

State of Wisconsin
Part B Annual Performance Report
2007-2008

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

By

Wisconsin Department of Public Instruction

February 1, 2009

Amended April 7, 2009



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Overview of the Annual Performance Report Development

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

With this APR, WDPI has submitted progress data and improvement activities for Indicator 7 using the SPP template; actual target data from FFY 2007 and other responsive APR information for Indicators 1, 2, 3, 4A, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20; and information to address any deficiencies identified in the Office of Special Education Programs' (OSEP) letter responding to WDPI's February 1, 2008 SPP/APR.

In completing the SPP and APR, WDPI used the SPP and APR Instructions, the Part B Indicator/Measurement Table with Instructions, the SPP and APR templates, Table 6 Assessment and Table 7 Report of Dispute Resolution, and the Indicator 15 Worksheet. In addition, WDPI participated in SPP technical assistance conference calls with OSEP and the North Central Regional Resource Center (NCRRC), and used the *Indicator Support Grid* and the *Part B SPP/APR Indicator Analyses* document.

Stakeholder Involvement in the Development of the SPP and APR

In May and December 2008, WDPI met with the Continuous Improvement and Focused Monitoring (CIFMS) Stakeholders (hereafter stakeholders), to review the state's progress on the SPP indicators and obtain broad input from stakeholders related to the indicators, improvement activities, and revisions to the SPP. The stakeholders include parents of children with disabilities, parent advocates, special education administrators, regular education administrators, special education teachers, and school board representatives. A current listing of the CIFMS stakeholders, as well as meeting minutes, may be found at <http://www.dpi.wi.gov/sped/cifmstake.html>. NCRRC facilitated the stakeholder meetings.

In addition to working with stakeholders, 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 <http://dpi.wi.gov/sped/index.html> in February. Presentations are given by WDPI at the Wisconsin Council of Administrators of Special Services (WCASS) and the annual State Superintendent's Conference on Special Education and Pupil Services Leadership Issues. In addition, WDPI meets with the CIFMS stakeholders and the State Superintendent's Council on Special Education to review the SPP and the APR. Each year, LEAs are required to submit an annual Local Performance Plan (LPP) to the WDPI for review. The LPP is an internet application and serves as the IDEA flow-through and preschool funding mechanism that must be completed in approvable form before a district may encumber and expend federal monies. Through the LPP, districts submit their IDEA flow-through and preschool budgets and provide assurance to WDPI of compliance with state and federal special education requirements. One component of the LPP is the Special Education District Profile through which WDPI reports annually to the public on the performance of each LEA on the targets associated with the SPP indicators. The Special Education District Profile is used to analyze LEA performance on these 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.

WDPI will post the performance results for each LEA on the department's website within 120 days after submitting the APR to OSEP. For Indicators 7, 8, and 14, WDPI uses the procedural compliance self-assessment monitoring cycle to identify LEAs for data collection. The State gathers monitoring data from one-fifth of the LEAs in the state through an LEA self-assessment of procedural requirements related to monitoring priority areas and SPP indicators. Over the course of the SPP, WDPI will monitor approximately 440 LEAs, including independent charter schools, the Wisconsin Department of Health Services, and the Wisconsin Department of Corrections. In addition, WDPI monitors the Wisconsin Educational Services Program for the Deaf and Hard of Hearing and the Wisconsin Center for the Blind and Visually Impaired. Wisconsin's public agencies have been divided into five cohorts of approximately 88 agencies each. One cohort is monitored each year beginning with the 2006-2007 school year. Each cohort is developed to be representative of the state for such variables as disability categories, age, race, and gender. The cycle includes LEAs from rural and urban areas of the state, as well as small, medium, and large school districts. Milwaukee Public Schools, the only LEA with an average daily membership of over 50,000, is included each year. WDPI will not report to the public any information on performance that would result in the disclosure of personally identifiable information about individual children or where the available data is insufficient to yield statistically reliable information. WDPI will include the most recently available performance data on each LEA and the date the data were obtained. Furthermore, WDPI will collect and report on the performance of each LEA on each of the sampling indicators at least once during the course of the SPP. For all other indicators for which WDPI is required to report at the LEA level, WDPI will report annually on every LEA.

Evaluation and Presentation of Improvement Activities

In August 2008, WDPI staff met with Ann Bailey of the North Central Regional Resource Center to evaluate Wisconsin's SPP and APR improvement activities. Ann reviewed the need for evaluation, the types of evaluation, and the impact of evaluating the improvement activities. WDPI consultants considered whether or not the activities are aligned to the indicators, if they reflect state priorities, are actionable, are realistic, include measures of performance and timelines, and identify responsibility for implementation. WDPI staff referenced NCRRC's *SPP/APR Improvement Activity Review Form* as they reviewed and revised activities.

The overall look of the APR and SPP have been revised to match a preferred style of data presentation as shared by OSEP at the Data Accountability Conference. The narrative descriptions of the improvement activities in the APR, as well as the SPP, have been replaced with an easy to read and update table. Column one of the table shows the alphabetical code associated with the type of activity. These codes are the same as those used in the *Part B SPP/APR Indicator Analyses* document created by OSEP. Color coding is used in the APR to clearly depict revisions to the improvement activities, timelines or resources. Justifications for the revisions are included in the body of the table. In the SPP, the timeline for each activity is indicated using a series of columns, one for each year. An "x" is placed in each column to show which years the activity occurs. The SPP provides a general description of the activity or initiative; the APR provides the details of the work that was accomplished during the fiscal year.

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

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

Measurement:
Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	84.08% of students with disabilities will graduate with a regular diploma

Actual Target Data for 2007-08:

2007-08 SY	Regular Diploma	Certificate	HSED	Maximum Age	Cohort Dropouts	Regular Diploma Graduation Rate
Students with Disabilities	6664	96	124	104	1426	79.20%
Students without Disabilities	58519	228	557	53	5492	90.24%
All Students	65183	324	681	157	6918	88.97%

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

For the 2007-2008 school year (SY), the State's graduation rate of students with disabilities is 79.20%. This is a slippage of 1.19% from the previous reporting period. The State did not meet the target for this indicator.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2007-08:

Explanation of Slippage that occurred in 2007-2008

As part of the focused monitoring conducted by the Wisconsin Department of Public Instruction (WDPI) Graduation Workgroup, possible factors that contribute to improving graduation rates were examined and addressed. These factors included student academic and social engagement, academic achievement, multiple options for student learning, student retention, and student mobility. Additionally, WDPI examined district policies, procedures, and practices as they related to students with disabilities, include suspension/expulsion, attendance, and graduation.

While it is difficult to expect significant changes in graduation rates within one or two years, districts that were involved in focused monitoring conducted by the WDPI Graduation Workgroup showed improvement or a trend towards increased graduation rates of students with disabilities. All districts that have been involved in focused monitoring conducted by the Graduation Workgroup continue to receive technical assistance from WDPI to aid them in implementing their Continuous Improvement and Focused Monitoring Improvement plans.

This year, WDPI's Special Education Team initiated a significant project to impact the 20 indicators by focusing on data-based improvement. Related to Indicator 1, members of the Graduation Workgroup are refining the Graduation Focused Monitoring process so that it can be used by Wisconsin local educational agencies (LEAs) as a form of self-assessment. Utilizing many of the WDPI products and tools developed for focused monitoring, LEAs will be able to examine their data, policies and procedures in several areas related to the graduation of students with disabilities. This examination will also include investigation of the factors impacting the LEA's rate of drop out. WDPI expects that the new process will assist LEAs in determining what may be causing students with disabilities to drop out of school, and allow LEAs to develop comprehensive improvement plans utilizing evidence-based strategies and activities, leading to positive student outcomes.

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

Discussion of Improvement Activities Completed

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

State Performance Plan Improvement Activities
<p>Focused Monitoring (FM) Wisconsin has developed a Continuous Improvement and Focused Monitoring System (CIFMS) to achieve positive results for children with disabilities in Wisconsin while ensuring continued procedural compliance with state and federal laws and regulations. WDPI involves stakeholders in the ongoing development of the CIFMS including the identification of priority areas for focused monitoring in Wisconsin. The CIFMS stakeholders analyzed statewide student outcome data to determine that improving graduation rates of students with disabilities should be a priority in Wisconsin. The CIFMS stakeholders identified student enrollment groups within the state from which a select number of school districts are identified for FM. WDPI uses trend data over a three-year period to identify districts for FM. The districts within each enrollment</p>

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group most in need of improvement are selected for FM.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
1 A, B, C, D, E, F, G, H	Focused Monitoring – Graduation - Ongoing WDPI continues to evaluate and revise the FM process.	Focused Review of Improvement Indicators (FRII) Workgroup Graduation Workgroup members	During the 2007-2008 School Year, Graduation Workgroup members continued to work collaboratively with and provide technical assistance and monitoring to districts that had previous FM onsite visits. These districts implemented and evaluated their district-wide FM improvement plans to address issues related to the graduation rates of their students with disabilities. WDPI continued to support the FM districts until they have met certain improvement goals or targets.
1 B, C, E, H	Focused Monitoring -Stand-Alone Focused Performance Review Development During the 2007-2008 SY, WDPI started working to expand upon the successful focused monitoring model previously utilized in order to provide districts a mechanism in which to conduct a similar process of data analysis and improvement planning around the SPP improvement indicators of math achievement, preschool outcomes, parent involvement, and post-high school outcomes.	FM Workgroup Chairs Special Ed Team Data Consultant Ad Hoc Workgroups	Ad hoc workgroup members began the process of creating a mechanism by which districts can analyze their data on the performance indicators of the State Performance Plan. This process has included, thus far, development of data analysis tools, identification of research or evidence-based practices, and the creation of a systematic improvement plan.
1 A, B, C, D, E, F, G, H	Focused Monitoring (FM) – District Monitoring WDPI worked with two new districts in completing monitoring in the area of graduation.	Graduation Workgroup Co-chairs and Graduation Workgroup members	In September 2007 two districts were notified they had been selected for FM in the area of graduation. These districts were notified they would receive a FM onsite monitoring visit during the 2007-2008 school year. The districts were required to attend a FM data retreat called the Focused Performance Review (FPR) prior to the onsite visit to assist the districts in analyzing local data and developing hypotheses about their student outcomes. The Graduation Workgroup conducted onsite monitoring in the two districts and issued written reports. Districts were required to address issues identified in the report. Consultants assisted districts in developing a local improvement plan, provided technical assistance, and

			<p>conducted ongoing progress monitoring. The Graduation Workgroup attended a district-wide data retreat held by the Milwaukee Public Schools (MPS) and provided feedback to the data retreat coordinators on the data retreat process and graduation rates. The intent of the visit was to reach more schools within MPS via a district wide approach rather than a building by building analysis by WDPI. As WDPI moves towards a stand-alone FPR (see below), the department will continue to consult with MPS through their data retreats to assist buildings with graduation issues, to effectively analyze their data and to plan for improvement. Members of the Graduation Workgroup shared results of FM visits with the CIFMS stakeholders.</p>
<p>1 C, E, H</p>	<p>Focused Monitoring-Focused Performance Review Development WDPI continued to refine the FM tools based on insights from the monitoring process.</p>	<p>Graduation and Reading FM workgroups, Special Ed Team Data Consultant, CESA #5 staff</p>	<p>For the 2007-08 SY, the Focused Performance Review again played a major role in Wisconsin’s FM process. WDPI staff, in conjunction with Cooperative Educational Service Agency #5 (CESA), added additional enhancements to the FPR process to assist districts in further analyzing their data in order to identify potential root causes for their area(s) of need. Data modules again analyzed during the 2007-08 SY included graduation, dropout, suspensions/expulsions, participation and performance on statewide assessments, educational environments, and individual student data.</p> <p>During the 2007-08 SY, WDPI also created a manual, modeling the FPR structure, which would allow a district to independently conduct their own data analysis and develop a district or building-wide improvement plan to address identified needs. An initial draft of stand-alone modules in reading and graduation were created.</p>
<p>Procedural Compliance Self-Assessment Process http://dpi.wi.gov/sped/spp-selfassmt.html. Each year the state gathers monitoring data from one-fifth of the LEAs in the state through an LEA self-assessment of procedural requirements related to monitoring priority areas and SPP indicators. LEAs conduct the self-assessment using a sample of student individualized education program (IEP) records. Each year, the cohort of districts is representative of the state considering such variables as disability categories, age, race, and gender. Milwaukee Public Schools, the only LEA with average daily membership of over 50,000, is included in the sample each year. WDPI will include every LEA in the state at least once during the course of the SPP. The self-assessment of procedural requirements includes data on each of the SPP indicators. LEAs report the self-assessment results to WDPI, along with planned corrective actions. LEAs are required to correct noncompliance as soon as possible, but no later than one year from identification. To assure valid and reliable data, WDPI provides</p>			

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web-based training in how to conduct the self-assessment, including how to create random samples for review. The self-assessment checklist includes standards for reviewing the procedural requirements. LEAs with noncompliance correct it through developing and implementing agency-wide corrective action plans. WDPI staff provides technical assistance and conducts periodic reviews of progress to ensure correction of noncompliance as soon as possible, but no later than one year from identification of noncompliance. Annually, WDPI reviews all LEA self-assessments and conducts validation activities on a portion of the LEA self-assessments. Based on its review, WDPI provides technical assistance to LEAs, which may result in revisions to their planned corrective actions. LEAs report the status of their corrective actions to ensure correction within one year of identification of the noncompliance. WDPI verifies that all noncompliance has been corrected within one year. LEAs failing to correct noncompliance within one year of identification are required to report the reasons and the specific steps that will be implemented to correct the noncompliance. These LEAs are assigned to a more intensive level of oversight.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
1 B, C, D	<p>Procedural Compliance Self-Assessment Process The self-assessment of procedural requirements includes data on each of the SPP indicators including the number of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.</p>	Procedural Compliance Self-Assessment Workgroup	During the 2007-2008 school year the second cohort of LEAs completed the self-assessment process; WDPI conducted verification activities with all LEAs to ensure correction of noncompliance.

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

WSTI is a statewide systems change project that offers a comprehensive approach to providing transition services in the State of Wisconsin. WSTI utilizes a two-tiered service delivery model consisting of local school district Transition Action Teams and County Transition Advisory Councils. Point of Entry Manuals are developed for each CESA to identify county agency linkages. Twelve CESA-based transition coordinators, a project director, and a WDPI transition consultant provide transition support services, information dissemination, and staff development to parents, education professionals, and community agency professionals throughout Wisconsin. Currently each of the 12 CESAs receives mini-grants to improve transition services. WSTI conducts a statewide transition conference each year. Networking meetings in each CESA are used to provide Indicator 13 training. WSTI assists participating LEAs in using data from Indicators 1, 2, 13, and 14 to develop local improvement plans.

WDPI has worked collaboratively with Dr. Ed O’Leary of the Mountain Plains Regional Resource Center to develop technical assistance on the correct implementation of transition requirements in IDEA. LEA personnel who participate in WSTI receive training in how to review transition requirements in IEPs using a transition checklist. The Office of Special Education Programs (OSEP) has recognized Wisconsin’s work in the area of transition as a national model.

WDPI collaborates with the National Secondary Transition Technical Assistance Center (NSTTAC) to improve outcomes for Indicator 13. NSTTAC has provided training to CESA and LEA personnel on Indicator 13 at the statewide transition conference. WDPI participated in NSTTAC’s transition forum and developed the Wisconsin strategic plan for improving secondary transition. WDPI participates in the national community of practice on transition hosted by National Association of State Directors of Special Education (NASDSE).

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
<p>1 A, B, C, D, E, G, H, J</p>	<p>Wisconsin Statewide Transition Initiative (WSTI)- Statewide Training Offered training statewide for districts on compliance standards.</p>	<p>WDPI Transition Consultant WDPI Assistant Director of Special Education WSTI Director Wisconsin Post High School Outcomes Survey (PHSOS) Coordinator FACETS Coordinator DHS Consultant DVR Representative</p>	<p>WDPI and WSTI will continue to provide training at statewide and regional conferences. The compliance standards were developed because statewide monitoring of T-03 showed a need to provide more focused training and technical assistance. ITV Training Session Outcomes:</p> <ul style="list-style-type: none"> • Spring – 31 sites; Fall – 32 sites; total = 63 sites • 13 sessions provided • 499 educators participated <p>During 2007-2008 the following improvement activities were implemented:</p> <ul style="list-style-type: none"> • WDPI's Transition Consultant worked with WDPI's Procedural Compliance Self-Assessment workgroup in developing the compliance standards and examples related to Indicator 13. These standards and examples were based on the NSTTAC Checklist. • The Transition Consultant, Procedural Compliance Self-Assessment workgroup and WSTI implemented statewide ITV training. This training was hosted by each CESA and adopted the Wisconsin Personnel Development Model to improve training and outcomes. • The Transition Consultant and Procedural Compliance Self-Assessment workgroup clarified the instructions for the Transition portion of the Procedural Compliance Self-Assessment. • The NSTTAC checklist-based data system was built on WSTI website and is currently available for LEA use. • Information Dissemination – a Transition e-Newsletter was developed and disseminated via the WSTI website. The e-Newsletter communicates information about Indicator 13, provides information about which districts will be involved in the next cycles in the Procedural Compliance Self-Assessment process, and promotes the ITV training presentations. • Created Indicator 13 “tips” based on the errors seen in Procedural Compliance Self-Assessment process to help LEAs avoid some of the common errors. Provided an Indicator 13 PowerPoint presentation. • WDPI collected a listing of common errors on the NSTTAC checklist by frequency as reported by LEAs on the Procedural Compliance Self-Assessment. This data assists public agencies and WDPI in prioritizing professional development activities.

			<ul style="list-style-type: none"> • WSTI hosted an annual statewide transition conference in January 2008. Over 600 educators, parents, service providers, and youth participated. WDPI collaborated with NSTTAC to provide training to CESA and LEA personnel on Indicator 13 and secondary transition requirements at the January 2008 statewide transition conference. • The WSTI Conference also focused on behavior issues for students with disabilities; sponsorship of these sectionals was provided in partnership with the Behavior Grant (see below). • WDPI participated in the National Community of Practice on Transition hosted by NASDSE at http://www.sharedwork.org/. • WSTI created effective-practice professional development training modules available on its web site to assist in meeting Indicator 13. The modules provide consistent information to LEAs, provider agencies, parents, and youth about transition requirements and effective practices. • WSTI established a Youth Advisory Council. The purpose is to promote youth empowerment through self-advocacy. • As part of the Wisconsin strategic plan developed with NSTTAC, Wisconsin applied for and received an OSEP Secondary Transition State Capacity Building Initiative grant. • WDPI developed a Transition Resource Directory for each CESA to identify county activities providing transition services and agency contacts. The directories assist LEAs in forming interagency linkages. • Transition Mini-Grants – Each of the 12 CESAs and the Milwaukee Public Schools received mini-grants to improve transition services through baseline IEP reviews, one-year follow-up IEP reviews, local planning and professional development. • Transition Support Services – WDPI’s transition consultant, WSTI’s project director, 12 CESA-based transition coordinators, and the Milwaukee Public Schools transition coordinator provided transition support services, information dissemination and staff development to parents, education professionals, and community agency professionals in Milwaukee and throughout Wisconsin. These activities and services ranged from one-time presentations to quarterly meetings for CESA coordinators.
<p>1 A, B, C, D, F, G</p>	<p>Wisconsin Statewide Transition Initiative (WSTI)- Wisconsin Post High School Outcomes Survey (WPHSOS) – Web-based activities and</p>	<p>WSTI Director Post Secondary Outcomes Survey Project Director</p>	<p>WSTI and WPHSOS collaborated to develop a web-based data analysis/school improvement program that allows districts to see the connection between and impact of Indicators 1, 2, 13, & 14 as they develop their school improvement plans.</p> <ul style="list-style-type: none"> ▪ Provides a demonstrated improved outcome for youth with disabilities by connecting Indicators 1, 2, 13 & 14.

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	resources developed to connect Indicators 1, 2, 13 & 14.		A literature review has been started, and will be included in a new web-based resource designed to assist districts in using local data for Indicators 1, 2, 13, 14 in district and teacher outcomes improvement planning activities, using available evidence based practices and other field-based resources.
1 C, D, F, G	Wisconsin Statewide Transition Initiative (WSTI)- Participation in National Community of Practice on Transition Participation in National Community of Practice on Transition.	WDPI Transition Consultant NASDSE	WDPI continues to participate in the National Community of Practice on Transition hosted by NASDSE at http://www.sharedwork.org .
1 C, D, J	Wisconsin Statewide Transition Initiative (WSTI), (www.wsti.org) (For complete description of activity see SPP)- Youth Development Guide A new youth development guide was created.	SPDG Staff CESA #12 Transition Coordinator	WDPI created a youth development guide and 12 CESA-based trainings were conducted, funded by a Medicaid Infrastructure Grant (MIG) awarded by the Wisconsin Department of Health Services.
1 A, D, J	Wisconsin Statewide Transition Initiative (WSTI)- Directors of Special Education Survey Surveyed directors of special education to determine barriers to district staff participation in professional development related to transition.	WSTI Consultant	The State had a 60% response rate. Based on input from the survey, the time of year when professional development was offered was changed. The alignment of professional development activities, consistency of message and professional development presented at school sites using interactive television (ITV) increased.
Behavior Grant, http://dpi.wi.gov/sped/ed.html This IDEA statewide grant focuses on providing Wisconsin school district staff with the skills needed to successfully manage student behaviors in the classroom, particularly disruptive and aggressive student behaviors so that students stay in school and graduate. The grant provides for the Annual Behavioral Institute as well as other technical assistance and materials.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
1 C, D, F	Behavior Grant-Technical Assistance Activities related to behavior	WDPI EBD Consultant	2007-2008 school year activities: <ul style="list-style-type: none"> ▪ The Fifth Annual Behavioral Institute included presentations on positive classroom environments, mental health, addressing the behavioral needs

	<p>grant were initiated to provide technical assistance to districts to increase statewide competencies in working with students with Emotional and Behavioral Disabilities (EBD).</p>		<p>of young children, meeting the needs of early adolescents with EBD, teaching math to students with EBD, and conducting meaningful functional behavioral assessments.</p> <ul style="list-style-type: none"> ▪ Continued work on identifying best practices in EBD evaluation, including addressing issues related to disproportionality. • The Behavioral Grant worked in cooperation with the statewide transition grant (WSTI) to provide a keynote speaker with a sectional follow-up at the 2008 Wisconsin Statewide Transition Conference on transition of students with EBD). ▪ Over 100 Wisconsin educators attended the Fifth Annual Behavior Institute. ▪ Over 600 Wisconsin educators, community service providers and parents attended the Winter 2008 Statewide Transition Conference
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Responsive Education for All Children (REACH),
<http://www.dpi.wi.gov/reach/> (Project Administration and Grants) and
<http://www.reachwi.org> (Technical Assistance and Resource Clearinghouse)

The purpose of this statewide initiative is to help Wisconsin schools establish and sustain the capacity to make systemic improvement needed to reduce barriers to learning and enable all students to experience success, including students with disabilities.

REACH provides a research-based framework and professional development resources for Wisconsin schools to use to support school improvement. Within the framework, instructional options, professional development and collaborative partnerships help to support all members of the system (teachers, families, others) as they identify and implement strategies that promote positive student outcomes. A multi-tier prevention/intervention model including universal, selected, and targeted options serves as the basis for decision making. All students, including students with disabilities, are addressed through the initiative. REACH serves as a vehicle to assist schools in implementing Early Intervening Services and Response to Intervention (RtI).

The REACH Initiative includes:

- A REACH Technical Assistance Center to develop tools and processes supporting the ten school improvement components which make up the REACH framework. The Technical Assistance Center also trains expert mentors to guide schools through the implementation of the framework.
- Four REACH regional centers provide training and technical assistance supporting the REACH framework and tools throughout the state.
- A limited number of high needs schools receive district incentive grants to support REACH framework implementation.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
1 A, B, C, D, E, F, G, H	<p>Responsive Education for All Children (REACH) http://www.reachwi.com/ - Participation Information Each year REACH works with</p>	<p>WDPI REACH Consultant</p>	<ul style="list-style-type: none"> • Thirty-three (33) REACH incentive grants were awarded, representing 58 school districts and 174 early childhood, elementary, middle, and high schools. Grants were awarded to schools with priorities in reading and math achievement, social emotional and behavior factors, graduation gap, and disproportionate identification of student of color as students

	<p>new districts in implementing school improvement activities.</p>		<p>with disabilities.</p> <ul style="list-style-type: none"> • Educators and family members participated in REACH statewide workshops. Workshops were offered at no charge to school districts, both grant and non-grant recipients. • Professional mentors trained in the REACH framework assisted REACH grant recipients in implementing the REACH framework components at the school and district levels. • Four regional centers representing all 12 CESAs offered REACH workshops. • Three REACH Poster Showcase Conferences were held in spring 2008. • REACH Regional Center Coordinators and mentors provided ongoing technical assistance to help schools: <ul style="list-style-type: none"> • Enhance options to support student learning in general education; • Address reading and math achievement concerns to meet the needs of students using evidence based options; • Address social emotional and behavioral concerns to meet the needs of students using proactive approaches to behavior challenges; • Address the root causes of disproportionate identification of minority students as students with disabilities; • Address focused monitoring areas of graduation rates and reading achievement for students with disabilities; and • Enhance family involvement as a mechanism for improving student outcomes. • The REACH Regional Centers developed regional REACH advisory teams, conducted needs assessments to target training and technical assistance priorities for each region, provided ongoing training to meet regional needs, and provided targeted technical assistance to school districts identified by WDPI. • The REACH mentor and training network was expanded to increase the capacity of the WDPI and CESAs to provide high quality professional development, technical assistance and support to school communities that lead to improved student outcomes. • REACH technical assistance products were developed and refined to meet the needs of Wisconsin schools with respect to implementing REACH Framework components. • Schools receiving REACH grants submitted the following data pieces: REACH Action Plan, special education prevalence and referral data, intervention and prevention methods (schools in year 2 of the grant project), and an end of year grant activities report. This data assists
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WDPI in determining the impact of the REACH Initiative. The capacity of the REACH Initiative to serve school districts was expanded through additional funding and activities under the Wisconsin Personnel Development System Grant.

Autism Project, <http://dpi.wi.gov/sped/autism.html>

For more than ten years, WDPI has developed and conducted statewide trainings for school staff in the area of autism. Four trainings are held annually in various locations throughout the state. Basic level trainings are offered for school staff with limited knowledge of educational programming for students with autism spectrum disorders. The basic level training presents an overview of autism spectrum disorders and discusses topics such as functional behavioral assessment, classroom programming, sensory issues, and communication strategies. Advanced level trainings are offered for more experienced school staff. The advanced training presents more complex information about issues in early childhood education of students with autism spectrum disorders. School staff from many different disciplines attend the trainings including special education teachers, directors of special education, regular education teachers, paraprofessionals, occupational and physical therapists, social workers, psychologists and speech and language pathologists. Each of these trainings includes strategies for preventing suspensions and expulsions, obtaining a diploma, and increasing the graduation rates of students with autism.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
1 C, D, F	<p>Autism Project (http://dpi.wi.gov/sped/autcatint2.html)</p> <p>For more than ten years, WDPI has developed and conducted statewide trainings for school staff in the area of autism.</p>	<p>WDPI Autism Consultant</p> <p>Contracted Experts</p>	<p>In 2007-2008, four trainings were held in various locations throughout the state. Two basic level trainings were offered for school staff with limited knowledge of educational programming for students with autism spectrum disorders. The basic level training presented an overview of autism spectrum disorders and discussed topics such as functional behavioral assessment, classroom programming, sensory issues, and communication strategies. Two advanced level trainings were offered for more experienced school staff. The advanced training presented more complex information about issues in early childhood education of students with autism spectrum disorders. Each of these trainings includes strategies for preventing suspensions and expulsions, obtaining a diploma, and increasing the graduation rates of students with autism.</p> <p>424 school staff attended basic or advanced level autism training during FFY 2007. School staff from many different disciplines attended the trainings including special education teachers, directors of special education, regular education teachers, paraprofessionals, occupational and physical therapists, social workers, psychologists and speech and language pathologists.</p>

Schools Identified for Improvement (SIFI)/Districts Identified for Improvement (DIFI) Wisconsin's Statewide System of Support (SSOS) is predicated on the concept that the role of the WDPI is to strengthen the capacity of local school districts to identify and effectively differentiate support to their lowest performing schools. To accomplish this, the WDPI has sorted each of its public school districts into one of three categories: high priority districts, priority districts, and all other districts. High priority districts are those which have missed Adequate Yearly Progress (AYP) as a district or been identified as a district in need of improvement (DIFI) and have Title I schools that are identified for improvement (SIFI) or missed AYP under No Child Left Behind (NCLB). In Wisconsin, high priority districts are required to assess the efficacy of

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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 2007
1 B, D, F, H	Schools Identified for Improvement (SIFI)/ Districts Identified for Improvement (DIFI)- Identification and Assistance WDPI initiated activities to assist districts deemed to be DIFI.	Title I WDPI Urban Special Education Consultant FM co-chair	In the past year, one district within the state had been labeled as DIFI. Working within the agency, WDPI has endeavored to address issues related to student success as found in Indicators 1, 2, 3, and 4. As a result collaborative efforts within WDPI have been initiated. Collaboratively, the Title 1 and Special Education teams of WDPI worked with MPS to create their DIFI improvement plan update in Fall of 2008. Using the findings from a FM visit as well as other data, specific activities were created to improve outcomes for students with disabilities in the areas of reading and math. Increased focus, resources and time were allotted to increase student achievement in these areas, Pre-kindergarten through Grade 12.

Wisconsin Post High School Outcomes Survey (WPHSOS) www.posthighsurvey.org
 Results from the Wisconsin Post High School Outcomes Survey are used by LEAs and WDPI to impact graduation results. Annually, a statewide Wisconsin Post High School Outcomes Survey Summary Report is published in September and widely distributed throughout the year. To assist with determining improvement activities, data are disaggregated by gender, ethnicity, disability and exit type. Districts have access to a District Summary Report, Data Analysis Charts and Improvement Planning Forms. Districts use the information to review their local outcomes in relation to local planning and improvement activities. The Data Analysis charts are aligned with the state Data Retreat procedure so districts can easily incorporate outcomes data into improvement planning.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
1 A, C, D,E, F, G	Wisconsin Post High School Outcomes Survey (WPHSOS) (www.posthighsurvey.org) Conduct the Post-High School Outcomes Survey. <ul style="list-style-type: none"> ▪ Complete and disseminate the 	WPHSOS Director WDPI Transition Consultant	WPHSO Project assisted districts in increasing the state response rate. This assistance resulted in a change in the number of completed interviews from 358 to over 600. The WPHSO Project also increased the number of districts assisted from 17 to 81 in completing the survey.

	<p>statewide outcomes report regarding the Post-High School Outcomes Survey.</p>		<p>In an attempt to demonstrate the relationship between training, activities and outcomes, WSTI and WPHSOS collaborated to develop a new reporting format. This reporting format will be used by school districts and will allow them to see both their progress on the transition checklist and their local outcomes on the WPSHOS and use that information to develop and monitor a district plan of improvement. WSTI and WPHSOS are currently working with a school district to pilot the new reporting format.</p>
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Wisconsin’s Statewide Personnel Development Grant (SPDG):

The purpose of the SPDG is to assist WDPI in reforming and improving the State’s personnel preparation and professional development systems. The intent of the priority is to improve educational results for children with disabilities through the delivery of

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

SPDG will meet the identified needs by accomplishing three overarching goals described through five outcomes.

Goal 1: Increase the application of scientifically based practices in identified core content areas through both preservice and in-service professional development for educators and early interventionists in targeted LEAs and communities

Goal 2: Sustain implementation of new knowledge and skills through regional infrastructure that provides and supports ongoing learning utilizing trained mentors, communities of practice and other proven strategies.

Goal 3: Increase participation of communities, families and youth in the system change process that results in organizations with the capacity to engage, support, and transition children with disabilities birth-26.

These goals will be addressed using the Wisconsin 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 2007
<p>1 A, B, C, E, F, G, H</p>	<p>Wisconsin’s Statewide Personnel Development Grant (SPDG): Beginning Activities SPDG initiated activities throughout the state.</p>	<p>SPDG Consultant</p>	<ul style="list-style-type: none"> • The 5 coordinated Hubs were formed during FFY 2007. • The 5 Hubs have identified leaders and leadership teams and have begun providing training not only on the WPDM but on content that is directly aligned with the 20 Indicators. • In conjunction with the Wisconsin State Transition Initiative, SPDG hosted networking meetings in each CESA that have provided training, sustained through scientific or evidence-based instructional/behavioral practices, and included the collection of formative and summative data focused on Indicator 13. • The SPDG supported the annual Wisconsin State Transition Conference to help bring cutting edge research and information pertaining to

			<p>Transition in Wisconsin.</p> <ul style="list-style-type: none"> The SPDG sponsored an IHE Forum for faculty members of public and private colleges in Wisconsin involved in teacher preparation. The purpose of the forum was to provide faculty with the opportunity to learn and exchange ideas that focus on ways to improve the quality of all educators to best serve students with disabilities within the larger context of meeting the needs and increasing the engagement of all students. As a result of the professional development sessions focused on transition plan development and Indicator 13, Wisconsin districts participating in the Procedural Compliance Self-Assessment showed an increase in compliance of 12 percent on Indicator 13. As a result of the May 2008 IHE Forum, action plans were written by faculty members from 27 Wisconsin private colleges and public universities to reform their practices in teacher education.
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 2007):

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
1 A, B, C, D, E, G, J	<p>Wisconsin Statewide Transition Initiative (WSTI)- New Initiatives.</p> <p>WDPI initiated new activities to impact student graduation rates with transition.</p>	WDPI Transition Consultant	<p>WDPI negotiated a new interagency agreement with the Division of Vocational Rehabilitation of the Wisconsin Department of Workforce Development and the Wisconsin Department of Health Services to coordinate services for individuals transitioning from education to employment. The agreement can be viewed at http://dwd.wisconsin.gov/dvr/pdf_files/dip_interagency_agreement.pdf</p> <p>Wisconsin State Capacity Building Plan – Secondary Education and Transition Services for NSTTAC. Wisconsin’s team used and discussed portions of a team planning tool for state capacity building. The Wisconsin group worked on identifying past, current and future statewide systems change efforts and technical assistance efforts related to statewide capacity building; related to improving transition services and post high school results for students with disabilities.</p>

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

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Monitoring Priority: FAPE in the LRE

Indicator 2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

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

Measurement:
Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	No more than 1.672% of students with disabilities will drop out

Actual Target Data for 2007-08:

2007-2008 SY Grades 7-12	Dropouts	Expected to Complete School Term	Dropout Rate
Students with Disabilities	1488	57558	2.59%
Students without Disabilities	5404	358830	1.51%
All Students	6892	416388	1.66%

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

For the 2007-2008 school year (SY), the State's percent of youth with IEPs dropping out of schools is 2.59 percent. This is progress of 0.02 percent from the previous reporting period.

Calculation: [1,488 divided by 57,558 = .0259 x 100 = 2.59 %].

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.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2007-2008

Explanation of Progress that occurred in 2007-2008

As part of the focused monitoring conducted by the Wisconsin Department of Public Instruction (WDPI) Graduation Workgroup, possible factors that contribute to dropout were examined and addressed. Based on research these factors include student academic and social engagement, academic achievement, multiple options for student learning, student retention, and student mobility. Additionally, WDPI examined district policies, procedures, and practices related to suspension/expulsion, attendance, and graduation.

This year, WDPI’s Special Education Team has initiated a significant project to impact the 20 indicators by focusing on data-based improvement. Related to Indicator 2, members of the Graduation Workgroup are working to refine the Graduation Focused Monitoring process so that it can be used by Wisconsin LEAs as a form of self-assessment. Utilizing many of the WDPI products and tools developed for focused monitoring, LEAs will be able to examine their data and policies and procedures in several areas related to the graduation of students with disabilities, including factors impacting their rate of dropping out. WDPI expects that the new process will assist LEAs in determining what may be causing students with disabilities to drop out of school, and allow districts to develop comprehensive improvement plans utilizing evidence-based strategies and activities, leading to positive student outcomes.

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

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

Discussion of Improvement Activities Completed

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>Focused Monitoring (FM) Wisconsin has developed a Continuous Improvement and Focused Monitoring System (CIFMS) to achieve positive results for children with disabilities in Wisconsin while ensuring continued procedural compliance with state and federal laws and regulations. WDPI involves stakeholders in the ongoing development of the CIFMS including the identification of priority areas for focused monitoring in Wisconsin. The CIFMS stakeholders analyzed statewide student outcome data to determine that improving graduation rates of students with disabilities should be a priority in Wisconsin. The CIFMS stakeholders identified student enrollment groups within the state from which a select number of school districts</p>

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are identified for FM. WDPI uses trend data over a three-year period to identify districts for FM. The districts within each enrollment group most in need of improvement are selected for FM.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
2 A, B, C, D, E, F, G, H	<p>Focused Monitoring (FM) – District Monitoring WDPI worked with two new districts in completing monitoring in the area of graduation.</p>	Graduation Workgroup Co-chairs and Graduation Workgroup members	<p>In September 2007 two districts were notified they had been selected for FM in the area of graduation. These districts were notified they would receive a FM onsite monitoring visit during the 2007-2008 school year. The districts were required to attend a FM data retreat called the Focused Performance Review (FPR) prior to the onsite visit to assist the districts in analyzing local data and developing hypotheses about their student outcomes. The Graduation Workgroup conducted onsite monitoring in the two districts and issued written reports. Districts were required to address issues identified in the report. Consultants assisted districts in developing a local improvement plan, provided technical assistance, and conducted ongoing progress monitoring.</p> <p>The Graduation Workgroup attended a district-wide data retreat held by the Milwaukee Public Schools (MPS) and provided feedback to the data retreat coordinators on the data retreat process and graduation rates. The intent of the visit was to reach more schools within MPS via a district wide approach rather than a building by building analysis by WDPI. As WDPI moves towards a stand-alone FPR (see below), the department will continue to consult with MPS through their data retreats to assist buildings with graduation issues, to effectively analyze their data and to plan for improvement.</p> <p>Members of the Graduation Workgroup shared results of FM visits with the CIFMS stakeholders.</p>
2 A, B, C, D, E, F, G, H	<p>Focused Monitoring – Graduation - Ongoing WDPI continues to evaluate and revise the FM process.</p>	Focused Review of Improvement Indicators (FRII) Workgroup Graduation Workgroup members	<p>During the 2007-2008 School Year, Graduation Workgroup members continued to work collaboratively with and provide technical assistance and monitoring to districts that had previous FM onsite visits. These districts implemented and evaluated their district-wide FM improvement plans to address issues related to the graduation rates of their students with disabilities.</p> <p>WDPI continued to support the FM districts until they have met certain improvement goals or targets.</p>
2	Focused Monitoring-Focused	Graduation and	For the 2007-08 SY, the Focused Performance Review again

C, E, H	<p>Performance Review Development WDPI continued to refine the FM tools based on insights from the monitoring process.</p>	<p>Reading FM workgroups, Special Ed Team Data Consultant, CESA #5 staff</p>	<p>played a major role in Wisconsin's FM process. WDPI staff, in conjunction with Cooperative Educational Service Agency #5 (CESA), added additional enhancements to the FPR process to assist districts in further analyzing their data in order to identify potential root causes for their area(s) of need. Data modules again analyzed during the 2007-08 SY included graduation, dropout, suspensions/expulsions, participation and performance on statewide assessments, educational environments, and individual student data.</p> <p>During the 2007-08 SY, WDPI also created a manual, modeling the FPR structure, which would allow a district to independently conduct their own data analysis and develop a district or building-wide improvement plan to address identified needs. An initial draft of stand-alone modules in reading and graduation were created.</p>
2 B, C, E, H	<p>Focused Monitoring -Stand-Alone Focused Performance Review Development During the 2007-2008 SY, WDPI started working to expand upon the successful focused monitoring model previously utilized in order to provide districts a mechanism in which to conduct a similar process of data analysis and improvement planning around the SPP improvement indicators of math achievement, preschool outcomes, parent involvement, and post-high school outcomes.</p>	<p>FM Workgroup Chairs Special Ed Team Data Consultant Ad Hoc Workgroups</p>	<p>Ad hoc workgroup members began the process of creating a mechanism by which districts can analyze their data on the performance indicators of the State Performance Plan. This process has included, thus far, development of data analysis tools, identification of research or evidence-based practices, and the creation of a systematic improvement plan.</p>
<p>Procedural Compliance Self-Assessment Process http://dpi.wi.gov/sped/spp-selfassmt.html. Each year the State gathers monitoring data from one-fifth of the local educational agencies (LEAs) in the state through an LEA self-assessment of procedural requirements related to monitoring priority areas and SPP indicators. LEAs conduct the self-assessment using a sample of student individualized education program (IEP) records. Each year, the cohort of districts involved in the self-assessment is representative of the state considering such variables as disability categories, age, race, and gender. Milwaukee Public Schools, the only LEA with average daily membership of over 50,000, is included in the sample each year. WDPI will include every LEA in the state at least once during the course of the SPP. The self-assessment of procedural requirements includes data on each of the SPP indicators. LEAs report the self-assessment results to WDPI, along with planned corrective actions. LEAs are required to correct noncompliance as soon as possible, but no later than one year from identification. To assure valid and reliable data, WDPI provides web-based training in how to conduct the self-assessment, including how to create</p>			

random samples for review. The self-assessment checklist includes standards for reviewing the procedural requirements. LEAs with noncompliance correct it through developing and implementing agency-wide corrective action plans. WDPI staff provides technical assistance and conducts periodic reviews of progress to ensure correction of noncompliance as soon as possible, but no later than one year from identification of noncompliance. Annually, WDPI reviews all LEA self-assessments and conducts validation activities on a portion of the LEA self-assessments. Based on its review, WDPI provides technical assistance to LEAs, which may result in revisions to their planned corrective actions. LEAs report the status of their corrective actions to ensure correction within one year of identification of the noncompliance. WDPI verifies that all noncompliance has been corrected within one year. LEAs failing to correct noncompliance within one year of identification are required to report the reasons and the specific steps that will be implemented to correct the noncompliance. These LEAs are assigned to a more intensive level of oversight.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
2 B, C, D	<p>Procedural Compliance Self-Assessment Process The self-assessment of procedural requirements includes data on each of the SPP indicators including the number of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.</p>	Procedural Compliance Self-Assessment Workgroup	During the 2007-2008 school year the second cohort of LEAs completed the self-assessment process; WDPI conducted verification activities with all LEAs to ensure correction of noncompliance.

Wisconsin Statewide Transition Initiative (WSTI), (www.wsti.org)
WSTI is a statewide systems change project that offers a comprehensive approach to providing transition services in the State of Wisconsin. WSTI utilizes a two-tiered service delivery model consisting of local school district Transition Action Teams and County Transition Advisory Councils. Point of Entry Manuals are developed for each CESA to identify county agency linkages. Twelve CESA-based transition coordinators, a project director, and a WDPI transition consultant provide transition support services, information dissemination, and staff development to parents, education professionals, and community agency professionals throughout Wisconsin. Currently each of the 12 CESAs receives mini-grants to improve transition services. WSTI conducts a statewide transition conference each year. Networking meetings in each CESA are used to provide Indicator 13 training. WSTI assists participating LEAs in using data from Indicators 1, 2, 13, and 14 to develop local improvement plans.

WDPI has worked collaboratively with Dr. Ed O'Leary of the Mountain Plains Regional Resource Center to develop technical assistance on the correct implementation of transition requirements in IDEA. LEA personnel who participate in WSTI receive training in how to review transition requirements in IEPs using a transition checklist. The Office of Special Education Programs (OSEP) has recognized Wisconsin's work in the area of transition as a national model.

WDPI collaborates with the National Secondary Transition Technical Assistance Center (NSTTAC) to improve outcomes for Indicator 13. NSTTAC has provided training to CESA and LEA personnel on Indicator 13 at the statewide transition conference. WDPI participated in NSTTAC's transition forum and developed the Wisconsin strategic plan for improving secondary transition. WDPI participates in the national community of practice on transition hosted by National Association of State Directors of Special Education (NASDSE).

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Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
2 C, D, J	<p>Wisconsin Statewide Transition Initiative (WSTI), (www.wsti.org) (For complete description of activity see SPP)- Youth Development Guide A new youth development guide was created.</p>	SPDG Staff CESA #12 Transition Coordinator	WDPI created a youth development guide and 12 CESA-based trainings were conducted, funded by a Medicaid Infrastructure Grant (MIG) awarded by the Wisconsin Department of Health Services.
2 A, D, J	<p>Wisconsin Statewide Transition Initiative (WSTI)-Directors of Special Education Survey Surveyed directors of special education to determine barriers to district staff participation in professional development related to transition.</p>	WSTI Consultant	The State had a 60% response rate. Based on input from the survey, the time of year when professional development was offered was changed. The alignment of professional development activities, consistency of message and professional development presented at school sites using interactive television (ITV) increased.
2 A, B, C, D, E, G, H, J	<p>Wisconsin Statewide Transition Initiative (WSTI)-Statewide Training 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>WDPI and WSTI will continue to provide training at statewide and regional conferences.</p> <p>The compliance standards were developed because statewide monitoring of T-03 showed a need to provide more focused training and technical assistance.</p> <p>ITV Training Session Outcomes:</p> <ul style="list-style-type: none"> • Spring – 31 sites; Fall – 32 sites; total = 63 sites • 13 sessions provided • 499 educators participated <p>During 2007-2008 the following improvement activities were implemented:</p> <ul style="list-style-type: none"> • WDPI’s Transition Consultant worked with WDPI’s Procedural Compliance Self-Assessment workgroup in developing the compliance standards and examples related to Indicator 13. These standards and examples were based on the NSTTAC Checklist. • The Transition Consultant, Procedural Compliance Self-Assessment workgroup and WSTI implemented statewide ITV training. This training was hosted by each CESA and

		<p>DHS Consultant DVR Representative</p>	<p>adopted the Wisconsin Personnel Development Model to improve training and outcomes.</p> <ul style="list-style-type: none"> • The Transition Consultant and Procedural Compliance Self-Assessment workgroup clarified the instructions for the Transition portion of the Procedural Compliance Self-Assessment process. • The NSTTAC checklist-based data system was built on WSTI website and is currently available for LEA use. • Information Dissemination – a Transition e-Newsletter was developed and disseminated via the WSTI website. The e-Newsletter communicates information about Indicator 13, provides information about which districts will be involved in the next cycles in the Procedural Compliance Self-Assessment process, and promotes the ITV training presentations. • Created Indicator 13 “tips” based on the errors seen in Procedural Compliance Self-Assessment process to help LEAs avoid some of the common errors. Provided an Indicator 13 PowerPoint presentation. • WDPI collected a listing of common errors on the NSTTAC checklist by frequency as reported by LEAs on the Procedural Compliance Self-Assessment. This data assists public agencies and WDPI in prioritizing professional development activities. • WSTI hosted an annual statewide transition conference in January 2008. Over 600 educators, parents, service providers, and youth participated. WDPI collaborated with NSTTAC to provide training to CESA and LEA personnel on Indicator 13 and secondary transition requirements at the January 2008 statewide transition conference. • The WSTI Conference also focused on behavior issues for students with disabilities; sponsorship of these sectionals was provided in partnership with the Behavior Grant (see below). • WDPI participated in the National Community of Practice on Transition hosted by NASDSE at http://www.sharedwork.org/. • WSTI created effective-practice professional development training modules available on its web site to assist in meeting Indicator 13. The modules provide consistent
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			<p>information to LEAs, provider agencies, parents, and youth about transition requirements and effective practices.</p> <ul style="list-style-type: none"> • WSTI established a Youth Advisory Council. The purpose is to promote youth empowerment through self-advocacy. • As part of the Wisconsin strategic plan developed with NSTTAC, Wisconsin applied for and received an OSEP Secondary Transition State Capacity Building Initiative grant. • WDPI developed a Transition Resource Directory for each CESA to identify county activities providing transition services and agency contacts. The directories assist LEAs in forming interagency linkages. • Transition Mini-Grants – Each of the 12 CESAs and the Milwaukee Public Schools received mini-grants to improve transition services through baseline IEP reviews, one-year follow-up IEP reviews, local planning and professional development. • Transition Support Services – WDPI’s transition consultant, WSTI’s project director, 12 CESA-based transition coordinators, and the Milwaukee Public Schools transition coordinator provided transition support services, information dissemination and staff development to parents, education professionals, and community agency professionals in Milwaukee and throughout Wisconsin. These activities and services ranged from one-time presentations to quarterly meetings for CESA coordinators.
2 A, B, C, D, F, G	<p>Wisconsin Statewide Transition Initiative (WSTI)-Wisconsin Post High School Outcomes Survey (WPHSOS)</p> <p>– Web-based activities and resources developed to connect Indicators 1, 2, 13 & 14.</p>	<p>WSTI Director Post Secondary Outcomes Survey Project Director</p>	<p>WSTI and WPHSOS collaborated to develop a web-based data analysis/school improvement program that allows districts to see the connection between and impact of Indicators 1, 2, 13, & 14 as they develop their school improvement plans.</p> <ul style="list-style-type: none"> ▪ Provides a demonstrated improved outcome for youth with disabilities by connecting Indicators 1, 2, 13 & 14. <p>A literature review has been started, and will be included in a new web-based resource designed to assist districts in using local data for Indicators 1, 2, 13, 14 in district and teacher outcomes improvement planning activities, using available evidence based practices and other field-based resources.</p>
2 C, D, F, G	<p>Wisconsin Statewide Transition Initiative (WSTI)-Participation in National Community of Practice on Transition</p>	<p>WDPI Transition Consultant NASDSE</p>	<p>WDPI continues to participate in the National Community of Practice on Transition hosted by NASDSE at http://www.sharedwork.org.</p>

Participation in National Community of Practice on Transition.			
<p>Behavior Grant, http://dpi.wi.gov/sped/ed.html This IDEA statewide grant focuses on providing Wisconsin school district staff with the skills needed to successfully manage student behaviors in the classroom, particularly disruptive and aggressive student behaviors so that students stay in school and graduate. The grant provides for the Annual Behavioral Institute as well as other technical assistance and materials.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
2 C, D, F	<p>Behavior Grant-Technical Assistance Activities related to behavior grant were initiated to provide technical assistance to districts to increase statewide competencies in working with students with Emotional and Behavioral Disabilities (EBD).</p>	WDPI EBD Consultant	<p>2007-2008 school year activities:</p> <ul style="list-style-type: none"> ▪ The Fifth Annual Behavioral Institute included presentations on positive classroom environments, mental health, addressing the behavioral needs of young children, meeting the needs of early adolescents with EBD, teaching math to students with EBD, and conducting meaningful functional behavioral assessments. ▪ Continued work on identifying best practices in EBD evaluation, including addressing issues related to disproportionality. • The Behavioral Grant worked in cooperation with the statewide transition grant (WSTI) to provide a keynote speaker with a sectional follow-up at the 2008 Wisconsin Statewide Transition Conference on transition of students with EBD. ▪ Over 100 Wisconsin educators attended the Fifth Annual Behavior Institute. ▪ Over 600 Wisconsin educators, community service providers and parents attended the Winter 2008 Statewide Transition Conference.
<p>Responsive Education for All Children (REACH), http://www.dpi.wi.gov/reach/ (Project Administration and Grants) and http://www.reachwi.org (Technical Assistance and Resource Clearinghouse) The purpose of this statewide initiative is to help Wisconsin schools establish and sustain the capacity to make systemic improvement needed to reduce barriers to learning and enable <u>all</u> students to experience success, including students with disabilities.</p> <p>REACH provides a research-based framework and professional development resources for Wisconsin schools to use to support school improvement. Within the framework, instructional options, professional development and collaborative partnerships help to support all members of the system (teachers, families, others) as they identify and implement strategies that promote positive student outcomes. A multi-tier prevention/intervention model including universal, selected, and targeted options serves as the basis for decision making. All students, including</p>			

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students with disabilities, are addressed through the initiative. REACH serves as a vehicle to assist schools in implementing Early Intervening Services and Response to Intervention (RtI).

