.</p> <p>Annual training continues as required by Wisconsin statute and per the SPP.</p>

		Consultant	
19 D E F	Mediation System – Technical Advisor To maintain the success of the mediation system, WSEMS mediators and Intake Coordinator receive technical assistance provided by WSEMS Technical Advisor on an as-needed basis via email/phone consultation.	<p>Mediation Grant</p> <p>Consortium for Appropriate Dispute Resolution in Special Education (CADRE)</p> <p>Wisconsin Special Education Mediation System (WSEMS) Intake Coordinator</p> <p>WSEMS parent agency and school representatives</p> <p>WSEMS Technical Advisor</p> <p>WDPI Mediation Consultant</p>	<p>The WSEMS Technical Advisor provides time for mediators to call and discuss cases or consults via email. Mediators 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.</p> <p>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.</p> <p>The WSEMS Technical Advisor provided 19 telephone support sessions and 37 email contacts to roster mediators.</p> <p>The WSEMS Technical Advisor continues to provide technical assistance on an ongoing, as needed basis per the SPP.</p>
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.	<p>Mediation Grant</p> <p>CADRE</p> <p>WSEMS Intake Coordinator</p> <p>WSEMS parent agency and</p>	<p>From 7/1/12 -6/30/13, WSEMS conducted 33 live in-state presentations, held telephone workshops and presented for a national webinar sponsored by CADRE. Through these various means WSEMS partners reached at least 775 individuals. Whenever possible, presentations/workshops are conducted as a WSEMS parent-school professional team to model collaboration. Seven trainings were presented in Spanish, and one was recorded to be made available on the WSEMS website.</p>

		<p>school representatives</p> <p>WSEMS Technical Advisor</p> <p>WDPI Mediation Consultant</p>	<p>WSEMS information was made available at 27 exhibits at conferences and other events statewide. In addition, WSEMS staff created 6 postings to social media, viewed 804 times.</p> <p>Workshops, exhibits and other outreach events continue to be presented to various statewide audiences including parent and school groups per the SPP.</p>
<p>19 C D E</p>	<p>Mediation System - Brochures Awareness of Wisconsin’s mediation system is made available through brochures (with translations in Spanish and Hmong).</p>	<p>Mediation Grant</p> <p>CADRE</p> <p>WSEMS Intake Coordinator</p> <p>WSEMS parent agency and school representatives</p> <p>WSEMS Technical Advisor</p> <p>WDPI Mediation Consultant</p>	<p>Brochures were made available throughout FFY 2012. Brochures were sent to LEAs upon request and distributed widely to partner agencies and at statewide events. Over 2500 informational publications, including hundreds of mediation system brochures were disseminated through multiple channels throughout the state. WSEMS staff displayed exhibits and disseminated written information at 27 conferences, seminars, or meetings throughout the state.</p> <p>Brochures and other informational publications continue to be available per the SPP.</p>
<p>19 C D E</p>	<p>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.</p>	<p>Mediation Grant</p> <p>CADRE</p> <p>WSEMS Intake Coordinator</p> <p>WSEMS parent agency and school representatives</p> <p>WDPI Mediation Consultant</p>	<p>The WSEMS website was updated several times and had almost 60,000 visits. The entire website is available in both English and Spanish. The website includes updated biographical information about the roster mediators. It continues to be available per the SPP.</p>

<p>19 A B H</p>	<p>Mediation System – Data Analysis Surveys are used and analyzed in collecting data about the system. These surveys, which measure outcomes such as participant satisfaction and issue trends, are reviewed and procedures revised as necessary.</p>	<p>Mediation Grant CADRE WSEMS Intake Coordinator WSEMS parent agency and school representatives WDPI Mediation Consultant Survey provider (contracted by WSEMS)</p>	<p>Consumers of the mediation system were offered the option of completing post-mediation or facilitation surveys online. Data was continuously collected and was summarized in a report to all stakeholders. 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.</p>
-----------------------------	--	---	--

Wisconsin Statewide Parent-Educator Initiative (http://sped.dpi.wi.gov/sped_parent)

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 2012
<p>8 C</p>	<p>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.</p>	<p>WSPEI consultant, Parent consultants, WSTI consultant</p>	<p>During the 2012-13 school year, parent-educator teams trained groups of educators and parents on effective parent involvement practices for schools. WSPEI collaborated with WI FACETS and other statewide parent organizations to provide trainings on a Response to Intervention (RTI) Parent Module as well as "Serving on Groups that Make Decisions: A guide for families." The Serving on Groups manual assists parents and family members to learn skills needed to actively participate on decision making teams. The Latino Forum was held and</p>

			had over 100 Spanish speaking families participate in special education related professional development and information. WDPI also cosponsored the WE Indians parent involvement group.
8 C	<p>Wisconsin Statewide Parent Educator Initiative (WSPEI) Group Training at Conferences</p> <p>The Special Education and Pupil Services Leadership Conference will inform directors of special education and parent leaders about the practices measured in the Wisconsin Parent Involvement Survey, the results of the last survey, and successful parent involvement practices.</p>	WSPEI consultant	WSPEI and WDPI partnered with district Special Education Directors to present information to educators in regards to family engagement resources and programs. Highlights of the presentation entitled "Family Engagement Across DPI Initiatives" were resources to help support Indicator 8, Family Engagement, as well as Parents In Partnership and Youth in Partnership for Employment and Empowerment trainings, and information on partnerships with PBIS/RTI and Family Engagement.
8 C D	<p>Product development and dissemination</p> <p>Current versions of the WDPI <i>Procedural Safeguards Notice, Special Education in Plain Language, Introduction to Special Education and Involving Families in Meeting Student Needs: A Guide for School Staff</i> will be disseminated to LEAs, families, and parent information organizations in print and electronic forms.</p>	WSPEI consultant and Compliance consultant	<p>During the 2012-13 school year, WSPEI partnered with WDPI to revise common dispute resolution and parent/educator information and materials including "Communication Options for Families", "best practices for implementing the indicator 8 survey", and other documents. These resources are disseminated to every WI public school district and was included as an additional form on an IEP software program that several districts utilize to develop IEPs. Information provided outlines parents rights in regards to mediation, facilitated IEPs, complaints and due process.</p> <p>WSPEI continued to disseminate WDPI materials to families and educators including Special Education in Plain Language, Introduction to Special Education, and the Opening Doors transition series. Every district in Wisconsin is contacted and provided copies of these materials through WSPEI and is provided information on additional statewide special education resources such as parent record files, birth to 3 resources, and mediation brochures.</p>
8 C D	<p>Product development and dissemination</p> <p>Training for parents will be made available by WSPEI and WI FACETS in diverse media, including print, CD/DVD, online web casts, by</p>	WSPEI consultant and program area consultants	WSPEI and WI FACETS collaborated to train parents and parent leadership via monthly telephone training and 4 quarterly webinar trainings. Webinar topics included behavior management, changes to the SLD rule, and information about Wisconsin's statewide mediation