The REACH Initiative includes:

- A REACH Technical Assistance Center to develop tools and processes supporting the ten school improvement components which make up the REACH framework. The Technical Assistance Center also trains expert mentors to guide schools through the implementation of the framework.
- Four REACH regional centers to provide training and technical assistance supporting the REACH framework and tools throughout the state.
- A limited number of high needs schools received district incentive grants to support REACH framework implementation.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
2 A, B, C, D, E, F, G, H	<p>Responsive Education for All Children (REACH) http://www.reachwi.com/ - Participation Information Each year REACH works with new districts in implementing school improvement activities.</p>	WDPI REACH Consultant	<ul style="list-style-type: none"> • Thirty-three (33) REACH incentive grants were awarded, representing 58 school districts and 174 early childhood, elementary, middle, and high schools. Grants were awarded to schools with priorities in reading and math achievement, social emotional and behavior factors, graduation gap, and disproportionate identification of student of color as students with disabilities. • Educators and family members participated in REACH statewide workshops. Workshops were offered at no charge to school districts, both grant and non-grant recipients. • Professional mentors trained in the REACH framework assisted REACH grant recipients in implementing the REACH framework components at the school and district levels. • Four regional centers representing all 12 CESAs offered REACH workshops. • Three REACH Poster Showcase Conferences were held in spring 2008. • REACH Regional Center Coordinators and mentors provided ongoing technical assistance to help schools: <ul style="list-style-type: none"> • Enhance options to support student learning in general education; • Address reading and math achievement concerns to meet the needs of students using evidence based options; • Address social emotional and behavioral concerns to meet the needs of students using proactive approaches

			<p>to behavior challenges;</p> <ul style="list-style-type: none"> • Address the root causes of disproportionate identification of minority students as students with disabilities; • Address focused monitoring areas of graduation rates and reading achievement for students with disabilities; and • Enhance family involvement as a mechanism for improving student outcomes. <ul style="list-style-type: none"> • The REACH Regional Centers developed regional REACH advisory teams, conducted needs assessments to target training and technical assistance priorities for each region, provided ongoing training to meet regional needs, and provided targeted technical assistance to school districts identified by WDPI. • The REACH mentor and training network was expanded to increase the capacity of the WDPI and CESAs to provide high quality professional development, technical assistance and support to school communities that lead to improved student outcomes. • REACH technical assistance products were developed and refined to meet the needs of Wisconsin schools with respect to implementing REACH Framework components. • Schools receiving REACH grants submitted the following data pieces: REACH Action Plan, special education prevalence and referral data, intervention and prevention methods (schools in year 2 of the grant project), and an end of year grant activities report. This data assists WDPI in determining the impact of the REACH Initiative. <p>The capacity of the REACH Initiative to serve school districts was expanded through additional funding and activities under the Wisconsin Personnel Development System Grant.</p>
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<p>Autism Project, http://dpi.wi.gov/sped/autism.html For more than ten years, WDPI has developed and conducted statewide trainings for school staff in the area of autism. Four trainings are held annually in various locations throughout the state. Basic level trainings are offered for school staff with limited knowledge of educational programming for students with autism spectrum disorders. The basic level training presents an overview of autism spectrum disorders and discusses topics such as functional behavioral assessment, classroom programming, sensory issues, and communication strategies. Advanced level trainings are offered for more experienced school staff. The advanced training presents more complex information about issues in early childhood education of students with autism spectrum disorders. School staff from many different disciplines attend the trainings including special education teachers, directors of special education, regular education teachers, paraprofessionals, occupational and physical therapists, social workers, psychologists and speech and language pathologists. Each of these trainings includes strategies for preventing suspensions and expulsions, obtaining a diploma, and increasing the graduation rates of students with autism.</p>			
<p>2 C, D, F</p>	<p>Autism Project http://dpi.wi.gov/sped/autcatint2.html For more than ten years, WDPI has developed and conducted statewide trainings for school staff in the area of autism.</p>	<p>WDPI Autism Consultant Contracted Experts</p>	<p>In 2007-2008, four trainings were held in various locations throughout the state. Two basic level trainings were offered for school staff with limited knowledge of educational programming for students with autism spectrum disorders. The basic level training presented an overview of autism spectrum disorders and discussed topics such as functional behavioral assessment, classroom programming, sensory issues, and communication strategies. Two advanced level trainings were offered for more experienced school staff. The advanced training presented more complex information about issues in early childhood education of students with autism spectrum disorders. Each of these trainings includes strategies for preventing suspensions and expulsions, obtaining a diploma, and increasing the graduation rates of students with autism. 424 school staff attended basic or advanced level autism training during FFY 2007. School staff from many different disciplines attended the trainings including special education teachers, directors of special education, regular education teachers, paraprofessionals, occupational and physical therapists, social workers, psychologists and speech and language pathologists.</p>
<p>Schools Identified for Improvement (SIFI)/Districts Identified for Improvement (DIFI) Wisconsin’s Statewide System of Support (SSOS) is predicated on the concept that the role of the WDPI is to strengthen the capacity of local school districts to identify and effectively differentiate support to their lowest performing schools. To accomplish this, the WDPI has sorted each of its public school districts into one of three categories: high priority districts, priority districts, and all other districts. High priority districts are those which have missed Adequate Yearly Progress (AYP) as a district or been identified as a district in need of improvement (DIFI) and have Title I schools that are identified for improvement (SIFI) or missed AYP under No Child Left Behind (NCLB). In Wisconsin, high priority districts are required to assess the efficacy of their current district efforts to support school improvement using the 7 Characteristics of Successful Districts (Vision, Leadership, High Academic Standards, Standards of the Heart, Family, School and Community Partnerships, Professional Development, and Evidence of Success framework or a comparable model. Using five characteristic areas (1. Vision, Values and Culture; 2. Leadership and Governance; 3. Decision Making and Accountability; 4. Curriculum</p>			

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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 2007
2 B, D, F, H	Schools Identified for Improvement (SIFI)/ Districts Identified for Improvement (DIFI)-Identification and Assistance WDPI initiated activities to assist districts deemed to be DIFI.	Title I WDPI Urban Special Education Consultant FM co-chair	In the past year, one district within the state had been labeled as DIFI. Working within the agency, WDPI has endeavored to address issues related to student success as found in Indicators 1, 2, 3, and 4. As a result collaborative efforts within WDPI have been initiated. Collaboratively, the Title 1 and Special Education teams of WDPI worked with MPS to create their DIFI improvement plan update in Fall of 2008. Using the findings from a FM visit as well as other data, specific activities were created to improve outcomes for students with disabilities in the areas of reading and math. Increased focus, resources and time were allotted to increase student achievement in these areas, Pre-kindergarten through Grade 12.

Wisconsin Post High School Outcomes Survey (WPHSOS) www.posthighsurvey.org
 Results from the Wisconsin Post High School Outcomes Survey are used by LEAs and WDPI to impact graduation results. Annually, a statewide Wisconsin Post High School Outcomes Survey Summary Report is published in September and widely distributed throughout the year. To assist with determining improvement activities, data are disaggregated by gender, ethnicity, disability and exit type. Districts have access to a District Summary Report, Data Analysis Charts and Improvement Planning Forms. Districts use the information to review their local outcomes in relation to local planning and improvement activities. The Data Analysis charts are aligned with the state Data Retreat procedure so districts can easily incorporate outcomes data into improvement planning.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
2 A, C, D,E, F, G	Wisconsin Post High School Outcomes Survey (WPHSOS) (www.posthighsurvey.org) Conduct the Post High School Outcomes Survey.	WPHSOS Director WDPI Transition	WPHSO Project assisted districts in increasing the state response rate. This assistance resulted in a change in the number of completed interviews from 358 to over 600. WPHSO Project also increased the number of districts assisted from 17 to 81 in completing the survey.

	<ul style="list-style-type: none"> Complete and disseminate the statewide outcomes report regarding Post-High School Outcomes Survey. 	Consultant	<p>In an attempt to demonstrate the relationship between training, activities and outcomes, WSTI and WPHSOS collaborated to develop a new reporting format. This reporting format will be used by school districts and will allow them to see both their progress on the transition checklist and their local outcomes on the WPSHOS and use that information to develop and monitor a district plan of improvement. WSTI and WPHSOS are currently working with a school district to pilot the new reporting format.</p>
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Wisconsin’s Statewide Personnel Development Grant (SPDG):

The purpose of the SPDG is to assist WDPI in reforming and improving the State’s personnel preparation and professional development systems. The intent of the priority is to improve educational results for children with disabilities through the delivery of

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

SPDG will meet the identified needs by accomplishing three overarching goals described through five outcomes.

Goal 1: Increase the application of scientifically based practices in identified core content areas through both preservice and in-service professional development for educators and early interventionists in targeted LEAs and communities

Goal 2: Sustain implementation of new knowledge and skills through regional infrastructure that provides and supports ongoing learning utilizing trained mentors, communities of practice and other proven strategies.

Goal 3: Increase participation of communities, families and youth in the system change process that results in organizations with the capacity to engage, support, and transition children with disabilities birth-26.

These goals will be addressed using the Wisconsin 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 2007
2 A, B, C, E, F, G, H	<p>Wisconsin’s Statewide Personnel Development Grant (SPDG): Beginning Activities SPDG initiated activities throughout the state.</p>	SPDG Consultant	<ul style="list-style-type: none"> The 5 coordinated Hubs were formed during FFY 2007. The 5 Hubs have identified leaders and leadership teams and have begun providing training not only on the WPDM but on content that is directly aligned with the 20 Indicators. In conjunction with the Wisconsin State Transition Initiative, SPDG hosted networking meetings in each CESA that have provided training, sustained through scientific or evidence-based instructional/behavioral practices, and included the collection of formative and summative data focused on Indicator 13. The SPDG supported the annual Wisconsin State Transition Conference to help bring cutting edge research and information

			<p>pertaining to Transition in Wisconsin.</p> <ul style="list-style-type: none"> The SPDG sponsored an IHE Forum for faculty members of public and private colleges in Wisconsin involved in teacher preparation. The purpose of the forum was to provide faculty with the opportunity to learn and exchange ideas that focus on ways to improve the quality of all educators to best serve students with disabilities within the larger context of meeting the needs and increasing the engagement of all students. As a result of the professional development sessions focused on transition plan development and Indicator 13, Wisconsin districts participating in the Procedural Compliance Self-Assessment showed an increase in compliance of 12 percent on Indicator 13. As a result of the May 2008 IHE Forum, action plans were written by faculty members from 27 Wisconsin private colleges and public universities to reform their practices in teacher education.
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 2007):

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
2 A, B, C, D, E, G, J	<p>Wisconsin Statewide Transition Initiative (WSTI)-New Initiatives.</p> <p>WDPI initiated new activities to impact student graduation rates with transition.</p>	WDPI Transition Consultant	<p>WDPI negotiated a new interagency agreement with the Division of Vocational Rehabilitation of the Wisconsin Department of Workforce Development and the Wisconsin Department of Health Services to coordinate services for individuals transitioning from education to employment. The agreement can be viewed at http://dwd.wisconsin.gov/dvr/pdf_files/dip_interagency_agreement.pdf</p> <p>Wisconsin State Capacity Building Plan – Secondary Education and Transition Services for NSTTAC. Wisconsin’s team used and discussed portions of a team planning tool for state capacity building. The Wisconsin group worked on identifying past, current and future statewide systems change efforts and technical assistance efforts related to statewide capacity building; related to improving transition services and post high school results for students with disabilities.</p>

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

Monitoring Priority: FAPE in the LRE

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

- A. Percent of districts that have a disability subgroup that meets the State’s minimum “n” size meeting the State’s AYP objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

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

Measurement:

A. Percent = # of districts meeting the State’s AYP objectives for progress for the disability subgroup (children with IEPs) divided by the total # of districts that have a disability subgroup that meets the State’s minimum “n” size in the State times 100.

B. Participation rate =

- a. # of children with IEPs in assessed grades;
- b. # of children with IEPs in regular assessment with no accommodations (percent = b divided by a times 100);
- c. # of children with IEPs in regular assessment with accommodations (percent = c divided by a times 100);
- d. # of children with IEPs in alternate assessment against grade level achievement standards (percent = d divided by a times 100); and
- e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = e divided by a times 100).

Account for any children included in a but not included in b, c, d, or e above

Overall Percent = b + c + d + e divided by a.

C. Proficiency rate =

- a. # of children with IEPs in assessed grades;
- b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = b divided by a times 100);
- c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = c divided by a times 100);
- d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = d divided by a times 100); and
- e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = e divided by a times 100).

Overall Percent = [(b + c + d + e) divided by (a)].

FFY	Measurable and Rigorous Target
2007 (2007-2008)	<p>Percent of districts meeting AYP in reading: 80%</p> <p>Percent of districts meeting AYP in math: 80%</p> <p>Participation rate for children in reading: 95%</p> <p>Participation rate for children in math: 95%</p> <p>Proficiency for children in reading: 74%</p> <p>Proficiency for children in math: 58%</p>

Actual Target Data for 2007-08:

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

Percent = # of districts, by subject, that met 2007-2008 AYP requirements for students with disabilities, divided by total number of districts that met minimum students with disabilities cell size (40 full academic year (FAY) tested) times 100:

Subject	# of Districts Meeting 2007-08 AYP Requirements	# of Districts Meeting Min. SwD Cell Size	% of Districts Meeting AYP Objectives for Disability Subgroup
Reading	47	50	94%
Math	47	50	94%

B. Participation Rate

Please note: Wisconsin did not have any children with IEPs participating in alternate assessments against grade level standards for the 2007-08 SY.

Grade / Subject	# of Children with IEPs	# of Children with IEPs in Reg. Assess. with No Accommodations	# of Children with IEPs in Reg. Assess. with Accommodations	# of Children with IEPs in Alternate Assess. against Alt. Achievement Standards	Parent Opt Out	Exempt - Other Reasons	2007-08 Overall Part. Rate
3rd Gr. Reading	8416	3329	4033	911	1	142	98.30%
3rd Gr. Math	8416	3352	4189	803	1	71	99.14%
4th Gr. Reading	8614	2762	4803	893	10	146	98.19%
4th Gr. Math	8614	2767	4977	756	10	104	98.68%

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Grade / Subject	# of Children with IEPs	# of Children with IEPs in Reg. Assess. with No Accommodations	# of Children with IEPs in Reg. Assess. with Accommodations	# of Children with IEPs in Alternate Assess. against Alt. Achievement Standards	Parent Opt Out	Exempt - Other Reasons	2007-08 Overall Part. Rate
5th Gr. Reading	8512	2453	5091	867	1	100	98.81%
5th Gr. Math	8512	2454	5193	777	1	87	98.97%
6th Gr. Reading	8656	1984	5694	864	2	112	98.68%
6th Gr. Math	8656	1986	5771	786	2	111	98.69%
7th Gr. Reading	8631	1911	5754	841	1	124	98.55%
7th Gr. Math	8631	1914	5785	809	1	122	98.57%
8th Gr. Reading	9323	2095	6176	881	9	162	98.17%
8th Gr. Math	9323	2091	6181	872	9	170	98.08%
10th Gr. Reading	9536	3254	5113	788	22	359	96.00%
10th Gr. Math	9536	3246	5132	773	22	363	95.96%

Data Source: From Wisconsin Student Assessment System (WSAS) 2007-08 SY.

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C. Performance Rates

Please note: Wisconsin did not have any children with IEPs participating in alternate assessments against grade level standards for the 2007-08 school year (SY).

Grade / Subject	# of Children with IEPs	# of Children Scoring Proficient or Above as Measured by Regular Assessment with No Accommodations	# of Children Scoring Proficient or Above as Measured by Regular Assessment with Accommodations	# of Children with IEPs Scoring Proficient or Above as Measured by Alternate Assessment Against Grade Level Standards	2007-08 Overall Proficiency Rate
3rd Gr. Reading	8416	2243	1445	644	51.47%
3rd Gr. Math	8416	2080	1877	579	53.90%
4th Gr. Reading	8614	1878	1814	632	50.20%
4th Gr. Math	8614	1783	2124	548	51.72%
5th Gr. Reading	8512	1650	2205	622	52.60%
5th Gr. Math	8512	1456	1966	550	46.66%
6th Gr. Reading	8656	1278	2548	584	50.95%
6th Gr. Math	8656	1047	1955	553	41.07%
7th Gr. Reading	8631	1175	2566	534	49.53%
7th Gr. Math	8631	945	1963	598	40.62%
8th Gr. Reading	9323	1205	2638	536	46.97%
8th Gr. Math	9323	961	1885	578	36.73%
10th Gr. Reading	9536	1184	1367	483	31.82%
10th Gr. Math	9536	938	1052	469	25.79%

Data Source: From Wisconsin Student Assessment System (WSAS) 2007-08 SY.

Analysis of Actual Target Data

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

Subject	2006-07	2007-08	Outcome
Reading	94.44%	94.00%	Met target
Math	97.22%	94.00%	Met target

Wisconsin continues to meet the target for the percent of districts meeting the State's AYP objectives in Reading and Math for progress for disability subgroups. There was a decrease of 3.22% in Math and a decrease of .44% in Reading when comparing 2006-07 results with 2007-08.

For this indicator, the Wisconsin Department of Public Instruction (WDPI) is required to report the percentage of districts that met the state's AYP objectives for progress for the disability subgroup. Under Wisconsin's accountability plan, AYP at the *district* level for students with disabilities (SwD) in Reading and Math is determined by whether the district (a) met the minimum cell size of 40 (this is the first year of a cell size of 40, until this year it was 50), and if so, whether it (b) met annual measurable objectives of 74% in Reading and 58% in Math for 2007-08. In order to miss AYP at the district level for the SwD subgroup in Reading or Math, a district must miss AYP for that subject in all relevant grade spans (e.g., all grade spans in which the district has tested students). For most Wisconsin districts, there are three relevant grade spans (elementary, middle, and high). Many districts are K-12 districts and thus have students tested in all three spans. A small number of districts, however, such as union high school districts or K-8 districts, have only two or even one relevant grade span for AYP purposes, since they have tested students in fewer than three spans.

The use of grade spans for determining AYP is unique to the district level. At the school level, no grade spans are used for accountability purposes.

AYP can be met by meeting the annual measurable objectives (AMO) (e.g., by having at least 74% of students counted as proficient in Reading and 58% in Math), or through the use of confidence intervals or Safe Harbor if the AMO is not met.

2007-2008 Data:

Forty-five K-12 districts that enroll students in all three grade spans (elementary, middle and high) met the SwD cell size of 40 in all three spans. Another five districts that are not K-12 (and thus do not enroll students in all three spans) met the SwD cell size in all relevant spans (e.g., those spans in which they have tested students). This makes a total of 50 districts that met the SwD cell size of 40 in all relevant grade spans for fall 2007.

Among these 50 districts, 47 met AYP for SwD in all grade spans for Reading, and 47 of 50 met AYP for SwD in all grade spans for Math. Three districts did not meet AYP for SwD in all relevant grade spans for Reading. Three districts did not meet AYP for SwD in all grade spans for Math.

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B. Participation Rate for Children with Disabilities

	2006-07	2007-08	Outcome
3 rd Gr. Reading	98.34%	98.30%	Target met
3 rd Gr. Math	99.20%	99.14%	Target met
4 th Gr. Reading	98.64%	98.19%	Target met
4 th Gr. Math	99.24%	98.68%	Target met
5 th Gr. Reading	98.75%	98.81%	Target met
5 th Gr. Math	99.33%	98.97%	Target met
6 th Gr. Reading	98.98%	98.68%	Target met
6 th Gr. Math	98.90%	98.69%	Target met
7 th Gr. Reading	98.98%	98.55%	Target met
7 th Gr. Math	99.20%	98.57%	Target met
8 th Gr. Reading	98.45%	98.17%	Target met
8 th Gr. Math	98.55%	98.08%	Target met
10 th Gr. Reading	96.61%	96.00%	Target met
10 th Gr. Math	96.70%	95.96%	Target met

Data Source: From Wisconsin Student Assessment System (WSAS) 2006-07 and 2007-08 SY

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

C. Proficiency Rate for Children with Disabilities

	2006-07	2007-08	Outcome
3 rd Gr. Reading	50.64%	51.47%	progress
3 rd Gr. Math	52.97%	53.90%	progress
4 th Gr. Reading	52.35%	50.20%	slippage
4 th Gr. Math	53.21%	51.72%	slippage
5 th Gr. Reading	52.74%	52.60%	slippage
5 th Gr. Math	46.54%	46.66%	progress
6 th Gr. Reading	50.98%	50.95%	slippage
6 th Gr. Math	42.36%	41.07%	slippage
7 th Gr. Reading	49.47%	49.53%	progress
7 th Gr. Math	42.55%	40.62%	slippage
8 th Gr. Reading	47.85%	46.97%	slippage
8 th Gr. Math	36.64%	36.73%	progress
10 th Gr. Reading	33.40%	31.82%	slippage
10 th Gr. Math	28.80%	25.79%	slippage

Data Source: From Wisconsin Student Assessment System (WSAS) 2006-07 and 2007-08 SY

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2007-08:

Explanation of Progress or Slippage

Wisconsin improved in reading and math proficiency at the third grade level. Progress was seen in 5th grade math, 7th grade reading and 8th grade math. All other grade levels from the previous reporting period to this reporting period saw a slight decrease in reading and math proficiency. Wisconsin increased the proficiency rate for Reading from 67.5% to 74% and increased the Math proficiency rate from 47.5% to 58% for the FFY 2007. This change brought Math proficiency for grades 3 and 4 from meeting target to making progress for 3rd grade and slippage for 4th grade.

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

When Continuous Improvement and Focused Monitoring System (CIFMS) stakeholders analyzed the data for this indicator in preparation for completing the APR, the stakeholders were very concerned with the performance on the Wisconsin Knowledge and Concepts Exam (WKCE) in reading and math by students with disabilities. They continue to discuss strategies to improve reading and math outcomes for students with disabilities.

During WDPI Focused Monitoring (FM) for Reading Achievement, the WDPI determined school districts often do not explicitly teach reading skills to students beyond elementary school. After participating in FM, many districts are adding specific reading instruction at the middle school level. Through the FM process, school districts are starting to show increases in the proficiency of students with disabilities on statewide assessments. A review of three school districts that have been engaged in improvement activities since their FM onsite visit shows third grade proficiency percentages have increased. School district #1 has shown a steady increase: in 2005 the proficiency percentage was 36.7%, in 2006 the proficiency percentage was 38%, and in 2007 the proficiency percentage was 42%. School district #2 has shown a substantial increase: in 2005 the proficiency percentage was 28%, in 2006 the proficiency percentage was 51.9%, and in 2007 the proficiency percentage was 53.1%. A more recent school district has increased 7% in one year, in 2006 the proficiency percentage was 40.9%, and in 2007 the proficiency percentage was 47.1%. WDPI continues to monitor these school districts and provide technical assistance as they complete their improvement plans.

Discussion of Improvement Activities Completed

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

State Performance Plan Improvement Activities
<p>Focused Monitoring (FM)</p> <p>Wisconsin has developed a Continuous Improvement and Focused Monitoring System (CIFMS) to achieve positive results for children with disabilities in Wisconsin while ensuring continued procedural compliance with state and federal laws and regulations. WDPI involves stakeholders in the ongoing development of CIFMS including the identification of priority areas for focused monitoring in Wisconsin. The CIFMS stakeholders analyzed statewide student outcome data to determine that improving reading achievement of students with disabilities should be a priority in Wisconsin. The CIFMS stakeholders identified student enrollment groups within the state from which a select number of school districts are identified for FM. WDPI uses trend data over a three-year period to identify districts for FM. The districts within each enrollment</p>

group most in need of improvement are selected for FM.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
3 A, B, C, D, E, G, H	<p>Focused Monitoring Activities</p> <p>The WDPI Reading Achievement Workgroup conducted Focused Monitoring (FM) activities as described in the SPP.</p>	Reading Achievement Workgroup	<p>Three districts participated in on-site monitoring visits by the Reading Achievement Workgroup. These districts are now working on implementing FM improvement plans.</p> <p>Consultants worked with eight districts (including the three mentioned above) with open FM Improvement Plans. The workgroup completed all planned activities.</p> <p>First Semester:</p> <p>In collaboration with CESA #5, the WDPI revised its FM data retreat process to more effectively focus on the analysis of student specific data.</p> <p>WDPI selected districts for FM onsite visits based on distance from SPP target in reading achievement rates for students with disabilities on the WKCE. These districts were notified they would receive a FM onsite during the 2007-08 school year.</p> <p>Workgroup co-chairs provided presentations about the FM process to the WDPI Special Education Council.</p> <p>The CIFMS Steering Committee and Co-chair workgroups revised the FM Manual detailing the focused monitoring process.</p> <p>Second Semester:</p> <p>Districts selected for onsite visits were required to attend a Focused Performance Review (FPR) prior to the onsite visit to assist districts in analyzing local data and identifying root causes about their student outcomes.</p> <p>The Reading Achievement Workgroup conducted onsites in three districts. The department issued a report of findings to each district and required an improvement plan to address the identified needs.</p> <p>Districts participated in planning meetings and district wide focused performance review-2 (FPR) to assist them in developing a local FM improvement plan to address the identified needs.</p> <p>Consultants assisted districts in developing FM improvement plans, provided technical assistance, and conducted ongoing progress monitoring.</p> <p>Reading Achievement Workgroup members shared results of FM visits with stakeholders.</p>

<p>3 A, B, C, D, E, G, H</p>	<p>Stand-Alone Focused Performance Review Development In collaboration with CESA #5, the WDPI revised its focused monitoring data retreat (Focused Performance Review) process.</p>	<p>CESA #5 CIFMS Workgroup FM Co-leaders Special Education Data Consultant WDPI Reading Specialist OEA Consultants</p>	<p>In collaboration with CESA #5, the WDPI revised its focused monitoring data retreat (Focused Performance Review) process to more effectively focus on the analysis of student specific data.</p> <p>During the 2007-08 SY, WDPI also created a manual, modeling the FPR structure, which would allow a district to independently conduct their own data analysis and develop a district or building-wide improvement plan to address the identified needs.</p>
<p>3 A, D, E</p>	<p>Revision of CIFMS Document The reading achievement workgroup refined and expanded the technical assistance document, "Measures and Indicators for Continuous Improvement Focused Monitoring (CIFM)" and an analysis matrix used to compile data from interviews and document review when onsite.</p>	<p>Reading Achievement Workgroup</p>	<p>In order to clarify research based factors that affect student reading achievement used during the monitoring process, the workgroup developed a TA document providing definitions, examples and non-examples of factors. This document was provided to districts during FPR-1 and used throughout the monitoring process. The group also developed a rating scale to assist with data analysis and to serve as an objective measure to support identified needs.</p>
<p>3 A, C, D, G</p>	<p>The WDPI Reading Achievement Workgroup consultants work with districts with open FM improvement plans to update plans, provide technical assistance during implementation, and conduct ongoing progress monitoring until FM plans are closed.</p>	<p>District FM teams Reading Achievement Workgroup</p>	<p>Consultants continue to work with eight districts (including the three mentioned above) with open FM Improvement Plans. Districts are expected to implement activities and collect and analyze data to document improvement in reading achievement of students with disabilities.</p>
<p>Wisconsin Assistive Technology Initiative (WATI), (http://www.wati.org/) The primary goal of the initiative is to improve outcomes and results for children and youth with disabilities through the use of assistive technology to access services, school programs and curriculum, and community activities. As a result, activities carried out by the initiative have a positive impact on reading achievement. WATI is designed specifically to increase the capacity of school districts to provide AT services by</p>			

making training and technical assistance available to teachers, therapists, administrators, and parents throughout Wisconsin. It accomplishes this by providing not only training and direct technical assistance but also specific strategies to increase the capacity of school districts to provide AT services. These include the development and dissemination of model forms, AT assessment manuals, recommended evaluation procedures, resource guides and other materials, and access to AT for trial use. WATI has both state-level services and regional services. Regional services are provided by 12 assistive technology consultants located in each of the 12 CESA regions in the state. Activities carried out at the state level include providing support and leadership to the regional AT consultants, providing specialized competency-based training, developing and conducting specialized summer institutes, developing resource guides or other materials for use by school personnel and parents, and arranging offering AT products at reduced prices. In addition, a state-level lending library of AT items that is open to all school districts is maintained. In each CESA, the assistive technology consultants work with staff from the constituent school districts to help them develop and improve their AT services. These regional AT consultants provide training, technical assistance, and support to increase the capacity of school districts to provide effective and efficient AT services.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
3 C, D, G	<p>Wisconsin Assistive Technology Initiative (WATI) Activities for the 2007-2008 school year carried out by the WATI director and the 12 regional AT consultants included the following:</p> <ul style="list-style-type: none"> • technical assistance regarding AT for statewide assessment accommodations through phone and email. • professional development to school district staff regarding AT accommodations for statewide assessments. • open labs to review AT software and hardware utilized for accommodations on 	<p>WATI Director and 11 CESA AT Consultants</p> <p>DPI WATI grant liaison OEA Staff</p>	<p>All planned activities were completed including the following:</p> <ul style="list-style-type: none"> • Open labs held statewide to try out technology available for statewide assessment accommodations. • Web 2.0 training and use of listserv in each CESA for follow-up and communication regarding test accommodation technology. • Wisconsin Alternate Assessment for Students with Disabilities (WAA SwD) Accommodations PowerPoint developed and presented throughout the state. • Review and revision of "Assessment Accommodations Matrix". • Eleven regional trainings on testing accommodations using AT.

state assessments.			
<p>Procedural Compliance Self-Assessment Process http://dpi.wi.gov/sped/spp-selfassmt.html.</p> <p>Each year the state gathers monitoring data from one-fifth of the LEAs in the state through an LEA self-assessment of procedural requirements related to monitoring priority areas and SPP indicators. LEAs conduct the self-assessment using a sample of student individualized education program (IEP) records. Each year, the cohort of districts is representative of the state considering such variables as disability categories, age, race, and gender. Milwaukee Public Schools, the only LEA with average daily membership of over 50,000, is included in the sample each year. WDPI will include every LEA in the state at least once during the course of the SPP. The self-assessment of procedural requirements includes data on each of the SPP indicators. LEAs report the self-assessment results to WDPI, along with planned corrective actions. LEAs are required to correct noncompliance as soon as possible, but no later than one year from identification. To assure valid and reliable data, WDPI provides web-based training in how to conduct the self-assessment, including how to create random samples for review. The self-assessment checklist includes standards for reviewing the procedural requirements. LEAs with noncompliance correct it through developing and implementing agency-wide corrective action plans. WDPI staff provides technical assistance and conduct periodic reviews of progress to ensure correction of noncompliance as soon as possible, but no later than one year from identification of noncompliance. Annually, WDPI reviews all LEA self-assessments and conducts validation activities on a portion of the LEA self-assessments. Based on its review, WDPI provides technical assistance to LEAs, which may result in revisions to their planned corrective actions. LEAs report the status of their corrective actions to ensure correction within one year of identification of the noncompliance. WDPI verifies that all noncompliance has been corrected within one year. LEAs failing to correct noncompliance within one year of identification are required to report the reasons and the specific steps that will be implemented to correct the noncompliance. These LEAs are assigned to a more intensive level of oversight.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
3 B, C, D	<p>Procedural Compliance Self-Assessment Process</p> <p>The self-assessment of procedural requirements includes data on each of the SPP.</p>	Procedural Compliance Self-Assessment Workgroup	During the 2007-2008 school year the second cohort of LEAs completed the self-assessment process; WDPI conducted verification activities with all LEAs to ensure correction of noncompliance.
<p>Behavior Grant, http://dpi.wi.gov/sped/ed.html</p> <p>This IDEA statewide grant focuses on providing Wisconsin school district staff with the skills needed to successfully manage student behaviors in the classroom, particularly disruptive and aggressive student behaviors so that students stay in school and graduate. The grant provides for the Annual Behavioral Institute as well as other technical assistance and materials.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
3 C, D, F	<p>Behavior Grant-Technical Assistance</p> <p>Activities related to</p>	WDPI EBD Consultant	<p>2007-2008 school year activities:</p> <ul style="list-style-type: none"> ▪ The Fifth Annual Behavioral Institute included presentations on positive classroom environments, mental health, addressing the

	<p>behavior grant were initiated to provide technical assistance to districts to increase statewide competencies in working with students with Emotional and Behavioral Disabilities (EBD).</p>		<p>behavioral needs of young children, meeting the needs of early adolescents with EBD, teaching math to students with EBD, and conducting meaningful functional behavioral assessments.</p> <ul style="list-style-type: none"> ▪ Continued work on identifying best practices in EBD evaluation, including addressing issues related to disproportionality. The Fifth Annual Behavioral Institute included presentations on positive classroom environments, mental health, addressing the behavioral needs of young children, meeting the needs of early adolescents with EBD, teaching math to students with EBD, and conducting meaningful functional behavioral assessments. • The Behavioral grant worked in cooperation with the statewide transition grant (WSTI) to provide a keynote speaker with a sectional follow-up at the 2008 Wisconsin Statewide Transition Conference on transition of students with emotional behavioral disabilities (EBD). ▪ Over 100 Wisconsin educators attended the Fifth Annual Behavior Institute. ▪ Over 600 Wisconsin educators, community service providers and parents attended the Winter 2008 Statewide Transition Conference
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Responsive Education for All Children (REACH),
<http://www.dpi.wi.gov/reach/> (Project Administration and Grants) and
<http://www.reachwi.org> (Technical Assistance and Resource Clearinghouse)

The purpose of this statewide initiative is to help Wisconsin schools establish and sustain the capacity to make systemic improvement needed to reduce barriers to learning and enable all students, including students with disabilities, to experience success.

REACH provides a research-based framework and professional development resources for Wisconsin schools to use to support school improvement. Within the framework, instructional options, professional development and collaborative partnerships help to support all members of the system (teachers, families, others) as they identify and implement strategies that promote positive student outcomes. A multi-tier prevention/intervention model including universal, selected, and targeted options serves as the basis for decision making. All students, including students with disabilities, are addressed through the initiative. REACH serves as a vehicle to assist schools in implementing Early Intervening Services and “response to intervention” (RTI).

The REACH Initiative includes:

- A REACH Technical Assistance Center to develop tools and processes supporting the ten school improvement components which make up the REACH framework. The Technical Assistance Center also trains expert mentors to guide schools through the implementation of the framework.
- Four REACH regional centers provide training and technical assistance supporting the REACH framework and tools throughout the state.
- A limited number of high needs schools received district incentive grants to support REACH framework implementation.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
<p>3 A, B, C, D, E, F, G, H</p>	<p>Responsive Education for All Children (REACH) http://www.reachwi.com/ -Participation Information Each year REACH works with new districts in implementing school improvement activities.</p>	<p>WDPI REACH Consultant</p>	<ul style="list-style-type: none"> • 33 REACH incentive grants were awarded, representing 58 school districts and 174 early childhood, elementary, middle, and high schools. Grants were awarded to schools with priorities in reading and math achievement, social emotional and behavior factors, graduation gap, and disproportionate identification of minority students as students with disabilities. • Educators and family members participated in REACH statewide workshops. Workshops were offered at no charge to school districts, both grant and non-grant recipients. • Professional mentors trained in the REACH framework assisted REACH grant recipients in implementing the REACH framework components at the school and district levels. • Four regional centers representing all 12 CESAs offered REACH workshops. • Three REACH Poster Showcase Conferences were held in spring 2008. • REACH Regional Center Coordinators and mentors provided ongoing technical assistance to help schools: <ul style="list-style-type: none"> • Enhance options to support student learning in general education. • Address reading and math achievement concerns to meet the needs of students using evidence based options. • Address social emotional and behavioral concerns to meet the needs of students using proactive approaches to behavior challenges. • Address the root causes of disproportionate identification of minority students as students with disabilities. • Address focused monitoring areas of graduation rates and reading achievement for students with disabilities. • Enhance family involvement as a mechanism for improving student outcomes. • The REACH Regional Centers developed regional REACH advisory teams, conducted needs assessments to target training and technical assistance priorities for each region, provided ongoing training to meet regional needs, and provided targeted technical assistance to school districts identified by WDPI. • The REACH mentor and training network was expanded to increase the capacity of the WDPI and CESAs to provide high quality professional development, technical assistance and support to school communities

			<p>that lead to improved student outcomes.</p> <ul style="list-style-type: none"> REACH technical assistance products were developed and refined to meet the needs of Wisconsin Schools with respect to implementing REACH Framework components. Schools receiving REACH grants submitted the following data pieces: REACH Action Plan, special education prevalence and referral data, intervention and prevention methods (schools in year 2 of the grant project), and an end of year grant activities report. This data assists WDPI in determining the impact of the REACH Initiative. <p>The capacity of the REACH Initiative to serve school districts was expanded through additional funding and activities under the Wisconsin Personnel Development System Grant.</p>
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Schools Identified for Improvement (SIFI)/Districts Identified for Improvement (DIFI)

Wisconsin’s Statewide System of Support (SSOS) is predicated on the concept that the role of the WDPI is to strengthen the capacity of local school districts to identify and effectively differentiate support to their lowest performing schools. To accomplish this, the WDPI has sorted each of its 426 public school districts into one of three categories: high priority districts, priority districts, and all other districts. High priority districts are those which have missed Adequate Yearly Progress (AYP) as a district or been identified as a district in need of improvement (DIFI) and have Title I schools that are identified for improvement (SIFI) or missed AYP under No Child Left Behind (NCLB).

In Wisconsin, high priority districts are required to assess the efficacy of their current district efforts to support school improvement using the 7 Characteristics of Successful Districts (Vision, Leadership, High Academic Standards, Standards of the Heart, Family, School and Community Partnerships, Professional Development, and Evidence of Success, <http://www.dpi.state.wi.us/cssch/cssovrvw1.html>) framework or a comparable model. Using five characteristic areas (1. Vision, Values and Culture; 2. Leadership and Governance; 3. Decision Making and Accountability; 4. Curriculum and Instruction; and 5. Professional Development and Staff Quality, <http://www.dpi.state.wi.us/ssos/pdf/dsahandbk.pdf>), a team of district staff members conduct a Self-Assessment to evaluate the level and effectiveness of district support to high priority schools. The results of the self-assessment are validated by a team of exemplary educators through an onsite peer review process. The peer review is meant to validate and add to the findings of the self-assessment. As a result of these two processes, the WDPI determines which school improvement strategies are working well for the district and where the district is in need of technical assistance to improve the effectiveness of its support system. A plan for technical assistance and monitoring is developed collaboratively between the WDPI and the district.

Collaboratively, the Title 1 and Special Education teams of WDPI worked with the Milwaukee Public Schools to create their DIFI improvement plan in Fall of 2007. Using the findings from a FM visit as well as other data, specific activities were created to improve outcomes for students with disabilities in the areas of reading and math. Increased focus, resources and time were allotted to increase student achievement in these areas, Pre-kindergarten through Grade12.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
3 B,C,D	Schools Identified for Improvement (SIFI)/ Districts Identified for	Title 1 Special Ed Team	In the past year, one district within the state had been labeled as DIFI. Working within the agency, WDPI has endeavored to address issues related to student success as found in Indicators 1, 2, 3, and 4. As a result

	<p>Improvement (DIFI) WDPI initiated activities to assist districts deemed to be DIFI.</p>		<p>collaborative efforts within WDPI have been initiated.</p> <p>Collaboratively, the Title 1 and Special Education teams of WDPI worked with Milwaukee Public Schools (MPS) to create their DIFI improvement plan update in Fall of 2008. Using the identified needs from a FM visit as well as other data, specific activities were created to improve outcomes for students with disabilities in the areas of reading and math. Increased focus, resources and time were allotted to increase student achievement in these areas, Pre-kindergarten through Grade12.</p>
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Math and Science Partnership Grants
State Superintendent Elizabeth Burmaster announced partnership grants that will help teachers learn new information in mathematics and science to 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.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
<p>3 C D F G H</p>	<p>Math and Science Partnership Grants Over the past four years, the department has awarded projects that partnered with high-need school districts and trained 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.</p>	<p>DPI Content and Learning Team</p>	<p>In 2007-08 school year, State Superintendent Elizabeth Burmaster announced partnership grants that will help more than 50 school districts. WDPI awarded three new partnership grants totaling \$1.6 million and three renewal grants totaling \$557,160 for the year. The grants are showing results. Many school districts participating in the partnership grant program have shown significant increases in the percentage of students who are proficient on state wide testing.</p>

General Supervision Enhancement Grant (GSEG)
The GSEG "Connecting Standards and Assessment for Students with Significant Cognitive Disabilities" includes the following goals:

- Develop extended standards and performance level descriptors with the assistance and input of Wisconsin general education and

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- special education teachers.
- Develop Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) and Related Materials in conjunction with CTB-McGraw-Hill (test developer).
- Professional Development and Training- Develop materials to provide statewide training sessions. These materials may include but are not limited to web-based information and media site presentations.
- Data-based Instructional Activity Toolkit - In order to help teachers make the link between the WAA-SwD, the Extended Grade Band Standards and their daily instruction for students with significant cognitive disabilities, WDPI will develop a Data-based Instructional Activity Toolkit (DIAT).

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
3 A, B, C, D, E, G	<p>GSEG Enhancement Grant 2007-09</p> <p>A GSEG grant was awarded to WDPI in January 2007. This grant was intended to use technological innovations to advance reporting of the achievement of students with significant cognitive disabilities on the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). The emphasis of this grant changed as the result of the USDE Peer Review conducted as required under NCLB, WDPI was informed of the need to change the WAA-SwD and to develop alternate achievement standards.</p>	<p>DPI Special Education Assessment Workgroup OEA CTB McGraw Hill Edvantia Consultant CESA #6 RSNs</p>	<p>The following activities planned for 2007-2008 were completed as planned:</p> <ul style="list-style-type: none"> • Developed extended standards and performance level descriptors with the assistance and input of Wisconsin general education and special education teachers. • Developed the WAA-SwD and Related Materials in conjunction with CTB-McGraw-Hill (test developer). • Professional Development and Training - Developed materials and provided statewide training sessions. These materials included web-based information and media site presentations.

GSEG on Alternate Assessments Based on Alternate Achievement Standards (AA-AAS) 2007-2010

Wisconsin is participating in a GSEG grant, entitled, "A State Consortium to Examine the Consequential Validity of Alternate Assessments based on Alternate Achievement Standards: A Longitudinal Study." This grant was awarded to The North Central Regional Resource Center in October 2007. There are three states (Wisconsin, Michigan and Pennsylvania) included in this collaborative effort. The consortium will adopt a common framework and research processes for each State's evaluation of its own AA-AAS. The consortium will identify criteria that will

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operationally define “consequential evidence” that will serve as evidential variables. Data sources will include teacher and administrators using survey methodology. Various types of information will be collected, including beliefs and attitudes regarding AA-AAS in concert with student proficiency measures and school AYP status, along with 618 Federal Child Count information. The data will be collected within a longitudinal framework with involves comparisons of cross-sectional cohorts across grades. This design will allow for the collection of data that will provide consequential evidence at the elementary, middle and high school levels. Objectives for this grant include, convening a stakeholder feedback group in each state, developing instrumentation based on validity arguments, conducting a field-test on the instrumentation, developing a web-based survey, developing sample selection procedures, conducting surveys, developing data analysis procedures, reporting and dissemination.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
3 A,C,H,J	GSEG on Alternate Assessments Based on Alternate Achievement Standards (AA-AAS) 2007-2010 Initiation of study.	WDPI Assessment Workgroup North Central Regional Resource Center	During FFY 2007, WDPI worked with the NCRRC and the other grantee states to develop a pilot version of both the Teacher and Administrator survey, eliciting their reactions to the WAA-SwD and Wisconsin’s Extended Grade Band Standards. This survey was piloted with a subset of Wisconsin teachers of students with significant cognitive disabilities and of Wisconsin Special Education Directors during the second week of November. After the results are analyzed from the pilot of the surveys, the final version of the survey will be administered to a larger number of Wisconsin educators.

GSEG Grant on Alternate Assessments Based on Modified Achievement Standards (AA-MAS) 2007-2010
Wisconsin is participating in a GSEG grant entitled, “Multi-State GSEG Consortium Toward a Defensible AA-MAS”. This grant was awarded to the National Center on Educational Outcomes (NCEO) in October 2007. There are five states (Hawaii, South Dakota, South Carolina, Tennessee and Wisconsin) included in this consortium. The consortium will investigate the characteristics of the students who may qualify to participate in an alternate assessment based on modified academic achievement standards. Objectives of the grant include, gathering information about students who may qualify for AA-MAS, reviewing this information, developing guidelines for IEP teams with criteria for determining which students should be assessed, developing ways to change an existing assessment or develop a new assessment to better assess targeted students and dissemination, including resources of documented findings and suggestions for other states.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
3 A,C,D,E	GSEG Grant on Alternate Assessments Based on Modified Achievement Standards (AA-MAS) 2007-2010 Initiation of study.	WDPI Assessment Workgroup NCEO	During FFY 2007, WDPI worked with NCEO and the four other states examining the leaning characteristics of students who may qualify to participate in an alternate assessment based on modified academic achievement standards. WDPI reviewed data from the WKCE results for students with disabilities. The results of this data review indicated there were a number of students with disabilities not yet proficient on the WKCE over a three year period. This group of students may be able to demonstrate proficiency from an alternate assessment based on modified academic achievement standards. During FFY 2007 WDPI assembled a study group of educators, IHE

			representative and parents to discuss the NCEO Fact Sheet and compare it to their perceptions of student learning. The results of this study indicated that educators in the study group incorrectly estimated which students should be considered as candidates for the AA-MAS. They did not expect students to be successful by having access to instruction at grade level, rather expectations of student success were determined by the instructional level of the student.
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Wisconsin Response to Intervention Initiatives (RTI)

WDPI has been working to create a statewide framework for the implementation of RTI strategies within school districts. An internal workgroup comprised of personnel from the Special Education, Content and Learning, Student Services: Prevention and Wellness, and Title 1 School Support teams has been meeting monthly to work on devising the framework and inservicing districts. A second group was created in November 2007 comprised of individuals assigned to attend the National Summit on RTI in December 2007. This group had representatives from the aforementioned teams, as well as individuals from professional education and parent organizations from the state, and personnel from two national organizations who offer states support in RTI. This group is working with the smaller internal workgroup to guide the full scale implementation process. An external taskforce has been working for the past two years on overseeing the development of the framework. This group has representatives from professional and parent organizations, and school personnel including teachers and administrators.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
3 B,C,G,H	Wisconsin Response to Intervention Initiatives (RTI) Continuing work on statewide implementation of RTI.	RTI Internal Workgroup	An initial set of guiding principles for the implementation of Rtl at the statewide level were presented to the State Superintendent’s Collaborative Council in April, 2008. The Collaborative Council is comprised of representatives from professional educational organizations, parent groups, and other community stakeholders. The workgroup will develop and provide guidance to assist districts in assessing local practice in light of the WDPI guiding principles.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 2007):

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
3 A, B, C, D, E, G, H	Focused Performance Review (FPR) Initiation of expansion of FPR to include more indicators.	Reading Achievement Co-Chairs Special Ed Team Data Consultant Reading	During the 2007-08 SY, WDPI began working to expand upon the successful focused monitoring model previously utilized in order to provide districts a mechanism in which to conduct a similar process of data analysis and improvement planning around the SPP improvement indicators 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 opportunities,

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		Achievement Workgroup members and Data Consultant	including statewide summits. WDPI is currently building the infrastructure to execute and support this process with implementation slated for the 2009-2010 SY. 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 and the identification of promising practices that can be disseminated statewide.
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Categories:		Color Code:
A) Improve data collection/reporting or systems	F) Program development	Completed
B) Improve systems administration & monitoring	G) Collaboration/coordination	Continuing as stated in SPP
C) Provide training/professional development	H) Evaluation	New or revised activity
D) Provide technical assistance	I) Increase/adjust FTE	Activity Description
E) Clarify/examine/develop policies & procedures	J) Other	

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion:

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

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

Measurement:

- A. Percent = # of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year divided by # of districts in the State times 100.
- B. Percent = # of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity divided by # of districts in the State times 100.