	telephone, by videoconferencing, and in person.		<p>training.</p> <p>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.</p>
8 D F	<p>Individualized LEA supports</p> <p>The number of LEAs that identify a district parent liaison in conjunction with WSPEI will increase continuously. LEAs that have not identified a district parent liaison will identify a parent advisory representative or staff person who serves as a contact for special education parent information dissemination.</p>	WSPEI consultant	<p>WSPEI created a Family Engagement District Liaison training matrix as well as revised the criteria for district liaison identification, training, and measures to ensure system-wide fidelity of training. New criteria required district liaisons are identified by district special education directors, provided regular contact with sped directors and WSPEI coordinators, and utilize WSPEI's online data system to report contacts and technical assistance within each district. All liaisons receive the same training and expectations statewide.</p> <p>WSPEI was able to train 64 new district liaisons using this criteria across the state.</p>
8 A D H	<p>Individualized LEA supports</p> <p>CESA parent liaisons, district parent liaisons, and WI FACETS staff and parent leaders will assist LEAs and district parents on request with gathering Parent Involvement Survey data for Indicator 8. Effective practices for reaching families will be evaluated and disseminated.</p> <p>LEAs will reach a survey return rate of 20% of their sample or 6 surveys, whichever is larger.</p>	WSPEI consultant	<p>WSPEI CESA family engagement liaisons and WSPEI district family engagement liaisons assisted LEAs with gathering Parent Involvement Survey data for Indicator 8. WSPEI CESA coordinators recorded contacts with every LEA in the procedural compliance self assessment cycle. Every district in Wisconsin with the exception of two (one had less than 10 students in the sample) met the response rate criteria for the 2012-13 Indicator 8 Parent Survey. 33 districts in self assessment were at or above 40% response rate (the minimum response rate requirement is 20%). 26 districts were above 50%, and 5 districts were above 75%. This is the best response rate data to date. Districts that do not meet the response rate criteria, must repeat the survey the following year.</p>
8	Individualized LEA supports	WSPEI	WSPEI services were documented to over 3,017 contacts.

<p>A D H</p>	<p>Wisconsin schools and Wisconsin families use the resources of WSPEI and WI FACETS to help involve families and provide information about special education in the diverse ways that diverse families require.</p>	<p>consultant</p>	<p>Of these, 2,295 were to individuals and the other 722 were to groups (workshops, meetings, conferences, newsletters).</p> <p>1,030 of these contacts were face to face, 971 by email, and 950 by phone.</p> <p>461 presentations were recorded, 2,339 technical assistance contacts, and 214 mass newsletter disseminations.</p> <p>Overall, these contacts reached over 60,000 parents, educators, students, and agency staff in addition to collaborative information dissemination with partner agencies (number may represent repeated contacts).</p> <p>In total 38,293 parents were served (15,020 were individual contacts), 20,100 educators (6,880 were individual), and 7,505 agencies (802 were individual).</p> <p>6,578 people were provided some type of presentation, 8,701 were provided with some type of technical assistance, and newsletters reached 37,923 people.</p> <p>In 2012-13 WSPEI began development of a new web site which in fall of 2013 won an award for ease of access and design. 97 parents and 22 youth completed intensive parent and youth leadership training, and 35 educators participated in at least one of the sessions.</p>
<p>8 C F</p>	<p>WSPEI Professional Development Resources</p>	<p>WSPEI Consultant</p>	<p>WSPEI along with WI FACETS worked together to provide a training of trainers for a technical guide created in the previous grant year titled Serving on Groups that Make Decisions. This guide helps family members learn how to serve as members on decision making groups.</p>

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

WSTI is a state-wide systems change project that offers a comprehensive approach to providing transition services in the State of Wisconsin. WSTI utilizes a two-tiered service delivery model consisting of local school district Transition Action Teams and County Transition Advisory Councils. Point of Entry Manuals are developed for each CESA to identify county agency linkages. A project director, eight project-based transition consultants, and the WDPI transition consultant provide transition support services, information dissemination, and staff development to parents, education professionals, and community agency professionals throughout Wisconsin. WSTI participates in a state-wide transition conference each year. Networking meetings in each CESA are used to provide Indicator 13 training. WSTI assists participating LEAs in using data from Indicators 1, 2, 13, and 14 to develop local improvement plans.

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 2012
1, 2, 4, 13, 14 A B C D E G H J	<p>Wisconsin Statewide Transition Initiative (WSTI)- Statewide Training</p> <p>Offered training statewide for districts on compliance standards.</p>	<p>WDPI Transition Consultant</p> <p>WDPI Assistant Director of Special Education</p> <p>WSTI Director</p> <p>Wisconsin Post High School Outcomes Survey (PHSOS) Coordinator</p> <p>FACETS Coordinator</p> <p>DHS Consultant</p> <p>DVR Representative</p>	<p>Transition Academy completed 11/29/2012: Focus for all sectionals was Employment for Youth.</p> <p>WDPI and WSTI completed Indicator 13-Postsecondary Transition Plan (PTP) Trainings offered on: 9/21/2012, 9/26/2012, 9/27/2012, 9/28/2012, 10/12/2012, 10/16/2012, 10/19/2012, 11/30/2012, and 1/4/2013. Covered I-13 Compliance and online transition IEP System Training as well as follow up and technical assistance.</p> <p>WDPI and WSTI provided follow up to 240 districts not using the PTP.</p> <p>4 Transition e-Newsletters were developed and disseminated via the WSTI website. The e-Newsletter communicates information about Indicator 13 compliance, provides compliance and effective practice recommendations, and promotes technical assistance and resources.</p> <p>Statewide stakeholder workgroup updated and revised WDPI's "Opening Doors to Employment Training" guide and all 4 opening doors were translated to Spanish.</p> <p>The Transition Coordinator Networking meetings were provided in the Northern and Southern areas of the state. We provided four meeting times on 10/11-10/12-11/28-3/6. The meetings consisted of a Focus on Employment and the PTP, Assistive Technology in the Workplace and Employment, Predictors of Post School Success, Visual Resumes and</p>

			Community Conversations.
1, 2, 4, 13, 14 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. <ul style="list-style-type: none"> • A web-based data toolkit has been developed • A research driven web-based transition repository, www.tr4y.org has been developed.
1, 2, 13, 14 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	The interagency agreement workgroup including members from the Division of Vocational Rehabilitation, The Department of Health Services and Department of Public Instruction have updated/revised the Transition Action Guide (TAG) and posted electronically at http://dwd.wisconsin.gov/dvr/pdf_files/tag.pdf . Per the interagency agreement, a 2010 Wisconsin Interagency Data paper was updated, disseminated and posted on agency websites http://sped.dpi.wi.gov/sped_transition The interagency work group continued to meet quarterly throughout the year.
1, 2, 13, 14 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 www.sharedwork.org WI rep participates on the monthly CoP calls. 6 WI reps. attended National CoT conference in May.

<p>1, 2, 13, 14 A B C D E G J</p>	<p>Wisconsin Statewide Transition Initiative (WSTI)- New initiatives. WDPI initiated new activities to impact student graduation rates with transition.</p>	<p>WDPI Transition Consultant</p>	<p>WDPI developed, with stakeholder input, the electronic Postsecondary Transition Plan (PTP) for IEP teams to develop the transition portion of a student's IEP and for the collection of federal Indicator 13 data. During the 2012-2013 school year, all districts in Wisconsin were required to use the PTP for postsecondary transition planning and reporting of Indicator 13 data.</p>
<p>14 A D G</p>	<p>Collaboration with Statewide Projects To increase awareness of the outcomes, improve response rates and improve outcomes:</p> <ul style="list-style-type: none"> • Results of the WPHSOS will be used to inform the: <ul style="list-style-type: none"> • State Improvement Grant (SIG) and State Personnel Development Grant (SPDG) • Wisconsin Statewide Transition Initiative (WSTI) • Wisconsin State Transition Conference • Medicaid Infrastructure Grant (MIG) Youth Leadership Council (YLC) and Youth Leadership Forum • DPI/DVR/DHFS Joint Agreement and Technical Assistance Guide (TAG). • The WPHSOS will participate in WDPI transition initiatives and activities 	<p>Wisconsin PHSOS Director WI DPI Transition Consultant</p>	<p>With the use of SPDG funds, WDPI began the integration of the Transition Resources for Youth website into the Transition Improvement Grant (www.wsti.org) website. WDPI began a project to build a model Transition Improvement Plan (TIP) based on NSTTAC's predictors of post school success.</p>