Include State’s definition of “significant discrepancy.”

FFY	Measurable and Rigorous Target
2007 (2007-2008)	4A. No more than 2.96% of districts will be identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year.

Actual Target Data for 2007-08:

School Year	# Districts with Significant Discrepancy	Total # of Districts	Percent of Districts with Significant Discrepancy
2007-08	3	443	0.68%

Data Source: Individual Student Enrollment System (ISES)

Wisconsin’s Definition of Significant Discrepancy

Working with stakeholders, the Wisconsin Department of Public Instruction (WDPI) set the target for Indicator 4 as 1.75 standard deviations above the mean. This standard deviation of 1.75 was first computed for PK-12 districts, and then for districts that only include grades 9-12 (union high schools). For PK-12 districts, this result established an identification rate for significant discrepancy as 3.29% or higher. Using the same standard deviation of 1.75, significant discrepancy was established at 6.96% or higher for union high school districts. Stakeholders chose to compute the significant discrepancy for union high school districts apart from PK-12 districts after considering the unique circumstances of union high school districts. Union high school districts are comprised of a single school – a high school with grades 9-12. Union high school districts only have a population of students in the age range when students are more typically removed (suspended/expelled). This population can lead to a higher percentage of suspensions/expulsions than in all other local educational agencies (LEAs). Beginning with the 2005-06 SY, WDPI established a minimum cell size of four students suspended/ expelled for more than 10 days in order to align the district identification process for this indicator with the disproportionality Indicators (9 and 10).

2007-08 Data

Using these criteria, WDPI identified three LEAs, or 0.68%, with significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year during the 2007-08 SY. This rate is a decrease from five LEAs (1.14%) identified with significant discrepancy during the previous reporting period. The state met the target for Indicator 4 for the 2007-2008 SY.

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

Calculation

To determine the percent of districts, WDPI divided 3 PK-12 districts with significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year during the 2007-08 SY by 433, the total number of PK-12 districts, times 100. The total number of PK-12 districts includes 422 public school districts and 17 independent charter schools. Next, WDPI divided 0 Union High School districts with significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year during the 2007-08 SY by 10, the total number of Union High School districts, times 100. Finally, WDPI added together the percentages of the PK-12 districts and the Union High School districts. The percent of districts with significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year during the 2007-08 SY is 0.68%.

PK-12 Districts

$3/433 = 0.006772$
 $0.006772 \times 100 = 0.68\%$

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

Union High School Districts

$0/10 = 0.00$
 $0.00 \times 100 = 0.00$

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2007-08:

Response to OSEP Directives

OSEP directed the State to describe the results of the State's examination of data from FFY 2007 (2007-2008). Please see description in **2007-2008 Data** and discussion in **Explanation of Progress or Slippage** for the results of WDPI's examination of data from FFY 2007.

Districts identified with significant discrepancies based on FFY 2006 data

OSEP further directed the State to describe the review and, if appropriate, revision of 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 FFY 2006 data.

WDPI reviewed the State's policies, procedures and practices related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, as required by 34 CFR §300.170(b) and developed *Model Local Educational Agency Special Education Policies and Procedures* as a model for LEAs to meet their obligation to establish and implement special education requirements. WDPI also developed and provided sample forms and notices for use in the IEP team process to assist districts in complying with state (Chapter 115) and federal (IDEA) special education requirements. The sample forms and the reference materials posted on the Department's web site (<http://dpi.wi.gov/sped/forms06.html>) have been reviewed and updated to reflect changes in the Individuals with Disabilities Education Improvement Act of 2004 that became effective July 1, 2005, and the regulations that became effective October 13, 2006.

By February 20, 2008, all LEAs in the state were required to report whether the district adopted 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 without substantive modifications, 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. LEAs provide an annual assurance of implementation. The *Model Local Educational Agency Special Education Policies and Procedures* included 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).

By July 2008, the five LEAs identified with significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year based on FFY 2006 data provided an assurance to WDPI they had completed a focused review of their policies, procedures, and practices that impact suspension and expulsion rates, including the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure that policies, procedures, and practices comply with Part B, as required by 34 CFR 300.146. The LEAs submitted an improvement plan that included a description of the review process, as well as activities for the 2008-09 school year directed at decreasing the number of students with disabilities suspended or expelled for greater than ten days in a school year. All LEAs used a team review process.

Based on the WDPI review of LEA special education policies, procedures and practices pursuant to 34 CFR §300.107(b), as well as assurances submitted by the LEAs identified with significant discrepancy, WDPI identified no noncompliance in FFY 2006.

Districts identified with significant discrepancies based on FFY 2005 data and FFY 2006 data

OSEP further directed for districts identified with significant discrepancies based on FFY 2005 data whose policies and procedures were reviewed consistent with 34 CFR §300.170(b) and that were also identified with significant discrepancies based on FFY 2006 data, that the subsequent review, at a minimum, must include whether there have been changes to the policies and procedures since the last review; if so, whether those changes comply with requirements regarding the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards; and whether practices in these areas continue to comply with applicable requirements.

For LEAs identified for two or more consecutive years as having significant discrepancies, the State's review included whether there have been changes to the policies and procedures since the last review; if so, whether those changes comply with requirements regarding the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards; and whether practices in these areas continue to comply with applicable requirements. WDPI compared the policies, procedures and practices of the two districts identified as having significant discrepancy based on both FFY 2005 and FFY 2006 data and determined neither district made changes to policies, procedures, or practices since the last review. No noncompliance was identified.

Explanation of Progress or Slippage that Occurred for FFY 2007

The state met the target for Indicator 4 for the 2007-2008 SY. The state progressed from FFY 2006 data: during the 2006-2007 SY, the State reported five LEAs (1.14%) identified with significant discrepancy; during the 2007-2008 SY, the State reported three LEAs (0.68%) identified with significant discrepancy.

One of the three districts identified with significant discrepancies in the rates of suspension/ expulsions of children with disabilities for more than ten days in a school year was also identified as having significant disproportionality, based on race, in special education. The district participated in all required and some optional improvement activities discussed in Indicators 9 and 10. The district also improved significantly in its discrepancy in the rates of suspension/ expulsions of children with disabilities for more than ten days in a school year: the district's discrepancy for FFY 2007 was 3.96% (four children), down from 11.3% during FFY 2006.

Another of the three districts identified with significant discrepancies in the rates of suspension/expulsions of children with disabilities for more than ten days in a school year experienced minimal slippage of 0.18% from FFY 2006 to FFY 2007. With encouragement from WDPI, the district has prepared to implement a Positive Behavior Intervention and Supports system in 30 of its schools beginning in 2009. An agreement to provide training has been developed with the OSEP technical assistance center regional representative, Lucille Ebers and her staff. With financial assistance from WDPI, the district has implemented a district-wide Violence Prevention Program. This program provides training for school personnel in a variety of evidence based programs and strategies, including behavior management, Classroom Organization and Management, conflict resolution, Steps to Respect, and Second Step. The district has implemented a district-wide alcohol and other drug abuse prevention program providing training for school personnel and financial support for the use of several evidence-based programs to prevent AODA. More information on the district's program is available at <http://www.wellnessandpreventionoffice.org/>. The State also has contracted with Dr. Alan Coulter of the National Data Accountability Center to work with this district on issues related to suspensions and expulsions.

The third district was not identified during FFY 2006 as having significant discrepancies in the rates of suspension/expulsions for children with disabilities for more than ten days in a school year.

Discussion of Improvement Activities Completed

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

State Performance Plan Improvement Activities			
<p>Focused Monitoring (FM) Wisconsin has developed a Continuous Improvement and Focused Monitoring System (CIFMS) to achieve positive results for children with disabilities in Wisconsin while ensuring continued procedural compliance with state and federal laws and regulations. WDPI involves stakeholders in the ongoing development of CIFMS including the identification of priority areas for focused monitoring in Wisconsin. The CIFMS stakeholders analyzed statewide student outcome data to determine that improving graduation rates of students with disabilities should be a priority in Wisconsin. The CIFMS stakeholders identified student enrollment groups within the state from which a select number of school districts are identified for FM. WDPI used trend data over a three-year period to identify districts for FM. The districts within each enrollment group most in need of improvement are selected for FM.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
4 A, B, C, D, E, F, G, H	<p>Focused Monitoring – Graduation - Ongoing WDPI continues to evaluate and revise the FM process.</p>	Focused Review of Improvement Indicators (FRII) Workgroup Graduation Workgroup members	Continued support of districts in completing their improvement plans. <ul style="list-style-type: none"> • During the 2007-2008 School Year, Graduation Workgroup members continued to work collaboratively with and provide technical assistance and monitoring to districts who had previous FM onsite visits. These districts implemented and evaluated their district-wide FM improvement plans to address issues related to the graduation rates of their students with disabilities. ▪ WDPI has continued to support the districts that had already been through the FM process for graduation until it is determined that they have met certain improvement goals or targets.
4 B, C, E, H	<p>Focused Monitoring -Stand-Alone Focused Performance Review Development During the 2007-2008 SY, WDPI started working to expand upon the successful focused monitoring model previously utilized in order to provide districts a mechanism in which to conduct a similar process of data analysis and improvement planning around the SPP improvement indicators of math</p>	FM Workgroup Chairs Special Ed Team Data Consultant	Created initial draft of stand-alone modules in Reading and Graduation.

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	achievement, preschool outcomes, parent involvement, and post-high school outcomes.		
4 A, B, C, D, E, F, G, H	<p>Focused Monitoring (FM) – District Monitoring WDPI worked with two new districts in completing monitoring in the area of graduation.</p>	<p>Graduation Workgroup Co-chairs and Graduation Workgroup members</p>	<p>In September 2007 two individual districts were notified they had been selected for FM in the area of graduation. These districts were notified they would receive a FM onsite monitoring visit during the 2007-2008 school year.</p> <p>The two districts selected for onsite visits were required to attend a FM data retreat (Focused Performance Review) prior to the onsite visit to assist these districts in analyzing local data and developing hypotheses about their student outcomes.</p> <p>The Graduation Workgroup conducted onsite in the two districts and issued written reports. Districts were required to address issues identified in the report. Consultants assisted districts in developing a local improvement plan, provided technical assistance, and conducted ongoing progress monitoring. Districts measured suspension and expulsion rates as an interim indicator of success.</p> <p>The Graduation Workgroup attended a district-wide data retreat held by the Milwaukee Public Schools and provided feedback to the data retreat coordinators regarding the focus of the retreat related to graduation, as well as regarding the actual process. The intent of the visit was to reach more schools within MPS via a district wide approach rather than a building by building analysis by WDPI. As WDPI moves towards a stand-alone FPR (see below), the WDPI will continue to consult with MPS through their data retreats to assist buildings with graduation issues to effectively analyze their data and plan for improvement.</p> <p>Members of the Graduation Workgroup shared results of FM visits with the CIFMS stakeholders.</p>
4 C, E, H	<p>Focused Monitoring-Focused Performance Review (FPR) Development WDPI continued to refine the FM tools based on insights from the monitoring process.</p>	<p>Graduation and Reading FM workgroups, Special Ed Team Data Consultant, Cooperative Educational Services</p>	<p>For the 2007-08 SY, the Focused Performance Review again played a major role in Wisconsin’s FM process. WDPI staff, in conjunction with CESA #5, added additional enhancements to the FPR process to assist districts in further analyzing their data in order to identify potential root causes for their area(s) of need. Data modules again analyzed during the 2007-08 SY included graduation, dropout, suspensions/expulsions, participation and performance on statewide assessments, educational environments, and individual student data.</p> <p>During the 2007-08 SY, WDPI also created a manual, modeling the Focused Performance Review structure, which would allow a district</p>

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		Agency #5 staff	to independently conduct their own data analysis and develop a district or building-wide improvement plan to address identified needs.
<p>Procedural Compliance Self-Assessment Process http://dpi.wi.gov/sped/spp-selfassmt.html.</p> <p>Each year the State gathers monitoring data from one-fifth of the LEAs in the state through an LEA self-assessment of procedural requirements related to monitoring priority areas and SPP indicators. LEAs conduct the self-assessment using a sample of student individualized education program (IEP) records. Each year, the cohort of districts is representative of the state considering such variables as disability categories, age, race, and gender. Milwaukee Public Schools, the only LEA with average daily membership of over 50,000, is included in the sample each year. WDPI will include every LEA in the state at least once during the course of the SPP. The self-assessment of procedural requirements includes data on each of the SPP indicators. LEAs report the self-assessment results to WDPI, along with planned corrective actions. LEAs are required to correct noncompliance as soon as possible, but no later than one year from identification. To assure valid and reliable data, WDPI provides web-based training in how to conduct the self-assessment, including how to create random samples for review. The self-assessment checklist includes standards for reviewing the procedural requirements. LEAs with noncompliance correct it through developing and implementing agency-wide corrective action plans. WDPI staff provides technical assistance and conduct periodic reviews of progress to ensure correction of noncompliance as soon as possible, but no later than one year from identification of noncompliance. Annually, WDPI reviews all LEA self-assessments and conducts validation activities on a portion of the LEA self-assessments. Based on its review, WDPI provides technical assistance to LEAs, which may result in revisions to their planned corrective actions. LEAs report the status of their corrective actions to ensure correction within one year of identification of the noncompliance. WDPI verifies that all noncompliance has been corrected within one year. LEAs failing to correct noncompliance within one year of identification are required to report the reasons and the specific steps that will be implemented to correct the noncompliance. These LEAs are assigned to a more intensive level of oversight.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
4 B, C, D	<p>Procedural Compliance Self-Assessment Process</p> <p>The self-assessment of procedural requirements includes data on each of the SPP indicators.</p>	Procedural Compliance Self-Assessment Workgroup	During the 2007-2008 school year the second cohort of LEAs completed the self-assessment process; WDPI conducted verification activities with all LEAs to ensure correction of noncompliance.
<p>Wisconsin Statewide Transition Initiative (WSTI), (www.wsti.org)</p> <p>WSTI is a statewide systems change project that offers a comprehensive approach to providing transition services in the State of Wisconsin. WSTI utilizes a two-tiered service delivery model consisting of local school district Transition Action Teams and County Transition Advisory Councils. Point of Entry Manuals are developed for each CESA to identify county agency linkages. Twelve CESA-based transition coordinators, a project director, and a WDPI transition consultant provide transition support services, information dissemination, and staff development to parents, education professionals, and community agency professionals throughout Wisconsin. Currently each of the 12 CESAs receives mini-grants to improve transition services. WSTI participates in a statewide transition conference each year. Networking meetings in each CESA are used to provide Indicator 13 training. WSTI assists participating LEAs in using data from Indicators 1, 2, 13, and 14 to develop local improvement plans.</p> <p>WDPI has worked collaboratively with Dr. Ed O'Leary of the Mountain Plains Regional Resource Center to develop technical assistance on the correct implementation of transition requirements in IDEA. LEA personnel who participate in WSTI receive training in how to review transition</p>			

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requirements in IEPs using a transition checklist. The Office of Special Education Programs (OSEP) has recognized Wisconsin’s work in the area of transition as a national model.

WDPI collaborates with the National Secondary Transition Technical Assistance Center (NSTTAC) to improve outcomes for Indicator 13. NSTTAC has provided training to CESA and LEA personnel on Indicator 13 at the statewide transition conference. WDPI participated in NSTTAC’s transition forum and developed the Wisconsin strategic plan for improving secondary transition. WDPI participates in the national community of practice on transition hosted by National Association of State Directors of Special Education (NASDSE).

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
4 A, B, C, D, F, G	<p>Wisconsin Statewide Transition Initiative (WSTI)-Wisconsin Post High School Outcomes Survey (WPHSOS)</p> <p>– Web-based activities and resources developed to connect Indicators 1, 2, 13 & 14.</p>	<p>WSTI Director</p> <p>WPHSOS Project Director</p>	<p>WSTI and WPHSOS have collaborated to develop a web-based data analysis/school improvement program that allows districts to see the connection between and impact of Indicators 1, 2, 13, & 14 as they develop their school improvement plans.</p> <ul style="list-style-type: none"> ▪ Provides a demonstrated improved outcome for youth with disabilities by connecting Indicators 1, 2, 13 & 14. <p>A literature review has been started, and will be included in a new web-based resource designed to assist districts in using local data for Indicators 1, 2, 13, 14 in district and teacher outcomes improvement planning activities, using available evidence based practices and other field-based resources.</p>
4 A, B, C, D, E, G, H, J	<p>Wisconsin Statewide Transition Initiative (WSTI)-Statewide Training</p> <p>Offered training statewide for districts on compliance standards.</p>	<p>WDPI Transition Consultant</p> <p>WDPI Assistant Director of Special Education</p> <p>WSTI Director</p> <p>WPHSOS Coordinator</p> <p>Family Assistance Center for Education,</p>	<p>WDPI and WSTI will continue to provide training at statewide and regional conferences.</p> <p>The compliance standards were developed because statewide monitoring of T-03 showed a need to provide more focused training and technical assistance.</p> <p>ITV Training Session Outcomes:</p> <ul style="list-style-type: none"> • Spring – 31 sites; Fall – 32 sites; total = 63 sites • 13 sessions provided • 499 educators participated <p>During 2007-2008 the following improvement activities were implemented:</p> <ul style="list-style-type: none"> • WDPI’s Transition Consultant worked with WDPI’s Procedural Compliance Self-Assessment workgroup in developing the compliance standards and examples related to Indicator 13. These standards and examples were based on the NSTTAC Checklist. • The Transition Consultant, Procedural Compliance Self-Assessment workgroup and WSTI implemented statewide ITV

		<p>Training and Support (FACETS) Coordinator</p> <p>Department of Health Services (DHS) Consultant</p> <p>Division of Vocational Rehabilitation (DVR) Representative</p>	<p>training. This training was hosted by each CESA and adopted the Wisconsin Personnel Development Model (WPDM) to improve training and outcomes.</p> <ul style="list-style-type: none"> • The Transition Consultant and Procedural Compliance Self-Assessment workgroup clarified the instructions for the Transition portion of the Procedural Compliance Self-Assessment process. • NSTTAC checklist-based data system was built on WSTI website and is currently available for LEA use. • Information Dissemination – a Transition e-Newsletter was developed and disseminated via the WSTI website. The e-Newsletter communicates information about Indicator 13, provides information about which districts will be involved in the next cycles in the Procedural Compliance Self-Assessment process, and promotes the Interactive Television (IVT) training presentations. • Created Indicator 13 “Tips” based on the errors seen in the Procedural Compliance Self-Assessment process to help LEAs avoid some of the common errors. Also provided an Indicator 13 PowerPoint presentation. • WDPI collected a listing of common errors on the NSTTAC checklist by frequency as reported by LEAs on the Procedural Compliance Self-Assessment. This data assists public agencies and WDPI in prioritizing professional development activities. • WSTI hosted an annual statewide transition conference in January 2008. Over 600 educators, parents, service providers, and youth participated. WDPI collaborated with NSTTAC to provide training to CESA and LEA personnel on Indicator 13 and secondary transition requirements at the January 2008 statewide transition conference. • The WSTI Conference also focused on behavior issues for students with disabilities; sponsorship of these sectionals was provided in partnership with the Behavior Grant (see below). • WDPI participated in the National Community of Practice on Transition hosted by NASDSE at http://www.sharedwork.org/. • WSTI created effective-practice professional development training modules available on its web site to assist in meeting Indicator 13. The modules provide consistent information to LEAs, provider agencies, parents, and youth about transition requirements and effective practices.
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			<ul style="list-style-type: none"> • WSTI established a Youth Advisory Council. The purpose is to promote youth empowerment through self-advocacy. • As part of the Wisconsin strategic plan developed with NSTTAC, Wisconsin applied for and received an OSEP Secondary Transition State Capacity Building Initiative grant. • WDPI developed a Transition Resource Directory for each CESA to identify county activities providing transition services and agency contacts. The directories assist LEAs in forming interagency linkages. • Transition Mini-grants – Each of the 12 CESAs and the Milwaukee Public Schools received mini-grants to improve transition services through baseline IEP reviews, one-year follow-up IEP reviews, local planning and professional development. • Transition Support Services – WDPI's transition consultant, WSTI's project director, 12 CESA-based transition coordinators, and the Milwaukee Public Schools transition coordinator provided transition support services, information dissemination and staff development to parents, education professionals, and community agency professionals in Milwaukee and throughout Wisconsin. These activities and services ranged from one-time presentations to quarterly meetings for CESA coordinators.
4 C, D, F, G	Wisconsin Statewide Transition Initiative (WSTI)-Participation in National Community of Practice on Transition Participation in National Community of Practice on Transition.	WDPI Transition Consultant NASDSE	WDPI continued to participate in the National Community of Practice on Transition hosted by NASDSE at http://www.sharedwork.org .
4 C, D, J	Wisconsin Statewide Transition Initiative (WSTI), (www.wsti.org) (For complete description of activity see SPP)- Youth Development Guide Created new youth development guide.	SPDG Staff CESA #12 Transition Coordinator	WDPI created a youth development guide and 12 CESA-based trainings were conducted, funded by a Medicaid Infrastructure Grant (MIG) awarded by the Wisconsin Department of Health Services.
4 A, D, J	Wisconsin Statewide Transition Initiative (WSTI)-Directors of Special Education (DSE) Survey Surveyed DSEs to determine barriers to district staff participation in professional development related to transition.	WSTI Consultant	Had a 60% response rate. From the input of the survey the time of year was changed when professional development was offered, as well as the focus of the professional development activities, increased consistency of presenters and professional development at school site (resulted in the use of ITV).
Behavior Grant, http://dpi.wi.gov/sped/ed.html			

<p>This IDEA statewide grant focuses on providing Wisconsin school district staff with the skills needed to successfully manage student behaviors in the classroom, particularly disruptive and aggressive student behaviors so that students stay in school and graduate. The grant provides for the Annual Behavioral Institute as well as other technical assistance and materials.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
<p>4 C, D, F</p>	<p>Behavior Grant-Technical Assistance Activities related to behavior grant were initiated to provide technical assistance to districts to increase statewide competencies in working with students with Emotional and Behavioral Disabilities (EBD).</p>	<p>WDPI EBD Consultant</p>	<p>2007-2008 school year activities:</p> <ul style="list-style-type: none"> ▪ The Fifth Annual Behavioral Institute included presentations on positive classroom environments, mental health, addressing the behavioral needs of young children, meeting the needs of early adolescents with EBD, teaching math to students with EBD, and conducting meaningful functional behavioral assessments. ▪ Continued work on identifying best practices in EBD evaluation, including addressing issues related to disproportionality. The Fifth Annual Behavioral Institute included presentations on positive classroom environments, mental health, addressing the behavioral needs of young children, meeting the needs of early adolescents with EBD, teaching math to students with EBD, and conducting meaningful functional behavioral assessments. • The Behavioral grant worked in cooperation with the statewide transition grant (WSTI) to provide a keynote speaker with a sectional follow-up at the 2008 Wisconsin Statewide Transition Conference on transition of students with emotional behavioral disabilities (EBD). ▪ Over 100 Wisconsin educators attended the Fifth Annual Behavior Institute. ▪ Over 600 Wisconsin educators, community service providers and parents attended the Winter 2008 Statewide Transition Conference
<p>Responsive Education for All Children (REACH), http://www.dpi.wi.gov/reach/ (Project Administration and Grants) and http://www.reachwi.org (Technical Assistance and Resource Clearinghouse) The purpose of this statewide initiative is to help Wisconsin schools establish and sustain the capacity to make systemic improvement needed to reduce barriers to learning and enable <u>all</u> students to experience success, including students with disabilities. REACH provides a research-based framework and professional development resources for Wisconsin schools to use to support school improvement. Within the framework, instructional options, professional development and collaborative partnerships help to support all members of the system (teachers, families, others) as they identify and implement strategies that promote positive student outcomes. A multi-tier prevention/intervention model including universal, selected, and targeted options serves as the basis for decision making. All students, including students with disabilities, are addressed through the initiative. REACH serves as a vehicle to assist schools in implementing Early Intervening Services and “response to intervention” (RTI).</p>			

<p>The REACH Initiative includes:</p> <ul style="list-style-type: none"> ▪ A REACH Technical Assistance Center to develop tools and processes supporting the ten school improvement components which make up the REACH framework. The Technical Assistance Center also trains expert mentors to guide schools through the implementation of the framework. ▪ Four REACH regional centers provide training and technical assistance supporting the REACH framework and tools throughout the state. ▪ A limited number of high needs schools receive district incentive grants to support REACH framework implementation. 			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
<p>4 A, B, C, D, E, F, G, H</p>	<p>Responsive Education for All Children (REACH) http://www.reachwi.com/ - Participation Information Each year REACH works with new districts in implementing school improvement activities.</p>	<p>WDPI REACH Consultant</p>	<ul style="list-style-type: none"> • 33 REACH incentive grants were awarded, representing 58 school districts and 174 early childhood, elementary, middle, and high schools. Grants were awarded to schools with priorities in reading and math achievement, social emotional and behavior factors, graduation gap, and disproportionate identification of minority students as students with disabilities. • Educators and family members participated in REACH statewide workshops. Workshops were offered at no charge to school districts, both grant and non-grant recipients. • Professional mentors trained in the REACH framework assisted REACH grant recipients in implementing the REACH framework components at the school and district levels. • Four regional centers representing all 12 CESAs offered REACH workshops. • Three REACH Poster Showcase Conferences were held in spring 2008. • REACH Regional Center Coordinators and mentors provided ongoing technical assistance to help schools: <ul style="list-style-type: none"> • Enhance options to support student learning in general education. • Address reading and math achievement concerns to meet the needs of students using evidence based options. • Address social emotional and behavioral concerns to meet the needs of students using proactive approaches to behavior challenges. • Address the root causes of disproportionate identification of minority students as students with disabilities. • Address focused monitoring areas of graduation rates and reading achievement for students with disabilities. • Enhance family involvement as a mechanism for improving

			<p>student outcomes.</p> <ul style="list-style-type: none"> • The REACH Regional Centers developed regional REACH advisory teams, conducted needs assessments to target training and technical assistance priorities for each region, provided ongoing training to meet regional needs, and provided targeted technical assistance to school districts identified by WDPI. • The REACH mentor and training network was expanded to increase the capacity of the WDPI and CESAs to provide high quality professional development, technical assistance and support to school communities that lead to improved student outcomes. • REACH technical assistance products were developed and refined to meet the needs of Wisconsin schools with respect to implementing REACH Framework components. • Schools receiving REACH grants submitted the following data pieces: REACH Action Plan, special education prevalence and referral data, intervention and prevention methods (schools in year 2 of the grant project), and an end of year grant activities report. This data assists WDPI in determining the impact of the REACH Initiative. <p>The capacity of the REACH Initiative to serve school districts was expanded through additional funding and activities under the Wisconsin Personnel Development System Grant.</p>
<p>Autism Project, http://dpi.wi.gov/sped/autism.html For more than ten years, WDPI has developed and conducted statewide trainings for school staff in the area of autism. Four trainings are held annually in various locations throughout the state. Basic level trainings are offered for school staff with limited knowledge of educational programming for students with autism spectrum disorders. The basic level training presents an overview of autism spectrum disorders and discusses topics such as functional behavioral assessment, classroom programming, sensory issues, and communication strategies. Advanced level trainings are offered for more experienced school staff. The advanced training presents more complex information about issues in early childhood education of students with autism spectrum disorders. School staff from many different disciplines attend the trainings including special education teachers, directors of special education, regular education teachers, paraprofessionals, occupational and physical therapists, social workers, psychologists and speech and language pathologists. Each of these trainings includes strategies for preventing suspensions and expulsions, obtaining a diploma, and increasing the graduation rates of students with autism.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
4 C, D, F	<p>Autism Project http://dpi.wi.gov/sped/autcatint2.html For more than ten years, WDPI has developed and conducted statewide</p>	WDPI Autism Consultant	In 2007-2008, four trainings were held in various locations throughout the state. Two basic level trainings were offered for school staff with limited knowledge of educational programming for students with autism spectrum disorders. The basic level training presented an

	<p>trainings for school staff in the area of autism.</p>		<p>overview of autism spectrum disorders and discussed topics such as functional behavioral assessment, classroom programming, sensory issues, and communication strategies. Two advanced level trainings were offered for more experienced school staff. The advanced training presented more complex information about issues in early childhood education of students with autism spectrum disorders. Each of these trainings includes strategies for preventing suspensions and expulsions, obtaining a diploma, and increasing the graduation rates of students with autism. 424 school staff attended basic or advanced level autism training during FFY 2007. School staff from many different disciplines attended the trainings including special education teachers, directors of special education, regular education teachers, paraprofessionals, occupational and physical therapists, social workers, psychologists and speech and language pathologists.</p>
<p>Schools Identified for Improvement (SIFI)/Districts Identified for Improvement (DIFI) Wisconsin’s Statewide System of Support (SSOS) is predicated on the concept that the role of the WDPI is to strengthen the capacity of local school districts to identify and effectively differentiate support to their lowest performing schools. To accomplish this goal, the WDPI has sorted each of its public school districts into one of three categories: high priority districts, priority districts, and all other districts. High priority districts are those which have missed Adequate Yearly Progress (AYP) as a district or been identified as a district in need of improvement (DIFI) and have Title I schools that are identified for improvement (SIFI) or missed AYP under No Child Left Behind (NCLB). In Wisconsin, high priority districts are required to assess the efficacy of their current district efforts to support school improvement using the 7 Characteristics of Successful Districts (Vision, Leadership, High Academic Standards, Standards of the Heart, Family, School and Community Partnerships, Professional Development, and Evidence of Success framework or a comparable model. Using five characteristic areas (1. Vision, Values and Culture; 2. Leadership and Governance; 3. Decision Making and Accountability; 4. Curriculum and Instruction; and 5. Professional Development and Staff Quality a team of district staff members conduct a self-assessment to evaluate the level and effectiveness of district support to high priority schools. The results of the self-assessment are validated by a team of exemplary educators through an onsite peer review process. The peer review is meant to validate and add to the findings of the self-assessment. As a result of these two processes, the WDPI determines which school improvement strategies are working well for the district and where the district is in need of technical assistance to improve the effectiveness of its support system. A plan for technical assistance and monitoring is developed collaboratively between the WDPI and the district. Collaboratively, the Title 1 and Special Education teams of WDPI worked with the Milwaukee Public Schools to create their DIFI improvement plan.</p>			
<p>Indicator and Category(s)</p>	<p>Improvement Activity Description</p>	<p>Resources</p>	<p>Status of Improvement Activity FFY 2007</p>
<p>4 B, D, F, H</p>	<p>Schools Identified for Improvement (SIFI)/ Districts Identified for Improvement (DIFI)-Identification and Assistance WDPI initiated activities to assist districts</p>	<p>Title I DPI’s Urban Special Education</p>	<p>In the past year, one district within the state had been labeled as DIFI. Working within the agency, WDPI has endeavored to address issues related to student success as found in Indicators 1, 2, 3, and 4. As a result, collaborative efforts within WDPI have been initiated. Collaboratively, the Title 1 and Special Education teams of WDPI</p>

	deemed to be DIFI.	Consultant FM co-chairs	worked with MPS to create their DIFI improvement plan update in Fall of 2008. Using the identified issues from a FM visit as well as other data, specific activities were created to improve outcomes for students with disabilities in the areas of reading and math. Increased focus, resources and time were allotted to increase student achievement in these areas, Pre-kindergarten through Grade12.
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Wisconsin Post High School Outcomes Survey (WPHSOS) www.posthighsurvey.org
 Results from the Wisconsin Post High School Outcomes Survey are used by LEAs and WDPI to impact graduation results. Annually, a statewide Wisconsin Post High School Outcomes Survey Summary Report is published in September and widely distributed throughout the year. To assist with determining improvement activities, data are disaggregated by gender, ethnicity, disability and exit type. Districts have access to a Gender, Ethnicity, Disability and Exit Type data chart, District Summary Report, District Report, Data Analysis Charts and Improvement Planning Forms. Districts use the information to review their local outcomes in relation to local planning and improvement activities. The data analysis forms match the state data retreat procedure so districts can easily incorporate outcomes data into improvement planning.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
4 A, C, D,E, F, G	<p>Wisconsin Post High School Outcomes Survey (WPHSOS) (www.posthighsurvey.org)</p> <p>Conduct the Post High School Outcomes Survey.</p> <ul style="list-style-type: none"> Complete and disseminate statewide outcomes reports regarding Post-High School Outcomes Survey. 	<p>WPHSOS Director</p> <p>WDPI Transition Consultant</p>	<p>WPHSOS Project assisted districts in increasing the state response rate. This assistance resulted in a change in the number of completed interviews from 358 to over 600.</p> <p>WPHSOS Project also increased the number of districts assisted from 17 to 81 in completing the survey</p> <p>In an attempt to demonstrate the relationship between training, activities and outcomes, WSTI and WPHSOS collaborated to develop a new reporting format. This reporting format will be used by school districts and will allow them to see both their progress on the transition checklist and their local outcomes on the WPHSOS and use that information to develop and monitor a district plan of improvement. WSTI and WPHSOS are currently working with a school district to pilot the new reporting format.</p>

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

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

SPDG will meet the identified needs by accomplishing three overarching goals described through five outcomes.
Goal 1: Increase the application of scientifically based practices in identified core content areas through both preservice and in-service professional development for educators and early interventionists in targeted LEAs and communities

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Goal 2: Sustain implementation of new knowledge and skills through regional infrastructure that provides and supports ongoing learning utilizing trained mentors, communities of practice and other proven strategies.
Goal 3: Increase participation of communities, families and youth in the system change process that results in organizations with the capacity to engage, support, and transition children with disabilities birth-26.
 These goals will be addressed using the Wisconsin Personnel Development Model (WPDM). Dissemination of training and materials will be coordinated by 5 Hubs: Early Childhood Collaboration, Responsive Education for All Children Initiative (REACH), Transition to Post-secondary, Parent Leadership and Involvement; and Institutions of Higher Education.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
4 A, B, C, E, F, G, H	Wisconsin’s Statewide Personnel Development Grant (SPDG): Beginning Activities SPDG initiated activities throughout the state.	SPDG Consultant	1. The 5 coordinated Hubs were formed during FFY 2007. 2. The 5 Hubs have identified leaders and leadership teams and have begun providing training not only on the WPDM but on content that is directly aligned with the 20 Indicators. 3. In conjunction with the Wisconsin State Transition Initiative, SPDG hosted networking meetings in each CESA that have provided training, sustained through scientific or evidence-based instructional/behavioral practices, and included the collection of formative and summative data focused the impact of training on Indicator 13. 4. The SPDG supported the annual Wisconsin State Transition Conference to help bring cutting edge research and information pertaining to Transition in Wisconsin. 5. The SPDG sponsored an IHE Forum for faculty members of public and private colleges in Wisconsin involved in teacher preparation. The purpose of the forum was to provide faculty with the opportunity to learn and exchange ideas that focus on ways to improve the quality of all educators to best serve students with disabilities within the larger context of meeting the needs and increasing the engagement of all students. 6. As a result of the professional development sessions focused on transition plan development and Indicator 13, Wisconsin districts participating in the Procedural Compliance Self-Assessment showed an increase in compliance of 12 percent on Indicator 13. 7. As a result of the May 2008 IHE Forum, action plans were written by faculty members from 27 Wisconsin private colleges and public universities to reform their practices in teacher education.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 2007):

State Performance Plan Improvement Activities			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
4 A, B, C, D, E, G, J	<p>Wisconsin Statewide Transition Initiative (WSTI)-New initiatives. WDPI initiated new activities to impact student graduation rates with transition.</p>	WDPI Transition Consultant	<p>Interagency Agreement- negotiated a new interagency agreement with the DVR of the Wisconsin Department of Workforce Development (DWD) and the DHS to coordinate services for individuals transitioning from education to employment. The agreement can be viewed at http://dwd.wisconsin.gov/dvr/pdf_files/dip_interagency_agreement.pdf.</p> <p>Wisconsin State Capacity Building Plan – Secondary Education and Transition Services for NSTTAC. Wisconsin’s team used and discussed portions of a team planning tool for state capacity building. The Wisconsin group worked on identifying past, current and future statewide systems change efforts and technical assistance efforts related to statewide capacity building; related to improving transition services and related to post high school results for students with disabilities.</p>
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 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. (This is not a new activity for the State, but has been newly added to the activity chart this year to</p>	WDPI Special Education Team staff, including data consultant	<p>In a letter dated May 21, 2008, WDPI notified five districts that their 2006-2007 SY data demonstrates a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year.</p>

	more clearly depict the activities associated with Indicator 4.)		
4 B	<p>Activities related to identification of significant discrepancy – LEA improvement plan</p> <p>Districts identified with significant discrepancy in the rates of suspension and expulsion of children with disabilities for greater than 10 days in a school year are required to analyze their performance data and develop and submit an improvement plan. The Local Performance Plan (LPP) is reviewed by a WDPI consultant assigned to work with the individual LEA.</p> <p>(This is not a new activity for the State, but has been newly added to the activity chart this year to more clearly depict the activities associated with Indicator 4.)</p>	WDPI Special Education Team staff	<p>In a letter dated May 21, 2008, WDPI directed the five districts identified with significant discrepancy to review their policies, procedures and practices related to suspension and expulsion, identify needs, and submit an improvement plan that includes a description of the activities for the 2008-2009 SY directed at decreasing the number of students with disabilities suspended or expelled for greater than ten days in a school year.</p> <p>The five LEAs submitted the improvement plan online through the Local Performance Plan (LPP). WDPI staff reviewed the plans.</p> <p>Their improvement plans included involving parents more explicitly when a student has been suspended; additional training and professional development for teachers and administrators; and implementing research-based prevention programs.</p>
4 D	<p>Activities related to identification of significant discrepancy – technical assistance to districts</p> <p>The State works with LEAs to improve performance. A minimum of one WDPI staff person is assigned to each district identified as having 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</p>	WDPI staff	<p>WDPI staff assigned as Local Performance Plan (LPP) consultants provide ongoing technical assistance, including technical assistance specific to decreasing the number of students with disabilities suspended or expelled for greater than ten days in a school year, to districts.</p> <p>Districts identified for focused monitoring due to low graduation rates of students with disabilities analyze their suspension and expulsion rates as interim measures of progress towards improving graduation rates. Improvement plans associated with FM include activities to reduce suspension and expulsion.</p>

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	<p>impacts graduation rates. If students are engaged in the learning process they are more likely to stay in school and graduate.</p> <p>(This is not a new activity for the State, but has been newly added to the activity chart this year to more clearly depict the activities associated with Indicator 4.)</p>		
4 C, D	<p>WDPI Indicator 4 webpage WDPI has established a webpage (http://www.dpi.wi.gov/sped/spp-susp-exp.html) that provides information and resources for all districts and is especially beneficial to districts that have been identified as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year.</p> <p>(This is not a new activity for the State, but has been newly added to the activity chart this year to more clearly depict the activities associated with Indicator 4.)</p>	WDPI staff	Continued maintenance.
4 E	<p>Activities related to identification of significant discrepancy – review of policies, procedures, and practices</p> <p>Annually, the State reviews, and if appropriate revises or requires the affected LEAs to revise policies, procedures and practices related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, as required by 34 CFR §300.170(b) for the districts identified with significant discrepancies based on data. For LEAs identified for two or more consecutive years as having significant discrepancies, the State’s review includes whether there have been changes to the policies and procedures since the last review; if so, whether those changes comply with requirements regarding the development and</p>		WDPI reviewed the State’s policies, procedures and practices related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, as required by 34 CFR §300.170(b) and developed <i>Model Local Educational Agency Special Education Policies and Procedures</i> as a model for LEAs to meet their obligation to establish and implement special education requirements. WDPI also developed and provides sample forms and notices for use in the IEP team process to assist districts in complying with state (Chapter 115) and federal (IDEA) special education requirements. The sample forms and the reference materials posted on the department’s web site (http://dpi.wi.gov/sped/forms06.html) have been reviewed and updated to reflect changes in IDEA 2004 that became effective July 1, 2005, and the regulations that became effective October 13, 2006.

	<p>implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards; and whether practices in these areas continue to comply with applicable requirements.</p> <p>(This is not a new activity for the State, but has been newly added to the activity chart this year to more clearly depict the activities associated with Indicator 4.)</p>		<p><u>Districts identified with significant discrepancies based on FFY 2006 data</u> By February 20, 2008, all LEAs were required to report whether the district adopted the <i>Model Local Educational Agency Special Education Policies and Procedures</i> without substantive modifications or adopted locally developed special education policies and procedures. LEAs that adopted locally developed or substantively modified special education policies and procedures submitted them to WDPI. WDPI reviewed and approved those policies and procedures. The <i>Model Local Educational Agency Special Education Policies and Procedures</i> included 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).</p> <p>In July 2008, five LEAs identified with significant discrepancies based on FFY 2006 data provided an assurance to WDPI that they had completed a focused review and revised, if necessary, their policies, procedures, and practices related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure that policies, procedures, and practices comply with Part B, as required by 34 CFR 300.146. All LEAs described the review process; all LEAs used a team review process. As a result of these reviews, no LEA reported needed revisions.</p> <p><u>Districts identified with significant discrepancies based on FFY 2005 data and FFY 2006 data</u> Annually, all LEAs are required to report whether the district uses the <i>Model Local Educational Agency Special Education Policies and Procedures</i> without substantive modifications or locally developed special education policies and procedures. LEAs that adopt locally developed or substantively modified special</p>
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			education policies and procedures submit them to WDPI for review and approval those policies and procedures. Using the annual reports on usage of <i>Model Local Educational Agency Special Education Policies and Procedures</i> , WDPI compared and reviewed the policies and procedures of the two districts identified as having significant discrepancy based on both FFY 2005 and FFY 2006 data and determined that neither district made changes to policies and procedures since the last review.
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Categories:		Color Code:
A) Improve data collection/reporting or systems	F) Program development	Completed
B) Improve systems administration & monitoring	G) Collaboration/coordination	Continuing as stated in SPP
C) Provide training/professional development	H) Evaluation	New or revised activity
D) Provide technical assistance	I) Increase/adjust FTE	Activity Description
E) Clarify/examine/develop policies & procedures	J) Other	

Monitoring Priority: FAPE in the LRE

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

- A. Removed from regular class less than 21% of the day;
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

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

Measurement:

- A. Percent = # of children with IEPs removed from regular class less than 21% of the day divided by the total # of students aged 6 through 21 with IEPs times 100.
- B. Percent = # of children with IEPs removed from regular class greater than 60% 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 public or private separate schools, residential placements, or homebound or hospital placements divided by the total # of students aged 6 through 21 with IEPs times 100.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	Removed from regular class less than 21% of day: 53 % Removed from regular class greater than 60% of day: 10.9 % Served in public or private separate schools, residential placements, or homebound or hospital placements: 1.15 %

Actual Target Data for 2007-08:

2007-08 Environment Data Ages 6-21

	Student Count	Total Students	Percent
A. Removed from regular class less than 21% of the day	59,795	111,629	53.57%
B. Removed from regular class greater than 60% of the day	12,542	111,629	11.24%
C. Served in public or private separate schools, residential placements, or homebound or hospital placements	1,412	111,629	1.26%

Data Source: Federal Student Data Report 2006.

WDPI is making progress in meeting the targets set for this indicator. WDPI met the target for the percentage of children with IEPs removed from regular class less than 21% of the day. The State increased from 51.09% for the previous reporting period to 53.579% during this reporting period. There was a decrease in the percentage of children with IEPs removed from regular class greater than 60% of the day. There was also a decrease in the percentage of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements.

Data are collected via WDPI child count software in which LEAs report data at the individual student level, as opposed to aggregate data. This ensures accurate data. (See SPP Indicator 20 for more information on efforts to ensure valid and reliable data.)

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2007-08:

Explanation of Progress or Slippage

An analysis of the 2007-08 data indicates that progress is being made toward the targets. For students removed from regular class less than 21% of the day, the target of 53% was met. For students removed from regular class greater than 60% of the day, progress toward the target of 0.77% was reported. For students served in public or private separate schools, residential placements, or homebound or hospital placements, progress toward the target of 0.09% was reported.

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

Discussion of Improvement Activities Completed

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

State Performance Plan Improvement Activities			
<p>Data Verification Workgroup WDPI created a Data Verification Workgroup to ensure the accuracy of educational environment data. The Data Verification Workgroup has developed, with the assistance of the National Center on Special Education Accountability and Monitoring (NCSEAM) staff, a data verification protocol to monitor the accurate reporting of school-age environment data. The workgroup conducts data verification activities in local education agencies using the protocol. A procedures manual for LEA data verification includes criteria for selection of districts for onsite monitoring.</p> <p>The workgroup expanded its verification efforts to include the LEA's data management systems. First, it modified and adapted the Appendix B Verification questions from OSEP's continuous improvement and focused monitoring system (CIFMS) accountability manual to use at the LEA level. As a result of piloting this tool in local educational agencies, WDPI made further modifications to provide a more concise means of understanding the LEA's data management systems. The process also provides the LEA with a natural starting point to develop an improvement plan.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
5 A, B, C, D	<p>Data Verification Workgroup Activities WDPI developed training materials to ensure districts accurately report early childhood and school-age educational environment codes.</p>	<p>Environment Workgroup</p> <p>Data Verification Workgroup</p> <p>NCSEAM (Jane Nell Luster)</p>	<p>An online training (including a PowerPoint presentation) for LEAs, which included examples on how to accurately determine environment codes and stressed the importance of data accuracy, occurred in February 2007. School districts continued to use this during the 2007-08 school year.</p> <p>The Data Verification Workgroup continued to work collaboratively with the WDPI Procedural Compliance Workgroup to refine an educational environment codes worksheet (http://www.dpi.state.wi.us/sped/doc/form-ee1.doc) that can be used by LEAs in conjunction with the State's model IEP forms. This worksheet provides technical assistance to LEAs in calculating the time a child receives special education services outside the regular education environment to determine the correct environment code to document and report for submission on the Federal Student Data Report. This revised worksheet was made available to LEAs and used during the 2007-08 school year.</p>
<p>Focused Monitoring (FM) Wisconsin has developed a Continuous Improvement and Focused Monitoring System (CIFMS) to achieve positive results for children with disabilities in Wisconsin while ensuring continued procedural compliance with state and federal laws and regulations. WDPI involves stakeholders</p>			

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in the ongoing development of CIFMS including the identification of priority areas for focused monitoring in Wisconsin. The CIFMS stakeholders analyzed statewide student outcome data to determine that improving graduation rates of students with disabilities should be a priority in Wisconsin. The CIFMS stakeholders identified student enrollment groups within the state from which a select number of school districts are identified for FM. WDPI uses trend data over a three-year period to identify districts for FM. The districts within each enrollment group most in need of improvement are selected for FM.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
5 A, B, C, D, E, G	<p>Focused Performance Review</p> <p>Collaborative teams comprised of regular and special educators, along with administrators and community members participated in structured data analysis activities, facilitated by CESA #5, which allowed districts to identify potential root causes for the area(s) of need. Further refinements to the data analysis and improvement plan writing processes were made. Data continued to be disaggregated by disability area, and race/ethnicity. Data modules analyzed included graduation, dropout, suspensions/expulsions, participation and performance on statewide assessments, educational environments, and individual student data. Observations and potential root causes, along with any identified needs noted during the FM visits were then integrated into the district-wide or building-wide improvement plans to address those needs.</p>	<p>Graduation and Reading FM Workgroups, Data Consultant, CESA #5 staff</p>	<p>For the 2007-08 SY, the Focused Performance Review again played a major role in Wisconsin's FM process. WDPI staff, in conjunction with CESA #5, added additional enhancements to the FPR process to assist districts in further analyzing their data in order to identify potential root causes for their area(s) of need. Educational environment was again analyzed during the 2007-08 SY as one of the key data modules.</p> <p>During the 2007-08 SY, WDPI also created a manual, modeling the Focused Performance Review structure, which would allow a district to independently conduct its own data analysis and develop a district or building-wide improvement plan to address the identified needs.</p>

Wisconsin Assistive Technology Initiative (WATI), (<http://www.wati.org/>)

WATI is a nationally recognized initiative whose mission is to ensure that every child in Wisconsin who needs assistive technology (AT) has equal and timely access to an appropriate evaluation and the provision and implementation of any needed AT devices and services. The primary goal of the initiative is to improve outcomes and results for children and youth with disabilities through the use of assistive technology to access services, school programs and curriculum, and community activities. As a result, activities carried out by the initiative have a positive impact on graduation rates, drop-out rates, and suspension/expulsion rates.