	<ul style="list-style-type: none"> Indicator 14 data will be viewed along with Indicators 1, 2, and 13 to provide a comprehensive views of transition and outcomes 		
<p>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.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
6, 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	The team no longer exists.
6, 7 C D E F G	Development of DLL training and technical assistance materials.	WDPI ECSE Consultant EDLLI advisory team EDLLI steering committee various WDPI Consultants (ESL/Bilingual, Title I, etc)	Contracted with World Class Instructional Design and Instruction (WIDA) to develop a guidance document for young dual language learners and how their learning relates to the Wisconsin Model Learning Early Standards. The EDLLI Advisory team is implementing a 3-year plan and mission / vision statement developed in Spring 2012.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

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

State Performance Plan Improvement Activities			
<p>Autism Project, http://sped.dpi.wi.gov/sped_autism For more than ten years, WDPI has developed and conducted statewide trainings for school staff in the area of autism. Four trainings are held annually in various locations throughout the state. Basic level trainings are offered for school staff with limited knowledge of educational programming for students with autism spectrum disorders. The basic level training presents an overview of autism spectrum disorders and discusses topics such as functional behavioral assessment, classroom programming, sensory issues, and communication strategies. Advanced level trainings are offered for more experienced school staff. The advanced training presents more complex information about issues in early childhood education of students with autism spectrum disorders. School staff from many different disciplines attend the trainings including special education teachers, directors of special education, regular education teachers, paraprofessionals, occupational and physical therapists, social workers, psychologists and speech and language pathologists. Each of these trainings includes strategies for preventing suspensions and expulsions, obtaining a diploma, and increasing the graduation rates of students with autism.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
1, 2, 4, 5 C D F	Autism Webinars	WDPI Autism Consultant Contracted Experts	<p>Autism Webinars: Starting 2012-13, the WDPI Autism Consultant piloted the use of online webinars to provide technical assistance to families, educators, and professionals across Wisconsin. The webinar content is based on evidence-based practices as outlined by the National Professional Development Center on Autism Spectrum Disorders (NPDC-ASD). All webinars were two hours in length, and free to participants. All webinars included a co-presenter who is an autism consultant or expert currently working in the field with students with autism in general education settings.</p> <p>Four webinar presentations/topics were presented for 2012-13. The number of topics, as well as number of registered participants, follow: Visual boundaries (92), Task analysis (102), Social narratives (197), and Visual schedules (115).</p>

A total of 506 registered participants. The feedback was overall positive and a plan was put in place to do 15-20 webinars for 2013-14 school year.

Data Analysis (Indicator 7 only)

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 2012
7 A H	Indicator 7 Data Reviews conducted for the purpose of enhancing data quality.	Statewide Child Outcomes coordinator	During the 2012-13 school year, a process of reviewing state, CESA and LEA data patterns, taken from the Early Childhood Outcomes (ECO) Pattern Checking table, was conducted with groups of LEAs throughout the state. These reviews formulated next steps including reviewing the rating numbers and rating process with staff as well as additional training in conducting functional assessment.

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 2012
1, 3 A C D E F G	WDPI was awarded a new SPDG beginning 1/1/2013 - Focus on PLCs - with the objective to use the framework of PLCs to effect system change in schools, IHEs and EC environments to improve outcomes in reading and math for students with IEPs.	Project Director, Leadership Roles across stakeholder groups	Twenty-five schools were chosen to receive 5 year grants that include onsite coaching for systems change focused on inclusive practices and improving reading and math outcomes for SWD.
<p>Wisconsin Post High School Outcomes Survey (WPHSOS) www.posthighsurvey.org Annually, from 1/5 of LEAs, WDPI collects data on post high school outcomes of youth with disabilities. Districts provide contact data of students the year prior to exit. St. Norbert College Survey Center (De Pere, Wisconsin) conducts a phone interview with former students one year after exiting. The survey center makes multiple attempts to survey former students. The WPHSOS provides training and technical assistance to St. Norbert and school districts to increase the accuracy of the data collected and utilized.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2012
14 A B C D	To increase the response rates of leavers with emotional/behavioral disabilities and youth who drop-out to be representative of the state population and sample of leavers, the Wisconsin Post School Outcomes (WiPSO) Survey Coordinator and Outreach will work with LEAs included in FFY 2013 DPI Self-Assessment Monitoring to provide interviewer training so	WiPSO Coordinator and Outreach; TIG Director and Coordinators, Regional Services Network Coordinators, Wisconsin Community on Transition (WiCoT) and County Community on Transition (CCoT) leadership and	New activity planned for FFY 2013.