WATI is designed specifically to increase the capacity of school districts to provide AT services by making training and technical assistance available to teachers, therapists, administrators, and parents throughout Wisconsin. It accomplishes this by providing not only training and direct technical assistance but also specific strategies to increase the capacity of school districts to provide AT services. These include the development and dissemination of model forms, AT assessment manuals, recommended evaluation procedures, resource guides and other materials, and access to AT for trial use.

WATI has both state-level services and regional services. Regional services are provided by 12 AT consultants located in each of the 12 CESA regions in the state. Activities carried out at the state level include providing support and leadership to the regional AT consultants, providing specialized competency-based training, developing and conducting specialized summer institutes, developing resource guides or other materials for use by school personnel and parents, and arranging offering AT products at reduced prices. In addition, a state-level lending library of AT items that is open to all school districts is maintained.

In each CESA, the AT consultants work with staff from the constituent school districts to help them develop and improve their AT services. These regional AT consultants provide training, technical assistance, and support to increase the capacity of school districts to provide effective and efficient AT services.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
5 C, D, F	<p>Wisconsin Assistive Technology Initiative (WATI) WATI offered technical assistance to districts.</p>	<p>WATI Director 12 Regional AT consultants</p>	<p>Activities for the 2007-2008 school year were carried out by the WATI director and the 12 regional AT consultants included the following activities to insure access to the LRE:</p> <ul style="list-style-type: none"> • Technical assistance regarding AT through phone and email. • Professional development to school district staff regarding AT products and services. • Training and technical assistance for assessing student AT needs to allow students with disabilities access to the general education environment. • Open labs to review AT software and hardware. • Support and assistance to school technology teams to build AT into their plans for students to allow them placement in the LRE. • Work with administrative teams to build AT capacity at the district level. • Professional development to parents in a school district

			<p>regarding AT products and services.</p> <ul style="list-style-type: none"> Development of AT materials and products for use in local school districts. <p>The WDPI worked with its partners to ensure scientifically based practices in AT were implemented and sustained. The redesign of the project focused on building capacity for AT in a broader statewide context with a focus on professional development and allowing for students to be placed in the LRE.</p>
<p>Autism Project, http://dpi.wi.gov/sped/autcatint2.html For more than ten years, WDPI has developed and conducted statewide trainings for school staff in the area of autism. 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 2007
5 C D E G	<p>Autism Project http://dpi.wi.gov/sped/autcatint2.html For more than ten years, WDPI has developed and conducted statewide trainings for school staff in the area of autism.</p>	DPI Autism Consultant	<p>In 2007-2008, four trainings were held in various locations throughout the state. Two basic level trainings were offered for school staff with limited knowledge of educational programming for students with autism spectrum disorders. The basic level training presented an overview of autism spectrum disorders and discussed topics such as functional behavioral assessment, classroom programming, sensory issues, communication strategies and providing placement options in the LRE.</p> <p>Two advanced level trainings were offered for more experienced school staff. The advanced training presented more complex information about issues in early childhood education of students with autism spectrum disorders.</p> <p>Each of these trainings includes strategies for preventing suspensions and expulsions, obtaining a diploma, and increasing the graduation rates of students with autism.</p>

			424 school staff attended basic or advanced level autism training during FFY 2007. School staff from many different disciplines attended the trainings including special education teachers, directors of special education, regular education teachers, paraprofessionals, occupational and physical therapists, social workers, psychologists and speech and language pathologists.
<p>Wisconsin's 14th Annual Statewide Institute On Best Practices in Inclusive Education The Annual Statewide 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.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
5 C D G	<p>Wisconsin's Annual Statewide Institute On Best Practices in Inclusive Education The Annual Statewide Institute on Best Practices in Inclusive Education is co-sponsored by the WDPI, Cardinal Stritch University, and the Inclusion Institute, Inc. This annual Institute was held on July 30 - 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 Cognitive Disabilities (CD) Consultant</p>	<p><u>Wisconsin's 15th Annual Statewide Institute On Best Practices in Inclusive Education</u> This annual Institute was held on July 28-30, 2008. The program offered timely information on Best Practices in Inclusive Education, Differentiation, Autism Spectrum Disorders, and Collaboration.</p> <p>The keynote speakers shared their personal story of their son's journey from a non-communicative preschooler at a segregated special school to an Honors student at his neighborhood high school.</p> <p>Dr. Amy Klekotka from The Access Center of the American Institute on Research in Washington D.C. focused her presentations on differentiated instruction and activities designed to appeal to students with different readiness levels, interests, and learning styles including an overview of differentiated instruction, implementation of differentiated strategies, and information on how these strategies can translate to higher student interest, participation, and motivation. She also included information on improving access to the general curriculum for students with disabilities through collaborative teaching including planning strategies, scheduling examples, and stages of co-teaching.</p> <p>Many other presentations were available including: A New Path to Inclusion- Family Care and Self-Directed Supports; Math Accommodations and Interventions: Insights into Providing Math Instruction for All Students; Inclusive Transition Practices for</p>

			Supporting Students in Community-based Settings; Bridging the Communication Gap; Working Collaboratively with Parents.
<p>Creating the Good Life: Improving Outcomes for Students with Cognitive Disabilities The First Annual Statewide Conference for educators working with students with cognitive disabilities was held on August 10-21, 2007 to address issues and current trends regarding inclusive practices. This conference is cosponsored by the Department of Public Instruction, Wisconsin's 12 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.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
5 C,D,G	<p>Creating the Good Life: Improving Outcomes for Students with Cognitive Disabilities (CD) The Annual Statewide Conference for educators working with students with cognitive disabilities was held on August 10-21, 2007 to address issues and current trends regarding inclusive practices.</p>	CESA #6 CESA #4 CESA #5 WDPI Special Education Team	<p>The Second Annual Statewide Conference for educators working with students with cognitive disabilities was held on August 13-14, 2008 to address issues and current trends regarding inclusive practices.</p> <p>This conference was cosponsored by the WDPI, Wisconsin's 12 Cooperative Educational Service Agencies and the University of Wisconsin-Oshkosh. The conference provided educators with a variety of relevant topics including: Effective Support for Inclusion and Learning; High Expectations, Presuming Competence for Academic Learning by Students with Significant Cognitive Disabilities; Using Community Resources for High School Transition; Literacy: Moving Towards Independence; Science: A New Direction; A Math Tool Kit; Differentiated Instruction.</p>
<p>The Circles Of Life Conference The Circles of Life Conference is a WDPI sponsored event that has been in existence for 24 years. The annual conference is for families who have children of any age with disabilities or special health care needs and the professionals who support and provide services for them. <i>Circles of Life</i> is a unique opportunity to develop new skills, garner the latest information, and form lasting friendships. The conference includes nationally known keynote speakers, topical sectionals, parent listening sessions, family fun night, roundtable discussions on such topics as individualized service plans and serving adolescents with Asperger's Syndrome through social-communication intervention.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
5 C D G	<p>The Circles of Life Conference The Circles of Life Conference is a WDPI sponsored event that has been in existence for 24 years. The annual</p>	Circle of Life Planning Committee	The conference was held May 5-6, 2008 and included nationally known keynote speakers, topical sectionals, parent listening sessions, family fun night, roundtable discussions on such topics as individualized service plans, inclusive program ideas and serving

	conference is for families who have children of any age with disabilities or special health care needs and the professionals who support and provide services for them. Circles of Life is a unique opportunity to develop new skills, garner the latest information, including information on inclusive programming and form lasting friendships.		adolescents with Asperger’s Syndrome through social-communication intervention.
<p>OSEP/Westat/DAC National Technical Assistance Overlapping Part B and Part C Data Meetings WDPI staff attends the OSEP/Westat Overlapping Part B and Part C Data Meetings and receives current information regarding collection, reporting, and technical assistance for this indicator. WDPI has presented at the Part B Data Meeting on the involvement of stakeholders in data analysis, setting of SPP targets, and improvement planning. A member of the CIFMS stakeholder group participated in the panel discussion along with WDPI staff.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
5 A, B, E, G	<p>National Technical Assistance In June 2008, members of the Special Education Team, including the two Assistant Directors, attended the Part B Regional Forum hosted by the North Central Regional Resource Center (NCRRC).</p>	Special Education Team Assistant Director, Special Education Team Data Coordinator, Special Education Team Data Consultant, Special Education Team Consultants	A panel from the Data Accountability Center presented on data quality and uses. Additional presentations focused on public reporting of data as well as the use of data as part of a state’s general supervision. Members of the Wisconsin Special Education Team presented on their Continuous Improvement Focused Monitoring System (CIFMS) including how data on educational environment is utilized as part of the State’s monitoring process.
5 A, B	<p>National Technical Assistance In July 2007, DPI staff attended the 2007 OSEP/Westat Overlapping Part B and Part C Data Meetings and received current information regarding collection, reporting, and technical assistance for this indicator.</p>	Data Coordinator, Data Consultant, Assistant Director Special Education Team	This is an ongoing conference. This activity was completed in 2007-08.

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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 2007):

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
5 A, B, C, D, E, G	<p>Focused Performance Review- Stand-Alone Focused Performance Review Development</p> <p>WDPI worked on constructing modules for districts to use to conduct Focused Performance Reviews.</p>	<p>Focused Review of Improvement Indicators (FRII) Ad-hoc Workgroups RSN Directors</p>	<p>During the 2007-08 SY, WDPI began working to expand upon the successful focused monitoring model previously utilized in order to provide districts a mechanism in which to conduct a similar process of data analysis and improvement planning around the SPP improvement indicators of math achievement, preschool outcomes, parent involvement, and post-high school outcomes and Least Restrictive Environment. WDPI will also be working with CESA based Regional Service Network (RSN) providers to employ technical assistance, including statewide summits. WDPI is currently building the infrastructure to execute and support this process with implementation slated for the 2009-2010 SY. 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>
5 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 Library and Statistical Information Center, Special Education Team Data Coordinator, Special Education Team Data Consultant</p>	<p>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) data collections. This has helped to eliminate duplication of effort and ease the data collection burden on LEAs.</p> <p>In the spring of 2008, members of the Data Management and Reporting Team along with members of the Special Education Team conducted joint statewide training on how to effectively collect and report data using WSLS and ISES in each of the 12 CESAs. Data elements specific to students with disabilities, including educational environment, were highlighted during this training. Web posting of this training is available for ongoing user access.</p>
5 A, B, C, G	<p>Cross-Department Data Verification Workgroup</p>	<p>WDPO Office of Educational Accountability,</p>	<p>During the 2007-08 SY, WDPI established a cross-department data verification workgroup consisting of members of the WDPI Special Education Team as well as the WDPI Library and Statistical Information Center. The purpose of this</p>

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	<p>WDPI established a cross-department data verification workgroup consisting of members of the WDPI Special Education Team as well as the WDPI Library and Statistical Information Center.</p>	<p>WDPI Applications Development Team, and the WDPI Library and Statistical Information Center, Special Education Team Data Coordinator, Special Education Team Data Consultant</p>	<p>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>
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Categories:		Color Code:
A) Improve data collection/reporting or systems	F) Program development	Completed
B) Improve systems administration & monitoring	G) Collaboration/coordination	Continuing as stated in SPP
C) Provide training/professional development	H) Evaluation	New or revised activity
D) Provide technical assistance	I) Increase/adjust FTE	Activity Description
E) Clarify/examine/develop policies & procedures	J) Other	

Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

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

Measurement:
Percent = # of preschool children with IEPs who received special education services in settings with typically developing peers divided by the total # of preschool children with IEPs times 100.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	N.A.

Actual Target Data for 2007-08:

States are not required to report on Indicator 6 in the FFY 2007 APR.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2007-08:

Discussion of Improvement Activities Completed:

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

State Performance Plan Improvement Activities
<p>Training and Technical Assistance Preschool Options Project The Preschool Options Project is an ongoing statewide systems change project providing training and technical assistance to CESAs, school</p>

districts, and communities through sub-grants that focus on expanding service delivery options to young children with disabilities. Specific training and technical assistance utilize child count data for data based decisions and action planning. It is funded with preschool IDEA discretionary funds and SIG funds. (See <http://www.wisconsin.org/ideaec/ideaecindex.htm> for more information).
 WDPI disseminated a bulletin on preschool service delivery options and posted it on the agency website. This bulletin has served as the basis for trainings across the state as part of the Preschool Options Project. A major change for the 2006-07 SY preschool discretionary grant structure included a common requirement for each CESA early childhood program support teacher to provided training and technical assistance utilizing the above listed training and resources and to assist LEAs with accurate reporting.
 Web-based resources used in this training are available at www.prechooptions.org and at www.collaboratingpartners.com. A video describing community approaches to expanding preschool delivery of services options has been developed and may be viewed at <http://www.wisconsin.org/best/video.htm>.

Ready, Set, Go...Transitions and Options

“Ready, Set, Go...Transitions and Options,” is a collaborative effort of the WDPI, Department of Health Services (DHS)/Birth to 3, WSPEI, Family Assistance Center for Education, Training and Support (FACETS), and the Preschool Options Project. Community training teams have delivered this training statewide. Technical assistance to regional teams and mini-grants to support ongoing training has been established. Collaborations that have grown out of this project have been utilized in creating and updated local interagency agreements, supporting this indicator and Indicators 7 and 12 as well.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
6 A, B, C, D, E, F, G, H, E	<p>Training and Technical Assistance: Collaboration between Part B, Part C, and other Early Childhood Stakeholders</p> <p>WDHS and WDPI will take a comprehensive approach to services and will assure the involvement of the larger early childhood community that may also be involved in early educational environments, child outcomes, and transition including 4 year old kindergarten, child care and Head Start.</p>	<p>WDPI Indicator consultants</p> <p>Cross Department Transition Team and Birth to 6 IDEA Leadership</p>	<p>WDHS and WDPI attend meetings of the Wisconsin Early Childhood Collaboration Partners Action Team (WECCP-AT) and the Early Learning Committee (WECCP-ELC) to assure involvement of the general education community. Interagency agreements and transition updates occurred to keep stakeholders informed on activities.</p> <p>See also activities listed under: Interagency Agreements and Technical Assistance.</p>
6 C, D	<p>Training and Technical Assistance</p> <p>Adopt a model for training; technical assistance and professional development assure TA resources and follow-up activities.</p>	<p>WDPI Indicator 12 consultant</p> <p>SPDG Hub Director</p>	<p>The WI Personnel Development Model as a 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 transition as one of three primary focus areas.</p> <p>Two personnel development events occurred to inform IDEA and</p>

			WECCP stakeholders about the model and to begin to address the focus areas. (March and May 2008), as well as other events and ongoing training beginning February, 2008.
6 C, D	<p>Training and Technical Assistance Ready, Set, Go Transition and Options trainings principles will form the basis of Indicator 12 (and also provide information related IEP goal development and considering placement alternatives) training and technical assistance materials and events with special focus on collaborative delivery and focus on parents and children.</p> <p>Ready Set Go training power points and handouts and other resources related to transition and early educational environments will be revised to reflect the changes since IDEA 2004 and any other changes to the process.</p>	<p>WDPI Special Education Director</p> <p>WDPI consultants</p> <p>SPDG Hub Director WDPI Consultants</p> <p>IDEA Preschool Discretionary Grant State and CESA coordinators</p> <p>FACETS</p>	<p>Ready, Set, Go became the format for all new PowerPoint materials.</p> <p>*In November 2008, a small team began working on revisions to the main Ready, Set, Go training package.</p>
6 A, B, C, D, G, I	<p>Training and Technical Assistance Both Departments are committed to maintaining the focus on these activities in the contracts of their training and technical assistance providers through the completion of the 2010 State Performance Plan.</p>	<p>WDPI Administration and IDEA preschool grant funding</p>	<p>Funds will continue to be available to support employment of CESA grant coordinators, RESource, and RSN activities.</p> <p>Funds will be available to contract with outside experts of evidence-based inclusion strategies (such as itinerant supports).</p>

Data Verification Workgroup

WDPI created a Data Verification Workgroup to ensure the accuracy of educational environment data. The Data Verification Workgroup has developed, with the assistance of the National Center on Special Education Accountability and Monitoring (NCSEAM) staff, a data verification protocol to monitor the accurate reporting of school-age environment data. The workgroup conducts data verification activities in local education agencies using the protocol. A procedures manual for LEA data verification includes criteria for selection of districts for onsite monitoring.

The workgroup expanded its verification efforts to include the LEA's data management systems. First, it modified and adapted the Appendix B Verification questions from OSEP's continuous improvement and focused monitoring system (CIFMS) accountability manual to use at the LEA level. As a result of piloting this tool in local educational agencies, WDPI made further modifications to provide a more concise means of understanding the LEA's data management systems. The process also provides the LEA with a natural starting point to develop an improvement plan.

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Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
6 A, B, C, D	<p>Data Verification Workgroup Activities WDPI developed training materials to ensure districts accurately report early childhood and school-age educational environment codes.</p>	<p>Environment Workgroup Data Verification Workgroup NCSEAM (Jane Nell Luster)</p>	<p>An online training (including a PowerPoint presentation) for LEAs, which included examples on how to accurately determine environment codes and stressed the importance of data accuracy, occurred in February 2007. School districts continued to use this during the 2007-08 school year.</p> <p>The Data Verification Workgroup continued to work collaboratively with the WDPI Procedural Compliance Workgroup to refine an educational environment codes worksheet (http://www.dpi.state.wi.us/sped/doc/form-ee1.doc) that can be used by LEAs in conjunction with the State's model IEP forms. This worksheet provides technical assistance to LEAs in calculating the time a child receives special education services outside the regular education environment to determine the correct environment code to document and report for submission on the Federal Student Data Report. This revised worksheet was made available to LEAs and used during the 2007-08 school year.</p>
<p>Focused Monitoring (FM) Wisconsin has developed a Continuous Improvement and Focused Monitoring System (CIFMS) to achieve positive results for children with disabilities in Wisconsin while ensuring continued procedural compliance with state and federal laws and regulations. WDPI involves stakeholders in the ongoing development of CIFMS including the identification of priority areas for focused monitoring in Wisconsin. The CIFMS stakeholders analyzed statewide student outcome data to determine that improving graduation rates of students with disabilities should be a priority in Wisconsin. The CIFMS stakeholders identified student enrollment groups within the state from which a select number of school districts are identified for FM. WDPI uses trend data over a three-year period to identify districts for FM. The districts within each enrollment group most in need of improvement are selected for FM.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
6 A, B, C, D, E, G	<p>Focused Performance Review Collaborative teams comprised of regular and special educators, along with administrators and community members participated in structured data analysis activities, facilitated by CESA #5, which allowed districts to identify potential root causes for the area(s) of need. Further refinements</p>	<p>Graduation and Reading FM Workgroups, Data Consultant, CESA #5 staff</p>	<p>For the 2007-08 SY, the Focused Performance Review again played a major role in Wisconsin's FM process. WDPI staff, in conjunction with CESA #5, added additional enhancements to the FPR process to assist districts in further analyzing their data in order to identify potential root causes for their area(s) of need. Educational environment was again analyzed during the 2007-08 SY as one of the key data modules.</p> <p>During the 2007-08 SY, WDPI also created a manual, modeling the</p>

	<p>to the data analysis and improvement plan writing processes were made. Data continued to be disaggregated by disability area, and race/ethnicity. Data modules analyzed included graduation, dropout, suspensions/expulsions, participation and performance on statewide assessments, educational environments, and individual student data. Observations and potential root causes, along with any identified needs noted during the FM visits were then integrated into the district-wide or building-wide improvement plans to address those needs.</p>		<p>Focused Performance Review structure, which would allow a district to independently conduct its own data analysis and develop a district or building-wide improvement plan to address the identified needs.</p>
<p>Wisconsin Assistive Technology Initiative (WATI), (http://www.wati.org/) WATI is a nationally recognized initiative whose mission is to ensure that every child in Wisconsin who needs assistive technology (AT) has equal and timely access to an appropriate evaluation and the provision and implementation of any needed AT devices and services. The primary goal of the initiative is to improve outcomes and results for children and youth with disabilities through the use of assistive technology to access services, school programs and curriculum, and community activities. As a result, activities carried out by the initiative have a positive impact on graduation rates, drop-out rates, and suspension/expulsion rates.</p> <p>WATI is designed specifically to increase the capacity of school districts to provide AT services by making training and technical assistance available to teachers, therapists, administrators, and parents throughout Wisconsin. It accomplishes this by providing not only training and direct technical assistance but also specific strategies to increase the capacity of school districts to provide AT services. These include the development and dissemination of model forms, AT assessment manuals, recommended evaluation procedures, resource guides and other materials, and access to AT for trial use.</p> <p>WATI has both state-level services and regional services. Regional services are provided by 12 AT consultants located in each of the 12 CESA regions in the state. Activities carried out at the state level include providing support and leadership to the regional AT consultants, providing specialized competency-based training, developing and conducting specialized summer institutes, developing resource guides or other materials for use by school personnel and parents, and offering AT products at reduced prices. In addition, a state-level lending library of AT items that is open to all school districts is maintained.</p> <p>In each CESA, the AT consultants work with staff from the constituent school districts to help them develop and improve their AT services. These regional AT consultants provide training, technical assistance, and support to increase the capacity of school districts to provide effective and efficient AT services.</p>			

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Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
6 C, D, F	<p>Wisconsin Assistive Technology Initiative (WATI) WATI offered technical assistance to districts.</p>	<p>WATI Director 12 Regional AT consultants</p>	<p>Activities for the 2007-2008 school year were carried out by the WATI director and the 12 regional AT consultants included the following activities to insure access to the LRE:</p> <ul style="list-style-type: none"> • Technical assistance regarding AT through phone and email. • Professional development to school district staff regarding AT products and services. • Training and technical assistance for assessing student AT needs to allow students with disabilities access to the general education environment. • Open labs to review AT software and hardware. • Support and assistance to school technology teams to build AT into their plans for students to allow them placement in the LRE. • Work with administrative teams to build AT capacity at the district level. • Professional development to parents in a school district regarding AT products and services. • Development of AT materials and products for use in local school districts. <p>The WDPI worked with its partners to ensure scientifically based practices in AT were implemented and sustained. The redesign of the project focused on building capacity for AT in a broader statewide context with a focus on professional development and allowing for students to be placed in the LRE.</p>
<p>Autism Project, http://dpi.wi.gov/sped/autcatint2.html For more than ten years, WDPI has developed and conducted statewide trainings for school staff in the area of autism. 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>			
6 C D E G	<p>Autism Project (http://dpi.wi.gov/sped/autcatint2.html) For more than ten years, WDPI has</p>	<p>DPI Autism Consultant</p>	<p>In 2007-2008, four trainings were held in various locations throughout the state. Two basic level trainings were offered for school staff with limited knowledge of educational programming for</p>

	<p>developed and conducted statewide trainings for school staff in the area of autism.</p>		<p>students with autism spectrum disorders. The basic level training presented an overview of autism spectrum disorders and discussed topics such as functional behavioral assessment, classroom programming, sensory issues, communication strategies and providing placement options in the LRE.</p> <p>Two advanced level trainings were offered for more experienced school staff. The advanced training presented more complex information about issues in early childhood education of students with autism spectrum disorders.</p> <p>Each of these trainings includes strategies for preventing suspensions and expulsions, obtaining a diploma, and increasing the graduation rates of students with autism.</p> <p>424 school staff attended basic or advanced level autism training during FFY 2007. School staff from many different disciplines attended the trainings including special education teachers, directors of special education, regular education teachers, paraprofessionals, occupational and physical therapists, social workers, psychologists and speech and language pathologists.</p>
<p>Wisconsin’s 14th Annual Statewide Institute On Best Practices in Inclusive Education The Annual Statewide 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.</p>			
<p>6 C D G</p>	<p>Wisconsin’s Annual Statewide Institute On Best Practices in Inclusive Education The Annual Statewide Institute on Best Practices in Inclusive Education is co-sponsored by the WDPI, Cardinal Stritch University, and the Inclusion Institute, Inc. This annual Institute was held on July 30-August 1, 2007.</p> <p>The program offered timely information on Best Practices in Inclusive Education, Differentiation,</p>	<p>Institute Staff WDPI Cognitive Disabilities (CD) Consultant</p>	<p><u>Wisconsin’s 15th Annual Statewide Institute On Best Practices in Inclusive Education</u> This annual Institute was held on July 28-30, 2008. The program offered timely information on Best Practices in Inclusive Education, Differentiation, Autism Spectrum Disorders, and Collaboration.</p> <p>The keynote speakers shared their personal story of their son’s journey from a non-communicative preschooler at a segregated special school to an Honors student at his neighborhood high school.</p> <p>Dr. Amy Klekotka from The Access Center of the American Institute on Research in Washington D.C. focused her presentations on differentiated instruction and activities designed to appeal to students with different readiness levels, interests, and learning styles including</p>

	Autism Spectrum Disorders, and Collaboration.		<p>an overview of differentiated instruction, implementation of differentiated strategies, and information on how these strategies can translate to higher student interest, participation, and motivation. She also included information on improving access to the general curriculum for students with disabilities through collaborative teaching including planning strategies, scheduling examples, and stages of co-teaching.</p> <p>Many other presentations were available including: A New Path to Inclusion- Family Care and Self-Directed Supports; Math Accommodations and Interventions: Insights into Providing Math Instruction for All Students; Inclusive Transition Practices for Supporting Students in Community-based Settings; Bridging the Communication Gap; Working Collaboratively with Parents.</p>
<p>Creating the Good Life: Improving Outcomes for Students with Cognitive Disabilities The First Annual Statewide Conference for educators working with students with cognitive disabilities was held on August 10-21, 2007 to address issues and current trends regarding inclusive practices. This conference is cosponsored by the Department of Public Instruction, Wisconsin's 12 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.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
6 C,D,G	<p>Creating the Good Life: Improving Outcomes for Students with Cognitive Disabilities (CD) The Annual Statewide Conference for educators working with students with cognitive disabilities was held on August 10-21, 2007 to address issues and current trends regarding inclusive practices.</p>	CESA #6 CESA #4 CESA #5 WDPI Special Education Team	<p>The Second Annual Statewide Conference for educators working with students with cognitive disabilities was held on August 13-14, 2008 to address issues and current trends regarding inclusive practices.</p> <p>This conference was cosponsored by the WDPI, Wisconsin's 12 Cooperative Educational Service Agencies and the University of Wisconsin-Oshkosh. The conference provided educators with a variety of relevant topics including: Effective Support for Inclusion and Learning; High Expectations, Presuming Competence for Academic Learning by Students with Significant Cognitive Disabilities; Using Community Resources for High School Transition; Literacy: Moving Towards Independence; Science: A New Direction; A Math Tool Kit; Differentiated Instruction.</p>

<p>The Circles Of Life Conference The Circles of Life Conference is a WDPI sponsored event that has been in existence for 24 years. The annual conference is for families who have children of any age with disabilities or special health care needs and the professionals who support and provide services for them. <i>Circles of Life</i> is a unique opportunity to develop new skills, garner the latest information, and form lasting friendships. The conference includes nationally known keynote speakers, topical sectionals, parent listening sessions, family fun night, roundtable discussions on such topics as individualized service plans and serving adolescents with Asperger's Syndrome through social-communication intervention.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
6 C D G	<p>The Circles of Life Conference The Circles of Life Conference is a WDPI sponsored event that has been in existence for 24 years. The annual conference is for families who have children of any age with disabilities or special health care needs and the professionals who support and provide services for them. Circles of Life is a unique opportunity to develop new skills, garner the latest information, including information on inclusive programming and form lasting friendships.</p>	Circle of Life Planning Committee	The conference was held May 5-6, 2008 and included nationally known keynote speakers, topical sectionals, parent listening sessions, family fun night, roundtable discussions on such topics as individualized service plans, inclusive program ideas and serving adolescents with Asperger's Syndrome through social-communication intervention.
<p>OSEP/Westat/DAC National Technical Assistance Overlapping Part B and Part C Data Meetings WDPI staff attends the OSEP/Westat Overlapping Part B and Part C Data Meetings and receives current information regarding collection, reporting, and technical assistance for this indicator. WDPI has presented at the Part B Data Meeting on the involvement of stakeholders in data analysis, setting of SPP targets, and improvement planning. A member of the CIFMS stakeholder group participated in the panel discussion along with WDPI staff.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
6 A, B, E, G	<p>National Technical Assistance In June 2008, members of the Special Education Team, including the two Assistant Directors, attended the Part B Regional Forum hosted by the North Central Regional Resource Center (NCRRC).</p>	Special Education Team Assistant Director, Special Education Team Data Coordinator, Special Education Team	A panel from the Data Accountability Center presented on data quality and uses. Additional presentations focused on public reporting of data as well as the use of data as part of a state's general supervision. Members of the Wisconsin Special Education Team presented on their Continuous Improvement Focused Monitoring System (CIFMS) including how data on educational environment is utilized as part of our monitoring process.

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		Data Consultant, Special Education Team Consultants	
6 A, B	National Technical Assistance The WDPI accesses national technical assistance whenever possible.	Data Coordinator, Data Consultant, Assistant Director Special Education Team	In July 2007, DPI staff attended the 2007 OSEP/Westat Overlapping Part B and Part C Data Meetings and received current information regarding collection, reporting, and technical assistance for this indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006-07:

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
6 A, B, E, F, G, H, E	Interagency Agreements: Primary The Interagency Agreement Workgroup with members from WDPI and WDHS is preparing a new state interagency agreement that describes the responsibilities of each department specific to implementing IDEA 2004 and state policy. Areas addressed include but are not limited to: child find, transition, evaluation, environments, outcomes, service delivery, and professional development. (These activities are not	WDPI Indicator consultants Cross Department Transition Team and Birth to 6 IDEA Leadership	The State Leadership Team continues to oversee the interagency agreement work related to the Primary agreement between WDPI and WDHS. This team includes WPDPI Special Education, WPDPI: McKinney Vento, WPDPI State Personnel Development Grant, WDHS, WI Head Start Collaboration Project: the Great Lakes Intertribal Council, and the Parent Training Center FACETS. There are also a number of other representatives who are designated to work with this team. This is also a topic addressed directly between WDPI and WDHS at the Cross Department Leadership Team meetings. An interagency agreement work plan details the past and projected activities. This agreement has been updated and disseminated to the teams. [see details at Indicator B-12] Completion of the agreement will occur after Part C regulations have been finalized.

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	new but were not previously reported in the SPP)		
6 A, B, E, F, G, H, E	<p>Interagency Agreements: Secondary</p> <p>The secondary agreement will be revisited through the effort of a second collaborative interagency agreement team. This effort specifically addresses the implications of the primary agreement on Head Start, child care, parents, Tribal Nations, and other stakeholder groups.</p> <p>(These activities are not new but were not previously reported in the SPP)</p>	<p>WDPI Indicator consultants</p> <p>Cross Department Transition Team and Birth to 6 IDEA Leadership</p>	<p>The Collaborative Leadership Team continues to oversee interagency agreement work related to the secondary agreement. This agreement builds on the primary agreement between WDPI and WDHS to include Head Start Regional Offices, Head Start Tribal Regional Office, Head Start Migrant Regional Offices and Tribal Nations. There are also a number of other representatives who are designated to work with this team.</p> <p>The interagency agreement work plan details the past and projected activities. A special section exists specific to tribal activities. [see detail at B-12]</p> <p>Completion of the agreement will occur after Part C regulations have been finalized.</p> <p>*Culturally Responsive Education Grant awarded 7/08 to build on disproportionality effort and IDEA preschool discretionary funds with the goal of expanding relationships around transitions, preschool outcomes, and early educational environments. *Second tribal gathering (12/08)</p>
6 A, B, E, F, G, H, E	<p>Interagency Agreements: Bulletins</p> <p>WDPI is working on an information update/bulletin.</p> <p>(These activities are not new but were not previously reported in the SPP)</p>	<p>WDPI Indicator consultants</p> <p>Cross Department Transition Team and Birth to 6 IDEA Leadership</p>	<p>The original WDPI Policy Bulletins (90.06, 98.09, 99.09, and 00.09) have been analyzed for revision. The content will be released as two bulletins, one on child find/transition and the other on environments and service delivery. The responses have been reviewed to determine clear and consistent messages related to mandates vs. best practice.</p> <p>Key features of the environment/service delivery bulletin will include requirements regarding FAPE and LRE, as well as timeline, IEP development, involving parents, developing a full continuum of alternative placement options, and strategies for effectively supporting inclusion.</p>
6 A, B, C, D, E, F, G, H, E	<p>Interagency Agreements: Dissemination</p> <p>Plans will be made for dissemination of</p>	<p>WDPI Indicator consultants</p> <p>Cross Department</p>	<p>Preliminary discussions have occurred related to dissemination. Technical assistance continues as described in the Interagency Agreement work plan.</p>

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	<p>information on the final agreement and for the provision of necessary technical assistance to LEAs, counties, and other early childhood stakeholders.</p> <p>(These activities are not new but were not previously reported in the SPP)</p>	<p>Transition Team and Birth to 6 IDEA Leadership</p>	
6 C, D, G	<p>Training and Technical Assistance Support Indicator B-6 technical assistance providers to inform them of process, overview of PPS, clarification of their role as T/TA providers, and assure they have adequate information to support LEAs and counties.</p>	<p>WDPI Indicator B-6 consultant</p> <p>IDEA Preschool Discretionary Grant State and CESA coordinators</p> <p>RSN state and CESA coordinator</p>	<p>Beginning in October 2008, Monthly TA calls to RSN, PST and REsource staff will be made available by state staff. This activity was initiated in 2007-08 for SPP B7 and participants reported that this added to their understanding of requirements and procedures. As a result, B-6 items have been added to the agenda for each call.</p>
6 A, B, C, D, E, G	<p>Focused Performance Review- Stand-Alone Focused Performance Review Development WDPI worked on constructing modules for districts to use to conduct Focused Performance Reviews.</p>	<p>Focused Review of Improvement Indicators (FRII) Ad-hoc Workgroups</p> <p>RSN Directors</p>	<p>During the 2007-08 SY, WDPI began working to expand upon the successful focused monitoring model previously utilized in order to provide districts a mechanism in which to conduct a similar process of data analysis and improvement planning around the SPP improvement indicators of math achievement, preschool outcomes, parent involvement, and post-high school outcomes and Least Restrictive Environment. WDPI will also be working with CESA based Regional Service Network (RSN) providers to employ technical assistance, including statewide summits. WDPI is currently building the infrastructure to execute and support this process with implementation slated for the 2009-2010 SY. 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>
6 A	<p>Data Collection – ISES</p>	<p>WDPI Library and Statistical</p>	<p>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</p>

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	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.	Information Center, Special Education Team Data Coordinator, Special Education Team Data Consultant	Individual Student Enrollment System (ISES) data collections. This has helped to eliminate duplication of effort and ease the data collection burden on LEAs. In the spring of 2008, members of the Data Management and Reporting Team along with members of the Special Education Team conducted joint statewide training on how to effectively collect and report data using WSLs and ISES in each of the 12 CESAs. Data elements specific to students with disabilities, including educational environment, were highlighted during this training. Web posting of this training is available for ongoing user access.
6 A, B, C, G	Cross-Department Data Verification Workgroup WDPI established a cross-department data verification workgroup consisting of members of the WDPI Special Education Team as well as the WDPI Library and Statistical Information Center.	WDPO Office of Educational Accountability, WDPI Applications Development Team, and the WDPI Library and Statistical Information Center, Special Education Team Data Coordinator, Special Education Team Data Consultant	During the 2007-08 SY, WDPI established a cross-department data verification workgroup consisting of members of the WDPI Special Education Team as well as the WDPI Library and Statistical Information Center. 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.

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

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children 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:

A. Positive social-emotional skills (including social relationships):

- 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.

If a + b + c + d + e does not sum to 100%, explain the difference.

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)

- 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 but not sufficient to move nearer to functioning comparable to same-aged peers) 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)] 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.

If a + b + c +d +e does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

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.

If a + b + c +d +e does not sum to 100%, explain the difference.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	N/A

Actual Target Data for FFY 2007:

As directed by the 10/15/08 Indicator Support Grid, WI has included progress data and improvement activities in the SPP.

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Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007

[If applicable]

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007

<p>Categories:</p> <ul style="list-style-type: none"> A) Improve data collection/reporting or systems B) Improve systems administration & monitoring C) Provide training/professional development D) Provide technical assistance E) Clarify/examine/develop policies & procedures 	<ul style="list-style-type: none"> F) Program development G) Collaboration/coordination H) Evaluation I) Increase/adjust FTE J) Other 	<p>Color Code:</p> <ul style="list-style-type: none"> Completed Continuing as stated in SPP New or revised activity Activity Description
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Monitoring Priority: FAPE in the LRE

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

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

Measurement:

Percent = # of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total # of respondent parents of children with disabilities times 100.

FFY	Measurable and Rigorous Target
<p>2007 (2007-2008)</p>	<p>76.1% of parents with a child receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.</p>

Actual Target Data for FFY 2007:

Based on the 2007-2008 distribution of proportionate agreement, 73.41% of respondent parents reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities. The State did not meet the target of 76.1% for FFY 2007. Table 1 provides the number of respondent parents and results for each survey used.

Table 3 shows the calculation used to account for results from the Part B and 619 surveys.

Table 3: Percent Representation of Disability Categories in Respondent Group		
Survey	N = Number of Respondent Parents	Lowest % Agreement of Performance Measures
Part B Survey	1,237	72.2%
619 Survey	185	81.5%

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Computational details are shown below:

$(a+b) / (\text{Total N for 619 \& Part B Data}) = \text{final combined percentage for 2007-2008}$

$a = N \text{ for Part B} * (\text{percent result for lowest \% Agreement of Performance Measures for Part B})$

$b = N \text{ for 619 Data} * (\text{percent result for lowest \% Agreement of Performance Measures for 619 Data})$

$a = 1,237 * .722 = 893.114$

$b = 185 * .815 = 150.775$

$\text{Total N} = 1,237 + 185 = 1,422$

Final Combined Percentage for 2007-2008 =

$(893.114 + 150.775) / 1,422$

$1,043.889 / 1,422$

0.734099

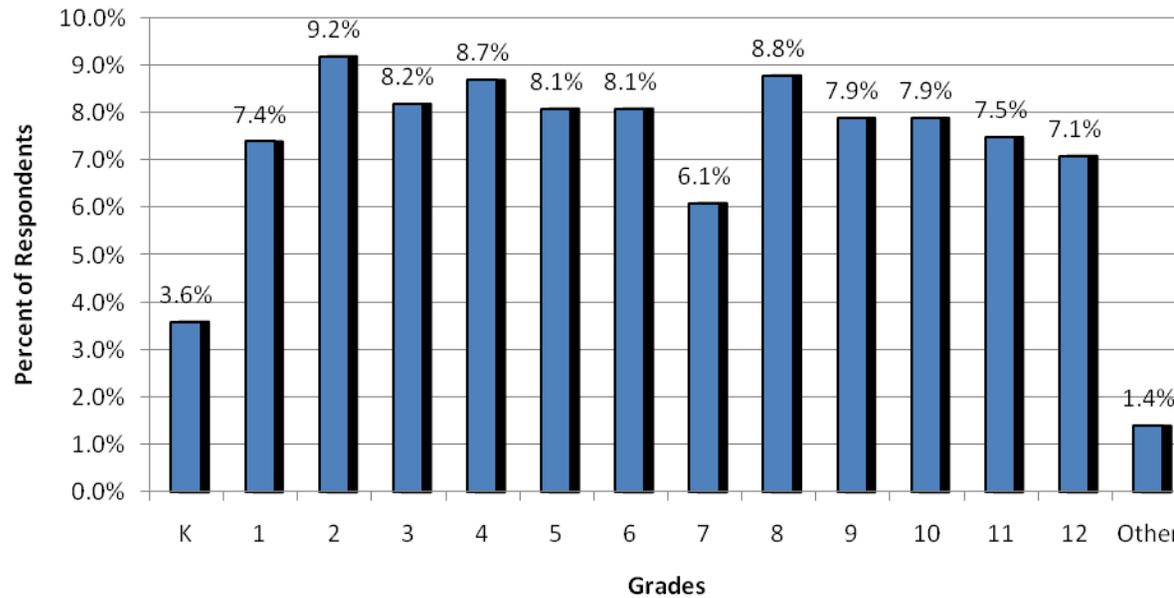
73.41%

Respondent Characteristics

The 2007-2008 data was compiled from 1,422 parents and primary caregivers. The State selected a random sample of 4,646 students from 86 LEAs. When totaled, 1,237 parents provided valid responses to the Wisconsin Part B Survey and 185 parents provided valid responses to the 619 Survey. According to the *Part B SPP/APR Indicator Analyses* conducted for FFY 2006, approximately one-third of states experienced return rates of 10%-20%. For the purposes of comparison, Wisconsin's return rate was 31%, an improvement of about 8% over the return rate (23%) recorded on FFY 2006 APR.

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

Figure 1: Percent of Respondents Indicating Child's Grade Level (2007-2008)



In addition to examining grade level representation, an analysis was conducted to obtain an estimate of the respondent demographics based on race and ethnicity. Table 2 summarizes the representation of children in race and ethnic categories in the Part B and 619 respondent groups as reported by parents completing the survey. One-thousand two-hundred and nine (1,209) of the 1,237 respondents from Part B provided a response to this demographic item, while 183 of the 185 respondents from the Wisconsin 619 Survey did likewise. Compared to the Part B FFY 2006 data, it was found that more parents of Black/African American and American Indian/Native Alaskan ethnicity were included in the current respondent group. Likewise, more parents of Black/African American and American Indian or Native Alaskan ethnicity were included in the 619 Survey. As a result, a corresponding reduction was observed in the percentage of White students represented in FFY 2007 respondent group.

Race/Ethnicity	Part B Survey (N=1,209)	619 Survey (N=183)
American Indian or Native Alaskan	2.7	2.7
Asian or Pacific Islander	0.7	1.6
Black or African American	5.0	3.8
Hispanic or Latino	2.6	2.7
Multi-racial	2.6	2.2
White	85.7	86.3
Other	0.7	0.5

Table 3 summarizes the representation of children in the Part B and 619 respondent groups as reported by parents based on disability category. One-thousand eighty-nine (1,089) of the 1,237 respondents from Part B responded to this demographic item, while 174 of the 185 respondents from the Wisconsin 619 Survey responded similarly. Compared to the Part B FFY 2006 respondents, more parents of students with a Speech/Language Impairment and a Significant Developmental Delay were observed in the FFY 2007 respondent group. Also, compared to the FFY 619 Survey, more parents of students in the categorical areas of a Significant Developmental Delay, Specific Learning Disability, and Autism were observed in the FFY 2007 respondent group. Some of these differences may be accounted for by the fact that the category of "Multiple/Don't Know" was no longer an option for parents completing the FFY 2007 survey.

Disability	Part B Survey (N=1,089)	619 Survey (N=174)
Autism	6.1	5.7
Cognitive Disability	10.5	2.3
Emotional Behavioral Disability	10.7	2.9
Hearing Impairment	1.7	0.0
Orthopedic Impairment	1.0	1.7
Other Health Impairment	6.1	1.7
Significant Developmental Delay	3.6	13.8
Specific Learning Disability	31.1	4.0
Speech/Language Impairment	27.4	67.8
Traumatic Brain Injury	1.0	0.0
Visual Impairment	0.8	0.0

Reliability Analysis

In addition to ascertaining the degree to which the current data are valid, the issue of reliability must also be addressed since both elements are critical in obtaining results which can be used for improvement planning. In order to analyze the reliability of this data, a Cronbach’s Alpha analysis was conducted. This statistic provides a measure of internal consistency – that is, how well the items in the survey are measuring the same concept. Reliability estimates can range from 1.0 to 0.0 (zero), where reliabilities close to 1.0 are considered to be very good, while estimates close to 0.0 represent very poor internal consistency. The reliability estimates calculated for the performance measures of the Part B survey yielded an item reliability of .926, while the reliability estimates calculated for the performance measures for the 619 survey was calculated at .940. These estimates indicated that the survey has demonstrated a high level of reliability based on standards in current research.

Performance Measure Percentages

Figure 2 presents the distribution of percent parent agreement with the entire set of 17 performance measures of the 619 survey. Each bar on the graph represents one item on the survey given to parents of 3 to 5 year olds. The items are statements about practices that schools use to involve parents. The percentage at the top of each bar tells the percent of parents of 3 to 5 year olds that agreed with the statement. For example, 82 % of parents of 3 to 5 year olds agreed with the statement in item Q21, "The School explains what options parents have if they disagree with a decision of the school." As noted previously, item performance measures ranged from a low of 81.5% to a high of 96.7% with a median at 91.8%. Compared to what was observed on the FFY 2006 APR, every item but one increased on the 619 survey.

Figure 2: Percent of Parents Endorsing 619 Item Performance Measures (2007-2008)

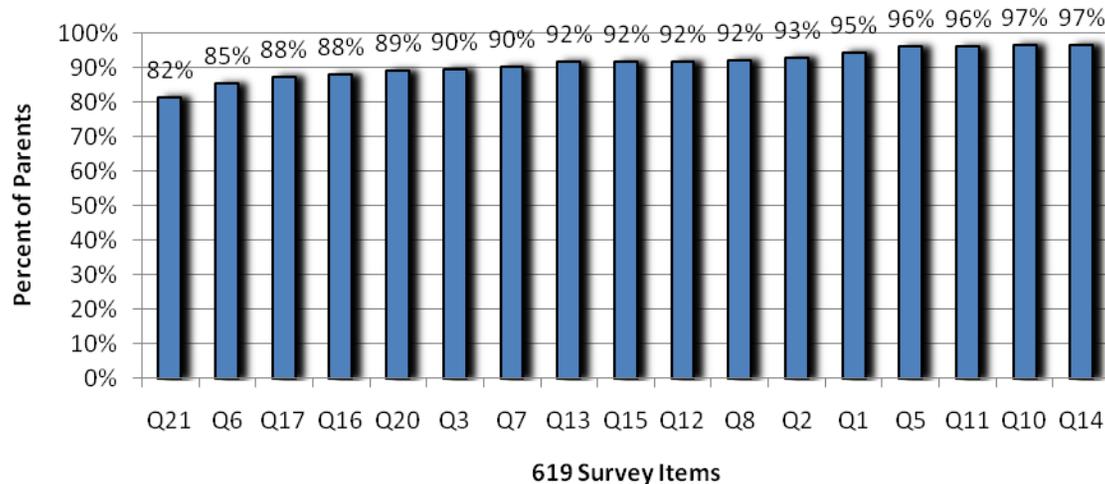
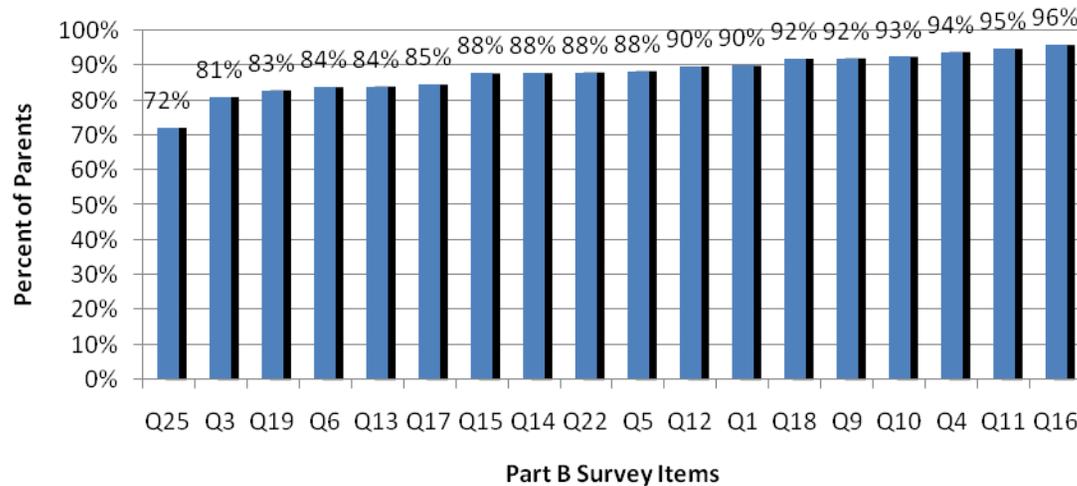


Figure 3 presents the distribution of percent parent agreement with the entire set of 18 performance measures of the Part B survey. Each bar on the graph represents one item on the survey given to parents of 6 to 21 year olds. The items are statements about practices that schools use to involve parents. The percentage at the top of each bar tells the percent of parents of 6 to 21 year olds that agreed with the statement. For

example, 72 % of parents of 6 to 21 year olds agreed with the statement in item Q25, "The School explains what options parents have if they disagree with a decision of the school." Percent of agreement for each performance measure ranged from a low of 72.2% to a high of 95.9%, with the median at 88.25%. These results were found to be highly consistent with the results reported on the FFY 2006 APR.

Figure 3: Percent of Parents Endorsing Part B Item Performance Measures (2007-2008)



Research suggests that students with involved parents, regardless of background, are more likely to earn higher grades and test scores, be promoted and earn credits, attend school more regularly, demonstrate appropriate social skills, and graduate and go on to higher education. (Peterson, L. & Kreider, H., 2005). The involvement of families in the education of their children is therefore a factor in achieving the desired outcomes in Indicators 1 through 14. Family involvement research has demonstrated repeatedly that schools' efforts to involve families are essential for school-wide family involvement to occur. Indicator 8 is a direct measure of family perceptions of how schools facilitated parent involvement. The NCSEAM Part B Parent Survey and 619 Parent Survey, used to collect Wisconsin's data, elicit responses that correspond to communication between school and home, equal partnership between parents and educators, and provision of information about special education rights and issues.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:

Explanation of Progress or Slippage

In FFY 2006, the actual target data was calculated at 73.57%, while the current FFY actual target data was calculated at 73.41%, representing a difference of 0.16%. The confidence intervals around these results strongly suggest that the State maintained its performance and therefore, neither progress nor slippage occurred.

Discussion of Improvement Activities Completed

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

State Performance Plan Improvement Activities			
<p>Wisconsin Statewide Parent-Educator Initiative (http://dpi.wi.gov/sped/parent.html) The Wisconsin Statewide Parent-Educator Initiative (WSPEI) is a WDPI state discretionary project that serves parents, educators, and others interested in parent-educator partnerships for children with disabilities. Two statewide coordinators and 27 parent liaisons, based in the Cooperative Educational Service Agencies (CESA), collaborate with LEA staff, more than 150 LEA-based parent liaisons, and staff from Wisconsin Family Assistance Center for Education Training and Support (WI FACETS) to facilitate positive relationships between staff and parents of children with disabilities. One of the goals of WSPEI is to help parents and school districts find or create the resources that will help them build positive working relationships that lead to shared decision making and children's learning. It supports increased sharing of information through networking meetings, conferences, person-to-person contact, and media.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
8 C	<p>Wisconsin Statewide Parent Educator Initiative (WSPEI) Group Training at Conferences</p> <p>a. Parent-educator teams trained by the REACH initiative will train groups of educators and parents in each of the four regional REACH centers and MPS on effective parent involvement practices for schools.</p> <p>b. WDPI will cosponsor the Annual Parent Leadership Conference and the Milwaukee Latino Family Special Education Forum for families of students with disabilities in the spring. WDPI will provide scholarships for parents to attend the annual statewide Transition Conference.</p> <p>c. The WDPI Disproportionality Summer Institute will include information on fostering school-parent partnerships with families of color.</p>	<p>WSPEI consultant and REACH Initiative consultant</p> <p>WSPEI consultant, Parent consultants, WSTI consultant</p> <p>Disproportionality Workgroup</p>	<p>a. During 2007-2008, parent-educator teams trained groups of educators and parents in each of the four regional REACH centers and MPS on effective parent involvement practices for schools.</p> <p>b. WDPI cosponsored the Annual Parent Leadership Conference on May 15, 2008, focusing on evidence-based partnership practices that improve student achievement and behavior; the annual Milwaukee Latino Family Special Education Forum on May 9, 2008; and the annual Circles of Life conference for families of students with disabilities on April 24-25, 2008. WDPI provided scholarships for parents to attend the annual statewide Transition Conference.</p> <p>c. Jack Jorgenson of Madison School District included information in his presentation on fostering school-parent partnerships with families of color.</p>

	<p>d. The Special Education and Pupil Services Leadership Conference will inform directors of special education and parent leaders about the practices measured in the Wisconsin Parent Involvement Survey, the results of the last survey, and successful parent involvement practices.</p>	<p>WSPEI consultant</p>	<p>d. A presentation was given at the October 2007 Special Education Leadership Conference that informed directors of special education and parent leaders about the FFY 2006 results of the Wisconsin Parent Involvement Survey that is used to gather data for Indicator 8. Presenters and participants highlighted evidence-based parent involvement practices to improve results, and practices to increase response rates.</p>
<p>8 C,D</p>	<p>Product development and dissemination</p> <p>a. Current versions of the <i>WDPI Procedural Safeguards Notice, Special Education in Plain Language, Introduction to Special Education and Involving Families in Meeting Student Needs: A Guide for School Staff</i> will be disseminated to LEAs, families, and parent information organizations in print and electronic forms.</p> <p>b. Training for parents will be made available by WSPEI and WI FACETS in diverse media, including print, CD/DVD, online web casts, by telephone, by videoconferencing, and in person.</p>	<p>WSPEI consultant and Compliance consultant</p> <p>WSPEI consultant and program area consultants</p>	<p>a. The WDPI Procedural Safeguards Notice document download in English, Spanish and Hmong received 7,261 hits on the WDPI website. WSPEI printed 5,000 copies for dissemination to parents and school districts. Special Education in Plain Language received 25,630 website visits and 791,885 hits for various pages. WSPEI printed 10,000 copies for dissemination to parents and school districts. 3,684 copies of <i>Introduction to Special Education</i> were downloaded from the WDPI website in three languages. WSPEI printed 25,000 English and 2,100 Spanish copies for dissemination. 598 downloads of <i>Involving Families in Meeting Student Needs: A Guide for School Staff</i> were counted on the REACH website, as well as 995 downloads of the Parent Guide in English and Spanish. The WDPI model IEP forms in Spanish were downloaded 681 times from the WDPI website. 5,000 parent record files in English and Spanish were printed for purchase by school districts for parents. Opening Doors to Postsecondary Education was downloaded from the WDPI website 4,161 times. A system for school districts to purchase printed copies was put into place.</p> <p>b. WSPEI and WI FACETS collaborated to train parents and parent leadership via monthly telephone training, quarterly videoconference training, and 3 webcast trainings.</p>

			phone/letters/home visits/emails related to IDEA to over 57,198 (34,965 parents and 22,233 professionals); reached 26,901 (13,235 parents and 13,666 professionals) through media, resource fairs, conferences, and meetings; provided 257 workshops for 5,007 (3,539 parents and 1,468 educators) of which 45.3% represented minority groups; attended 183 IEP meetings, 11 mediations, and 14 facilitated IEP meetings. There were 43,359 visits to the WI FACETS web site. Newsletters and mailings reached 513,292
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The Circles Of Life Conference

The Circles of Life Conference is a WDPI sponsored event that has been in existence for 24 years. The annual conference is for families who have children of any age with disabilities or special health care needs and the professionals who support and provide services for them. *Circles of Life* is a unique opportunity to develop new skills, garner the latest information, and form lasting friendships. The conference includes nationally known keynote speakers, topical sectionals, parent listening sessions, family fun night, roundtable discussions on such topics as individualized service plans and serving adolescents with Asperger's Syndrome through social-communication intervention.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
8 C G	The Circles Of Life Conference The Circles of Life Conference is a WDPI sponsored event that has been in existence for 24 years.	WSPEI consultant	The annual Circles of Life conference for families of students with disabilities was held on April 24-25, 2008.

Responsive Education for All Children (REACH) <http://www.reachwi.com/>

The Responsive Education for All Children (REACH) is a statewide initiative to help Wisconsin schools establish and sustain the capacity to make systemic improvement needed to reduce barriers to learning and enable all students, including students with disabilities, to experience success.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
8 A, B, C, D, E, F, G, H	Responsive Education for All Children (REACH) REACH provided a research-based framework and professional development resources for Wisconsin schools to use to support school improvement. Within the framework, instructional options, professional development and collaborative partnerships helped to support educators and families as they identify and implement strategies that promote positive student outcomes.	WDPI REACH Consultant	2007-2008 Activities completed: 33 REACH incentive grants were awarded, representing 58 school districts and 174 early childhood, elementary, middle, and high schools. Grants were awarded to schools with priorities in reading and math achievement, social emotional and behavior factors, graduation gap, disproportionate identification of minority students as students with disabilities. Educators and family members participated in REACH statewide workshops. Workshops were offered at no

	<p>Four REACH regional centers provided training and technical assistance supporting the REACH framework and tools throughout the state. District incentive grants were given to a limited number of high needs schools to support implementation of the REACH framework.</p>	<p>charge to school districts, both grant and non-grant recipients.</p> <p>Professional mentors trained in the REACH framework assisted REACH grant recipients in implementing the REACH framework components at the school and district levels.</p> <p>Four regional centers representing all 12 CESAs offered REACH workshops.</p> <p>Three REACH Poster Showcase Conferences were held in Spring 2008.</p>
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007

In response to parents and other stakeholders in the parent survey process, the number of items in both the Part B and 619 surveys was reduced for FFY2007 and subsequent years. The survey items analyzed in prior years for Indicator 8 APR data were not removed or changed. This step made the survey shorter for parents to complete without affecting comparability of results. In addition, WDPI required a minimum response rate from each LEA and provided monthly progress reports until the LEA achieved the minimum rate.

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

Monitoring Priority: Disproportionality

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

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

Measurement:

Percent = # of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification divided by # of districts in the State times 100.

Include State’s definition of “disproportionate representation.”

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Wisconsin annually collects district-level data, disaggregated by race/ethnicity, for students aged 6 through 21 in special education and in all disability categories. Wisconsin Department of Public Instruction (WDPI) uses child count data to complete the *Report of Children with Disabilities Receiving Special Education under Part B of the Individuals with Disabilities Education Act*. All children with disabilities as reported on the state’s child count are included when determining disproportionality (not limited to selected racial/ethnic groups). Disproportionate representation includes under-representation as well as over-representation.

The State’s definition of disproportionate representation of racial and ethnic groups in special education and related services 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 developed equation for risk ratio (risk for racial/ethnic group for disability category / risk for comparison group for disability category) with a comparison group of the remaining race/ethnic categories. WDPI does not use a risk ratio in determining under-representation but uses a calculation of risk as described below.
- 2. Calculating Risk:** Because white students have been the unit of comparison used by the National Research Council in their analysis of this issue, and because white students in Wisconsin have never been regarded as an over-represented racial group in special education, or in any disability category, their risk level for the state is used as the comparison group for this second factor.

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

To be identified for under-representation based on statistical data, the district risk for a particular race/ethnic category must be one-fifth or less than the national risk for that racial/ethnic group or, when national data is unavailable, the state risk.

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

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

Once districts are identified based on data for disproportionate representation, district and department staff review policies, procedures, and practices used in identification to determine whether students are appropriately identified and that all policies, procedures, and practices are race neutral and in compliance with state special education law and part B of IDEA 2004.

Actual Target Data for FFY 2007:

The percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification for the 2007-2008 SY is 0%. WDPI met the FFY 2007 target of 0%.

During the 2007-2008 SY, WDPI again identified nine districts indicating disproportionate over-representation in special education and related services based on data. Of the nine districts with disproportionate over-representation in special education, five of the districts have disproportionate over-representation of American Indian students, and four have disproportionate over-representation of African American students. WDPI also reviewed data for under-representation. Based on the above criteria for calculating under-representation, WDPI did not identify any districts with disproportionate under-representation in special education and related services.

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

However, following an examination of the data, districts identified with significant disproportionality based on race and ethnicity of children with disabilities were required to reserve the maximum amount of funds under section 613(f) of the Act to provide comprehensive coordinated early intervening services to serve children in the LEA, particularly children in those groups that were significantly over identified. The districts were directed to develop improvement plans to increase cultural competency and classroom management skills in working with racially and linguistically diverse students. The improvement plans are reviewed by department staff as part of the Local Performance Plan. The plans include activities designed to create systemic change to improve outcomes for all students, particularly racially and linguistically diverse students. For FFY 2007, each district completed the activities provided for in their district improvement plan.

Calculation

To determine the percent of districts, WDPI divided zero districts with disproportionate over-representation in special education and related services that was the result of inappropriate identification plus zero districts with under-representation by 447, the total number of LEAs, times 100. The total number of LEAs includes 426 public school districts, 17 independent charter schools, the two state schools, the Department of Corrections, and the Department of Health and Family Services. The percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification for the 2007-2008 SY is 0%.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:

Clarification to OSEP's Comment in Wisconsin Part B FFY 2006 SPP/APR Response Table

The State's data for this indicator on page 63 of the FFY 2006 APR was not consistent with the data reported on page 62 of the FFY 2006 APR. OSEP does assume correctly that the State inadvertently failed to amend the data on page 63 of the FFY 2006 APR.

Explanation of Slippage that occurred in 2007-2008

No slippage occurred because the State met its target of 0%.

Discussion of Improvement Activities Completed

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

State Performance Plan Improvement Activities			
WDPI Disproportionality Workgroup WDPI commits significant staff time and resources to addressing disproportionality. The Disproportionality Workgroup consists of nine 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 minigrants to identified districts.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
9,10 I	WDPI Disproportionality Workgroup WDPI provided on-going targeted technical assistance and conducted 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 provided general technical assistance to other districts within the state and other pertinent stakeholders.	Disproportionality workgroup	Monthly meetings (Workgroup members listed at http://www.dpi.wi.gov/sped/spp-disp.html) The Disproportionality Workgroup is involved in planning and implementing all of the activities listed below.
9, 10 A, B, C, D, E	Annual data review and notification of districts with disproportionate representation WDPI annually informs districts that meet the State definition of disproportionate representation. WDPI reviews their policies, procedures, and practices to determine whether the disproportionate representation is based on inappropriate identification. In addition, WDPI annually informs districts that are close to meeting the State definition of disproportionate representation. WDPI provides technical assistance to these districts through resource information and training opportunities.	Disproportionality workgroup	Districts were notified that they met the State definition of disproportionate representation based on data. Two districts were notified that they are close to meeting the State definition of disproportionate representation. The letter provided resource information and identified training opportunities. After review of district policies, procedures, and practices, 0% of the districts were found to have disproportionate representation based on inappropriate identification.
9, 10 C, D	Technical assistance to districts WDPI offers regional training and webinars on eligibility criteria, cultural competency, and other topics for the purpose of providing statewide	Special education team members	Information about technical assistance opportunities may be found on the DPI website at http://www.dpi.wi.gov/sped/spp-disp.html .

	technical assistance to LEAs.		<p>December 4, 2007 – Technical Assistance Workshop: Setting the Stage for Courageous Conversations about Race – Glenn Singleton, Pacific Educational Group (PEG) - open to all identified district teams.</p> <p>Cultural Competence Tools and resources are listed on the disproportionality webpage listed above. These are updated annually as existing materials and new resources are improved or identified:</p> <ul style="list-style-type: none"> • Racial Disparity in Special Education District Profile • Annotated Checklist for addressing disproportionality in special education • Guiding Questions: Differentiating Disordered Behavior from Cultural Mismatch • Culturally Responsive Practices in Schools: The Checklist to Address Disproportionality
9,10 D	<p>WDPI Disproportionality webpage WDPI has established a disproportionality webpage (www.dpi.state.wi.us/sped/cifms-disp.html) that provides information and resources for all districts, but is especially beneficial to districts that have been identified as having significant disproportionality.</p>	Disproportionality workgroup	<p>Continued maintenance (http://www.dpi.wi.gov/sped/spp-disp.html)</p>
<p>Annual Disproportionality Institute Each year, WDPI conducts an institute on addressing disproportionality for districts identified with over-representation and under-representation and other interested stakeholders. Nationally recognized experts on disproportionality present and WDPI provides workshops and technical assistance to LEAs identified with disproportionate representation.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
9,10 A, B, C, D,E	<p>WDPI Disproportionality Institute Annually (in August), WDPI conducts an institute on addressing disproportionality for districts identified with over-representation and under-representation and other interested stakeholders. The first half of the institute is for a general audience that includes representatives from LEAs, parents, stakeholders and WDPI staff. Districts identified</p>	Disproportionality workgroup	<p><i>Summer Institute 2007: Addressing Disproportionality - Sharing What We Have Learned</i> (August 7-8, 2007).</p> <p>224 people attended</p> <p>100% of districts identified as having disproportionate representation (both over- and under-) attended.</p> <p>Highlights of the agenda:</p>

	<p>with disproportionate over-representation are required to bring to the institute teams comprised of general and special education staff. Presentations are given on national and local efforts, initiatives, and issues involved in understanding, identifying, and addressing racial disproportionality.</p> <p>The second half of the institute is for a targeted audience comprised of teams from districts identified with significant disproportionality and representatives from each of the 12 cooperative educational service agencies (CESAs). Department liaisons work with the district teams to analyze data and develop improvement plans. In addition to assistance from department staff, assistance is provided by Dan Losen and representatives from NCCRESt, North Central Regional Resource Center, and the Access Center. Following the institute, districts submit an evaluation and improvement plan</p>		<p>KEYNOTE: <i>Creating Culturally Responsive Classrooms</i> Dr. Donna Ford, Vanderbilt University</p> <p>KEYNOTE: <i>What Native Students and Teachers of Native Students Say About School & Schooling</i> Dr. Thomas Peacock, University of Minnesota--Duluth</p> <p>KEYNOTE: <i>Reconceptualizing the African American Educational Pipeline: New Perspectives from a Systematic Analysis</i> Dr. Jerlando Jackson, University of Wisconsin--Madison</p> <p>KEYNOTE: <i>Risk and Resiliency: Unpacking the Over-placement of American Indian and Alaska Native Students in Special Education Programs and Services in the Early Grades</i> Dr. Susan Faircloth, Penn State University</p> <p>KEYNOTE: <i>Enhancing Culturally Diverse Males' Scholar Identity</i> Dr. Gilman Whiting, Vanderbilt University</p> <p>Sectionals: <i>Addressing Disproportionality in the Madison Metropolitan School District--Transfer Students Are a Part of the Puzzle</i></p> <p><i>A Conversation About Emotional Behavioral Disability (EBD Eligibility Criteria)</i></p> <p><i>Disproportionality Data Analysis Workbook: A Process for Analyzing Data and Reflecting on Hypothesis</i></p> <p><i>A Conversation About Cognitive Disabilities (CD Eligibility Criteria)</i></p> <p><i>Using Required IDEA Funds to Address Significant</i></p>
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			<p><i>Disproportionality</i></p> <p><i>Examining a Guiding Questions Tool for Determining Disordered Behavior from Cultural Mismatch</i></p> <p>Showcase of district initiatives Monona Grove: <i>Using a Problem Solving/Response to Instruction Model to Address Disproportionality</i></p> <p>Verona: <i>Response to Disproportionality: Early Intervention Literacy Specialists</i></p> <p>Appleton: <i>A School District's Approach to Addressing Disproportionality—Weaving New Fabric for a Growing Community</i></p> <p>(http://www.dpi.wi.gov/sped/spp-disp.html)</p>
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Disproportionality Mini-grants
 WDPI provides mini-grants to LEAs and CESAs to address disproportionality on the local and regional level.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
9,10 C, F, G	<p>Disproportionality Mini-grants WDPI provided mini-grants to LEAs and CESAs to address disproportionality on 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 CESAs</p>	<p>FFY 07 Grants awarded to:</p> <p>“Guiding Questions: Differentiating Disordered Behavior from Cultural Mismatch” (Lisa Bardon, UW – Stevens Point). These guiding questions are designed for use by school personnel working with students with behavioral difficulties.</p> <p>Racial Disparity in Special Education: A District Profile Workbook (Daniel Losen, Harvard Civil Rights Project). (http://www.dpi.wi.gov/sped/spp-disp.html)</p>

Responsive Education for All Children (REACH) <http://www.reachwi.com/>
 The Responsive Education for All Children (REACH) is a statewide initiative to help Wisconsin schools establish and sustain the capacity to make systemic improvement needed to reduce barriers to learning and enable all students, including students with disabilities, to experience success.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
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<p>9, 10 A, B, C, D, E, F, G, H</p>	<p>Responsive Education for All Children (REACH), http://www.dpi.wi.gov/reach/ (Project Administration and Grants) and http://www.reachwi.org (Technical Assistance and Resource Clearinghouse)</p> <p>Responsive Education for All Children (REACH) http://www.reachwi.com/ REACH provided a research-based framework and professional development resources for Wisconsin schools to use to support school improvement. Within the framework, instructional options, professional development and collaborative partnerships helped to support educators and families as they identify and implement strategies that promote positive student outcomes.</p> <p>Four REACH regional centers provided training and technical assistance supporting the REACH framework and tools throughout the state. District incentive grants were given to a limited number of high needs schools to support implementation of the REACH framework.</p> <p>The REACH grant supports an RTI framework with districts involved in the project. This has allowed WDPI to begin the process on a smaller scale prior to full state implementation.</p>	<p>WDPI REACH Consultant</p>	<p>2007-2008 Activities completed: 33 REACH incentive grants were awarded, representing 58 school districts and 174 early childhood, elementary, middle, and high schools. Grants were awarded to schools with disproportionate identification of minority students as students with disabilities.</p> <p>Educators and family members participated in REACH statewide workshops. Workshops were offered at no charge to school districts, both grant and non-grant recipients.</p> <p>Professional mentors trained in the REACH framework assisted REACH grant recipients in implementing the REACH framework components at the school and district levels.</p> <p>Four regional centers representing all 12 CESAs offered REACH workshops.</p> <p>Three REACH Poster Showcase Conferences were held in Spring 2008.</p>
<p>Wisconsin Response to Intervention Initiatives (RTI) WDPI has been working both internally and externally to create a statewide framework for the implementation of RTI strategies within school districts. An internal workgroup comprised of personnel from the Special Education, Content and Learning, Student Services: Prevention and Wellness, and Title 1 School Support teams meets monthly to work on conceptualizing and developing the framework.</p>			
<p>Indicator and Category(s)</p>	<p>Improvement Activity Description</p>	<p>Resources</p>	<p>Status of Improvement Activity FFY 2007</p>
<p>9, 10 B, C, G, H</p>	<p>Wisconsin Response to Intervention Initiatives (RTI) WDPI continued to conceptualize and develop a</p>	<p>RTI Internal Workgroup</p>	<p>A second workgroup was created in November 2007 comprised of individuals assigned to attend the National Summit on RTI in December 2007. This</p>

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	<p>statewide framework for the implementation of RTI strategies within Wisconsin school districts.</p>		<p>group had representatives from the WDPI teams, as well as individuals from professional education and parent organizations from the state, and personnel from two national organizations who offer states support in RTI. This group is working with the smaller internal workgroup to guide the full scale implementation process. An external taskforce has been working for the past two years on overseeing the development of the framework. This group has representatives from professional and parent organizations, and school personnel including teachers and administrators.</p> <p>An initial set of guiding principles for the implementation of Rtl at the statewide level were presented to the State Superintendent’s Collaborative Council in April, 2008. The Collaborative Council is comprised of representatives from professional educational organizations, parent groups, and other community stakeholders.</p> <p>The workgroup developed guidance to assist districts in assessing local practice in light of the WDPI guiding principles.</p>
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007

The definition of disproportionate representation has been revised per OSEP’s direction.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
<p>9, 10 A, C, F, G</p>	<p>Disproportionality Demonstration Grants Beginning in FFY 2007, WDPI funded disproportionality demonstration grants. The purpose of these grants is to fund large scale and systems-wide projects with an explicit goal of creating tools or guides so other districts can replicate success reducing disproportionality in special</p>	<p>Disproportionality workgroup LEAs CESAs</p>	<p>FFY 07 Grants awarded to- Professional development: culturally-proficient instructional practices and school-parent partnerships (Appleton Area School District)</p>

	<p>education. Districts identified as having 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><u>Priority Areas:</u></p> <ul style="list-style-type: none"> • Large districts identified as having significant disproportionality based on more than one race and more than one disability category. The district’s model for addressing disproportionality will focus on developing strategies that are effective in a highly-complex environment with traditional and compartmentalized educational services and systems. • Rural districts or district-led consortiums of small and rural districts that have been identified as disproportionate based on one race. The districts’ model for addressing disproportionality will focus on issues that affect a particular minority population within the context of a rural community. 		<p>Refining and implementing culturally-responsive progress monitoring software (Madison Metropolitan School District)</p> <p>Research-based early intervention literacy program (Verona Area Schools)</p> <p>Understanding Native American students in Wisconsin: a clearinghouse website and tools to address behavior (CESA #12)</p> <p>(http://www.dpi.wi.gov/sped/spp-disp.html)</p>
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Categories:		Color Code:
A) Improve data collection/reporting or systems	F) Program development	Completed
B) Improve systems administration & monitoring	G) Collaboration/coordination	Continuing as stated in SPP
C) Provide training/professional development	H) Evaluation	New or revised activity
D) Provide technical assistance	I) Increase/adjust FTE	Activity Description
E) Clarify/examine/develop policies & procedures	J) Other	

Monitoring Priority: 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 # of districts in the State times 100.
 Include State’s definition of “disproportionate representation.”
 Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	0% of districts will have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Wisconsin annually collects district-level data, disaggregated by race/ethnicity, for students aged 6 through 21 in special education and in all disability categories. Wisconsin Department of Public Instruction (WDPI) uses child count data to complete the *Report of Children with Disabilities Receiving Special Education under Part B of the Individuals with Disabilities Education Act*. All children with disabilities as reported on the state’s child count are included when determining disproportionality (not limited to selected racial/ethnic groups). As directed by OSEP, WDPI has revised the following definition of disproportionate representation to also include under-representation as well as over-representation.

The State’s definition of disproportionate representation of racial and ethnic groups in specific disability categories is based on the following criteria:

- 1. Risk Ratio of 2.0 or Greater:** In calculating the risk ratio for over-representation, WDPI will use the Westat developed equation for risk ratio (risk for racial/ethnic group for disability category / risk for comparison group for disability category) with a comparison group of the remaining race/ethnic categories. WDPI does not use a risk ratio in determining under-representation but uses a calculation of risk as described below.
- 2. Risk:** Because white students have been the unit of comparison used by the National Research Council in their analysis of this issue, and because white students in Wisconsin have never been regarded as an over-represented racial group in special education or in any disability category, their risk level for the state is used as the comparison group for this second indicator.

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

To be identified for under-representation based on statistical data, the district risk for a particular race/ethnic category must be one-fifth or less than the national risk for that racial/ethnic group in a particular disability category or, when national data is unavailable, the state risk for that racial/ethnic group in a particular disability category.

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

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

WDPI applies the criteria disaggregated by each of the six specific disability categories (mental retardation, specific learning disabilities, emotional disturbance, speech or language impairments, other health impairments, and autism).

Once districts are identified based on data for disproportionate representation, district and department staff review policies, procedures, and practices used in identification to determine whether students are appropriately identified and that all policies, procedures, and practices are race neutral and in compliance with state special education law and part B of IDEA 2004.

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

Actual Target Data for FFY 2007:

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The percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification for the 2007-2008 SY is 0%. The State met its FFY 2007 target of 0%.

During the 2007-2008 SY, based on the above criteria, WDPI identified 29 districts with disproportionate over-representation in one or more special education disability categories. Of these districts, 18 were identified as having disproportionate over-representation of African American students in a special education disability category, 10 districts were identified as having disproportionate over-representation of American Indian students, and 1 district was identified as having disproportionate over-representation of Hispanic students. Three districts were identified with over-representation of both African American students and American Indian students. WDPI also reviewed data for under-representation. Based on the above criteria for calculating under-representation, WDPI identified 37 districts with disproportionate under-representation in one or more special education disability categories. Seven districts were identified with both under-and over-representation. Of the districts identified with under-representation, 29 were identified as having under-representation of Asian students in a special education disability category, and 8 were identified as having under-representation of Hispanic students in a special education disability category.

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

However, following an examination of the data, districts identified with significant disproportionality based on race and ethnicity with respect to the identification of children with disabilities were required to reserve the maximum amount of funds under section 613(f) of the Act to provide comprehensive coordinated early intervening services to serve children in the LEA, particularly children in those groups that were significantly over identified. The districts were directed to develop improvement plans to increase cultural competency and classroom management skills in working with racially and linguistically diverse students. The improvement plans are reviewed by department staff. The plans include activities designed to create systemic change to improve outcomes for all students, particularly racially and linguistically diverse students. For FFY 2007, each district completed the activities provided for in their district improvement plan.

Calculation

To determine the percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories, WDPI divided 0 by 447, the total number of LEAs, times 100. The total number of LEAs includes 426 public school districts, 17 independent charter schools, the two state schools, the Department of Corrections, and the Department of Health and Family 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 2007 is 0%.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:

No slippage occurred because the State met its target of 0%.

Discussion of Improvement Activities Completed

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

State Performance Plan Improvement Activities			
<p>WDPI Disproportionality Workgroup WDPI commits significant staff time and resources to addressing disproportionality. The Disproportionality Workgroup consists of nine 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 minigrants to identified districts.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
9,10 I	<p>WDPI Disproportionality Workgroup WDPI provided on-going targeted technical assistance and conducted 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 provided general technical assistance to other districts within the state and other pertinent stakeholders.</p>	Disproportionality workgroup	<p>Monthly meetings (Workgroup members listed at http://www.dpi.wi.gov/sped/spp-disp.html) The Disproportionality Workgroup is involved in planning and implementing all of the activities listed below.</p>
9, 10 A, B, C, D, E	<p>Annual data review and notification of districts with disproportionate representation WDPI annually informs districts that meet the State definition of disproportionate representation. WDPI reviews their policies, procedures, and practices to determine whether the disproportionate representation is based on inappropriate identification. In addition, WDPI annually informs districts that are close to meeting the State definition of disproportionate representation. WDPI provides technical assistance to these districts through resource information and training opportunities.</p>	Disproportionality workgroup	<p>Districts were notified that they met the State definition of disproportionate representation based on data. Two districts were notified that they are close to meeting the State definition of disproportionate representation. The letter provided resource information and identified training opportunities. After review of district policies, procedures, and practices, 0% of the districts were found to have disproportionate representation based on inappropriate identification.</p>
9, 10	Technical assistance to districts		

C, D	WDPI offers regional training and webinars on eligibility criteria, cultural competency, and other topics for the purpose of providing statewide technical assistance to LEAs.	Special education team members	<p>Information about technical assistance opportunities may be found on the DPI website at http://www.dpi.wi.gov/sped/spp-disp.html.</p> <p>December 4, 2007 – Technical Assistance Workshop: Setting the Stage for Courageous Conversations about Race – Glenn Singleton, Pacific Educational Group (PEG) - open to all identified district teams.</p> <p>Cultural Competence Tools and resources are listed on the disproportionality webpage listed above. These are updated annually as existing materials and new resources are improved or identified:</p> <ul style="list-style-type: none"> • Racial Disparity in Special Education District Profile • Annotated Checklist for addressing disproportionality in special education • Guiding Questions: Differentiating Disordered Behavior from Cultural Mismatch • Culturally Responsive Practices in Schools: The Checklist to Address Disproportionality
9,10 D	<p>WDPI Disproportionality webpage WDPI has established a disproportionality webpage (www.dpi.state.wi.us/sped/cifms-disp.html) that provides information and resources for all districts, but is especially beneficial to districts that have been identified as having significant disproportionality.</p>	Disproportionality workgroup	Continued maintenance (http://www.dpi.wi.gov/sped/spp-disp.html)
<p>Annual Disproportionality Institute Each year, WDPI conducts an institute on addressing disproportionality for districts identified with over-representation and under-representation and other interested stakeholders. Nationally recognized experts on disproportionality present and WDPI provides workshops and technical assistance to LEAs identified with disproportionate representation.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
9,10 A, B, C, D,E	<p>WDPI Disproportionality Institute Annually (in August), WDPI conducts an institute on addressing disproportionality for districts identified with over-representation and under-representation and other interested</p>	Disproportionality workgroup	<p><i>Summer Institute 2007: Addressing Disproportionality - Sharing What We Have Learned</i> (August 7-8, 2007).</p> <p>224 people attended</p>

	<p>stakeholders. The first half of the institute is for a general audience that includes representatives from LEAs, parents, stakeholders and WDPI staff. Districts identified with disproportionate over-representation are required to bring to the institute teams comprised of general and special education staff. Presentations are given on national and local efforts, initiatives, and issues involved in understanding, identifying, and addressing racial disproportionality.</p> <p>The second half of the institute is for a targeted audience comprised of teams from districts identified with significant disproportionality and representatives from each of the 12 cooperative educational service agencies (CESAs). Department liaisons work with the district teams to analyze data and develop improvement plans. In addition to assistance from department staff, assistance is provided by Dan Losen and representatives from NCCRESt, North Central Regional Resource Center, and the Access Center. Following the institute, districts submit an evaluation and improvement plan</p>	<p>100% of districts identified as having disproportionate representation (both over- and under-) attended.</p> <p>Highlights of the agenda:</p> <p>KEYNOTE: <i>Creating Culturally Responsive Classrooms</i> Dr. Donna Ford, Vanderbilt University</p> <p>KEYNOTE: <i>What Native Students and Teachers of Native Students Say About School & Schooling</i> Dr. Thomas Peacock, University of Minnesota--Duluth</p> <p>KEYNOTE: <i>Reconceptualizing the African American Educational Pipeline: New Perspectives from a Systematic Analysis</i> Dr. Jerlando Jackson, University of Wisconsin--Madison</p> <p>KEYNOTE: <i>Risk and Resiliency: Unpacking the Over-placement of American Indian and Alaska Native Students in Special Education Programs and Services in the Early Grades</i> Dr. Susan Faircloth, Penn State University</p> <p>KEYNOTE: <i>Enhancing Culturally Diverse Males' Scholar Identity</i> Dr. Gilman Whiting, Vanderbilt University</p> <p>Sectionals: <i>Addressing Disproportionality in the Madison Metropolitan School District--Transfer Students Are a Part of the Puzzle</i></p> <p><i>A Conversation About Emotional Behavioral Disability (EBD Eligibility Criteria)</i></p> <p><i>Disproportionality Data Analysis Workbook: A Process for Analyzing Data and Reflecting on Hypothesis</i></p> <p><i>A Conversation About Cognitive Disabilities (CD</i></p>
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			<p>Eligibility Criteria)</p> <p><i>Using Required IDEA Funds to Address Significant Disproportionality</i></p> <p><i>Examining a Guiding Questions Tool for Determining Disordered Behavior from Cultural Mismatch</i></p> <p>Showcase of district initiatives Monona Grove: <i>Using a Problem Solving/Response to Instruction Model to Address Disproportionality</i></p> <p>Verona: <i>Response to Disproportionality: Early Intervention Literacy Specialists</i></p> <p>Appleton: <i>A School District's Approach to Addressing Disproportionality—Weaving New Fabric for a Growing Community</i></p> <p>(http://www.dpi.wi.gov/sped/spp-disp.html)</p>
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Disproportionality Mini-grants
 WDPI provides mini-grants to LEAs and CESAs to address disproportionality on the local and regional level.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
9,10 C, F, G	<p>Disproportionality Mini-grants WDPI provided mini-grants to LEAs and CESAs to address disproportionality on 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 CESAs</p>	<p>FFY 07 Grants awarded to:</p> <p>“Guiding Questions: Differentiating Disordered Behavior from Cultural Mismatch” (Lisa Bardon, UW – Stevens Point). These guiding questions are designed for use by school personnel working with students with behavioral difficulties.</p> <p>Racial Disparity in Special Education: A District Profile Workbook (Daniel Losen, Harvard Civil Rights Project). (http://www.dpi.wi.gov/sped/spp-disp.html)</p>

Responsive Education for All Children (REACH) <http://www.reachwi.com/>
 The Responsive Education for All Children (REACH) is a statewide initiative to help Wisconsin schools establish and sustain the capacity to make systemic improvement needed to reduce barriers to learning and enable all students, including students with disabilities, to experience success.

Indicator and Category(s)	Indicator and Category(s)	Indicator and Category(s)	Indicator and Category(s)
9, 10 A, B, C, D, E, F, G, H	<p>Responsive Education for All Children (REACH), http://www.dpi.wi.gov/reach/ (Project Administration and Grants) and http://www.reachwi.org (Technical Assistance and Resource Clearinghouse)</p> <p>Responsive Education for All Children (REACH) http://www.reachwi.com/ REACH provided a research-based framework and professional development resources for Wisconsin schools to use to support school improvement. Within the framework, instructional options, professional development and collaborative partnerships helped to support educators and families as they identify and implement strategies that promote positive student outcomes.</p> <p>Four REACH regional centers provided training and technical assistance supporting the REACH framework and tools throughout the state. District incentive grants were given to a limited number of high needs schools to support implementation of the REACH framework.</p> <p>The REACH grant supports an RTI framework with districts involved in the project. This has allowed WDPI to begin the process on a smaller scale prior to full state implementation.</p>	WDPI REACH Consultant	<p>2007-2008 Activities completed: 33 REACH incentive grants were awarded, representing 58 school districts and 174 early childhood, elementary, middle, and high schools. Grants were awarded to schools with disproportionate identification of minority students as students with disabilities.</p> <p>Educators and family members participated in REACH statewide workshops. Workshops were offered at no charge to school districts, both grant and non-grant recipients.</p> <p>Professional mentors trained in the REACH framework assisted REACH grant recipients in implementing the REACH framework components at the school and district levels.</p> <p>Four regional centers representing all 12 CESAs offered REACH workshops.</p> <p>Three REACH Poster Showcase Conferences were held in Spring 2008.</p>
<p>Wisconsin Response to Intervention Initiatives (RTI) WDPI has been working both internally and externally to create a statewide framework for the implementation of RTI strategies within school districts. An internal workgroup comprised of personnel from the Special Education, Content and Learning, Student Services: Prevention and Wellness, and Title 1 School Support teams meets monthly to work on conceptualizing and developing the framework.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007

<p>9, 10 B, C, G, H</p>	<p>Wisconsin Response to Intervention Initiatives (RTI) WDPI continued to conceptualize and develop a statewide framework for the implementation of RTI strategies within Wisconsin school districts.</p>	<p>RTI Internal Workgroup</p>	<p>A second workgroup was created in November 2007 comprised of individuals assigned to attend the National Summit on RTI in December 2007. This group had representatives from the WDPI teams, as well as individuals from professional education and parent organizations from the state, and personnel from two national organizations who offer states support in RTI. This group is working with the smaller internal workgroup to guide the full scale implementation process. An external taskforce has been working for the past two years on overseeing the development of the framework. This group has representatives from professional and parent organizations, and school personnel including teachers and administrators.</p> <p>An initial set of guiding principles for the implementation of Rtl at the statewide level were presented to the State Superintendent’s Collaborative Council in April, 2008. The Collaborative Council is comprised of representatives from professional educational organizations, parent groups, and other community stakeholders.</p> <p>The workgroup developed guidance to assist districts in assessing local practice in light of the WDPI guiding principles.</p>
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007

The definition of disproportionate representation was revised per OSEP's direction.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
9, 10 A, C, F, G	<p>Disproportionality Demonstration Grants Beginning in FFY 2007, WDPI funded disproportionality demonstration grants. The purpose of these grants is to fund large scale and systems-wide projects with an explicit goal of creating tools or guides so other districts can replicate success reducing disproportionality in special education. Districts identified as having 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><u>Priority Areas:</u></p> <ul style="list-style-type: none"> • Large districts identified as having significant disproportionality based on more than one race and more than one disability category. The district's model for addressing disproportionality will focus on developing strategies that are effective in a highly-complex environment with traditional and compartmentalized educational services and systems. • Rural districts or district-led consortiums of small and rural districts that have been identified as disproportionate based on one race. The districts' model for addressing disproportionality will focus on issues that affect a particular minority population within the context of 	Disproportionality workgroup LEAs CESAs	FFY 07 Grants awarded to- Professional development: culturally-proficient instructional practices and school-parent partnerships (Appleton Area School District) Refining and implementing culturally-responsive progress monitoring software (Madison Metropolitan School District) Research-based early intervention literacy program (Verona Area Schools) Understanding Native American students in Wisconsin: a clearinghouse website and tools to address behavior (CESA #12) (http://www.dpi.wi.gov/sped/spp-disp.html)

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Wisconsin
State

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

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline).

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

Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # determined not eligible whose evaluations were completed within 60 days (or State established timeline).
- c. # determined eligible whose evaluations were completed within 60 days (or State established timeline).

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

Percent = b + c divided by a times 100.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	100% of children with parental consent to evaluate, were evaluated and eligibility determined within 60 days

Actual Target Data for FFY 2007:

The State uses its *Procedural Compliance Self-Assessment* to collect data on this indicator. Each year WDPI collects data from approximately one-fifth of the LEAs in the state. For FFY 2007, ninety-two public agencies conducted the *Procedural Compliance Self-Assessment* and reported the percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 calendar days. The percent of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days during FFY 2007 was 98.20%. This represents progress of 1.72%. This data, which is taken from Wisconsin’s electronic reporting system, is based upon actual, not average number of days. WDPI validates this data to assure accuracy. During FFY 2006, the percent of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days was 96.48%. During FFY 2005, the percent of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days was 88.41%. This trend data shows continual progress toward meeting the target goal of

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100%. The number of cases evaluated within the 60 days include cases meeting the 60-day time limit requirement at 34 CFR 300.301(c) and the exceptions at 34 CFR 300.301(d) and 34 CFR 300.309(c). Although the target of 100% is not met, continual progress is being made, and consistent with OSEP guidance Wisconsin is substantially in compliance with the 60-day evaluation time line requirement.

a. # of children for whom parental consent to evaluate was received:	9,378
b. # determined not eligible whose evaluations and eligibility determinations were completed within 60 days:	3,248
c. # determined eligible whose evaluations and eligibility determinations were completed within 60 days	5,961

Formula:
 Percent = b + c divided by a times 100.
 98.20 = (3,248 + 5,961) ÷ 9,378 x 100

The range of days beyond the 60 day time line is 1 calendar day to 95 calendar days. For FFY 2006 the range was 1 calendar day to 123 calendar days. This data also reflects continual improvement. In agencies with noncompliance, typically there were fewer than five students whose evaluation and eligibility determination exceeded 60 days. Of the agencies that did not complete an initial evaluation within the 60 day time line, 75% did so within 30 calendar days or less beyond the 60 day time line. Reasons for the delays include: staff unavailable, parent unavailable, outside evaluation data unavailable, scheduling problems, additional testing required, and timeline calculation errors. The agencies with findings of noncompliance during FFY 2007 have developed and are implementing a corrective action plan to ensure compliance within one year of identification.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:

WDPI continues to make progress toward meeting the target for this indicator and is in substantial compliance.

Documentation of Correction of OSEP Identified Concerns

The six agencies with findings of noncompliance during FFY 2006 corrected all noncompliance within one year of identification. For FFY 2005, sixteen districts were notified of noncompliance by the WDPI in February-March 2007. In the 2006 APR, WDPI noted that of these 16, 13 districts corrected the noncompliance prior to submitting the FFY 2006 APR, even though the one year from notification had not yet occurred. The three remaining monitoring findings of noncompliance were also corrected within one year of identification. There are no findings of noncompliance for Indicator 11 that have not been corrected within one year of identification.

Discussion of Improvement Activities Completed

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

State Performance Plan Improvement Activities			
<p>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 and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
11 E	Procedural Compliance Self-Assessment Annually review and revise (if needed) the self-assessment standards and directions to clarify exceptions.	Procedural Compliance Self-Assessment Workgroup	Self-assessment standards posted to internet in September 2007 clarify the SLD exception to the 60-day timeline.
11 C	Procedural Compliance Self-Assessment Training on standards and directions.	Procedural Compliance Self-Assessment Workgroup Regional Service Network (RSN) Directors	Webcasts updated fall 2007. Further updates as needed each year.
11 G	Procedural Compliance Self-Assessment Revise the RSN grant to provide LEA training and technical assistance on procedural requirements related to Indicator 11 and the development of LEA systems of internal controls.	RSN Consultant and RSN Directors	RSN grant revised to reflect priorities.
11 C	Procedural Compliance Self-Assessment Provide regular updates to the RSNs.	Procedural Compliance Self-Assessment Workgroup	Updates provided monthly at statewide RSN meetings.
11 G	Procedural Compliance Self-Assessment RSN's provide support to the districts going through the current year cycle.	RSN Directors	Each of the 12 CESAs provided a minimum of two focused regional trainings for LEAs.
11 A	Procedural Compliance Self-Assessment LEAs report the self-assessment results to WDPI,	Procedural Compliance Self-	93 LEAs reported results in December 2007.

	along with planned corrective actions.	Assessment Workgroup	
11 B	<p>Procedural Compliance Self-Assessment WDPI validates through onsite visits in a sample of LEAs that the Procedural Compliance Self-Assessment was conducted as specified.</p> <p>After the activities in the corrective action plan are completed, WDPI staff verifies noncompliance identified during the procedural compliance self-assessment process has been timely corrected by providing additional training and reviewing post-assessment evaluations to ensure the requirements are met.</p>	LPP Consultants	<p><i>Procedural Compliance Self-Assessment process completed December 2007.</i></p> <p>WDPI completed validation activities earlier in the year than in previous years.</p> <p>This verification process was started earlier in the year than in previous years. All previously identified noncompliance verified as corrected within one year of identification.</p>
11 B, D	<p>Procedural Compliance Self-Assessment Districts with identified noncompliance, including noncompliance related to the 60-day timeline for determining special education eligibility, are required to develop and implement a corrective action plan that is reported through the procedural compliance self-assessment process.</p> <p>After the activities in the corrective action plan are completed, WDPI staff verifies that this noncompliance has been corrected by reviewing post-assessment evaluations and providing additional training to ensure that the required 60-day time line is met. Districts are further required to develop an internal control system to continuously monitor compliance with this indicator.</p> <p>For children found eligible whose evaluations and eligibility determinations do not meet the 60-day time limit requirement, LEAs considered compensatory services as soon as possible.</p> <p>The self-assessment process requires districts to have an internal district control system that further ensures future compliance with this requirement. WDPI staff provided technical assistance and</p>	<p>Procedural Compliance Self-Assessment Workgroup</p> <p>LPP Consultants</p> <p>LPP Consultants</p> <p>LPP Consultants</p>	<p>All noncompliance identified was corrected within one year from identification. Will continue in each year of the cycle.</p> <p>WDPI staff verified all LEAs corrected identified noncompliance.</p> <p>All LEAs reported compensatory services were considered timely.</p> <p>Assurances were received from all LEAs March 2008. Will continue in each year of the cycle.</p>

	conducted verification activities to ensure correction of noncompliance as soon as possible, but no later than one year after identification.		
11 B	Procedural Compliance Self-Assessment LEAs correct noncompliance as soon as possible, but no later than one year from identification.	Procedural Compliance Self-Assessment Workgroup and LPP consultants	All noncompliance identified was corrected within one year from identification. Seven districts reported district-wide noncompliance. These districts took additional steps to ensure that future evaluations are completed in a timely manner.
11 C	Procedural Compliance Self-Assessment WDPI will prepare and distribute a bulletin on the results of the <i>Procedural Compliance Self-Assessment</i> .	Procedural Compliance Self-Assessment Workgroup	Information Update Bulletin 08.04 posted to WDPI website September 2008 on the results of the 2006-07, 2007-08 self-assessments.

Model Local Educational Agency Special Education Policies and Procedures

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
11 E	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.	Procedural Compliance Self-Assessment Workgroup	Completed and posted on WDPI website November 2007.
11 E	Model Local Educational Agency Special Education Policies and Procedures All LEAs are required to assure the department that they have adopted the model policies and procedures or submit locally developed policies and procedures to the WDPI for review and approval.	Procedural Compliance Self-Assessment Workgroup	Completed initial review in Spring 2008. LEAs must continue to submit substantive changes for review.

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.

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Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
11 E	Sample IEP Forms WDPI provides sample forms and notices for use in the IEP team process to assist districts in complying with state (Chapter 115) and federal (IDEA) special education requirements. The sample forms and the reference materials posted on the department's web site (http://dpi.wi.gov/sped/forms06.html) have been updated to reflect changes in the Individuals with Disabilities Education Improvement Act of 2004 that became effective July 1, 2005, and the regulations that became effective October 13, 2006. WDPI provided model forms to all LEAs to assist with implementing the 60-day time limit. All LEAs are required to assure WDPI they have adopted the model forms and notices or submit their locally developed forms to the department for review and approval.	Procedural Compliance Self-Assessment Workgroup	Completed November 2007.
11 E	Sample IEP Forms LEAs are required to submit an assurance that they have adopted the WDPI Model IEP Forms or submit their LEA forms to WDPI for review.	Procedural Compliance Self-Assessment Workgroup	In October 2007, WDPI completed an assessment of LEA forms and required corrections when needed.
11 E	Sample IEP Forms WDPI will develop and disseminate guidance on the model IEP forms and IEP team process.	Procedural Compliance Self-Assessment Workgroup	Sample IEP Forms Guide to Special Education Forms posted to WDPI website September 2008.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007

None

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

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 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 eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibilities were 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.

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

FFY	Measurable and Rigorous Target
2007 (2007-2008)	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 2007-2008:

a. # of children who have been served in Part C and referred to Part B for eligibility determination:	3,036
b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays:	330
c. # of those found eligible who have an IEP developed and implemented by their third birthdays:	2,204
d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services:	228*

*(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.)

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Calculation: $2,204 / (3,036 - 330 - 228) = 89\%$

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

37	Determined to be NOT eligible after the third birthdays.
237	Found eligible and had an IEP developed and implemented after their third birthday.

Data Source: Local Performance Plan (LPP)

The reasons for the delays for the 274 children that did not meet the transition timeline include:

- The referral was not made by Part C to the school district at least 90 days prior to the child's third birthday for 225 (82.12%) children.
- Other reasons for 49 (17.88%) children included scheduling conflicts, unavailability of staff, and staff unaware of IDEA requirements.

The range of days beyond the 3rd birthday when eligibility was determined and the IEP developed: 1 to 234.

To ensure valid and reliable data for the required measurement, WDPI used an electronic data collection system called the Local Performance Plan (LPP) for the purpose of collecting 2007-08 data for this indicator. The following data elements are collected through the LPP:

- The number of referrals received from Part C to Part B between July, 1, 2007, and June 30, 2008.
- The number of students whose eligibility was not determined and the reasons for the determination not being made.
- The number of students found to be not eligible by their 3rd birthday.
- The number of students found to be not eligible after their 3rd birthday, the range of days beyond their 3rd birthday, and the reasons for the delays.
- The number of students found to be eligible and whose IEP was developed and implemented by their 3rd birthday.
- The number of students found to be eligible and whose IEP was developed and implemented after their 3rd birthday, the range of days beyond their 3rd birthday, and the reasons for the delays.