	<p>they can survey their own leavers. Interviewer training will be offered to all LEAs in DPI Self-Assessment Monitoring, and districts will be encouraged to conduct local surveys annually. St. Norbert SRI will continue to be offered as an option for completing the surveys</p>	<p>team members; educators, transition coordinators and families</p>	
<p>14 A B C D</p>	<p>To increase the percentage of youth participating in all types of higher education from 30% to 44%, (a) WiPSO staff will work with staff from institutes of higher education through the WiCoT group to better assist youth in applying for postsecondary programs of interest; (b) work with staff at IHEs and secondary schools to ensure that the assistive technology and accommodations /allowed provided at colleges and universities are being implemented at the high school level (c) provide professional</p>	<p>WiPSO Coordinator and Outreach; TIG Director and Coordinators, TCN meetings; Transition Academy; WiCoT leadership and team members; educators and transition coordinators; families; higher education staff tools and resources on www.wipso.org and www.wsti.org; www.sharedwork.org postings.</p>	<p>New activity planned for FFY 2013.</p>

Part B State Annual Performance Report (APR) for 2012

	development opportunities for secondary educators to understand the postsecondary predictors of post school success.		
14 A B C D	To increase the percentage of youth engaged in competitive employment for 90 days or more, at or above minimum wage, in a setting with their non-disabled peers from 30% to 33%, the state will work with districts to develop clear and concise employment improvement plans based on their local outcomes and the employment predictors of post school success. Educators and transition partners will participate in transition improvement planning, and be encouraged to attend the State Transition Academy and Transition Coordinator Networking (TCN) meetings.	WiPSO Coordinator and Outreach; TIG Director and Coordinators, TCN meetings; Transition Academy; WiCoT leadership and team members; educators and transition coordinators; families, cross-agency partnerships, including the Let's Get Work Grant and PROMISE Grant staff; tools and resources on www.wipso.org and www.wsti.org ; www.sharedwork.org postings.	New activity planned for FFY 2013.
14 A B	To decrease the percentage of not engaged youth and to	WiPSO Coordinator and Outreach; TIG	New activity planned for FFY 2013.

<p>C D</p>	<p>understand the root cause of differences in outcomes between some categories of leavers for at least one of the Indicator 14 categories, the TIG staff will engage in conversations with the DPI and partner agencies to identify effective strategies and activities for increasing engagement.</p>	<p>Director and Coordinators, DPI staff; other state project directors; Rtl staff; educators; families, CREATE staff, Rtl staff, Parent Educators (FACETS, YIPPE)</p>	
----------------	---	---	--

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.

<p>Indicator and Category(s)</p>	<p>Improvement Activity Description</p>	<p>Resources</p>	<p>Status of Improvement Activity FFY 2012</p>
<p>19 B C G</p>	<p>Mediation System - Stakeholder Meeting</p>	<p>Mediation Grant WSEMS Intake Coordinator WSEMS parent agency and school representatives WDPI Mediation Consultant</p>	<p>On April 30, 2013 fifteen stakeholders representing parent organizations and schools, along with seven roster mediators, WSEMS staff and the WDPI Mediation Consultant met to discuss the operation of the WSEMS. Topics included early conflict intervention and promotion of the services of the WSEMS. Excellent brainstorming and discussion among the stakeholders resulted in ideas to incorporate in the ongoing operation and promotion of the WSEMS.</p>