These data elements collected through the LPP allow WDPI to calculate and report the percent of children referred by Part C prior to age 3, who were eligible for Part B and who had an IEP developed and implemented by their 3rd birthdays. WDPI provides written instructions and technical assistance to LEAs in their data reporting. WDPI staff reviews the submitted data and contacts districts when reporting errors are identified. Districts resubmit corrected data as necessary.

Over the past two years, WDPI and the Wisconsin Department of Health Services (WDHS), the Part C lead agency, have worked collaboratively to develop a new electronic referral and reporting system to ensure children participating in county Birth to 3 programs (Part C) experience a smooth and effective transition to early childhood programs (Part B). Beginning with the 2008-09 data collection, county Birth to 3 programs will use the Program Participation System (PPS) to refer children in county Birth to 3 programs to the local educational agency (LEA) for special education. LEAs will receive these referrals electronically and submit data for Indicator 12 through PPS. In addition to ensuring a smooth and effective transition, this new data collection system will promote accurate reporting of data. LEAs will report child-specific data on a real-time basis, as

opposed to the previously reported aggregate data at the end of the year. This allows for monitoring of progress on Indicator 12 by the LEA and WDPI at any time.

To assure accurate and timely reporting of data using the new data collection system, Directors of Special Education were required to:

- 1.) View the WDPI Mediasite webcasts (accessible from the Indicator 12 webpage) entitled:
 - a. "Program Participation System (PPS): Security Coordinator Training" and the accompanying demonstration;
 - b. "Program Participation System (PPS): Indicator 12 Module, LEA Training" and the accompanying demonstration; and
 - c. "Ready-Set-Go Ensuring a Smooth Transition from Birth to 3 to Special Education"
- 2.) Obtain a Web Access Management System (WAMS) ID as the Security Coordinator via the WAMS link on the Indicator 12 webpage. Register their WAMS ID with DPI to access PPS. WAMS ID have been submitted to DPI by October 17, 2008, via the Special Education Web Portal.
- 3.) Identify who in the district will be designated to receive referrals from county Birth to 3 Programs, set-up their access in PPS via the Wisconsin Integrated Security Application (WISA) link on the Indicator 12 webpage, and ensure they receive training on PPS.

Additional Technical Assistance

- WDPI and WDHS offered five regional training opportunities in October for Directors of Special Education and LEA staff to learn more about PPS and to network with county Birth to 3 staff.
- In November 2008, WDPI presented information on PPS at the State Superintendent's Conference on Special Education & Pupil Services Leadership Issues. A panel of Directors of Special Education and county Birth to 3 providers shared effective strategies and experiences for ensuring a smooth transition.
- Technical assistance was also made available from CESA Early Childhood Program Support Teachers (PSTs), the Regional Service Network (RSN) Directors, County Birth to Three RESource staff, and the WDPI Early Childhood Consultant.

Discussion of Improvement Activities Completed and Explanation of Progress that occurred for 2007-2008:

Explanation of Progress

The 2007-08 performance data indicates 89% 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. This represents improvement of 15% when compared to the 2006-07 results of 74%. This progress may be attributed to the extensive training and technical assistance on Indicator 12 that has occurred throughout the year. Especially effective were the regional meetings held at five different locations around the state that brought together the County Birth to Three Providers and LEA staff to discuss transition practices. LEAs that missed the Indicator 12 target were required to participate, however the trainings were so popular that additional LEAs attended and participated in the trainings voluntarily. The importance of collaboration between Part C and Part B was stressed by WDPI and WDHS and modeled through co-presentations. The strong technical assistance team consisting of CESA Early Childhood Program Support Teachers (PSTs), the Regional Service Network (RSN) Directors, and County Birth to Three RESource staff have been trained to support counties and LEAs and have contributed greatly to the improved results. Requiring LEAs to analyze their Indicator 12 data and develop an improvement plan when they are below 100% also focused efforts on improving transition strategies across agencies. Most LEAs reported working in collaboration with their county birth to three programs to meet the indicator. All LEAs corrected the previously identified noncompliance within one year of identification.

Documentation of Correction of OSEP Identified Concerns

As OSEP noted in the Wisconsin Part B FFY 2006 SPP/APR Response Table FFY 2006 APR, the State did not make any FFY 2005 findings of noncompliance. Instead, WDPI notified 98 LEAs in August 2007 of noncompliance based on data collected by the LEAs for FFY 2005. WDPI also notified 77 LEAs of noncompliance for FFY 2006. OSEP has directed WDPI to report on the correction of noncompliance for the FFY 2005 and FFY 2006 findings. Because some LEAs were late in reporting Indicator 12 data to the State, WDPI did not notify LEAs of noncompliance within a timely manner. The State has reviewed its improvement activities and revised them to ensure the ability to collect timely and accurate data. Beginning in FFY 2007, WDPI notified LEAs of noncompliance within 90 days of identification.

Timely Notification

For FFY 2007, LEAs reported data for Indicator 12 using the Local Performance Plan (LPP). WDPI revised the notification timeline to allow earlier identification, notification, and correction of LEA noncompliance.

Data Reporting and Notification of Noncompliance				
July 1-June 30	LEA Data Due	Notification of Non-compliance	# of Districts Notified of Noncompliance	# of Districts that Corrected Previously Identified Noncompliance
2005-06	December 2006	August 2007	98	98
2006-07	November 2007	May 2008	77	77
2007-08	November 2008	December 2008 January 2009	29 50	79
2008-09	Real-time reporting through PPS beginning March 2009	November 2009	TBD	TBD

Explanation of progression to ensure timely notification of noncompliance:

- In FFY 2005, LEAs reported data in December 2006. In FFY 2006 and 2007, LEAs were required to report data in the LPP by November, one month earlier than the previous year.
- In FFY 2006 and 2007, WDPI ensured the data was reported timely and accurately by sending reminder emails and making phone calls to LEAs.
- In FFY 2005, LEAs were notified of noncompliance in August 2007. In FFY 2006, LEAs were notified of noncompliance in May 2008, three months earlier than the previous year. In FFY 2007, WDPI notified 29 LEAs of noncompliance in December 2008 and fifty-one LEAs of noncompliance in January 2009. The 29 districts were notified sooner because they had missed newly identified noncompliance for Indicator 12 two consecutive years and were required to not only demonstrate correction of child-specific noncompliance, but also

continued compliance through more frequent data reporting. Through the LPP, these LEAs reported monthly progress on referrals received from Part C between July 1, 2008 and October 30, 2008.

- Beginning with FFY 2008, LEAs will report on children referred from county birth to three programs using PPS as eligibility determinations are made and IEPs are developed and implemented. Using PPS, WDPI will monitor progress monthly and provide technical assistance to LEAs. WDPI will identify and notify LEAs of noncompliance in November 2009.

Correction of Noncompliance

As directed by OSEP, WDPI is able to report correction of the noncompliance related to the ninety-eight LEAs found out of compliance based on data collected by the LEAs for FFY 2005 and correction of the noncompliance related to seventy-seven LEAs found out of compliance based on data collected by LEAs for FFY 2006. All previously identified noncompliance has been corrected.

The FFY 2005 and FFY 2006 LEAs were required to conduct an analysis of their preschool transition data and process. The analysis included a review of the data on preschool children referred by counties; a review of the agency's preschool transition policies, procedures, and practices; and a review of local interagency agreements. WDPI strongly recommended the analysis be conducted in collaboration with county agencies referring children with suspected disabilities from Part C birth to three programs. To further encourage collaboration, county agencies were notified by DHS that LEAs would be contacting them. Following the analysis, LEAs were required to prepare and submit a written report describing the steps in the analysis, the issues identified, actions taken to address the issues, and future actions planned. Staff from WDPI and WDHS collaboratively analyzed the LEA reports to identify areas of need for technical assistance.

To demonstrate correction of the LEA's noncompliance related to Indicator 12, the LEA provided child-specific correction and ensured future compliance. Specifically, each LEA reviewed the previously noncompliant files and considered if compensatory services were needed for the child. Although the consideration of compensatory services goes beyond what is required by OSEP, it is reasonable to believe a delay in services may negatively impact a child, and therefore compensatory services may be appropriate. This consideration was accomplished by holding an IEP Team meeting or, pursuant to 34 C.F.R. § 300.324(4), with the agreement of the child's parents either (1) discussing the need for additional services with the child's parent and documenting an agreement that no additional services are needed, or (2) developing a written document to amend or modify the child's current IEP to reflect additional services. The LEA submitted an assurance that each instance of child-specific noncompliance had been addressed. WDPI verified the noncompliance was corrected by reviewing a sample of the previously noncompliant files to ensure the LEA had initiated services, though late. Each LEA also ensured future referrals from Part C are completed in a timely manner by demonstrating compliance through subsequent data collected through the LPP.

Discussion of Improvement Activities Completed

WDPI has worked with WDHS to develop and implement the improvement activities as outlined in the SPP including the activities further described below and in the following table. These activities are also described by WDHS in their APR.

Technical Assistance: WDPI accessed available sources of technical assistance related to Indicator 12 including national and regional conferences, NCRRC and/or NECTAC, written and web-based resources, and conference calls with the OSEP state contact. State provided technical assistance included data collection system, identification of regional technical assistance providers, collaborative regional meetings, support for local interagency agreement development, media site presentations, and web-based resources. These activities are described in more detail in the section below.

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Interagency Agreements: Two state level interagency agreements define the responsibilities of WDPI, WDHS, Head Start, Tribal Nations, and others specific to implementing IDEA 2004 and state policy. These state agreements form the foundation for local agreements. They address such issues as child find, transition, evaluation, environments, outcomes, service delivery, and professional development. Workgroup members from WDPI and WDHS are preparing a new state interagency agreement with early childhood transition as a key component to address Indicator 12; however it will not be finalized until Part C regulations are finalized. An existing policy bulletin is currently being revised. These activities are described in more detail in the section below.

Collaboration: The newly formed Cross Department Transition Team composed of staff from WDPI and WDHS has held regular meetings to assure 100% compliance with early childhood transition requirements. Indicator 12 technical assistance is planned in conjunction with the Birth to 6 IDEA Leadership Team, the Wisconsin Personnel Development Project, IDEA State Professional Development Grant (SPDG), and the WI Preschool Discretionary Grant coordinator. Collaboration activities also include 4 year old kindergarten, child care and Head Start. The collaborative efforts support child find, transition, and a comprehensive approach to services. The Wisconsin Early Childhood Collaborating Partners is the mechanism for this collaboration. These activities are described in more detail in the section below.

State Performance Plan Improvement Activities			
Interagency Agreements			
WDPI and WDHS have created an advisory workgroup to guide the revision of current state interagency agreements related to Part C and Part B. The plan for this work includes a meeting of primary state partners, regional focus groups to identify practice issues, and implementation and training on the revised interagency agreement. The intent is to utilize the state agreement as a template for local early intervention and early childhood special education programs to develop local agreements. The activities associated with transition between programs including referral, transition planning conferences, and development and implementation of IEP by the child's 3rd birthday are important aspects of the interagency agreements.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
12 A, B, E, F, G, H, E	Interagency Agreements: Primary The Interagency Agreement Workgroup with members from WDPI and WDHS is preparing a new state interagency agreement that describes the responsibilities of each department specific to implementing IDEA 2004 and state policy. Areas addressed	Indicator 12 Consultant State Interagency Agreement Team CESA #7 IDEA Preschool Discretionary Grant Assistant Director WDPI Legal	The Interagency Agreement Workgroup continues to oversee the interagency agreement work related to the Primary agreement between WDPI and WDHS. This team includes representation from WDPI, WDHS, McKinney Vento, the Head Start Collaboration Project, the Great Lakes Intertribal Council, and the Parent Training Center FACETS. A work plan was developed to organize and track progress on the development of the agreement. A preliminary draft of the interagency agreement was disseminated for input: <ul style="list-style-type: none"> • Presentation on the process to the Birth to 3 Interagency Coordinating Council (9/07). • Web based survey completed and disseminated (8/08) for input from a wide variety of stakeholders.

	<p>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>Services</p>	<p>A subcomponent of this interagency agreement clarifies the WDPI and WDHS roles and responsibilities regarding the development and maintenance of the Program Participation System.</p>
<p>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 finalized.</p>	<p>Indicator 12 Consultant State Interagency Agreement Team WDPI Legal Services CESA #8 Culturally Responsive Education Grant</p>	<p>The Collaborative Leadership Team continued to oversee the development of the interagency agreement to include Head Start Regional Offices, Head Start Tribal Regional Office, Head Start Migrant Regional Offices and Tribal Nations.</p> <p>A work plan was developed to organize and track progress on the development of the agreement.</p> <p>One section of the agreement is specific to tribal activities. Activities included:</p> <ul style="list-style-type: none"> • Tribal gathering in Lac du Flambeau to formalize conversations, share information about IDEA, and build relationships with key stakeholders (9/07). • Small group meeting with State Head Start representatives (11/07). • Presentation to and input from Head Start Disability Coordinators and Executive Directors at the WI Head Start Association Conference (1/07). • Community Assessment Process and data review with representatives from tribal nations, CESA's, and Head Start (2/08). • Wisconsin Early Childhood Collaborating Partners videoconference focused on topics to build understanding of tribal sovereignty, historical perspectives, and build relationships within each of the six Collaborating Partners regions (5/08). • Began to identify ambassadors for each Tribal Nation and related program.

			Culturally Responsive Education Grant was awarded 7/08 to CESA #8 to continue work on disproportionality and to build upon IDEA preschool discretionary funds with the goal of expanding relationships around transitions, preschool outcomes, and early educational environments.
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.	Indicator 12 Consultant Compliance Consultant Assistant Director of Special education WDPI Legal Services	The original WDPI Policy Bulletins (90.06, 98.09, 99.09, and 00.09) were analyzed for consistency with IDEA 2004. The contents of the four bulletins are being revised into two bulletins, one on child find/transition and the other on environments and service delivery. Key features of the child find transition bulletin include requirements regarding notification, referral, transition, planning conferences, and development and implementation of an IEP by the child's 3rd birthday. Final release is pending Part C final regulations. One bulletin will be released in the spring 2009 with a second one after Part C regulations are released.
Collaboration with Department of Health Services (DHS) (Part C) WDPI and the Department of Health Services (DHS) are committed to a joint effort to improve the transition of children between Part C and Part B 619. These efforts include activities which range from state infrastructure and policy initiatives, to support and professional development at the local level. WDPI will work collaboratively with DHS to provide training on accurate reporting of exit codes. WDPI will notify LEAs in the 18 counties described earlier and will provide training on the requirement to ensure all children found eligible have an IEP developed and implemented by their third birthdays.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
12 A, B, C, D, E, F, G, H, E	Collaboration between Part B, Part C, and other Early Childhood Stakeholders WDPI and WDHS took a comprehensive approach to services and included the involvement of the larger early childhood community that may	WDPI Indicator 12 consultant WI Early Childhood Collaborating Partners State Professional Development Grant	WDPI and WDHS established a Cross Department Transition Team composed of WDPI and WDHS staff. The team met monthly to develop training and technical assistance materials for LEAs and county birth to 3 programs. WDPI and WDHS co-presented at regional meetings on Indicators 8C and 12B. WDPI and WDHS work together to analyze data to identify needs and develop the SPPs. WDPI participated in monthly meetings of the Wisconsin Early Childhood Collaborating Partners (WECCP). WDPI participated on the Action Team of WECCP, the Early Learning Committee, and in a video conference to for the

	<p>also participate in transition, specifically 4-year-old Kindergarten, Child Care and Head Start.</p>		<p>general education community. Interagency agreements were developed and transition updates occurred to keep stakeholders informed of activities.</p>
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Coordinated Data Analysis and Improvement Planning

One of the functions of the Cross Department Transition Team is to review transition data and coordinate local improvement efforts. For example, determination letters from both departments encourage local programs to communicate and jointly plan improvement strategies. Both DPI and DHS have included expectations for their contracted training and technical assistance staff to include facilitating local interagency agreements and professional development on early childhood transition as a part of their on-going work.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
<p>12 A, B, C, D, E, F, G, H, E</p>	<p>Districts that do not meet the required target of 100% for this indicator were directed to submit a plan to improve their performance. These plans included the district analysis of the reason for delays in the transition process and local strategies to correct timelines. The Cross Department Transition Team met to review and analyze these plans and to develop a coordinated approach to improvement activities. This team continued to monitor progress of transition data by examining data and analyzing strategies that result in improvement.</p>	<p>WDPI Indicator 12 consultant WDPI Data Consultant</p>	<p>WDPI and WDHS established a Cross Department Transition Team composed of WDPI and WDHS staff. WDPI and WDHS worked together to analyze data to identify needs and develop the SPPs.</p>

State Provided 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 <i>Ready, Set, Go</i> trainings which are presented by a team that includes representation from parents, Birth to 3, and LEAs. Wisconsin utilizes the Early Childhood Collaborating Partners website at http://www.collaboratingpartners.com/transition/index.htm as a central point of information for transition agreement examples, Ready Set Go training power points and handouts and other resources related to transition.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
12 C, D	State Provided Training and Technical Assistance WDPI adopted a model for training, technical assistance and professional development to assure positive outcomes.	SPDG Hub Director and Coordinators	The State Personnel Development Grant (SPDG) funded the development of the WI Personnel Development Model as a basis for integrating professional development to support ongoing training and technical assistance. The SPDG includes an early childhood hub as one of three primary focus area (http://www.wisconsin.org/ec/html). Two personnel development events occurred to inform IDEA and WECCP stakeholders about the model and to begin to address the focus areas. (March and May 2008)
12 C, D, E	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.	Assistant Director of Special Education WDPI Indicator 12 consultant SPDG Hub Director	Each department has established web pages on their own website to serve as the primary web source for their related stakeholders: <ul style="list-style-type: none"> LEAs access information directly at http://www.dpi.wi.gov/sped/spp-tran-presch.html. County Programs access information directly at http://dhs.wisconsin.gov/bdds/birthto3/index.htm. Webcasts were developed to address each component of the PPS data system. They are archived for continual access at: http://www.dpi.wi.gov/sped/spp-tran-presch.html and http://dhs.wisconsin.gov/bdds/birthto3/ta/index.htm WDPI coordinated information posted on the Wisconsin Early Childhood Collaborating Partners website which serves as a site for general information http://www.collaboratingpartners.com/transition/index.htm

<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"> • The 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>Assistant Director of Special Education</p> <p>WDPI Indicator 12 consultant</p> <p>SPDG Hub Director WDPI Consultants</p> <p>IDEA Preschool Discretionary Grant State and CESA coordinators</p> <p>RSN state and CESA coordinators</p>	<p>Planning began for this network at the Cross Department Transition Team. Commitments were made by each department to support the utilization of six Birth to 3 RESource Coordinators, 12 CESA Regional Service Network Coordinators, and 12 CESA Early Childhood Grant Coordinators to support counties and LEAs with early childhood transition requirements.</p> <p>CESAs #5 and #7 IDEA preschool grant responsibilities were reassigned to address transition.</p> <p>WDPI data consultant led a series of data retreats with the RSNs. The RSN coordinators reviewed Indicator 12 data and determined its priority within their CESAs. Ten of the 12 RSNs identified Indicator 12 as a priority for their CESA.</p>
<p>12 C, D</p>	<p>State Provided Training and Technical Assistance: T/TA Framework Ready, Set, Go Transition and Options formed the basis of Indicator 12 training and technical assistance materials and events with a special focus on collaborative delivery.</p>	<p>Assistant Director of Special Education</p> <p>WDPI Indicator 12 consultant</p> <p>SPDG Hub Director WDPI Consultants</p> <p>IDEA Preschool Discretionary</p>	<p>Ready, Set, Go became the format for all new PowerPoint materials.</p> <p>In November 2008, a small team began working on revisions to the main Ready, Set, Go training package.</p> <p>http://www.collaboratingpartners.com/transition/Ready-Set-Go_3.htm</p>

	Ready Set Go training power points and handouts and other resources related to transition were revised to reflect the changes since IDEA 2004 and to incorporate PPS and any other changes to the process.	Grant State and CESA coordinators FACETS	
Data Collection and Reporting			
WDPI developed an electronic data collection system for LEAs to report the status of children referred from County Birth to 3 Programs.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
12 A, B, E, F, G, H, E	Data Collection and Reporting To ensure valid and reliable data for the required measurement, WDPI used the Local Performance Plan, an electronic data collection system, for the purpose of collecting data for this indicator. LEAs report data in aggregate on an annual basis. This data collection system will be replaced by the Program Participation System for FFY 2008.	Assistant Director of Special Education Data Consultant Data Coordinator	In November 2008, all LEAs submitted data through the LPP electronic data collection system on children referred from Part C. WDPI provided written instructions and technical assistance to LEAs regarding timely and accurate data reporting. WDPI staff reviewed the submitted data and contacted districts when reporting errors were identified. Districts resubmitted corrected data as necessary.

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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
12 A, B, E, F, G, H, E	<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>Assistant Director of Special Education</p> <p>WDPI Data Coordinator, Data Consultant & IT staff</p> <p>WDPI Indicator 12 Consultant</p>	<p>In FFY 2007, weekly meetings were held between WDPI, WDHS and IT staff to design and create the Program Participation System (PPS). WDPI and WDHS staffs met regularly with the contracted computer programmer to assure the system was designed to accurately collect transition data. Training materials on accurate reporting through PPS were developed.</p> <p>The phase-in to activation of PPS began in November 2008 and involved a transfer of all Part C data on children enrolled in early intervention programs and referred to special education as of July 1, 2008. In February 2009, LEAs will update the PPS database to include Indicator 12 information (i.e., IEP status) on children referred from Part C since July 1, 2008. Electronic referrals are scheduled to begin in March 2009. PPS is accessed through websites operated by each department (http://dpi.wi.gov/sped/spp-tran-presch.html).</p>
12 A, B, C, D, E, F, G, H, E	<p>Data Collection and Reporting: Training and Technical Assistance to assure accurate and timely data reporting via PPS</p> <p>WDPI and WDHS collaboratively developed training and</p>	<p>WDPI Consultants</p> <p>IDEA Preschool Discretionary Grants</p> <p>State Professional Development Grant (SPDG)</p>	<p>Several media webcast presentations were developed to address each component of the data system. Webcasts include: general PPS overview, security officer training, and general transition process overview. They are archived for continual access.</p> <p>WDHS developed a Q&A handbook on PPS for the counties. WDPI developed a web-based Q&A for LEAs.</p> <p>To assure accurate and timely reporting of data using PPS, Directors of Special Education were required to:</p> <p>--View the WDPI Mediasite webcasts entitled: "Program Participation System (PPS): Security Coordinator Training" and the</p>

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	<p>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>Assistant Director of Special Education</p>	<p>accompanying demonstration; "Program Participation System (PPS): Indicator 12 Module, LEA Training" and the accompanying demonstration; and "Ready-Set-Go Ensuring a Smooth Transition from Birth to 3 to Special Education"</p> <p>--Obtain a Web Access Management System (WAMS) ID as the Security Coordinator and register their WAMS ID with WDPI to access PPS.</p> <p>--Identify who in the district will be designated to receive referrals from county Birth to 3 Programs, set-up their access in PPS via the Wisconsin Integrated Security Application (WISA), and ensure they receive training on PPS.</p> <p>WDPI and WDHS offered five regional training opportunities in October for Directors of Special Education and LEA staff to learn more about PPS and to network with county Birth to 3 staff.</p> <p>In November 2008, WDPI presented information on PPS at the State Superintendent's Conference on Special Education & Pupil Services Leadership Issues. A panel of Directors of Special Education and county Birth to 3 providers shared effective strategies and experiences for ensuring a smooth transition.</p> <p>Technical assistance was also made available from CESA Early Childhood Program Support Teachers (PSTs), the Regional Service Network (RSN) Directors, County Birth to Three RESource staff, and the WDPI Early Childhood Consultant.</p>
<p>12 C, D, G</p>	<p>State Provided Training and Technical Assistance: Support TA providers</p> <p>Supported Indicator 12 technical assistance providers by informing them of the transition process, overview of PPS, clarification of their role as TA providers, and assuring they have adequate information to support LEAs and counties.</p>	<p>WDPI Indicator 12 consultant</p> <p>IDEA Preschool Discretionary Grant State and CESA coordinators</p> <p>RSN state and CESA coordinator</p>	<p>Training was developed and delivered on September 10, 2008 to Part B and Part C technical assistance facilitators.</p> <p>Beginning in October 2008, Monthly TA calls for RSN, PST and RESource staff were conducted by state staff. This activity was initiated in 2007-08 for SPP B7 and participants reported that this added to their understanding of requirements and procedures. This prompted the addition of Indicator 12 to the agenda on a regular basis.</p>
<p>12 A, B, C, D, E</p>	<p>State Provided Training and Technical Assistance: T/TA Provided</p> <p>Departments conducted</p>	<p>WDPI Staff Early Childhood Consultants PST/IDEA Preschool</p>	<p>Five regional meetings were held throughout the month of October 2008 for county and LEA administrators. The focus of the meeting with the new data collection and establishing relationships between county providers and LEAs. T/TA providers attended regional meetings and continued to support counties and LEAs through program specific visits, county or CESA level meetings, and</p>

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	five regional meetings for LEAs and Birth to 3 county agencies. Counties and LEAs with identified non-compliance were required to attend.	Discretionary Grant Coordinators WDHS Staff, RESource, and WPDP contracted T/TA programs.	other Ready Set Go events. Participants at the regional meetings included 471 individuals from 243 LEAs and 71 counties.
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Categories:		Color Code:
A) Improve data collection/reporting or systems	F) Program development	Completed
B) Improve systems administration & monitoring	G) Collaboration/coordination	Continuing as stated in SPP
C) Provide training/professional development	H) Evaluation	New or revised activity
D) Provide technical assistance	I) Increase/adjust FTE	Activity Description
E) Clarify/examine/develop policies & procedures	J) Other	

TECHNICAL ASSISTANCE ACCESSED AND ACTIONS TAKEN

As a part of being identified as a state that needs assistance in meeting the requirements of Part B of the Individuals with Disabilities Act (IDEA) for a second year, Wisconsin was required to access technical assistance (TA) and report on the actions taken as a result of that assistance. WDPI and WDHS collaboratively accessed technical assistance through a variety of national and federal forums to address the noncompliance 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.

Wisconsin scheduled regular teleconferences with the state's contacts at OSEP, Lynne Fairfax, Part B, and Rhonda Spence, Part C for technical assistance and support. The monthly OSEP TA calls with Ruth Ryder have provided clarification on accountability and reporting requirements. The North Central Regional Resource Center (NCRRC) and the National Early Childhood Technical Assistance Center (NECTAC) have been particularly helpful, as have the resources available from the National Early Childhood Transition Initiative (NECTC). Wisconsin took full advantage of the National Accountability Leadership Conference in August of 2007 and 2008, as well as the Data Manager's Meeting in May of 2008, with WDPI and WDHS staff attending these conferences collaboratively. WDHS also attended the OSEP National Early Childhood Conferences in December of 2007 and 2008 to obtain valuable technical assistance and resources. Wisconsin had numerous contacts with NCRRC and NECTAC for access to national materials and individualized technical assistance. Wisconsin has participated in the NCRRC teleconference series, sent a team to participate in the NCRRC regional meetings held in June 2007 (Philadelphia, PA) and 2008 (Grand Rapids, MI and Columbus, OH) and accessed individualized State technical assistance. At Wisconsin's November 2007 Leadership Event, Sharon Walsh of Walsh Taylor, Inc. and the Infant and Toddlers Coordinators Association provided a national perspective on OSEP accountability demonstrating the implications for program improvement at the local level; and Ann Bailey, of NCRRC, demonstrated data-based decisions-making strategies using materials from the Improvement Tool Kit (IT Kit). Early in 2009, the State has scheduled a teleconference for key Part C and Part B training and technical assistance providers with NECTAC and NCRRC. The purpose of this call is to develop an awareness of national perspectives and strategies in addressing Wisconsin's highest priorities related to Indicator 8 (Part C) and 12 (Part B).

Wisconsin has demonstrated excellent results in the progress demonstrated on these two indicators, and attributes this progress to the intense focus on utilizing these nationally available TA resources and sharing those with local LEAs and County Birth to 3 providers, and the collaborative cross system analysis of state and local challenges that have impeded earlier progress in this area.

The table below identifies the improvement strategies jointly implemented by WDPI and WDHS to ensure compliance with the early childhood transition indicators. This table also summarizes the technical assistance sources from which Wisconsin received assistance, and the actions taken as a result of that assistance.

INDICATOR 12 TECHNICAL ASSISTANCE ACCESSED AND ACTIONS TAKEN	
Technical Assistance Sources from Which the State Received Assistance	Actions the State took as a Result of the Technical Assistance
<p>WDPI and WDHS attended the following events:</p> <ul style="list-style-type: none"> • NCRRC meeting in Philadelphia in June, 2007 • National Accountability Meeting in August 2007 • NCRRC meeting in Grand Rapids, MI, in May, 2008 • NCRRC regional meeting in Columbus, Ohio, June 2008 • Data Managers Meeting in May, 2008 	<p>WDPI and WDHS formed a network of resource persons and trained them to provide technical assistance and support to counties and LEAs. The Training & Technical Assistance Network includes:</p> <ul style="list-style-type: none"> • Six 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>At statewide RSN meetings, the RSN coordinators reviewed Indicator 12 data. Ten of the 12 regions identified Indicator 12 as a priority for improving outcomes.</p> <p>In September 2008, the Training & Technical Assistance Network was trained on early childhood transition requirements, Indicators C8 and B12, and the new data collection system.</p> <p>In October 2008, five regional meetings were held to train LEAs and county agencies on early childhood transition requirements, Indicators C8 and B12, and the new data collection system; 243 LEAs and 71 counties (471 individuals) attended. LEAs that had missed Indicator 12 were required to attend the training.</p> <p>WDPI developed a planning worksheet to facilitate communication between Part C and Part B providers and to prepare for electronic referrals by Part C and data entry in the Program Participation System (Early Childhood Transition Planning Worksheet).</p>

INDICATOR 12 TECHNICAL ASSISTANCE ACCESSED AND ACTIONS TAKEN	
Technical Assistance Sources from Which the State Received Assistance	Actions the State took as a Result of the Technical Assistance
<p>WDPI and WDHS attended the following events:</p> <ul style="list-style-type: none"> • National Accountability Meeting in August 2008 • 2008 OSEP Leadership Conference • Meeting with Sharon Ringwalt in August, 2008 in Baltimore 	<p>Based on presentations by OSEP, WDPI revised the organization and format of the SPP and APR.</p> <p>WDPI and WDHS invited NCRRC to facilitate a state review and evaluation of Wisconsin's SPP activities. Following this event with NCRRC, WDPI and WDHS continued to work collaboratively to review early childhood activities, including Indicator 12 activities.</p> <p>Wisconsin used examples from other states of interagency agreement for data transfer to develop an agreement between WDPI and WDHS.</p> <p>Wisconsin used examples from other states of protocols and procedures for obtaining consent from parents of children in Birth to 3 programs to release data to WDPI</p> <p>WDPI and WDHS learned from the examples of other states to develop a new electronic referral and reporting system ensuring children participating in county Birth to 3 programs (Part C) experience a smooth and effective transition to early childhood programs (Part B). Beginning with the 2008-09 data collection, county Birth to 3 programs will use the Program Participation System (PPS) to refer children in county Birth to 3 programs to the local educational agency (LEA) for special education. LEAs will receive these referrals electronically and submit data for Indicator 12 through PPS. In addition to ensuring a smooth and effective transition, this new data collection system will promote accurate reporting of data. LEAs will report child-specific data on a real-time basis, as opposed to the previously reported aggregate data at the end of the year. This allows for monitoring of progress on Indicator 12 by the LEA and WDPI at any time.</p>
<p>WDPI reviewed all of the materials associated with Indicator 12 on the OSEP SPP/APR Calendar :</p> <ul style="list-style-type: none"> • Investigative Questions • Policies and Guidance • Tools 	<p>WDPI selected resources from the OSEP SPP/APR Calendar to form the basis for state training materials and webcasts.</p> <p>The following links were added to the WDPI website (http://dpi.wi.gov/sped/spp-tran-presch.html):</p>

INDICATOR 12 TECHNICAL ASSISTANCE ACCESSED AND ACTIONS TAKEN	
Technical Assistance Sources from Which the State Received Assistance	Actions the State took as a Result of the Technical Assistance
<ul style="list-style-type: none"> • Resources <p>SPP/APR Calendar</p> <p>National Early Childhood Transition Center http://www.ihdi.uky.edu/nectc/resources.aspx Early Childhood Part C and Part B Requirements Related to Transition Timelines Part C Federal Requirements on Transition Designing and Implementing Effective Early Childhood Transition Processes Early Childhood Transition Requirements NECTAC PowerPoint NECTAC's State Guidance and Policy Related to Transition From Part C</p>	<ul style="list-style-type: none"> • Investigative questions, policies and guidance, tools and resources related to Indicator 12: http://spp-apr-calendar.rfcnetwork.org/explorer/view/id/323 • National Early Childhood Transition Center resources include a searchable database of transition research, policy, and practice: http://www.ihdi.uky.edu/nectc/resources.aspx • The National Early Childhood Transition Initiative website: http://nectac.org/topics/transition/ectransitionta.asp <p>WDPI and WDHS revised the Investigative Questions for Part B to be used collaboratively with Part C. This document was shared with state T.A. providers, as well as at the regional LEA and county Birth to 3 transition meetings.</p> <p><i>Designing and Implementing Effective Early Childhood Transition Processes</i> formed the basis of a statewide teleconference (scheduled for March 2009) for the Training and Technical Assistance Network.</p> <p>Ready, Set, Go Transition and Options training principals and resources formed the basis of Indicator 12 training and technical assistance materials and events with co-presentations by WDPI and WDHS and a focus on parents and children.</p> <p>Each department established web pages on their own websites to serve as the primary source of information on Indicators 8C and B12 for their related stakeholders:</p> <ul style="list-style-type: none"> • LEAs access information and report data directly at http://www.dpi.wi.gov/sped/spp-tran-presch.html. • County Programs access information directly at http://dhs.wisconsin.gov/bdds/birthto3

INDICATOR 12 TECHNICAL ASSISTANCE ACCESSED AND ACTIONS TAKEN	
Technical Assistance Sources from Which the State Received Assistance	Actions the State took as a Result of the Technical Assistance
	<p>WDPI and WDPS developed a series of webcasts on the new data collection system:</p> <ul style="list-style-type: none"> • Program Participation System (PPS): Security Coordinator Training and an accompanying demonstration; • Program Participation System (PPS): Indicator 12 Module, LEA Training and an accompanying demonstration; and • Ready-Set-Go Ensuring a Smooth Transition from Birth to 3 to Special Education <p>The webcasts were developed to address each component of the data system. They are archived for continual access at: http://www.dpi.wi.gov/sped/spp-tran-presch.html and http://dhs.wisconsin.gov/bdds/birthto3/ta/index.htm</p> <p>The Wisconsin Early Childhood Collaborating Partners website served as a site for general information and links to the department web pages at http://www.collaboratingpartners.com/transition/index.htm Information on how to write interagency agreements, as well as model agreements were included on the website. http://www.collaboratingpartners.com/transition/agreements.htm</p> <p>WDHS hosted eight data discussions with Birth to 3 providers using WIS-line.</p> <p>Beginning in October 2008, monthly TA calls to RSNs, PSTs and REsource staff were made available by state staff. Indicator 12 was included as a topic on the agenda.</p>
<p>WDPI and WDHS consulted with NCRRC and NECTAC on data analysis and the early childhood transition process.</p> <ul style="list-style-type: none"> • Series of calls with NCRRC, and/or NECTAC in August , December 2008, and 	<p>The State invited Sharon Walsh of NECTAC, and Ann Bailey of NCRRC to present at:</p> <ul style="list-style-type: none"> • The Wisconsin Birth to 3 Leadership Conference in November 2007. • A statewide teleconference for technical assistance providers in Wisconsin who serve LEAs and Birth to 3 county agencies in March 2009. The focus of the teleconference is to highlight effective technical assistance tools for promoting a

INDICATOR 12 TECHNICAL ASSISTANCE ACCESSED AND ACTIONS TAKEN	
Technical Assistance Sources from Which the State Received Assistance	Actions the State took as a Result of the Technical Assistance
<p>January 2009</p> <ul style="list-style-type: none"> • Monthly regional teleconferences • On-site TA from NCRRC in August, 2008 	<p>smooth transition from Part C to B.</p> <p>In addition, NCRRC and NECTAC provide feedback on drafts of state policy bulletins and interagency agreements. Revisions to the documents are made based upon their reviews.</p>
<p>Monthly technical assistance phone calls with the OSEP State Contacts Lynne Fairfax, Part B, and Rhonda Spence, Part C, have been held jointly with WDPI and WDHS.</p> <p>OSEP’s October 17, 2008 memo on “Reporting on Correction of Noncompliance in the APR”</p> <p>OSEP’s FAQ document entitled “Frequently Asked Questions Regarding Identification and Correction of Noncompliance and Reporting on Correction in the SPP/APR”</p>	<p>WDPI sought and received clarification from OSEP state contact on requirements associated with early childhood transition, as well as on correcting and measuring correction of noncompliance.</p> <p>LEAs with findings of noncompliance were required to conduct an analysis of their preschool transition data and process. The analysis included a review of the data on preschool children referred by counties; a review of the agency’s preschool transition policies, procedures, and practices; and a review of local interagency agreements. WDPI strongly recommended the analysis be conducted in collaboration with county agencies referring children with suspected disabilities from Part C birth to three programs. To further encourage collaboration, county agencies were notified by WDHS that LEAs would be contacting them. Following the analysis, LEAs were required to prepare and submit a written report describing the steps in the analysis, the issues identified, actions taken to address the issues, and future actions planned. Staff from WDPI and WDHS collaboratively analyzed the LEA reports to identify areas of need for technical assistance.</p> <p>To demonstrate our commitment to correction of the LEA’s noncompliance related to Indicator 12, the LEA provided child-specific correction and ensured future compliance. Specifically, each LEA reviewed the previously noncompliant files and considered if compensatory services were needed for the child. This was accomplished by holding an IEP Team meeting or, pursuant to 34 C.F.R. § 300.324(4), with the agreement of the child’s parents either (1) discussing the need for additional services with the child’s parent and documenting an agreement that no additional services are needed, or (2) developing a written document to amend or modify the child’s current IEP to reflect additional services. The LEA submitted an assurance that each instance of child-specific noncompliance had been addressed. WDPI verified the noncompliance was corrected</p>

INDICATOR 12 TECHNICAL ASSISTANCE ACCESSED AND ACTIONS TAKEN	
Technical Assistance Sources from Which the State Received Assistance	Actions the State took as a Result of the Technical Assistance
	by reviewing a sample of the previously noncompliant files to ensure the LEA had initiated services, though late. Each LEA also ensured future referrals from Part C are completed in a timely manner by demonstrating compliance through subsequent data collected through the LPP.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent 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 the post-secondary goals.

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

Measurement:
Percent = # of youth with disabilities 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 the post-secondary goals divided by # of youth with an IEP age 16 and above times 100.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	100% of youth aged 16 and above with an IEP includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

Actual Target Data for FFY 2007:

The Wisconsin Department of Public Instruction (WDPI) gathered data for Indicator 13 from the 91 local educational agencies (LEAs) that performed the Procedural Compliance Self-Assessment (including Milwaukee Public Schools) during 2007-2008. The Procedural Compliance Self-Assessment is part of Wisconsin’s monitoring system. LEAs were instructed to create a random sample of IEPs of youth 16 and above. During the 2007-08 school year, IEPs of 1347 youth aged 16 and above were reviewed using the National Secondary Transition Technical Assistance Center (NSTTAC) Indicator 13 Checklist. Five hundred thirty (530) IEPs met the standards for Indicator 13. The percent 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 the post-secondary goals for the 2007-08 school year is 39.35% (530/1347). This result represents an increase of 12.45% since the 2006-07 school year. Although the target is not met for 2007-2008, progress has occurred. Preliminary data for the 2008-09 school year indicate a compliance rate of 66.79%, representing an increase of 27.44%. Wisconsin continues to make steady and significant progress toward the goal on this indicator.

WDPI notified each LEA in writing of all noncompliance identified in FFY 2006. In response, each LEA submitted an assurance of correction of each individual case of noncompliance as well as examples of IEPs of youth aged 16 and above that included measurable, annual IEP goals and

transition services that will reasonably enable the student to meet post-secondary goals. WDPI reviewed a sample of the previously noncompliant files and verified all identified noncompliance was corrected within one year.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:

Explanation of Progress that occurred for 2007-2008

The 2005-06 baseline score for Indicator 13 was 7.4%. In response WDPI increased technical assistance to LEAs through the Wisconsin Statewide Transition Initiative (WSTI). WSTI is a WDPI statewide systems change project that offers a comprehensive approach to providing transition services in the State of Wisconsin. WSTI uses a two-tiered service delivery model consisting of local school district Transition Action Teams and County Transition Advisory Councils. The technical assistance provided to LEAs resulted in an improved compliance rate in 2006-2007. During FFY 2007, WDPI conducted a review of Indicator 13 technical assistance strategies and methods. As a result of the review, WDPI took steps to clarify instructions for implementing the NSTTAC Checklist, realigned delivery of technical assistance to ensure consistency of information, and established a system to deliver targeted technical assistance via the statewide distance learning network. The preliminary data for the 2008-09 school year demonstrates this approach resulted in substantial gains in compliance. WDPI will continue to update and expand Indicator 13 related technical assistance provided to LEAs in 2009 and beyond.

Discussion of Improvement Activities Completed

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

State Performance Plan Improvement Activities
<p>Wisconsin Statewide Transition Initiative (WSTI), (www.wsti.org)</p> <p>WSTI is a statewide systems change project that offers a comprehensive approach to providing transition services in the State of Wisconsin. WSTI utilizes a two-tiered service delivery model consisting of local school district Transition Action Teams and County Transition Advisory Councils. Point of Entry Manuals are developed for each Cooperative Educational Service Agency (CESA) to identify county agency linkages. Twelve CESA-based transition coordinators, a project director, and a WDPI transition consultant provide transition support services, information dissemination, and staff development to parents, education professionals, and community agency professionals throughout Wisconsin. Currently each of the 12 CESAs receives mini-grants to improve transition services. WSTI participates in a statewide transition conference each year. Networking meetings in each CESA are used to provide Indicator 13 training. WSTI assists participating LEAs in using data from Indicators 1, 2, 13, and 14 to develop local improvement plans.</p> <p>WDPI has worked collaboratively with Dr. Ed O’Leary of the Mountain Plains Regional Resource Center to develop technical assistance on the correct implementation of transition requirements in IDEA. LEA personnel who participate in WSTI receive training in how to review transition requirements in IEPs using a transition checklist. The Office of Special Education Programs (OSEP) has recognized Wisconsin’s work in the area of transition as a national model.</p> <p>WDPI collaborates with the National Secondary Transition Technical Assistance Center (NSTTAC) to improve outcomes for Indicator 13. NSTTAC has provided training to CESA and LEA personnel on Indicator 13 at the statewide transition conference. WDPI participated in NSTTAC’s transition forum and developed the Wisconsin strategic plan for improving secondary transition. WDPI participates in the National Community of Practice on Transition hosted by National Association of State Directors of Special Education (NASDSE).</p>

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
13 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 High School Outcomes Survey Project Director	WSTI and WPHSOS have collaborated to develop a web-based data analysis/school improvement program 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"> ▪ Provides a demonstrated improved outcome for youth with disabilities by connecting Indicators 1, 2, 13 & 14. A literature review has been started, and will be included in a new web-based resource designed to assist districts in using local data for Indicators 1, 2, 13, 14 in district and teacher outcomes improvement planning activities, using available evidence based practices and other field-based resources.
13 C, D	Wisconsin Statewide Transition Initiative (WSTI)-Statewide Training Offered training statewide for districts on compliance standards.	WDPI Transition Consultant WDPI Assistant Director of Special Education WSTI Director WPHSOS Coordinator Family Assistance Center for Education and Training (FACETS) Coordinator Department of Health Services (DHS) Consultant Division of Vocational Rehabilitation (DVR) Representative	WDPI and WSTI will continue to provide training at statewide and regional conferences. The compliance standards were developed because statewide monitoring of T-03 showed a need to provide more focused training and technical assistance. ITV Training Session Outcomes: <ul style="list-style-type: none"> • Spring – 31 sites; Fall – 32 sites; total = 63 sites • 13 sessions provided • 499 educators participated During 2007-2008 the following improvement activities were implemented: <ul style="list-style-type: none"> • WDPI's Transition Consultant worked with WDPI's Procedural Compliance Self-Assessment workgroup to clarify the instructions for the compliance standards and developing examples related to Indicator 13. These standards and examples were based on the NSTTAC Checklist. • The Transition Consultant, Procedural Compliance Self-Assessment workgroup and WSTI implemented statewide interactive television (ITV) training. This training was hosted by each CESA and adopted the Wisconsin Personnel Development Model (WPDM) to improve training and outcomes. • The Transition Consultant and Procedural Compliance Self-Assessment workgroup clarified the instructions for the Transition portion of the Procedural Compliance Self-Assessment process. • NSTTAC checklist-based data system was built on WSTI website and is currently available for LEA use. • Information Dissemination – a Transition e-Newsletter was developed and disseminated via the WSTI website. The e-Newsletter communicates information about Indicator 13, provides information about which districts will be involved in the next cycles in the Procedural Compliance Self-

			<p>Assessment process, and promotes the interactive television (IVT) training presentations.</p> <ul style="list-style-type: none"> • Created Indicator 13 “Tips” based on the errors seen in Procedural Compliance Self-Assessment process to help LEAs avoid some of the common errors. Also provided an Indicator 13 PowerPoint presentation. • WDPI collected a listing of common errors on the NSTTAC checklist by frequency as reported by LEAs on the Procedural Compliance Self-Assessment. This data assists public agencies and WDPI in prioritizing professional development activities. • WSTI hosted an annual statewide transition conference in January 2008. Over 600 educators, parents, service providers, and youth participated. WDPI collaborated with NSTTAC to provide training to CESA and LEA personnel on Indicator 13 and secondary transition requirements at the January 2008 statewide transition conference. • The WSTI Conference also focused on behavior issues for students with disabilities; sponsorship of these sectionals was provided in partnership with the Behavior Grant (see below). • WDPI participated in the National Community of Practice on Transition hosted by NASDSE at http://www.sharedwork.org/. • WSTI created effective-practice professional development training modules available on its web site to assist in meeting Indicator 13. The modules provide consistent information to LEAs, provider agencies, parents, and youth about transition requirements and effective practices. • WSTI established a Youth Advisory Council. The purpose is to promote youth empowerment through self-advocacy. • As part of the Wisconsin strategic plan developed with NSTTAC, Wisconsin applied for and received an OSEP Secondary Transition State Capacity Building Initiative grant. • WDPI developed a Transition Resource Directory for each CESA to identify county activities providing transition services and agency contacts. The directories assist LEAs in forming interagency linkages. • Transition Mini-grants – Each of the 12 CESAs and Milwaukee Public Schools received mini-grants to improve transition services through baseline IEP reviews, one-year follow-up IEP reviews, local planning and professional development. • Transition Support Services – WDPI’s transition consultant, WSTI’s project director, 12 CESA-based transition coordinators, and the Milwaukee Public Schools transition coordinator provided transition support services, information dissemination and staff development to
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			parents, education professionals, and community agency professionals in Milwaukee and throughout Wisconsin. These activities and services ranged from one-time presentations to quarterly meetings for CESA coordinators.
13 C, D, F, G	Wisconsin Statewide Transition Initiative (WSTI)-Participation in National Community of Practice on Transition Participation in National Community of Practice on Transition.	WDPI Transition Consultant NASDSE	WDPI continues to participate in the National Community of Practice on Transition hosted by NASDSE at http://www.sharedwork.org .
13 C, D, J	Wisconsin Statewide Transition Initiative (WSTI), (www.wsti.org) (For complete description of activity see SPP)- Youth Development Guide Created new youth development guide.	SPDG Staff CESA #12 Transition Coordinator	WDPI created a youth development guide and 12 CESA-based trainings were conducted, funded by a Medicaid Infrastructure Grant (MIG) awarded by the Wisconsin Department of Health Services.
13 H	Wisconsin Statewide Transition Initiative (WSTI)-Directors of Special Education (DSE) Survey Surveyed DSEs to determine barriers to district staff participation in professional development related to transition.	WSTI Consultant	Had a 60% response rate. From the input of the survey the time of year was changed when professional development was offered, as well as the focus of the professional development activities, increased consistency of presenters and professional development at school site (resulted in the use of ITV).

National Technical Assistance

WDPI has worked collaboratively with Dr. Ed O'Leary of the Mountain Plains Regional Resource Center to develop technical assistance on the correct implementation of transition requirements in IDEA. WDPI also collaborates with the National Secondary Transition Technical Assistance Center (NSTTAC) to improve outcomes for Indicator 13. WDPI attended NSTTAC's spring 2007 transition forum and developed Wisconsin's strategic plan for improving secondary transition. WDPI participates in the National Community of Practice on Transition hosted by NASDSE.

The Office of Special Education Programs has recognized Wisconsin's work in the area of transition as a national model.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
13 A, B, D, F, E, G	WI State Capacity Building Plan: Secondary Education and Transition Services for NSTTAC Wisconsin also focused directly on related statewide performance indicators.	WI DPI Transition Consultant WI DPI Assistant Director of Special Education WSTI Director WPHSOS Coordinator FACETS Coordinator DHS Consultant DVR Representative	NSTTAC provided training to WDPI, CESA, and LEA personnel on secondary transition requirements at WDPI's February 2007 statewide transition conference. Implemented the community of practice model at the state and local levels (continuation goal). Provided technical assistance through the post high school follow-up grant, to move the outcomes website from a data collection and reporting tool to a tool that LEAs will, using their Indicator 1, 2, 13, and 14 data, identify local needs and determine improvement strategies needed to positively impact Indicator 14 targets.
Procedural Compliance Self-Assessment			
Beginning with 2006-2007, Indicator 13 data is taken from State monitoring data, collected as part of the public agency <i>Procedural Compliance Self-Assessment</i> . To assure valid and reliable data, WDPI provides web-based training in how to conduct the self-assessment, including how to create random samples for review. The self-assessment checklist includes standards for reviewing the procedural requirements. Information about the self-assessment is posted on the WDPI website at http://dpi.wi.gov/sped/spp-selfassmt.html . LEAs participating in the <i>Procedural Compliance Self-Assessment</i> are required to conduct IEP team meetings as soon as possible to revise IEPs that do not meet the standards for Indicator 13. LEAs with noncompliance develop and implement agency-wide corrective action plans. WDPI staff provide technical assistance and conduct periodic reviews of progress to ensure correction of noncompliance as soon as possible, but no later than one year from identification of noncompliance. WSTI provides training to assist with the correction of noncompliance.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
13 A, B, C, D, E, G	WDPI defined compliance standards and examples related to Indicator 13 <ul style="list-style-type: none"> • Identified strategies to improve training using the Wisconsin Personnel Development Model (WPDM). • Developed compliance standards and examples based on NSTTAC Checklist. • Measurable outcomes – improvement in Indicator 13 data. • As a result of the change in compliance standards and participation in national meeting, changed the instructions for the Procedural Compliance Self-Assessment process and revised the data collection process. Made the 	WDPI Transition consultant Procedural Compliance Self Assessment Workgroup representative WSTI Director	WDPI and WSTI will continue to provide training at statewide and regional conferences.

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	process of Procedural Compliance Self-Assessment more consistent than before.		
13 B, C, D	<p>Procedural Compliance Self-Assessment Process</p> <p>The self-assessment of procedural requirements includes data on each of the SPP indicators including the number of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.</p>	Procedural Compliance Self-Assessment Workgroup	<p>During the 2007-2008 school year the second cohort of LEAs completed the self-assessment process.</p> <ul style="list-style-type: none"> 91 LEAs participated in the self-assessment. 1347 student records were reviewed for compliance with Indicator 13 63 LEAs were required to develop corrective action plans to address compliance problems agency-wide. WDPI conducted verification activities with all participating LEAs to ensure correction of noncompliance within one year.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
13 A, B, C, D, E, G, J	<p>Wisconsin Statewide Transition Initiative (WSTI)-New initiatives.</p> <p>WDPI initiated new activities to impact student graduation rates with transition.</p>	WDPI Transition Consultant	<p>Interagency Agreement- negotiated a new interagency agreement with the Division of Vocational Rehabilitation of the Wisconsin Department of Workforce Development and the Wisconsin Department of Health Services to coordinate services for individuals transitioning from education to employment. The agreement can be viewed at http://dwd.wisconsin.gov/dvr/pdf_files/dip_interagency_agreement.pdf.</p> <p>Wisconsin State Capacity Building Plan – Secondary Education and Transition Services for NSTTAC. Wisconsin’s team used and discussed portions of a team planning tool for state capacity building. The Wisconsin group worked on identifying past, current and future statewide systems change efforts and technical assistance efforts related to statewide capacity building; related to improving transition services and related to post high school results for students with disabilities.</p>

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

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Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

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

FFY	Measurable and Rigorous Target
2007 (2007-2008)	66% of youth who had IEPs and are no longer in secondary school have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school

Actual Target Data for FFY2007:

Number of Respondents to the Survey	573
Number Receiving Postsecondary Education or Training ONLY	177
Number Competitively Employed ONLY	135
Number BOTH Competitively Employed AND enrolled in Postsecondary Education or Training	82
Total Number Engaged	394

Calculation:

$394 / 573 = \text{Indicator 14} = 394 / 573 = .6876 \times 100 = 68.76 = \mathbf{68.8\%}$ rounded to 69%.

Response Rates

A response rate is one measure of the level of success or quality achieved in collecting survey data. It is the ratio of the number of completed surveys (the Respondent Group) to the total number of surveys intended to be completed (the Target Exiter Group).

Table 1. 2008 Survey Response Status of 2006-07 School Exiters		
	Count	Percent
Total School Exiters	2089	100%
Contacts Made	904	43%
Ineligible Contacts	82	4%
Eligible: Completed Survey	573	29%
Eligible: Refused/Unavailable	249	12%
No Contact/Lost to Follow-up	1185	57%

Table 1 indicates all 2006-07 exiters in the statewide sample (2089) were attempted to be contacted. Of the 904 (43%) school exiters successfully contacted, 82 (4%) had returned to high school, or never actually graduated, or graduated more than one year ago, or were deceased, and therefore were ineligible to participate in the post school outcomes survey. Another 249 (12%) declined to complete the survey, and 1185 (57%) of the school exiters were unable to be located. At the end of the survey period, there were 573 (29%) completed surveys. The table above summarizes what is known about the 2006-07 school exiters intended to be surveyed.

The response rate for 2006-07 is 29%, and reflects a confidence level of 95% +/- 3%. The confidence level indicates the data present a statistically valid level of confidence in which to draw comparisons between the target exiter group and the respondent group.

Contact Rate = $904 / 2089 = 43\%$
 Eligible Respondents = $2089 - 82 = 2007$
 Response Rate = $573 / 2007 = 29\%$

Forty-three percent of youth who exited high school were successfully contacted to participate in the outcomes survey. A review of the reasons for unsuccessful contacts indicates a high percentage of youth (57%) who were attempted to be contacted could not be reached because the interviewer was unable to locate a current phone number if the phone number provided by the district was not successful (e.g. the former student moved, the phone was disconnected, there was no forwarding phone number, the phone number was unable to be located, or there was no contact after more than six attempts). This may be attributed to collecting contact information while the students are in their senior or last year of high school and interviewing the following spring. Because of this, the response rate the past two survey years has been lower than in survey years prior to SPP Indicator 14. At that time, former students were interviewed the same year the contact information was collected (the year after they exited).

To address this, LEAs will be asked to verify former student phone numbers in February and March after the student exits but prior to interviewing in April – September. In addition, the Wisconsin post high school outcomes website will highlight several documents from the National Post School Outcomes Center regarding increasing response rates, including [Collecting Post-School Outcomes Data: Strategies for Increasing](#)

Part B State Annual Performance Report (APR) for 2007

[Response Rates](#) and [Post-School Outcomes Survey: Coming Soon to a Student Near You!](#) This information will be shared directly with districts in their outcomes data collection year.

In addition, a higher percent of youth declined to be interviewed than in the past (increased from 4% to 12%). To address this, LEAs included in the sample year have been given two technical assistance documents and encouraged to share these documents along with a copy of the survey questions in anticipation of the upcoming survey. It is hoped that by informing youth and parents about the upcoming survey that more youth will participate when called.

Time was spent identifying possible sources of non-response bias. The statewide sample was selected consistent with the other sampling indicators. An independent survey center was hired to make the calls. St. Norbert College Survey Center made up to six attempts to contact each former student in the sample, calling early morning, daytime, evenings and weekends to avoid selecting only those respondents home during the day. To prevent language barrier selection bias, interviewers conducted the interviews in other languages when requested (St. Norbert College Survey Center is housed next to the International Studies Program, where they have trained bilingual interviewers), and a special operator (TTY) was used in one interview. Youth were contacted in jail and the military when possible. Even with the concentrated efforts to call former students at various times throughout the day and evening, response rates for all districts ranged from 11% to 80%, with the most common range of 25% to 45% response rate.

Representativeness

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

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

Table 6. Results of Representativeness using the NPSO Response Calculator

	Overall	Female	Minority	LD	EBD	CD	LI	Dropout
Target Leaver Totals	2007	661	683	1066	362	277	302	447
Response Totals	573	168	95	301	76	88	108	15
Target Leaver Representation		32.93%	34.03%	53.11%	18.04%	13.80%	15.05%	22.27%
Respondent Representation		29.32%	16.58%	52.53%	13.26%	15.36%	18.85%	2.62%
Difference		-3.62%	-17.45%	-0.58%	-4.77%	1.56%	+3.80%	-19.65%

Learning Disability (LD), Emotional/Behavioral Disability (EBD), Cognitive Disability (CD), Low Incidence Disabilities (LI)

- ◆ **Gender** – Female respondents are slightly underrepresented compared to male respondents (-3.62%)

Females were more likely to have a non-viable phone number than males, but slightly more likely to answer the interview themselves when located. Non-viable phone numbers may be due to more females attending some type of postsecondary education than males and may therefore be more likely to have a different phone number than when they exited high school.

- ◆ **Ethnicity** - Minority respondents are significantly underrepresented when compared to Caucasian respondents (-17.45%). Caution should be used when interpreting outcomes of minority youth.

Minority youth were much more likely to have a non-viable phone number than Caucasian youth. African American youth were significantly more likely to have a non-viable phone number than other minority youth. Asian youth most often declined to be interviewed. Native American youth were most likely to be ineligible to receive a survey, mainly because they were still in school (did not graduate as expected).

Native American youth personally responded least often to the interview (i.e. the parent or guardian answered the interview questions on the behalf of the youth); Asian and Hispanic youth personally responded most often to the interview (i.e. answered the interview questions themselves).

- ◆ **Disability** – Respondents with learning disabilities (-0.58%) and cognitive disabilities (1.56%) are proportionately represented, respondents with emotional/behavioral disabilities (-4.77%) are slightly underrepresented, and respondents with low incidence disabilities are slightly overrepresented (+3.80%).

Respondents with cognitive disabilities or emotional/behavioral disabilities were least likely to personally respond to the interview and were most likely to have a non-viable phone number. Youth with learning disabilities were most likely to decline to be interviewed.

- ◆ **Exit Type** – Exited who dropped out are significantly underrepresented (-19.65%) when compared to exited 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.

Youth who dropped out were most likely to be ineligible to receive a survey, because they returned to school. However, when eligible, they were most likely to personally respond to the survey.

Indicator 14 Definitions

Postsecondary education is defined as:

2-year college or community college, 4-year college or university, public technical college, private vocational school, short-term training program, apprenticeship, or other vocational or job training program. Full-time attendance is considered 12 or more credits per semester.

Competitive employment is defined as:

work in the competitive labor market that is performed on a full-time basis (35 or more hours per week) in an integrated setting and for which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled; includes the military and supported employment.

CIFMS Stakeholders recommended Wisconsin define “competitive employment” as full-time employment (i.e. work in the competitive labor market that is performed on a full-time basis in an integrated setting, at or above minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled). This reflects a higher standard of competitive employment (the VR definition includes full-time or part-time work), and indicates the level necessary for youth to approach financial sufficiency and true employment outcomes. This percentage, along with the percentage of youth participating in postsecondary education or training programs, and youth engaged in both, is a sound basis for assessing meaningful engagement of youth with disabilities one year after exiting high school

Wisconsin sets targets and reviews outcomes using the state definition of competitive employment, which includes only full-time competitive employment. The VR definition of competitive employment includes full or part-time competitive employment and is more widely used in other states. Figure 1 presents Indicator 14 by its component parts using Wisconsin’s definition of postsecondary education and training and competitive employment. Figure 2 provides Indicator 14 by its component parts using the VR definition of competitive employment, as this definition is more widely used and readily provides a comparative analysis, and is provided here for comparative analysis. Comparing the two tables assists one in understanding how full-time and part-time employment impact the component percentages of Indicator 14 as well as the single percentage of engagement reported for Indicator 14.

Full-time only: 65% of youth who had IEPs and are no longer in secondary school have been competitively employed (full-time), enrolled in some type of postsecondary school, or both, within one year of leaving high school.

Full-time + Part-time: 79% of youth who had IEPs and are no longer in secondary school have been competitively employed (full-time or part-time), enrolled in some type of postsecondary school, or both, within one year of leaving high school.

Figure 1. Report of 2006-07 Exiter Indicator 14 Data (FFY 2007)

Wisconsin definition of competitive employment (full-time): **69% = 394** of youth who had IEPs and are no longer in secondary school have been competitively employed (**35 hours or more per week**), enrolled in some type of postsecondary school, or both, within one year of leaving high school divided by **573** youth assessed who had IEPs and are no longer in secondary school times 100. **394/573 = 69%**

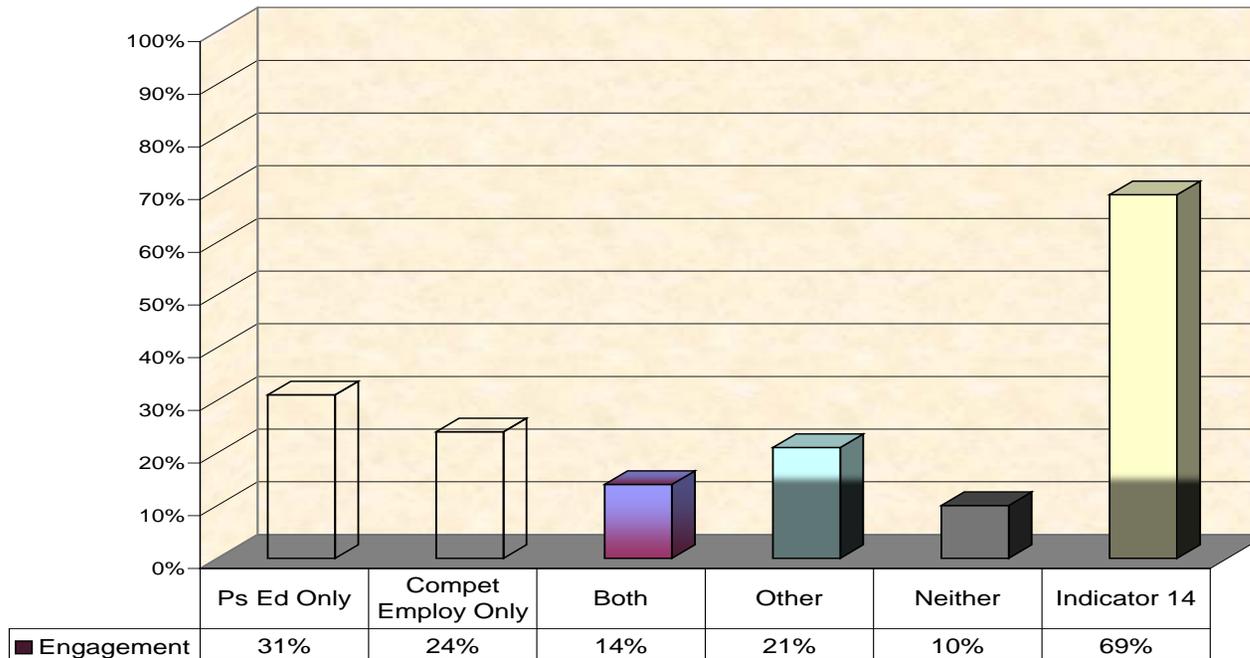
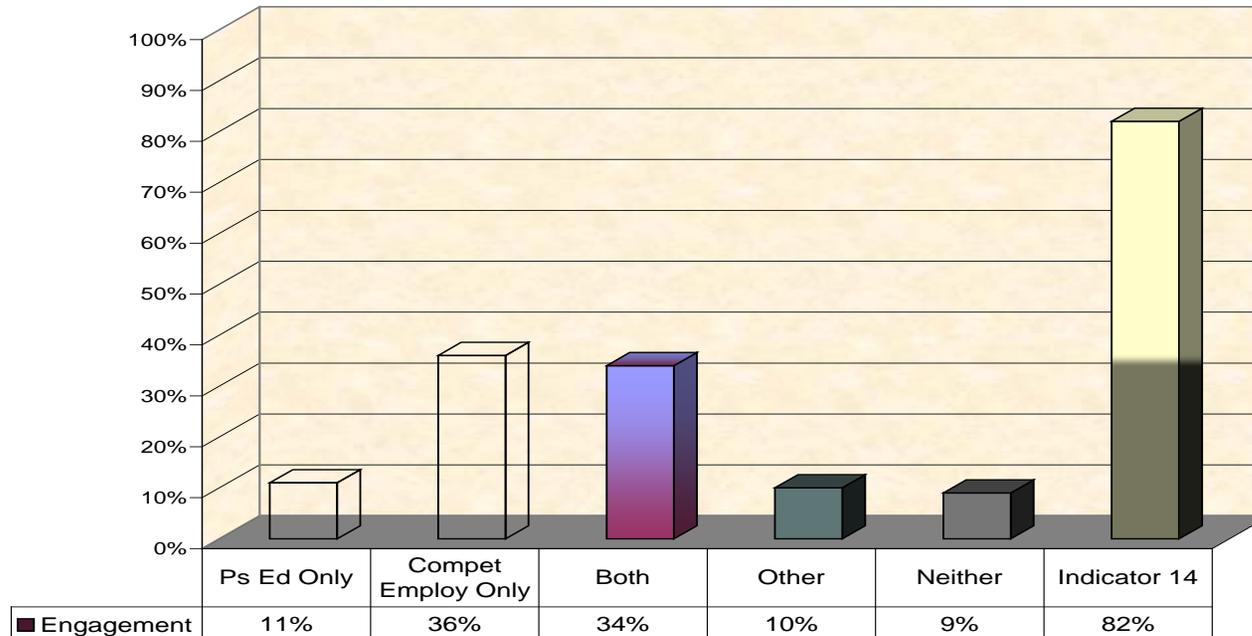


Figure 2. Comparison to Full-time + Part-time

VR definition of competitive employment (for comparison purposes): 82% = 468 of youth who had IEPs and are no longer in secondary school have been competitively employed (full-time or part-time), enrolled in some type of postsecondary school, or both, within one year of leaving high school divided by the 573 youth assessed who had IEPs and are no longer in secondary school. $468/573 = 82\%$



A review of these two figures indicates that when “full-time Competitive Employment” is used, the category of BOTH decreases (as not many youth go to postsecondary education and are competitively employed full-time at the same time), and the category of “Other” increases. “Other” includes youth who are or have been employed but not competitively employed full-time. When full and part-time competitive employment is considered, the percentage of engaged youth increases in “Competitive Employment Only” and in “Both Postsecondary Education/Training AND Competitive Employment.”

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:

Explanation of Progress or Slippage that occurred in 2007-2008

Wisconsin established a baseline of 65.5% 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 was established. Measurable and rigorous targets of a one-half percent increase for each year through FFY 2011 were set. The target for FFY 2007 was 66%. Our FFY 2007 data indicate 68.8%, so the first target was surpassed. The table below depicts the percent of change between FFY 2006 and FFY 2007.

Table 4. SEA Comparative Indicator 14 Data - FFY 2007 and FFY 2006

Postsecondary Status	2007* Report of 2006-2007 <u>Exiters</u> Count	2007 Report of 2006-2007 <u>Exiters</u> %	2006** Report of 2005-2006 <u>Exiters</u> Count	2006 Report of 2005-2006 <u>Exiters</u> %	% Change
1. Postsecondary Education/Training ONLY <i>(no competitive employment ever)</i>	177	30.9%	114	31.8%	-0.9%
2. Competitive Employment ONLY <i>(full-time)</i>	135	23.6%	66	18.4%	+5.2
3. BOTH Postsecondary Education/Training AND Competitive Employment <i>(full-time)</i>	82	14.3%	51	14.3%	n/c
4. Other <i>(e.g. sheltered employment setting, non-community-based employed, non-competitive employment)</i>	123	1.5%	89	25.0%	-13.5%
5. NEITHER Postsecondary Education/ Training NOR Competitive Employment <i>(full-time)</i>	56	9.8%	38	11.0%	-1.2%
6. Meet Indicator 14: <i>(sum of rows 1, 2, and 3)</i> % of youth who had IEPs and are no longer in secondary school, have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.	394	68.8%	231	64.6%	+4.2%

*All percentages based on current total of 573 statewide respondents. **All percentages based on current total of 358 statewide respondents.

The 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 increased by four percentage points this year. A review of the data indicate this may be attributed to several factors. Figure 4 presents some key factors in competitive employment. First, a higher percentage of youth were or had been employed at the time of the survey or at some time since leaving high school than at the time of the previous year's survey (increased from 83% to 86%). Once hired, a higher percentage of respondents reported working in an integrated community setting, working 35 hours or more per week, and earning minimum wage or greater. Second, more youth reported having paid employment in the community while in high school, and a higher percentage had a valid driver's license at the time of the survey. Consistently over all of the survey years, these last two factors correlate most the rise and fall of competitive post high school employment rates. Additionally, more youth asked for accommodations on the job (increased from 4% in 2007 to 7% in 2008) and more youth received the accommodation they requested (increased from 69% in 2007 to 78% in 2008). Many teachers have received training on a WDPI publication entitled "Opening Doors to Employment" (<http://dpi.wi.gov/sped/pdf/tranopndrs-employmt.pdf>), which they provide to youth and families. The increase in IEPs meeting Indicator 13 requirements may be related to youth having more high quality jobs in high school and more competitive employment post high school.

Figure 4. Comparison of FFY 2006 and FFY 2007 Competitive Employment Outcomes

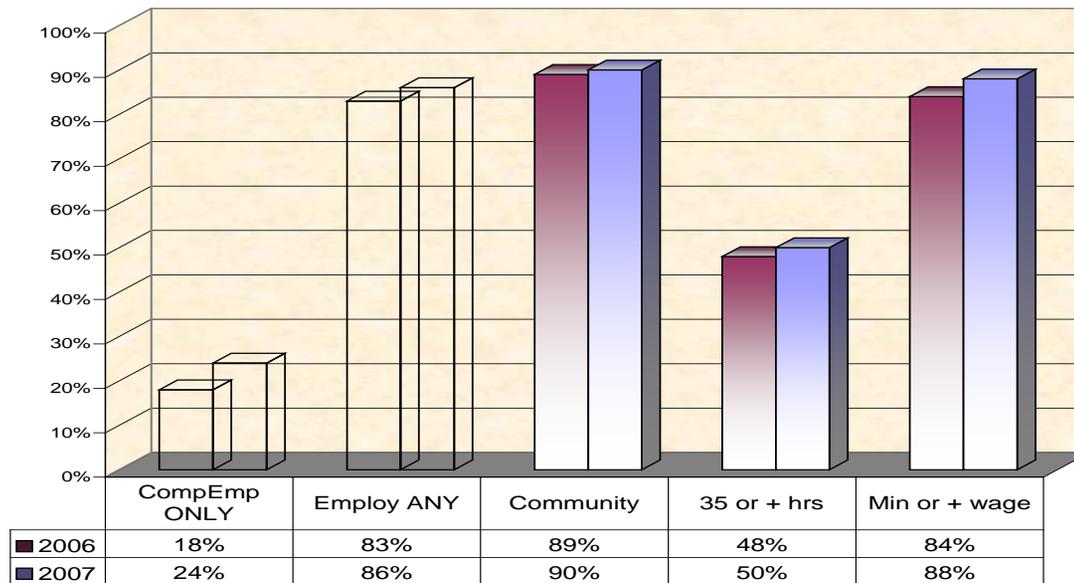
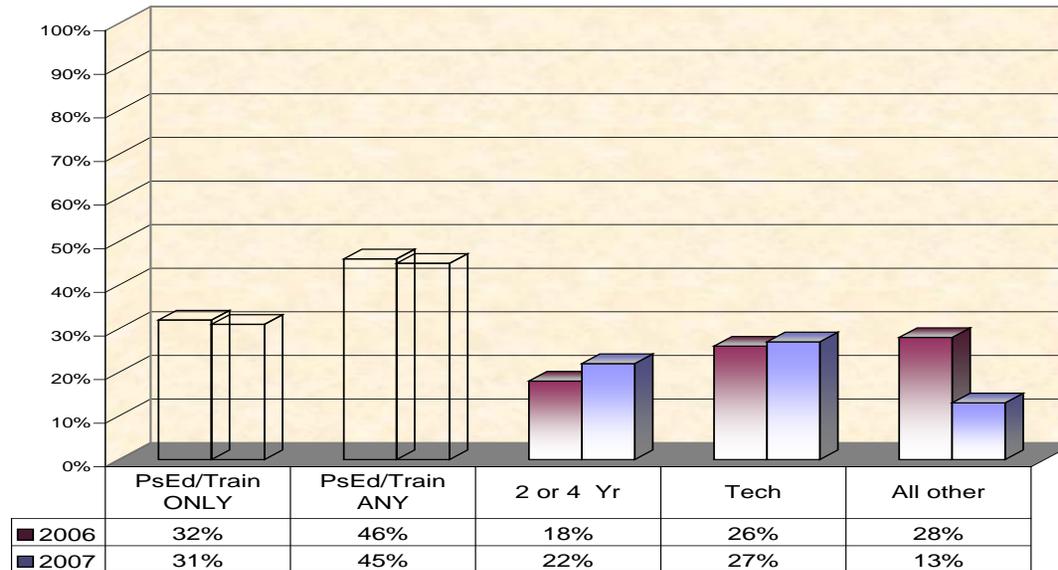


Figure 5 presents some of the major components of participation in postsecondary education and training. Consistently over all of the survey years, 45% to 48% of youth are or have been enrolled in or graduated from a postsecondary program. The main difference between “All Other” from 2006 to 2007 is the significant drop in the percentage of respondents seeking a high school completion degree. While this significant drop affected the overall percentage of participation in postsecondary education and training, a review of the program areas indicates an increase in participation in academic postsecondary education. Over the years, an increased percentage of youth have participated in academic or public technical college programs. One reason for strong participation may be that many teachers have received training on a WDPI publication entitled “Opening Doors to Postsecondary Education” (<http://dpi.wi.gov/pubsales/pdf/openpostsec.pdf>), which they provide to youth and families.

Figure 5. Comparison of FFY 2006 and FFY 2007 Postsecondary Education or Training Outcomes



Discussion of Improvement Activities Completed

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

State Performance Plan Improvement Activities			
Wisconsin Post High School Outcomes Survey (WPHSOS)			
Annually, from 1/5 of LEAs, WDPI collects data on post high school outcomes of youth with disabilities. Districts provide contact data of students the year prior to exit. St. Norbert Survey Center conducts a phone interview with students one year after exiting. The survey center makes multiple attempts to survey students. The WPHSOS provides training and technical assistance to St. Norbert and school districts to increase the accuracy of the data.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
14 A, B, C, D,E, F	<p>Wisconsin Post High School Outcomes Survey (WPHSOS) To increase response rates and improve outcomes</p> <ul style="list-style-type: none"> • Website: A statewide Wisconsin Post High School Outcomes Survey (WPHSOS) Summary Report (www.posthighsurvey.org) is published in annually in September and widely distributed throughout the year. • Reports: to assist with determining improvement activities, data are disaggregated by gender, ethnicity, disability, and exit type. Districts have access to a Gender, Ethnicity, Disability, and Exit Type (GEDE) table, 	<p>Wisconsin PHSOS Director</p> <p>WI DPI Transition Consultant</p>	<p>Wisconsin has collected post high school outcomes for the past eight years. The past two years have been in response to the State Performance Plan (SPP). This has created a need to revise portions of the post high website as well as technical assistance materials, data analysis tools, and information districts use to set local goals. New types of information were needed to meet the data collection and reporting requirements of Indicator 14. LEA personnel who have not yet been involved in monitoring are not familiar with the federal reporting requirement related to post-school outcomes.</p> <p>Direct technical assistance is provided at several statewide conferences and personal contact and assistance throughout the year. Additional training is provided on the DPI website through resources and an Indicator 14 webcast and PowerPoint. The purpose of the training session is to explain (a) the purpose of the data collection efforts, (b) the LEAs roles and responsibilities in the efforts, (c) how data will be used at the federal, state, and local levels, and (d) strategies LEAs could use to inform students and parents about the survey process 1 year out of school. Since a new cohort of schools are involved in the survey each year, a lack of understanding of the data collection efforts process and requirements may contribute to the low response rate.</p> <p>Goals met FFY 2006 to FFY 2007:</p> <ul style="list-style-type: none"> • Statewide Summary Reports were posted to the WDPI and post high websites and hard copies were widely distributed • All website features were completed and Indicator 14 reports were improved and expanded

	<p>District Summary Report, District Report Starter, Data Analysis Charts, and Improvement Planning Forms.</p> <ul style="list-style-type: none"> • Data analysis: districts use this information to review local outcomes in relation to local planning and improvement activities. The data analysis forms may be used in conjunction with data retreat procedures so districts can easily incorporate post high school outcomes data into analysis and improvement planning. 		<ul style="list-style-type: none"> • Trainings on using the data and collecting former student contact information were completed • DPI webcast and training PowerPoint were updated, as were DPI Indicator 14 resources • To improve data collection efforts, the state department of education consultant provided training to local education agency (LEA) personnel responsible for data collection in their district; additional resources were developed and are available on the post high website, including: <ul style="list-style-type: none"> • Indicator 14: Improving Response Rates a Special Note to Wisconsin Directors of Special Education • Special Note to Youth and Parents! <p>Goals set FFY 2007 to FFY 2008:</p> <p>Despite increased assistance to local districts, response rates continue to remain below the desired level.</p> <ul style="list-style-type: none"> • To increase response rates, the post high director and program assistant will provide more concentrated monitoring of response rates as they are occurring, and work with district personnel to get viable phone numbers. There will be additional training with the urban school districts to employ strategies to assist with their unique needs. • To improve data collection efforts, the post high project will provide LEA personnel with an overview of the data collection efforts required for federal reporting. To familiarize districts with the resources available, the SEA will use webcasts and direct assistance to districts. The development of a Senior Exiter Survey will be explored as a tool to capture both high school experiences and more accurate contact information. • To improve district use of data and ultimately outcomes of youth with disabilities, the DPI will develop additional data analysis tools and methodology, and provide concentrated technical assistance to districts with low response rates (during survey period) and low engagement rates (post survey data collection). • To facilitate data use, a new data-use practice group will be formed within the Wisconsin Community on Transition (www.sharedwork.org). • To better assess the outcomes of under-represented groups, the implementation of a non-responder survey in 2009 will be considered.
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Information Dissemination			
Information from the WPHSOS is shared with parents, youth with disabilities, public and private adult services providers, teachers, school administrators, and the WI CIFMS Stakeholder Group at conferences and meetings. Information on state and local communities of practice, as well as technical assistance documents, are also shared with the National Community of Practice on Transition via the website.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
14 A, C, D, E, F, J other Dissemination	<p>Information Dissemination <u>To increase awareness of the outcomes, improve response rates and improve outcomes</u></p> <p>Information from the WPHSOS is shared with parents, youth with disabilities, public and private adult services providers, teachers, school administrators, and the WI CIFMS Stakeholder Group at conferences and meetings including:</p> <ul style="list-style-type: none"> • State Superintendent’s Conference for Special Education Leadership Personnel • Wisconsin Council of Administrators of Special Services (WCASS) • Wisconsin School Psychology Conference • Wisconsin Transition Conference • Rehabilitation and Transition Conference of Wisconsin • Cooperative Educational Services Agency (CESA) Meetings • County Councils on Transition Meetings • In-district transition planning meetings • Department of Workforce Development Board Meetings • Division of Vocational Rehabilitation (DVR) Meetings • Department of Health and Family Services (DHFS) Meetings • Parent Organizations Conferences • Wisconsin Youth Leadership Council Meetings 	<ul style="list-style-type: none"> • Wisconsin All correspondence with district regarding Indicator 14 timelines and tasks throughout year completed • Data-collection training for districts involved in Year 2 Indicator 14 completed <p>Updated many of the DPI resources related to Indicator 14PHSOS Director</p> <p>WI DPI Transition Consultant</p>	<p>Over the past eight years, the SEA has worked hard to widely disseminate outcomes information. Several groups look for this information to be provided to their organizations annually, and the results have been used for program improvement. There continues to be a need to disseminate outcomes information to state and local educators and stakeholders.</p> <p><u>FFY 2006 Goals met</u> FFY 2006 to FFY 2007:</p> <ul style="list-style-type: none"> • Of the 15 meetings listed above, 13 were attended in the past year. • The post high project coordinator provides direct leadership for the EPG, and outcomes are shared with each of the practice groups in the state • Outcomes have been shared through the state transition e-newsletter as well as CESA #11 print and electronic newsletters <p><u>FFY 2007 Goals set</u> FFY 2006 to FFY 2007:</p> <ul style="list-style-type: none"> • To increase awareness of the outcomes, improve response rates and improve outcomes through information dissemination, continue to increase the types of conferences attended to widen the audiences, including the State Superintendent’s Conference, State School Board Convention, and the State Principal’s Convention.

	<ul style="list-style-type: none"> Wisconsin Community of Practice on Transition Employment Practice Group (EPG) Information on state and local communities of practice, as well as technical assistance documents, are also shared with the National Community of Practice on Transition via the Shared Work website (www.sharedwork.org) 		
<p>Wisconsin Statewide Transition Initiative (WSTI) The Wisconsin Statewide Transition Initiative (WSTI), a statewide system's change grant funded by the WDPI, assists LEAs in using data from Indicators 1, 2, 13, and 14 to develop local improvement plans. WSTI hosts an annual statewide transition conference which provides an opportunity to share the post high school outcomes with parents, teachers, administrators, adult service agencies, and youth. WSTI hosts networking meetings to provide training on Indicator 13 in each CESA, and invites information sharing on Indicator 14 and the WPHSOS. These meetings are open to all public agencies. WSTI and WPHSOS share a web programmer so that data are connected through the database.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
14, A,D, G	<p>Collaboration with Statewide Projects <u>To increase awareness of the outcomes, improve response rates and improve outcomes</u> Results of the WPHSOS are used to inform the development of:</p> <ul style="list-style-type: none"> State Improvement Grant (SIG) and State Personnel Development Grant (SPDG) Medicaid Infrastructure Grant (MIG) to develop a Youth Leadership Council (YLC) and Youth Leadership Forum DPI/DVR/DHFS Joint Agreement and Technical Assistance Guide. 	Wisconsin PHSOS Director WI DPI Transition Consultant	<p>The post high survey is part of the SPDG project and the Statewide Transition Hub designed to provide technical assistance and information to educators, youth, families and other agencies. The DPI is changing its assistance to districts from Continuous Improvement and Focused Monitoring System (CIFMS) to Focused Review of Improvement Indicators (FRII). Through these activities the state team had the opportunity to review the SPP, develop state transition priorities, and identify areas of technical assistance needs. These training opportunities provided the state team with time dedicated to reviewing the four transition indicators collectively, review the data for each indicator, and identify strengths and areas that need improvement across the 4 indicators. The outcomes from these events were a (a) unified vision of what transition looks like for students who leave our public high schools based on the SPP data across the indicators, and (b) specific actions to enhance the outcomes for students with disabilities. These actions are reflected in the revised Improvement Activities discussed in this document.</p> <p><u>FFY 2006 Goals met</u> FFY 2006 to FFY 2007:</p>

			<ul style="list-style-type: none"> • Indicator 14 and outcomes data were presented at the 2007 and 2008 Wisconsin State Transition Conference • Project Directors from the WSTI and Post High Survey collaborated on data analysis tools development and dissemination throughout the year, including attending a planning session with several other states and leadership personnel from the NPSO at the University of Oregon-Eugene in December 2008 • In December 2008, the Post High Survey director was asked to serve on a newly formed DPI team that will assist districts in reviewing and using Indicator 14 data to set local goals • The Post High Survey director provides direct leadership for the EPG and is an active member of the Wisconsin Community on Transition • The post high project coordinator worked with a team of stakeholders to develop the Technical Assistance Guide (TAG) (http://sharedwork.org/documents/TransitionActi...Guide321081.doc) to accompany the DPI, DVR, DHS Joint Agreement (http://sharedwork.org/documents/interagency1.pdf) <p>FFY 2007 Goals set FFY 2006 to FFY 2007:</p> <ul style="list-style-type: none"> • Districts only have so much time, money and resources. They must have an understanding of how their local outcomes compare to the state outcomes, and use that information, along with district data, information about their communities, and other considerations to develop strategic plans of improvement that will increase the engagement rate of exited youth. To assist districts in using outcomes data, a major focus of the SPP this year will be to develop a WPHSOS user guide for districts. • To ensure the data analysis process is developed within the context of the other SPP indicators, the post high survey director will become an active member of the Focused Review of Improvement Indicators (FRII) team • To improve post-school outcomes for young adults with disabilities, the SEA will attend trainings to coordinate Indicators 1, 2, 13, & 14 on both a state and national level.
<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 2007
14 A, C, D, F, G	<p>National Participation <u>To strengthen statewide projects, bring resources into the state, and share in the larger community of outcomes improvement</u></p> <p>Wisconsin benefits from participation in a variety of national organizations focused on improving post high school outcomes of youth with disabilities. Wisconsin also shares information learned from the WPHSOS through these various organizations.</p> <ul style="list-style-type: none"> • WDPI utilizes technical assistance guides, conference calls and resources provided through the National Post High School Outcomes Center (NPSO). • WDPI is working with the NPSO Center to expand the use of results of the WPHSOS for school-based planning. • Mary Kampa, director of the WPHSOS, is a member of the NPSO Advisory Group and the National Community of Practice on Transition. • WDPI participates in the National Secondary Training and Technical Assistance Center 	<p>Wisconsin PHSOS Director</p> <p>WI DPI Transition Consultant</p> <p>WPHSOS Consultant</p> <p>WDPI Graduation/Dropout Prevention Consultant</p>	<p>Partnering with the National Technical Assistance Centers and Community of Practice outside of the state has greatly enhanced the use of data collection and methodologies, and has provided many opportunities to network with others and bring content experts into Wisconsin.</p> <p><u>FFY 2006 Goals met</u> FFY 2006 to FFY 2007:</p> <ul style="list-style-type: none"> • Conference attended and presentations: Joint NSTTAC, NPSO, NDPC-SD State Capacity Building Institute (May 2007, May 2008); NASDSE CoP meetings (May 2007, May 2008); NSTTAC, NPSO, NDPC-SD mid-year planning meeting (October 2007, October 2008); DCDT presentation (Oct. 2008) • The state sent a team to the Regional Making Connections for Indicators 1, 2, 13, & 14 event held in Kansas City, MO (July 2008) • Member of the NPSO Advisory Board; participate in monthly calls, consult on resource development, and attended two annual board meetings (2007, 2008) • Active member on monthly conference calls: NPSO, NSTTAC, CoP, and quarterly for NCRRC • Project Directors from the WSTI and Post High Survey collaborated on data analysis tools development and dissemination throughout the year, including attending a planning session at the with several other states and the NPSO at the University of Oregon-Eugene in December 2008 as part of the successfully obtained Secondary Transition State Capacity Building Initiative Grant <p><u>FFY 2007 Goals set</u> FFY 2006 to FFY 2007:</p> <ul style="list-style-type: none"> • To bring high quality national resources to the state, continue partnering with and being an active member in the national communities • Statewide Summary Reports were posted to the WWDPI and post high website and hard copies were widely distributed • In December 2008, the Post High Survey director was asked to

	<p>(NSTTAC).</p> <ul style="list-style-type: none"> • WDPI presents information on the WI Statewide Transition Initiative and the WI Post High School Outcomes Study at national transition forums. • WDPI developed and annually updates a statewide strategic transition plan for Wisconsin. • The Secondary Transition State Capacity Building Initiative Grant is utilized to further provide information to teachers, parents, youth, administrators, and adult services agencies on implementing transition strategies that improve outcomes. • WDPI presents information on the WI Statewide Transition Initiative and the WI Post High School Outcomes Study at national transition forums. • WDPI developed and annually updates a statewide strategic transition plan for Wisconsin. • The Secondary Transition State Capacity Building Initiative Grant is utilized to further provide information to teachers, parents, youth, administrators, and adult services agencies on 		<p>serve on an newly formed DPI team that will assist districts in reviewing and using Indicator 14 data to set local goals</p> <ul style="list-style-type: none"> • The Post High Survey director provides direct leadership for the EPG and is an active member of the Wisconsin Community on Transition • The post high project coordinator worked with a team of stakeholders to develop the Technical Assistance Guide (TAG) (http://sharedwork.org/documents/TransitionActi...Guide321081.doc) to accompany the DPI, DVR, DHS Joint Agreement (http://sharedwork.org/documents/interagency1.pdf) <p>FFY 2007 Goals set FFY 2006 to FFY 2007:</p> <ul style="list-style-type: none"> • Districts only have so much time, money and resources. They must have an understanding of how their local outcomes compare to the state outcomes, and use that information, along with district data, information about their communities, and other considerations to develop strategic plans of improvement that will increase the engagement rate of exited youth. To assist districts in using outcomes data, a major focus of the SPP this year will be to develop a WPHSOS user guide for districts. • To ensure the data analysis process is developed within the context of the other SPP indicators, the post high survey director will become an active member of the Focused Review of Improvement Indicators (FRII) team • To improve post-school outcomes for young adults with disabilities, the SEA will attend trainings to coordinate Indicators 1, 2, 13, & 14 on both a state and national level • Representatives from each of the national Technical Assistance Centers has presented at the Wisconsin State Transition Conference; several have provided personalized assistance within districts • State team participation in the CoP was expanded to include youth and parent representative, both providing valuable insights and suggestions for the post high survey project • Connected with other professionals who also collect outcomes data to brainstorm, share resources, and further the state in our goals; the networking has been on-going and very valuable
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	<p>implementing transition strategies that improve outcomes.</p> <ul style="list-style-type: none"> • NDPC-SD conference are invited to participate in the Urban Schools Conference. • WDPI will work with the National Drop-out Prevention Center – Students with Disabilities (NDPC-SD) on connecting school-based strategies and graduation rates with post high school outcomes. Speakers from the NDPC-SD conference are invited to participate in the Urban Schools Conference. 		<p>FFY 2007 Goals set FFY 2006 to FFY 2007:</p> <ul style="list-style-type: none"> • To bring high quality national resources to the state, continue partnering with and being an active member in the national communities • Statewide Summary Reports were posted to the WWDPI and post high website and hard copies were widely distributed
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Categories:		Color Code:
A) Improve data collection/reporting or systems	F) Program development	Completed
B) Improve systems administration & monitoring	G) Collaboration/coordination	Continuing as stated in SPP
C) Provide training/professional development	H) Evaluation	New or revised activity
D) Provide technical assistance	I) Increase/adjust FTE	Activity Description
E) Clarify/examine/develop policies & procedures	J) Other	

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:

Revisions to Improvement Activities and Timelines:

Goals to address the response rate and representativeness, increase outcomes data use, increase information dissemination, and increase the overall engagement rate of youth with disabilities one year after exiting are included in the following activity table.

Revisions to Measurable and Rigorous Targets:

WDPI maintained the previously set targets for Indicator 14.

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.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	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 2007:

Percent of noncompliance identified in 2006-07 and corrected in 2007-08 (within one year of identification): **100%**

a. # of findings of noncompliance in 2006-2007	1617
b. # of corrections completed as soon as possible but in no case later than one year from identification	1617

Percent = 1617 divided by 1617 times 100 = **100%**

WDPI met the 100% target for this indicator for FFY 2007. WDPI has met this target for two consecutive years. An increase in the number of findings in 2006-07 is primarily a result of the implementation of the Procedural Compliance Self Assessment in 2006-2007 from which the State gathered monitoring data from 89 LEAs (see description below). WDPI uses OSEP APR measurement criteria and definitions. As allowed by OSEP, in calculating the number of findings, WDPI groups individual instances in an LEA involving the same legal requirement together as one finding. However, if there was only one instance in an LEA involving a legal requirement, WDPI counted that as one finding as well. As required by OSEP, each finding identified through State complaints and due process hearings is also counted as a separate finding.

Procedural Compliance Self-Assessment:

In 2006-2007 the State gathered monitoring data from 89 LEAs (approximately one-fifth of the LEAs in the state) through an LEA self-assessment of procedural requirements related to monitoring priority areas and SPP indicators. The cohort districts were representative of the state considering such variables as disability categories, age, race, and gender. WDPI will include every LEA in the state at least once during the course of the SPP.

To assure valid and reliable data, WDPI provided web-based training in how to conduct the self-assessment to all LEAs conducting the 2006-2007 self-assessment. The self-assessment checklist included standards for reviewing the procedural requirements. Information about the self-assessment is posted on the WDPI website at <http://dpi.wi.gov/sped/spp-selfassmt.html>. WDPI further validated a sample of the 2006-2007 self-assessments to ensure that each item was assessed accurately.

WDPI verified in each LEA that all noncompliance was corrected within one year from the identification of noncompliance. By reviewing a reasonable sample of the previously noncompliant files, WDPI verified all student specific instances of noncompliance were corrected. WDPI also verified the LEA took actions to ensure further compliance, which included revisions of policies, procedures and/or practices if required, review of updated data, and the establishment of an internal control process. WDPI defines an internal control process as a set of practices designed to detect noncompliance and immediately correct noncompliance that is identified. WDPI notified each LEA in writing the previously identified noncompliance was corrected.

Each requirement in the Procedural Compliance Self Assessment relates to monitoring priority areas and SPP indicators. In completing the Part B Indicator 15 Worksheet, WDPI used the "Part B SPP/APR Related Requirements" document (OMB NO: 1820-0624) to determine which requirement related to an indicator.

The self-assessment process ensures timely notification of findings. WDPI uses a web-based reporting system. All LEAs were notified in writing of findings of noncompliance within three months of the discovery of noncompliance. All noncompliance was corrected within one year of notification.

Focused Monitoring (FM)

During 2006-2007, FM was conducted in six LEAs. No findings of noncompliance were made in 2006-2007.

State Performance Plan Indicators

No findings of noncompliance were made during 2006-2007 for State Performance Plan Indicators 4A, 9, 10, 14, 6 and 7. Through the self-assessment, the following findings of noncompliance were made in 2006-2007: One hundred (100) findings of noncompliance of procedural requirements relating to Indicator 1; fifty-six (56) findings of noncompliance of procedural requirements relating to Indicator 2; six hundred sixty-one (661) findings of noncompliance of procedural requirements relating to Indicator 3; eighty-nine (89) findings of noncompliance of procedural requirements relating to Indicator 5; and two hundred seventy-eight (278) findings of noncompliance of procedural requirements relating to Indicator 8. The findings are included in the attached *Indicator 15 Worksheet*. All findings of noncompliance were corrected within one year from identification.

WDPI collected data for Indicators 11 and 13 through the procedural compliance self-assessment. During 2006-2007, there were forty-five (45) findings of noncompliance for Indicator 11, and seventy-six (76) findings of noncompliance for Indicator 13. The findings are included in the attached *Indicator 15 Worksheet*. All findings of noncompliance were corrected within one year from identification.

LEAs reported data for Indicator 12 using the Local Performance Plan. As directed by OSEP, WDPI reported noncompliance related to the ninety-eight LEAs found out of compliance based on data collected by the LEAs for FFY 2005, and noncompliance related to the seventy-seven LEAs found out of compliance based on data collected by LEAs for FFY 2006. The findings are included in the attached *Indicator 15 Worksheet*. All findings of noncompliance were corrected within one year of notification.

Milwaukee Public Schools

During 2006-2007, WDPI continued its oversight activities in the Milwaukee Public Schools (MPS). In March 2007, sixty-six (66) procedural compliance requirements were assessed. Over ninety-seven percent (97.83%) of the responses reviewed were found to be in compliance. With the exception of one finding, MPS corrected all instances of noncompliance and provided documentation prior to the department's notification in July 2007. Consequently, based on OSEP guidance in *Frequently Asked Questions*, dated September 3, 2008, WDPI reported one finding in the attached *Indicator 15 Worksheet*. This finding of noncompliance was corrected within one year of notification.

IDEA State Complaints

Forty-two findings of noncompliance were made in 32 complaint decisions between July 1, 2006, and June 30, 2007. All findings of noncompliance were corrected within one year from identification. All child-specific and agency-wide corrective actions have been corrected. The findings are disaggregated by SPP indicator in the attached *Indicator 15 Worksheet*.

In the FFY 2006 APR, WDPI reported that in a decision, issued on January 20, 2006, one agency-wide corrective action had not been completed because the district filed an action in court to challenge the department's decision. The appellate court, in February 2008, upheld the circuit court, which had agreed with the department's complaint decision. The district then petitioned for review by the Wisconsin Supreme Court, which was denied. The district subsequently completed the district-wide corrective action and submitted satisfactory documentation. The complaint was closed in November 2008.

Due Process Hearings

Seven due process hearing officer decisions were issued during 2006-2007. One finding of noncompliance was identified in a decision, and the finding of noncompliance was corrected within one year of identification.