Wisconsin Statewide Parent-Educator Initiative (http://sped.dpi.wi.gov/sped_parent)			
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 2012
8 A B D G H	WSPEI Family Engagement Plans	WDPI Grant Director WSPEI Grant Staff	In 2012-13 WSPEI began piloting of district family engagement plans which are based on data analysis of Indicator 8 parent surveys. Each CESA family engagement coordinator examined CESA (regional) family engagement data and met with regional special education directors to identify strengths and needs in terms of parent perceptions of special education involvement/engagement within the region. Plans were developed outlining goals for greater engagement with families as well as resources to support stronger family engagement. In addition to the 12 regional CESAs, 3 districts also piloted the use of family engagement plans.
8 C D	Providing Opportunities for parents of students with disabilities to attend conferences.	WDPI Grant Director WSPEI Grant Staff	In 2012-13 WSPEI made a specific effort to provide resources to families to attend professional development opportunities. Over 100 families were provided with some level of resources to attend a training, workshop, or conferences (not including PIP/YiPPE, web based trainings, CESA trainings, and district liaison trainings).

APPENDIX B

Part B Indicator 15 Worksheet

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(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	47	63	63
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	5	10	10
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	78	509	509
7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Dispute Resolution: Complaints, Hearings	6	8	8

Part B State Annual Performance Report (APR) for 2012

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(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	80	80
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	1	1	1

Part B State Annual Performance Report (APR) for 2012

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(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	57	82	82
6. Percent of preschool children aged 3 through 5 – early childhood placement.	Dispute Resolution: Complaints, Hearings	5	9	9
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	70	188	188
	Dispute Resolution: Complaints, Hearings	3	4	4

Part B State Annual Performance Report (APR) for 2012

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(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	7	7	7
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	26	26	26
	Dispute Resolution: Complaints, Hearings	0	0	0

Part B State Annual Performance Report (APR) for 2012

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(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	14	14	14
	Dispute Resolution: Complaints, Hearings	0	0	0

Part B State Annual Performance Report (APR) for 2012

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
Other areas of noncompliance: LEA did not receive written affirmation signed by private school representatives.	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
Other areas of noncompliance: Improperly utilized seclusion and restraint procedures.	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
Other areas of noncompliance: Improperly restrained a student with a disability.	Monitoring Activities: Self-Assessment/ Local APR, Data	0	0	0

Part B State Annual Performance Report (APR) for 2012

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(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	3	3	3
Other areas of noncompliance: Properly included required participants in IEP meeting.	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
Sum the numbers down Column a and Column b			1007	1007
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			(b) / (a) X 100 =	100.00%

APPENDIX C

Please enter your Username (see letter):

Please enter your Password (see letter):

Welcome!

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

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

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

Consent Statement

Please read this Consent Statement carefully.

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

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

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

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

Directions for Filling Out the Survey:

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

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

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

<p>24. My answers were entered into this survey by:</p> <ul style="list-style-type: none"><input type="checkbox"/> Myself<input type="checkbox"/> A WSPEI staff member<input type="checkbox"/> School district staff<input type="checkbox"/> Other	<p>25. This survey was submitted using the following multiple choice options:</p> <ul style="list-style-type: none"><input type="checkbox"/> Paper survey mailed directly to North Central<input type="checkbox"/> Paper survey completed by parent and entered into web survey on behalf of parent<input type="checkbox"/> Web survey completed by parent
---	--

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

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

Please enter your Username (see letter):

Please enter your Password (see letter):

Welcome!

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

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

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

Consent Statement

Please read this Consent Statement carefully.

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

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

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

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

Directions for Filling Out the Survey:

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

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

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

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

27. My answers were entered into this survey by:

- Myself
- A WSPEI staff member
- School district staff
- Other

28. This survey was submitted using the following multiple choice options:

- Paper survey mailed directly to North Central
- Paper survey completed by parent and entered into web survey on behalf of parent
- Web survey completed by parent

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

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