Mediation

No noncompliance was identified during 2006-2007 through the Wisconsin Special Education Mediation System.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2007-08:

Response to OSEP Directive in WI Part B FFY 2006 SPP/APR Response Table

OSEP noted that the State delayed notifying 16 LEAs of noncompliance related to the timely evaluation requirements under Indicator 11 identified in FFY 2005 until February – March 2007. OSEP directed WDPI to provide information in the FFY 2007 APR demonstrating that it notifies LEAs of identified noncompliance in a timely manner. Beginning in 2006-2007, WDPI collects Indicator 11 data through the procedural compliance self-assessment process, which ensures timely notification of all findings, including findings related to Indicator 11. LEAs are required to report the data through an electronic reporting system by a specific due date. The reporting system tracks when the report is submitted. WDPI has a designated staff member who ensures that the reports are reviewed and written notification of the noncompliance is provided within three months of submission of the report. Typically, the written notification is provided well within 60 days. The designated staff member also tracks and logs all activities pertaining to the self-assessment process.

OSEP further noted the State did not notify 98 LEAs until August 2007 of noncompliance related to the early childhood transition requirements in 34 CFR §300.124(b) (Indicator 12) based on data collected by the LEAs for FFY 2005 and reported to the State in December 2006. OSEP directed WDPI to provide information in the FFY 2007 APR demonstrating that it notifies LEAs of identified noncompliance in a timely manner. As described under Indicator 12, WDPI has revised the notification timeline to allow earlier identification, notification, and correction of LEA noncompliance. The chart provided in the Indicator 12 section demonstrates that WDPI has made continual progress in providing timely written notification. For FFY 2007, LEAs were notified in writing of noncompliance within 60 days from the LEA submission of data. Beginning with FFY 2008, LEAs will report data on children referred from Part C between July 1, 2008, and June 30, 2009, through a real-time reporting system (PPS). LEAs will have until September 30, 2009, to report IEP data on these children. Using PPS, WDPI will then identify and provide timely written notification of noncompliance to LEAs in November 2009.

Explanation of Progress or Slippage that occurred in 2007-2008

WDPI met the 100% target for this indicator for FFY 2007 by implementing the activities described below.

Discussion of Improvement Activities Completed

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

State Performance Plan Improvement Activities
<p>Compliance Monitoring</p> <p>The state gathers monitoring data from the LEAs in the state through an LEA self-assessment of procedural requirements related to monitoring priority areas and SPP indicators. Wisconsin LEAs have been divided into five cohorts. One cohort is monitored each year beginning with the 2006-07 school year. All LEAs will be monitored for procedural compliance during the SPP six-year period. WDPI undertakes the activities</p>

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below to ensure it reaches 100 percent correction of noncompliance within one year of identification.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
15 E	Compliance Monitoring Annually review and revise (if needed) the Procedural Compliance Self-Assessment standards and directions to clarify exceptions.	Procedural Compliance Self-Assessment Workgroup	Self-assessment standards posted to internet in September 2007 clarify the SLD exception to the 60-day timeline.
15 C	Compliance Monitoring Training on Procedural Compliance Self-Assessment standards and directions.	Procedural Compliance Self-Assessment Workgroup, RSN Directors	Webcasts updated fall 2007. Further updates as needed each year.
15 G	Compliance Monitoring Revise the RSN grant to provide LEA training and technical assistance on procedural requirements related to the Indicators and the development of LEA systems of internal controls. The self-assessment process requires districts to have a district internal control system that further ensures future compliance with this requirement.	RSN Consultant and RSN Directors	RSN grant revised to reflect priorities.
15 C	Compliance Monitoring Provide regular updates on the Procedural Compliance Self-Assessment to the RSNs.	Procedural Compliance Self-Assessment Workgroup	Updates provided monthly at statewide RSN meetings.
15 G	Compliance Monitoring RSN's provide support to the districts going through the current year's Procedural Compliance Self-Assessment cycle.	RSN Directors	Each of the 12 CESAs provided a minimum of two focused regional trainings for LEAs.
15 A	Compliance Monitoring LEAs report the Procedural Compliance Self-Assessment results to WDPI, along with planned corrective actions.	Procedural Compliance Self-Assessment Workgroup	89 LEAs reported results in December 2007 through the Procedural Compliance Self-Assessment.
15 B	Compliance Monitoring LEAs correct noncompliance identified through the Procedural Compliance Self-Assessment as soon as possible, but no later than one year from identification.	Procedural Compliance Self-Assessment Workgroup and LPP consultants	All noncompliance identified was corrected within one year from identification through a verification process which included revisions of policies, procedures, and practices, if required; review of updated data; and the establishment of an internal control system. Seven districts reported district-wide noncompliance. These

			districts took additional steps to ensure that future evaluations are completed in a timely manner.
15 B	<p>Compliance Monitoring WDPI validates through onsite visits in a sample of LEAs that the Procedural Compliance Self-Assessment was conducted as specified.</p> <p>After the activities in the corrective action plan are completed, WDPI staff verifies noncompliance identified during the procedural compliance self-assessment process has been timely corrected by providing additional training and reviewing updated data to ensure the requirements are met.</p>	LPP Consultants	<p><i>Procedural Compliance Self-Assessment</i> process completed December 2007.</p> <p>WDPI completed validation activities earlier in the year than in previous years.</p> <p>This verification process was started earlier in the year than in previous years. All previously identified noncompliance verified as corrected within one year of identification.</p>
15 B, D	<p>Compliance Monitoring Districts with identified noncompliance are required to develop and implement a corrective action plan that is reported through the procedural compliance self-assessment process.</p> <p>After the activities in the corrective action plan are completed, WDPI staff verifies that this noncompliance has been corrected by reviewing updated data and providing additional training to ensure that the required 60-day time line is met. Districts are further required to develop an internal control system to continuously monitor compliance with this indicator.</p>	<p>Procedural Compliance Self-Assessment Workgroup</p> <p>LPP Consultants</p>	<p>All noncompliance identified was corrected within one year from identification. Will continue in each year of the cycle.</p> <p>WDPI staff verified all LEAs corrected identified noncompliance. WDPI staff provided technical assistance and conducted verification activities to ensure correction of noncompliance as soon as possible, but no later than one year after identification.</p>
15 C	<p>Compliance Monitoring WDPI will prepare and distribute a bulletin on the results of the <i>Procedural Compliance Self-Assessment</i>.</p>	Procedural Compliance Self-Assessment Workgroup	Information Update Bulletin 08.04 posted to WDPI website September 2008 on the results of the 2006-07, 2007-08 self-assessments.

Model Policies and Procedures and Model IEP Forms

WDPI developed and distributed LEA Model Policies and Procedures. LEAs are required to adopt the model policies and procedures or submit locally developed policies and procedures to WDPI for review. The department verifies LEAs have adopted policies and procedures that comply with IDEA 2004 and state law. WDPI also developed and distributed model IEP forms and notices. LEAs are required to adopt or submit local forms to WDPI for review. The department verifies that LEAs have adopted IEP team forms that comply with IDEA 2004 and state law.

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Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
15 E	Model 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.	Procedural Compliance Self-Assessment Workgroup	Completed and posted on WDPI website November 2007.
15 E	Model Policies and Procedures All LEAs are required to assure the department that they have adopted the Model Local Educational Agency Special Education Policies and Procedures or submit locally developed policies and procedures to the WDPI for review and approval.	Procedural Compliance Self-Assessment Workgroup	Completed initial review in Spring 2008. LEAs must continue to submit substantive changes for review.
15 E	Model IEP Forms WDPI provides sample forms and notices for use in the IEP team process to assist districts in complying with state (Chapter 115) and federal (IDEA) special education requirements. The sample forms and the reference materials posted on the department's web site (http://dpi.wi.gov/sped/forms06.html) have been updated to reflect changes in the Individuals with Disabilities Education Improvement Act of 2004 that became effective July 1, 2005, and the regulations that became effective October 13, 2006.	Procedural Compliance Self-Assessment Workgroup	Completed November 2007.
15 E	Model IEP Forms WDPI developed and disseminated guidance on the model IEP forms and IEP team process.	Procedural Compliance Self-Assessment Workgroup	Guide to Special Education Forms posted to WDPI website September 2008.
15 E	Model 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	In October 2007, WDPI completed an assessment of LEA forms and required corrections when needed.
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.			

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Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
15 A, B, D	Complaints A notification system alerts complaint investigators two months prior to the one-year anniversary of the finding of noncompliance.	Complaint Office Operations Associate(s)	The system was established in January 2008.
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 throughout 2007 and 2008. Will continue in each year of the cycle.
Due Process Hearings WDPI staff responsible for coordinating the due process hearing system review all fully-adjudicated hearing decisions to determine whether noncompliance was identified. WDPI staff contact the district after the relevant appeal period has passed to confirm that corrective action related to findings of noncompliance was completed within any ordered time frame and no later than one year after the finding of noncompliance. The dates when noncompliance was determined and when corrective measures were completed are noted in WDPI's electronic log to enable reporting in each APR that correction was completed within one year.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
15 B	Due Process Hearings WDPI staff reviews all hearing decisions to determine if corrective action is required, and contacts district personnel to ensure ordered activities were completed within one year.	Due Process Consultant	Reviews were conducted throughout 2007 and 2008 to identify noncompliance determinations and contact district personnel. Will continue in each year of the cycle.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2007-08

None.

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

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

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

Measurement:
Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	100% of signed written complaints will have reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

Actual Target Data for FFY 2007:

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

For the FFY 2007 reporting period, WDPI met the target of 100%. All of the signed written complaint received by WDPI had reports issued that were resolved with the 60-day timeline or had a timeline extended for exceptional circumstances with respect to a particular complaint. Data shows WDPI has continued to improve since FFY 2005 in meeting the target for this indicator.

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

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:

Explanation of Progress that occurred in 2007-2008

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The improvement activities completed for FFY 2007 enabled WDPI to meet the target of 100%. WDPI collects and maintains a log of multiple data elements related to complaint investigation information and reviews performance on a regular basis. Since the target was met for this indicator, WDPI will continue the improvement activities noted in the State Performance Plan (specifying a date when materials are due; following the internal complaint procedures when materials have not been received timely; electronic reminders sent to complaint staff of the complaint decision's due date). Staff will continue to review performance on this indicator throughout the year and will consider initiating additional improvement activities if concerns arise.

Discussion of Improvement Activities Completed

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

State Performance Plan Improvement Activities			
Complaints			
WDPI has complaint procedures to verify correction of noncompliance within one year of identification. An additional tracking mechanism alerts staff that an open complaint investigation is approaching the one-year anniversary of a finding of noncompliance.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
16 A, B, D	Complaints A notification system alerts complaint investigators two months prior to the one-year anniversary of the finding of noncompliance.	Complaint Office Operations Associate(s)	The system was established in January 2008.
16 D	Complaints Complaint investigators provide technical assistance to LEAs to ensure corrective action is completed and noncompliance is corrected within one year of identification.	Complaint Consultants	Technical assistance was provided throughout 2007 and 2008. Will continue in each year of the cycle.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:

None.

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

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Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

Measurement:
Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	100% of fully adjudicated due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

Actual Target Data for FFY 2007:

100% of fully adjudicated due process hearing requests were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party (see Table 7). During the reporting period there were 2 fully adjudicated due process hearings. Both hearings were completed within a timeline properly extended by the hearing officer at the request of a party.

Calculation:

Percent = 0 + 2 divided by 2 times 100=100%.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:

WDPI continues to maintain the system as described in the SPP, and continues to demonstrate compliance with the requirements of 34 CFR §300.515(a).

WDPI maintained full compliance with this requirement. WDPI implemented the improvement activities as outlined in the SPP.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (if applicable):

None

Part B State Annual Performance Report (APR) for 2007

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
<p>2007 (2007-2008)</p>	<p>52% of hearing requests that went to resolution sessions were resolved through resolution session settlement agreements.</p>

Actual Target Data for FFY 2007:

During FFY 2007 (July 1, 2007-June 30, 2008), 13 of 17 hearing requests that went to resolution sessions were resolved through resolution session settlement agreements (see Table 7). This represents a 76% success rate, which exceeded the 52% target.

Calculation:

Percent = (13 divided by 17) times 100=76%.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:

WDPI exceeded the target.

WDPI implemented the improvement activities as outlined in the SPP.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:

None.

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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
2007 (2007-2008)	At least 77% of mediations held will result in mediation agreements.

Actual Target Data for 2007-08:

92 percent of mediations held resulted in mediation agreements.

SECTION B: Mediation requests	
(2) Mediation requests total	94
(2.1) Mediations Held	62
(a) Mediations related to due process	12
(i) Mediation agreements	8
(b) Mediations not related to due process	50
(i) Mediation agreements	49
(2.2) Mediations not held (including pending)	32

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During FFY 2007 (July 1, 2007-June 30, 2008), a total of 62 mediations were held (12 related to due process and 50 not related to due process). Eight (8) mediations related to due process resulted in an agreement. Forty-nine (49) mediations not related to due process resulted in an agreement.

Measurement:

Percent = (2.1(a)(i) + 2.1(b)(i)) divided by (2.1) times 100.
8 + 49 divided by 62 times 100 = 92%.

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 have received training on reporting Indicator 19 data.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:

Explanation of Progress that occurred in 2007-2008

WDPI exceeded its target rate of 77% for FFY 2007. To maintain the success of the 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. For FFY 2007 a one and a half-day interactive training was designed and facilitated on April 2008. Twenty-six rostered mediators attended all or part of the training. The training included information on dealing with impasse, case management procedures in mediation, cultural issues in negotiation and mediation, IEP facilitation, drafting mediation agreements, and continuing to provide accurate mediation data for 2007-2008.

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. The WSEMS Technical Advisor provides time for mediators to call and discuss cases or consults via email. Mediators may also call and request TA on the day of a mediation session and/or debrief a case via email. WSEMS Intake Coordinator consults with 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. In FFY 2007, WSEMS conducted workshops statewide on topics such as dispute resolution options and effective communication reaching at least 110 parents, 151 school professionals and others. Workshops were usually conducted by WSEMS parent-school professional teams to model collaboration. Presentations on dispute resolution options were also given at the State Special Education and Pupil Services Leadership Conference, the Wisconsin Volunteer Parent Leaders Annual Conference, and the Wisconsin School Social Workers Conference. WSEMS partners also present at national conferences.

WSEMS has developed a widely disseminated brochure on mediation and IEP facilitation available in English, Spanish and Hmong. Awareness of Wisconsin's mediation system is also made available through the Wisconsin Special Education Mediation System website: <http://www.wsems.us/index.htm>.

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An analysis of WSEMS survey data for FFY 2007 shows that participants, mediators, and attorneys continue to believe mediation is helpful and that participants feel included in the decision-making process. Participants and attorneys reported that they would use mediation again, the mediator was neutral, and that they would use the same mediator. Participants also reported they were satisfied with the agreement. This survey data indicates WSEMS is continuing to provide an effective dispute resolution option.

WSEMS is recognized as an exemplary model by the Consortium for Appropriate Dispute Resolution in Special Education (CADRE). One reason for this is the leadership design; the project is co-led by an LEA director of special education and a director of FACETS, Wisconsin's Parent Training and Information Center. One of the WSEMS' partners serves on CADRE's Advisory Board.

Discussion of Improvement Activities Completed

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

State Performance Plan Improvement Activities			
Wisconsin's Special Education Mediation System			
Wisconsin's Special Education Mediation System is recognized as an exemplary national model by the Consortium for Appropriate Dispute Resolution in Special Education (CADRE). WSEMS partners have been requested to present information on this model at national conferences throughout the United States. To maintain the success of the mediation system, mediators receive annual training each spring and on-going professional development opportunities, and technical assistance upon request.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
19 C, E	Mediation System To maintain the success of the mediation system, mediators receive annual training each spring and on-going professional development opportunities.	Mediation Grant CADRE WSEMS Intake Coordinator WSEMS parent agency and school representatives WSEMS Technical Advisor WDPI Mediation Consultant	A 1 ½ day interactive training was designed and facilitated on 4/11/08 and 4/12/08. 26 roster mediators attended all or part of the training. Annual training continues as required by Wisconsin statute and per the SPP.
19 D, E, F	Mediation System To maintain the success of the mediation system, WSEMS mediators and Intake Coordinator receive technical	Mediation Grant CADRE	The WSEMS Technical Advisor provides time for mediators to call and discuss cases or consults via email. Mediators may also call and request TA on the day of a mediation session and/or debrief a case via email. WSEMS Intake Coordinator consults with Technical Advisor as needed.

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	assistance provided by WSEMS Technical Advisor on an as-needed basis via email/phone consultation.	WSEMS Intake Coordinator WSEMS parent agency and school representatives WSEMS Technical Advisor WDPI Mediation Consultant	Technical Advisor bases assistance on current legal standards, best practices and ethical standards from the field of dispute resolution. The WSEMS Technical Advisor researches legal issues related to dispute resolution, designs training programs, consults with national leaders in dispute resolution, conducts trainings and has input into the design and content of the WSEMS website. WSEMS Technical Advisor continues to provide TA on an ongoing, as-needed basis per the SPP.
19 B, C, D, E, F, G	Mediation System Awareness of Wisconsin's mediation system is made available through trainings conducted by the partners.	Mediation Grant CADRE WSEMS Intake Coordinator WSEMS parent agency and school representatives WSEMS Technical Advisor WDPI Mediation Consultant	In FY 2007, WSEMS conducted workshops statewide reaching at least 110 parents, 151 school professionals and others. Workshops were usually conducted as WSEMS parent-school professional team to model collaborations. Workshops continue to be presented to various statewide audiences including parent and school groups per the SPP.
19 C, D, E	Mediation System Awareness of Wisconsin's mediation system is made available through brochures (with translations in Spanish and Hmong).	Mediation Grant CADRE WSEMS Intake Coordinator WSEMS parent agency and school representatives WSEMS Technical Advisor WDPI Mediation Consultant	Brochures were made available throughout FY 2007. Brochures were sent to school districts upon request and distributed widely to partner agencies and at statewide events. Brochures continue to be available per the SPP.
19 C, D, E	Mediation System Awareness of Wisconsin's mediation system is made available through the Wisconsin	Mediation Grant CADRE	The Website is active and updated as needed. It will continue to be available per SPP.

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	Special Education Mediation System website: http://www.wsems.us/index.htm .	WSEMS Intake Coordinator WSEMS parent agency and school representatives WDPI Mediation Consultant	
19 A, B, H	Mediation System Surveys are used and analyzed in collecting data about the system. These surveys, which measure outcomes such as participant satisfaction and issue trends, are reviewed and procedures revised as necessary.	Mediation Grant CADRE WSEMS Intake Coordinator WSEMS parent agency and school representatives WDPI Mediation Consultant Survey provider (contracted by WSEMS)	Survey data for the 2007-2008 operating year indicates 88% percent of participants were satisfied with mediation, and 90% of participants would use mediation again. Continual evaluation of the mediation system through these surveys will ensure that the WSEMS remains effective and will continue to meet its targets as well as other measures of a successful system.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2007-08: *[If applicable]*

None.

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

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

Measurement:
State reported data, including 618 data and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring error-free, consistent, valid and reliable data and evidence that these standards are met).

FFY	Measurable and Rigorous Target
2007 (2007-2008)	100% of State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

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Actual Target Data for 2007-08:

Part B Indicator 20 - SPP/APR Data			
APR Indicator	Valid and reliable	Correct calculation	Total
1	1		1
2	1		1
3A	1	1	2
3B	1	1	2
3C	1	1	2
4A	1	1	2
5	1	1	2
7	1	1	2
8	1	1	2
9	1	1	2
10	1	1	2
11	1	1	2
12	1	1	2
13	1	1	2
14	1	1	2
15	1	1	2
16	1	1	2
17	1	1	2
18	1	1	2
19	1	1	2
		Subtotal	38
APR Score Calculation	Timely Submission Points (5 pts for submission of APR/SPP by February 2, 2009)		5
	Grand Total		43

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Part B Indicator 20 - 618 Data					
Table	Timely	Complete Data	Passed Edit Check	Responded to Date Note Requests	Total
Table 1 – Child Count Due Date: 2/1/08	1	1	1	1	4
Table 2 – Personnel Due Date: 11/1/08	1	1	1	N/A	3
Table 3 – Ed. Environments Due Date: 2/1/08	1	1	1	1	4
Table 4 – Exiting Due Date: 11/1/08	1	1	1	N/A	3
Table 5 – Discipline Due Date: 11/1/08	1	1	1	N/A	3
Table 6 – State Assessment Due Date: 2/1/09	1	1	1	N/A	3
Table 7 – Dispute Resolution Due Date: 11/1/08	1	1	1	N/A	3
				Subtotal	23
				Weighted Total (subtotal X 1.87; round ≤.49 down and ≥ .50 up to whole number)	43
Indicator 20 Calculation					
			A. APR Total	43	
			B. 618 Total	43	
			C. Grand Total	86	
Percent of timely and accurate data = (C divided by 86 times 100)			(86) / (86) X 100 =		100%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:

Response to OSEP Directive in WI Part B FFY 2006 SPP/APR Response Table

The State's FFY 2006 reported data for this indicator was 92.74%. However, OSEP's calculation of the data for this indicator is 91.7%. WDPI revised its APR to be consistent with OSEP's calculation.

Explanation of Progress or Slippage that occurred in 2007-2008

Utilizing the scoring rubric developed for Indicator 20, WDPI reports 100% of its APR and 618 data as timely and accurate for the 2007-08 SY. WDPI reported 91.7% for the previous reporting period. WDPI demonstrated progress of 8.3% for this indicator and met the FFY 2007 target of 100%. The State is in compliance with the timely and accurate data requirements in IDEA sections 616 and 618 and 34 CFR §§76.720 and 300.601(b).

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

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

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.

To help ensure a complete data set is available for Table 4 – Exiting and Table 5 – Discipline (which were missed for the 2006-07 SY), the Data Management and Reporting Team in conjunction with the Special Education Team worked to establish an earlier deadline for data submission from LEAs that allowed the State to meet OSEP's November 1, 2008 deadline.

In FFY 2006, a reference period for reporting of 3rd Friday September to 3rd Friday September was used for Table 4 – Exiting. WDPI received notification from Westat that OSEP has provided some flexibility in the reference period for reporting Exit data on Table 4, so long as the reporting period in use does not overlap with the beginning or end of the school year thereby making our reporting period invalid. WDPI has subsequently changed its reference period for this data collection to be July 1 to June 30, beginning with the 2007-08 SY, thereby making the reporting period for Table 4 valid.

Discussion of Improvement Activities Completed

Staff from the WDPI Special Education Team continue to work collaboratively with staff from the WDPI Office of Educational Accountability, WDPI Applications Development Team, and the WDPI Library and Statistical Information Center to ensure the required data are available for submission. Improvement activities to ensure data accuracy and timeliness as described in the SPP have continued during the 2007-08 SY.

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Mechanisms WDPI used during the 2007-08 SY to ensure error free, consistent, and valid and reliable data include:

- Cross-team data workgroup
- Defined values for data elements
- Automated validations/edit checks to prevent data mismatches to be submitted
- Edit checks to prevent null and invalid values to be submitted
- Written technical instructions outlining application use
- Collected and calculated data in a consistent manner for all LEAs
- Statewide technical training in the use of the specific data applications provided to LEAs and vendors
- Disability specific identification checklists
- Data dictionary with common definitions across data collections (being developed)
- Statewide training on specific data elements (for example, educational environment, eligibility criteria)
- Web posting of statewide training for ongoing user access (for example, educational environment)
- Review of submitted data by WDPI staff for anomalies and contacts to districts when anomalies are identified
- Summary reports generated after data has been submitted and LEAs provided a window of time for data corrections

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

State Performance Plan Improvement Activities			
Focused Performance Review			
Beginning with the 2005-2006 SY, this data analysis component was integrated into Wisconsin’s Focused Monitoring (FM) process as a beginning point for districts selected for focused monitoring and renamed the Focus Performance Review.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
20 A,B,C,D,E,G	Focused Performance Review For the 2006-2007 SY, the Focused Performance Review continued to be an integral piece of Wisconsin’s Focused Monitoring (FM) process. Further refinements to the data analysis and improvement plan writing processes were made. Data continued to be disaggregated by disability area, and race/ethnicity whenever available. Findings identified during the Focused Monitoring visits are integrated into the district-wide improvement plans to directly address those needs.	Graduation and Reading FM workgroups Special Education Team Data Consultant	This activity was completed during the 2007-08 SY For the 2007-08 SY, the Focused Performance Review (FPR) again played a major role in Wisconsin’s FM process. WDPI staff, in conjunction with CESA #5, added additional enhancements to the FPR process to assist districts in further analyzing their data to identify potential root causes for their area(s) of need. Data modules again analyzed during the 2007-08 SY included graduation, dropout, suspensions/expulsions, participation and performance on statewide assessments, educational environments, and individual student data. During the 2007-08 SY, members of the graduation

			<p>and reading achievement focused monitoring workgroups continued to work collaboratively with those districts which previously conducted a Focused Performance Review and are currently in the process of implementing and evaluating their district-wide improvement plans.</p> <p>During the 2007-08 SY, WDPI also created a manual, modeling the Focused Performance Review structure, which would allow a district to independently conduct their own data analysis and develop a district or building-wide improvement plan to address the identified needs.</p>
<p>Focused Monitoring (FM) Wisconsin has developed a Continuous Improvement and Focused Monitoring System (CIFMS) to achieve positive results for children with disabilities in Wisconsin while ensuring continued procedural compliance with state and federal laws and regulations. WDPI involves stakeholders in the ongoing development of the CIFMS including the identification of priority areas for focused monitoring in Wisconsin. The CIFMS stakeholders analyzed statewide student outcome data to determine that improving graduation rates of students with disabilities should be a priority in Wisconsin. The CIFMS stakeholders identified student enrollment groups within the state from which a select number of school districts are identified for FM. WDPI uses trend data over a three-year period to identify districts for FM. The districts within each enrollment group most in need of improvement are selected for FM.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
20 B, C, E, H	<p>Focused Monitoring -Stand-Alone Focused Performance Review Development During the 2007-2008 SY, WDPI started working to expand upon the successful focused monitoring model previously utilized in order to provide districts a mechanism in which to conduct a similar process of data analysis and improvement planning around the SPP improvement indicators of math achievement, preschool outcomes, parent involvement, and post-high school outcomes.</p>	<p>FM Workgroup Chairs Special Ed Team Data Consultant Ad Hoc Workgroups</p>	<p>Ad hoc workgroup members began the process of creating a mechanism by which districts can analyze their data on the performance indicators of the State Performance Plan. This process has included, thus far, development of data analysis tools, identification of research or evidence-based practices, and the creation of a systematic improvement plan.</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 and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
20 A, B, E	Data Management Steering Committee The 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	<ul style="list-style-type: none"> Identified data programming priorities for the agency. Studied WDPI technology funding structure and the concepts of a centralized versus decentralized technology system. The Special Education Data Coordinator and Special Education Data Consultant also continued to serve on several of the Data Management subcommittees during the 2007-08 SY. This committee will continue to meet during the 2008-09 SY.
The Local Performance Plan (LPP) , http://www.dpi.state.wi.us/sped/lpp.html For each school year, all Wisconsin Local Educational Agencies (LEAs), including charter schools, complete and submit an annual LPP to the WDPI for review. The LPP is an internet application and is the IDEA flow-through and preschool funding mechanism that must be completed in approvable form before a district may encumber and expend federal monies. Through the LPP, districts submit their IDEA flow-through and preschool budgets and provide assurance to WDPI of compliance with state and federal special education requirements. Districts will be required to analyze their performance on specific indicators in the State Performance Plan and develop and submit improvement activities for those indicators for which a district does not meet the established targets. The LPP is reviewed by a WDPI consultant assigned to work with the individual LEA.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
20 A	The Local Performance Plan (LPP) , http://www.dpi.state.wi.us/sped/lpp.html One component of the LPP is the Special Education District Profile, through which WDPI	Special Education Team LPP Consultants Special Education Team Data Coordinator	The LPP continued to be a key internet application for WDPI to collect timely and accurate data from LEAs. For the 2007-08 SY, specific software was added which allowed districts that missed the established targets for Indicators 4 and 12 of the State Performance Plan to analyze their performance and subsequently submit improvement activities addressing the needs identified by the district.

	<p>reports annually to the public on the performance of each LEA on the targets associated with Indicators 1-14. The Special Education District Profile is used to analyze LEA performance on each of the indicators in the State Performance Plan (https://www2.dpi.state.wi.us/DistrictProfile/Pages/DistrictProfile.aspx). The Special Education District Profile includes LEA data, State data, the target for each indicator, data sources for each indicator, and a link for more information about each indicator.</p>	<p>Special Education Team Data Consultant WDPI Applications Development Team</p>	<p>The LPP also continued to be the mechanism by which districts submitted their IDEA flow-through and preschool budgets which are subsequently reviewed by the WDPI consultant assigned to work with the individual LEA.</p> <p>During the 2007-08 SY, the Special Education Team and WDPI Applications Development Team worked collaboratively to develop an enhanced statewide electronic child outcome reporting system. This improved the ability to access and report data for SPP Indicator 7. The new software created a more user-friendly system which allows districts to more accurately track and efficiently report their child outcomes in a timely manner. The new data collection system will be a part of the LPP where previously the software was housed outside of WDPI. Moving the application in-house will ensure timely responses to technical difficulties. This new reporting system was developed and tested during the 2007-08 SY with anticipated release in the fall of 2008.</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 2006-07 SY was posted in the fall of 2008. WDPI will continue to use this mechanism to publically report the performance of each LEA, including the ability to access downloadable data files which will allow further data analysis.</p>
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Timely and Accurate Data:
Staff from the WDPI Special Education Team continue to work collaboratively with staff from the WDPI Office of Educational Accountability, WDPI Applications Development Team, and the WDPI Library and Statistical Information Center to ensure the required data (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports) are available for submission.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
20 A, B, C, D	Data Verification Workgroup WDPI created a Data Verification Workgroup to examine educational environment data and trends.	Data verification workgroup	The Data Verification workgroup developed a data verification protocol for school-age environment data with the assistance of the National Center on Special Education Accountability and Monitoring (NCSEAM) staff, and piloted it in local education agencies. As a result of these onsite, WDPI will continue to develop training

			<p>materials for statewide dissemination to assist districts in accurately reporting student placement data. A policies and procedures manual has been developed that includes criteria for selection of districts for onsite monitoring. Districts will be selected according to the highest and lowest percentages of students on the three sub-indicators.</p> <p>In November 2004, the workgroup produced a statewide Wisline (online) training to ensure local district personnel's understanding of the early childhood and school-age environment codes. The training stressed the importance of data accuracy and provided participants with working examples. A PowerPoint presentation of the training was subsequently posted on the WDPI's website to serve as a resource for all school districts. See http://dpi.wi.gov/sped/cc_data.html. WDPI has updated this statewide training to reflect the environment code changes as outlined in IDEA 2004. The PowerPoint presentation is posted on WDPI's website.</p> <p>The workgroup expanded its verification efforts to include the LEA's data management systems. First, it modified and adapted the Appendix B Verification questions from OSEP's continuous improvement and focused monitoring system (CIFMS) accountability manual to use at a local agency level. As a result of piloting this tool in local educational agencies, WDPI made further modifications to provide a more concise means of understanding the LEA's data management systems. The process also provides the LEA a natural starting point to develop an improvement plan for their data.</p>
<p>20 A, B, C, D, E, G,</p>	<p>Timely and Accurate Data 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 	<p>WDPI Office of Educational Accountability</p> <p>WDPI Applications Development Team</p> <p>WDPI Library and Statistical</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 Library and Statistical Information Center 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. 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) data collections.</p>

	<ul style="list-style-type: none"> • Edit checks to prevent null and invalid values to be submitted • Written technical instructions outlining application use • Basic collected data and calculating derived data in a consistent manner for all LEAs • Statewide technical training in the use of the specific data applications provided to LEAs and vendors • Disability specific identification checklists • Data dictionary with common definitions across data collections (being developed) • Statewide training on specific data elements (for example, educational environment, eligibility criteria) • Web posting of statewide training for ongoing user access (for example, educational environment) • Review of submitted data by WDPI staff for anomalies and contacts to districts when anomalies are identified • Summary reports generated after data has been submitted and LEAs provided a window of time for data corrections. 	<p>Information Center</p> <p>Special Education Team Data Coordinator</p> <p>Special Education Team Data Consultant</p>	<p>This has helped to eliminate duplication of effort and ease the data collection burden on LEAs.</p> <p>In the spring of 2008, members of the Data Management and Reporting Team along with members of the Special Education Team conducted joint statewide training in each of the 12 CESAs on how to effectively collect and report data using WSLs and ISES. Data elements specific to students with disabilities were highlighted during this training. Web posting of this training is available for ongoing user access.</p> <p>The SPP and APR include the required valid and reliable data as well as the actual numbers used in the calculations. WDPI followed the SPP and APR directions and applied the correct calculations to the indicators.</p> <p>For 618 state reported data, WDPI met all requirements for reporting complete data in a timely fashion, passing edit checks, and responding to data note requests, when necessary for Table 1 – Child Count, Table 2 – Personnel, Table 3 – Education Environment, Table 4 – Exiting, Table 5 – Discipline, Table 6 – State Assessments, and Table 7 – Dispute Resolutions.</p> <p>To help ensure a complete data set is available for Table 4 – Exiting and Table 5 – Discipline (which was missed for the 2006-07 SY), the Data Management and Reporting Team in conjunction with the Special Education Team worked to establish earlier deadlines for data submission from LEAs that allowed the State to meet OSEP’s November 1, 2008 deadline. Members of both teams also assisted LEAs with their data submission whenever necessary. Data specifically related to Interim Alternative Educational Settings as well as expulsions were reviewed by WDPI staff and contacts were made to districts when anomalies were identified.</p> <p>In FFY 2006, a reference period for reporting of 3rd Friday September to 3rd Friday September was used for Table 4 – Exiting. WDPI received notification from Westat that OSEP has provided some flexibility in the reference period for reporting Exit data on Table 4, so long as the reporting period in use does not overlap with the beginning or end of the school year thereby making our reporting period invalid. WDPI has subsequently changed its</p>
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			<p>reference period for this data collection to be July 1 to June 30, beginning with the 2007-08 SY, making the reporting period for Table 4 valid.</p> <p>To help ensure accurate data for Table 1 – Child Count, summary reports were generated after data has been submitted by LEAs. WDPI staff examined the data and identified districts which experienced more than a 10% change in their child count over the previous year. LEAs were contacted and asked to verify the accuracy of their data and provided a window of time for data corrections, if necessary.</p>
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Data Collection – Child Count

To achieve compliance with 34CFR 300.641(a), the State required LEAs to conduct a child count of children with disabilities on October 1 of each year, beginning with the 2007-08 school year.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
20 A	<p>Data Collection – Child Count In its February 9, 2007, verification letter, OSEP found that the State was not in compliance with the requirements of 34 CFR 300.641(a), which requires that, for purposes of the annual report required by section 618 of the Act and 34 CFR 300.640, the State must count and report the number of children with disabilities receiving special education and related services on any date between October 1 and December 1 of each year. OSEP’s letter required the State to submit, within 60 days, its plan for correcting this noncompliance, and ensuring that the State’s next submission of child count data under section 618 meets the requirements in 34 CFR 300.641(a) for a count date between October 1 and December 1. On April 4, 2007, the State submitted its plan for ensuring compliance with that requirement. OSEP accepted the State’s plan.</p>	<p>Special Education Team Director</p> <p>Special Education Team Assistant Director</p> <p>Special Education Team Data Coordinator</p> <p>Special Education Team Data Consultant</p>	<p>Submission of our state plan occurred on April 4, 2007</p>
20 A	<p>Data Collection – Child Count To maintain compliance with 34CFR 300.641(a), the State required LEAs to conduct a child count of children with disabilities on October 1 of each year, beginning with the 2007-08 school year. Each LEA</p>	<p>WDPI Library and Statistical Information Center</p> <p>Special Education</p>	<p>Beginning with the 2007-08 SY, WDPI required LEAs to conduct a child count of children with disabilities on October 1st. Each LEA compared their 3rd Friday of September enrollment statement with</p>

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	<p>compared their 3rd Friday of September enrollment statement with their October 1 child count of students with disabilities. If the child count of students with disabilities changed, the LEA submitted such changes to the state. Thus, for the purpose of the annual report required by section 618 and 300.641(a), the State will count and report the number of children with disabilities receiving special education and related services on October 1 of each year.</p>	<p>Team Data Coordinator Special Education Team Data Consultant</p>	<p>their October 1 child count of students with disabilities. If the child count of students with disabilities has changed, the LEA submitted such changes to the state.</p>
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Indicator 12

To ensure valid and reliable data are collected for Indicator 12, WDPI developed an electronic data collection system as part of the Local Performance Plan (LPP) for the purpose of collecting data for this indicator. Beginning with the 2005-06 school year, all districts are required to submit this data annually via their LPP for all children referred from Part C. Since the 2005-06 school year, all districts were required to submit this data annually via their LPP for all children referred from Part C.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
20 A	<p>Indicator 12 The following data elements are collected through this electronic system:</p> <ul style="list-style-type: none"> • The number of referrals received from Part C to Part B between July, 1, 2005, and June 30, 2006. • The number of students whose eligibility was not determined and the reasons for the determination not being made. • The number of students found to be not eligible by their third birthday. • The number of students found to be not eligible after their third birthday, the range of days beyond their third birthday, and the reasons for the delays. • The number of students 	<p>Special Education Team Data Coordinator Special Education Team Data Consultant</p>	<p>For the 2007-08 school year, all districts were required to submit this data via their LPP for all children referred from Part C. The following data elements are collected through this electronic system:</p> <ul style="list-style-type: none"> • The number of referrals received from Part C to Part B between July, 1, 2007, and June 30, 2008. • The number of students whose eligibility was not determined and the reasons for the determination not being made. • The number of students found to be not eligible by their third birthday. • The number of students found to be not eligible after their third birthday, the range of days beyond their third birthday, and the reasons for the delays. • The number of students found to be eligible and whose IEP was developed and implemented by their third birthday. • The number of students found to be eligible and whose IEP was developed and implemented after their third birthday, the range of days beyond their third birthday, and the reasons for the delays. • The number of children whose eligibility determination has not occurred and the reason why.

	<p>found to be eligible and whose IEP was developed and implemented by their third birthday.</p> <ul style="list-style-type: none"> The number of students found to be eligible and whose IEP was developed and implemented after their third birthday, the range of days beyond their third birthday, and the reasons for the delays. <p>These data elements collected through this electronic data collection system allow WDPI to report the percent of children referred by Part C prior to age 3, who were eligible for Part B and who had an IEP developed and implemented by their third birthdays. WDPI staff reviewed the submitted data and contacted districts when reporting errors are identified. Districts resubmitted corrected data as necessary.</p>		<p>WDPI staff reviewed the submitted data and contacted districts when reporting errors were identified. Districts resubmitted corrected data as necessary, resulting in increased data accuracy.</p>
<p>20 A, B, C, D, G</p>	<p>Data Collection and Reporting: Indicator 12 Activities surrounding the new data collection system for Indicator 12 have previously been reported under Indicator 12 in the APR and SPP. With the implementation of this new system, the timeliness and accuracy of the data will be enhanced as it will allow for child-specific reporting, rather than aggregate student counts.</p>	<p>Special Education Team Assistant Director Special Education Team Data Coordinator Special Education Team Data Consultant Special Education Team Consultants</p>	<p>Regular meetings between Wisconsin Department of Health Services and WDPI were held, along with the contracted vendor, to design, create, and test the Program Participation System (PPS) throughout the 2007-08 SY. Specific data elements needed to collect data and monitor compliance for Indicator 12 are included.</p> <p>Several different media casts presentations were developed to address each component of the data system. Webcasts include: general PPS overview, security officer training, and general transition process overview. They are available on our website for continuing access. http://www.dpi.wi.gov/sped/spp-tran-presch.html</p>

	<p>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 continued their collaborative work to build a coordinated web-based data collection system to allow for electronic referrals from Part C to B and to ensure a timely, smooth, and effective transition. This new cross-department system will also serve as the data collection mechanism for Indicator B12/C8.</p> <p>WDHS and WDPI will collaboratively create professional development/technical assistance for the new Program Participation System (PPS) data collection system to enable electronic referrals. Webcasts, Q&A documents, and corresponding materials will be developed and accessible.</p> <p>Production of the PPS will be fully operational in March 2009. This will provide ongoing data collection and the ability to monitor monthly, quarterly, and yearly as needed.</p>	<p>WDPI Early Childhood Consultant</p> <p>WDPI Applications Development Team</p> <p>Independent software development vendor</p> <p>Wisconsin Department of Health Services Staff</p>	
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2007-08:

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2007
20 A, B, C, G	<p>Cross-Department Data Verification Workgroup During the 2007-08 SY, WDPI established a cross-department data verification workgroup consisting of members of the WDPI Special Education Team as well as the WDPI Library and Statistical Information Center. The purpose of this workgroup is to examine incoming LEA data and help identify possible reporting errors and then assist districts with the correction. Based upon the data collected, this workgroup will also develop training materials to assist LEAs with the reporting of accurate and timely data.</p>	<p>WDPI Applications Development Team WDPI Library and Statistical Information Center Special Education Team Data Coordinator Special Education Team Data Consultant</p>	<p>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>
20 A	<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 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 Library and Statistical Information Center Special Education Team Data Coordinator Special Education Team Data Consultant</p>	<p>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) data collections. This has helped to eliminate duplication of effort and ease the data collection burden on LEAs.</p> <p>In the spring of 2008, members of the Data Management and Reporting Team along with members of the Special Education Team conducted joint statewide training in each of the 12 CESAs on how to effectively collect and report data using WSLS and ISES. Data elements specific to students with disabilities were highlighted during this training. Web posting of this training is available for ongoing user access.</p>
20 A, B, E, G	<p>National Technical Assistance While the WDPI accesses national technical assistance whenever possible, these specific activities have</p>	<p>Special Education Team Assistant Director</p>	<p>In July 2007, DPI staff attended the 2007 OSEP/Westat Overlapping Part B and Part C Data Meetings and received current information regarding collection, reporting, and technical</p>

Part B State Annual Performance Report (APR) for 2007

	<p>not been previously reported in the SPP.</p>	<p>Special Education Team Data Coordinator</p> <p>Special Education Team Data Consultant</p> <p>Special Education Team Consultants</p>	<p>assistance for this indicator.</p> <p>In July 2007, the Special Education Data Consultant attended the NCES Summer Forum and Data Conference. This conference was an opportunity to share information about developments and issues in the collection, reporting, and use of education data.</p> <p>In June 2008, members of the Special Education Team, including the two Assistant Directors, attended the Part B Regional Forum hosted by the North Central Regional Resource Center (NCRRC). A panel from the Data Accountability Center presented on data quality and uses. Additional presentations focused on public reporting of data as well as the use of data as part of a state's general supervision. Members of the Wisconsin Special Education Team presented on their Continuous Improvement and Focused Monitoring System (CIFMS) and the role data plays in that.</p>
<p>20 A,B,C,D,E,G</p>	<p>School Improvement (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.</p>	<p>School Improvement Ad-Hoc Workgroups</p>	<p>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 implementation slated for the 2009-2010 SY. 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>

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

PART B INDICATOR 15 WORKSHEET

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
<p>1. Percent of youth with IEPs graduating from high school with a regular diploma.</p> <p>2. Percent of youth with IEPs dropping out of high school.</p>	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	63	156	156
<p>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.</p>	Dispute Resolution: Complaints, Hearings	17	22	22
<p>3. Participation and performance of children with disabilities on statewide assessments.</p>	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	80	661	661
<p>7. Percent of preschool children with IEPs who demonstrated improved outcomes.</p>	Dispute Resolution: Complaints, Hearings	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(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	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
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	58	86	86
6. Percent of preschool children aged 3 through 5 – early childhood placement.	Dispute Resolution: Complaints, Hearings	3	3	3
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	278	278
	Dispute Resolution: Complaints, Hearings	9	10	10

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Dispute Resolution: Complaints, Hearings	0	0	0
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	45	45	45
	Dispute Resolution: Complaints, Hearings	0	0	0
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	175	175	175

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
	Dispute Resolution: Complaints, Hearings	0	0	0
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	76	76	76
	Dispute Resolution: Complaints, Hearings	1	3	3
The referral for an initial evaluation is in writing and includes the reasons why the person believes the child is a child with a disability.	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
At the IEP team meeting to determine whether the child is a child with a disability, the IEP team reviewed previous interventions and the effects of those interventions.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	42	42	42
	Dispute Resolution: Complaints, Hearings	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
After the tenth cumulative day of removal in the same school year, the child received educational services during subsequent periods of removal.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	16	16	16
	Dispute Resolution: Complaints, Hearings	1	1	1
After consulting with representatives of private schools, the LEA obtained a written affirmation signed by private school representatives.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	13	13	13
	Dispute Resolution: Complaints, Hearings	0	0	0
The public agency at least annual informs parents and individuals required to make referrals about the LEA's referral and evaluation procedures.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	6	6	6
	Dispute Resolution: Complaints, Hearings	2	2	2

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
The public agency gives notice to fully inform parents of the requirements relating to the confidentiality of personally identifiable information before any major child find activity.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	6	6	6
	Dispute Resolution: Complaints, Hearings	0	0	0
Pupil Record Confidentiality Requirements	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	2	2	2
Sum the numbers down Column a and Column b			1,617	1,617
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			(b) / (a) X 100 =	100 %

TABLE 7
 REPORT OF DISPUTE RESOLUTION UNDER PART B, OF THE
 INDIVIDUALS WITH DISABILITIES EDUCATION ACT
 2007-08

STATE:

WI - WISCONSIN

SECTION A: WRITTEN, SIGNED COMPLAINTS	
(1) Written, signed complaints total	104
(1.1) Complaints with reports issued	82
(a) Reports with findings	54
(b) Reports within timeline	77
(c) Reports within extended timelines	5
(1.2) Complaints withdrawn or dismissed	22
(1.3) Complaints pending	0
(a) Complaints pending a due process hearing	0

SECTION B: MEDIATION REQUESTS	
(2) Mediation requests total	94
(2.1) Mediations held	62
(a) Mediations held related to due process complaints	12
(i) Mediation agreements	8
(b) Mediations held not related to due process complaints	50
(i) Mediation agreements	49
(2.2) Mediations not held (including pending)	32

SECTION C: DUE PROCESS COMPLAINTS	
(3) Due process complaints total	37
(3.1) Resolution meetings	17
(a) Written Settlement agreements	13
(3.2) Hearings (fully adjudicated)	2
(a) Decisions within timeline (include expedited)	0
(b) Decisions within extended timeline	2
(3.3) Resolved without a hearing	14

SECTION D: EXPEDITED DUE PROCESS COMPLAINTS (RELATED TO DISCIPLINARY DECISION)	
(4) Expedited due process complaints total	0
(4.1) Resolution meetings	0
(a) Written settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0

3-5 year old

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.

3-5 year old

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"/>					

3-5 year old

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

3-5 year old

<p>25. My child first started receiving special education services (i.e., IFSP or IEP) in:</p> <ul style="list-style-type: none"><input type="checkbox"/> Age 0-1<input type="checkbox"/> Age 2-3<input type="checkbox"/> Age 4-5<input type="checkbox"/> Kindergarten	<p>27. My child is eligible to receive special education services in the category:</p> <ul style="list-style-type: none"><input type="checkbox"/> autism<input type="checkbox"/> cognitive disability<input type="checkbox"/> emotional behavioral disability<input type="checkbox"/> hearing impairment (+deafness)<input type="checkbox"/> orthopedic impairment<input type="checkbox"/> other health impairment<input type="checkbox"/> significant developmental delay<input type="checkbox"/> specific learning disability<input type="checkbox"/> speech or language impairment<input type="checkbox"/> traumatic brain injury<input type="checkbox"/> visual impairment (+blindness)
<p>26. The race or ethnicity that best describes my child is:</p> <ul style="list-style-type: none"><input type="checkbox"/> Black or African American<input type="checkbox"/> American Indian or Native Alaskan<input type="checkbox"/> Asian or Pacific Islander<input type="checkbox"/> White<input type="checkbox"/> Hispanic or Latino<input type="checkbox"/> Multi-racial<input type="checkbox"/> Other	<p>28. My answers to this survey were entered into the survey by:</p> <ul style="list-style-type: none"><input type="checkbox"/> Myself<input type="checkbox"/> A school district staff person assisting me<input type="checkbox"/> Parent or community member assisting me

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

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

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

General Information

27. Enter your child's birthday and year:

28. My child's grade in school is:

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

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

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

<p>30. The race or ethnicity that best describes my child is:</p> <ul style="list-style-type: none"><input type="checkbox"/> Black or African American<input type="checkbox"/> American Indian or Native Alaskan<input type="checkbox"/> Asian or Pacific Islander<input type="checkbox"/> White<input type="checkbox"/> Hispanic or Latino<input type="checkbox"/> Multi-racial<input type="checkbox"/> Other	<p>31. My child is eligible to receive special education services in the category:</p> <ul style="list-style-type: none"><input type="checkbox"/> autism<input type="checkbox"/> cognitive disability<input type="checkbox"/> emotional behavioral disability<input type="checkbox"/> hearing impairment (+deafness)<input type="checkbox"/> orthopedic impairment<input type="checkbox"/> other health impairment<input type="checkbox"/> significant developmental delay<input type="checkbox"/> specific learning disability<input type="checkbox"/> speech or language impairment<input type="checkbox"/> traumatic brain injury<input type="checkbox"/> visual impairment (+blindness)
<p>32. My answers were entered into this survey by:</p> <ul style="list-style-type: none"><input type="checkbox"/> Myself<input type="checkbox"/> A school district staff person assisting me<input type="checkbox"/> Parent or community member assisting me	

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

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