

State of Wisconsin

Part B Annual Performance Report

2008-2009

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

By

**Wisconsin Department of Public Instruction
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Overview of the Annual Performance Report Development

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

With this APR, WDPI has submitted baseline data, targets and improvement activities for Indicator 7 using the SPP template; actual target data from FFY 2008 and other responsive APR information for Indicators 1, 2, 3, 4A, 5, 8, 9, 10, 11, 12, 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 2, 2009 SPP/APR.

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

Stakeholder Involvement in the Development of the SPP and APR

In December 2009, WDPI met with the Continuous Improvement and Focused Monitoring (CIFMS) Stakeholders, newly renamed the State Performance Plan Stakeholders (hereafter stakeholders), to review the state's progress on the SPP indicators and obtain input from stakeholders related to the indicators, improvement activities, and revisions to the SPP. This year, stakeholders also reviewed data and set targets for Indicator 7. 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 stakeholders, as well as meeting minutes, may be found at <http://www.dpi.wi.gov/sped/cifmstake.html>. NCRRC facilitated the stakeholder meeting.

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 SPP 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 substantially approvable form, including assurances and budgets, before a district may encumber and expend federal monies. This budget software also allows the State to separately track the IDEA funds associated with the American Recovery and Reinvestment Act (ARRA). Through the LPP, districts submit their IDEA flow-through and preschool budgets and provide assurance to WDPI of compliance with state and federal special education requirements.

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WDPI reports annually to the public on the performance of each LEA on the targets associated with the SPP indicators via the Special Education District Profile. This profile is used to analyze LEA performance on the indicators in the SPP and may be found at <https://www2.dpi.state.wi.us/DistrictProfile/Pages/DistrictProfile.aspx>. The Special Education District Profile includes LEA data, state data, the target for each indicator, data sources for each indicator, and a link to more information about each indicator. Data may be accessed on each LEA for each year of the SPP beginning with FFY2005. Downloadable spreadsheets containing data on all LEAs have been added to the Special Education District Profile.

WDPI will post the performance results for each LEA on the department's website within 120 days after submitting the APR to OSEP. For 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.

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma.

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

Measurement:
States must report using the graduation rate calculation and timeline established by the Department under the ESEA.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	80% 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. As instructed in the Part B Indicator Measurement Table, Wisconsin is reporting data from the 2007-2008 school year for the FFY 2008 APR. WDPI has aligned the SPP targets with those established by the department under the ESEA. For the 2007-2008 school year (SY), the State's graduation rate of students with disabilities is 79.20%. This is a decrease 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 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 including suspension/expulsion, attendance, and graduation.

While it is difficult to expect significant changes in graduation rates over one or two years, a few districts that were involved in focused monitoring conducted by the WDPI Graduation Workgroup have shown some improvement or a trend towards increasing graduation rates of their students with disabilities. Two districts visited in the last several years have shown an increase in graduation rates or have rates that since the visit are now above the state determined Indicator 1 target. All districts that have been involved in focused monitoring conducted by the Graduation Workgroup have been receiving technical assistance from WDPI to aid them in implementing their Continuous Improvement and Focused Monitoring Improvement plans.

This year, WDPI’s Special Education Team has initiated a significant project to impact several of the twenty indicators by focusing in data-based improvement. Related to Indicator 1, 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, 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 them 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 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 in FFY 2008:

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</p>

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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 2008
<p>1</p> <p>A, B, C, D, E, F, G, H</p>	<p>Focused Monitoring – Graduation - Ongoing</p> <p>WDPI continues to evaluate and revise the FM process.</p>	<p>Graduation Workgroup members</p>	<p>During the 2008-2009 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 continues to support the FM districts until they have met certain improvement goals or targets.</p>
<p>1</p> <p>B, C, E, H</p>	<p>Focused Monitoring -Stand-Alone Focused Performance Review Development</p> <p>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</p> <p>Special Ed Team Data Consultant</p> <p>Ad Hoc Workgroups</p>	<p>This activity has evolved into the Focused Review of Improvement Indicators (see description below).</p>
<p>1</p> <p>B, C, D, E, F, G, H</p>	<p>School Improvement: Focused Review of Improvement Indicators (FRII)</p> <p>During the 2007-08 SY, WDPI began working to expand upon the successful focused monitoring model previously utilized to provide districts a mechanism for conducting a similar process of data analysis and improvement planning around the SPP improvement</p>	<p>School Improvement Ad-Hoc Workgroups</p>	<p>During the 2008-09 SY, WDPI continued to work to expand upon the successful focused monitoring model previously utilized in order to provide districts a mechanism in which to conduct a similar process of data analysis and improvement planning around the SPP improvement indicators. WDPI is currently building the infrastructure to execute and support this process with statewide implementation slated for the next SPP cycle. Input is currently being sought from various stakeholders such as technical assistance providers and</p>

	<p>indicators of math achievement, preschool outcomes, parent involvement, and post-high school outcomes. WDPI will also be working with CESA based Regional Service Network (RSN) providers to employ various technical assistance options, including statewide summits. WDPI is currently building the infrastructure to execute and support this process with statewide implementation. WDPI believes this refined school improvement process will not only address the needs of both urban and rural districts, but it will continue to promote data driven decision making as well as identifying promising practices that can be acknowledged and disseminated statewide.</p>		<p>local district personnel (general and special education staff). WDPI believes this refined school improvement process will also focus attention on the importance of timely and accurate data.</p>
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Procedural Compliance Self-Assessment Process <http://dpi.wi.gov/sped/spp-selfassmt.html>.
 Each year the state gathers monitoring data from one-fifth of the LEAs in the state through an LEA self-assessment of procedural requirements related to monitoring priority areas and SPP indicators. LEAs conduct the self-assessment using a sample of student individualized education program (IEP) records. Each year, the cohort of districts is representative of the state considering such variables as disability categories, age, race, and gender. Milwaukee Public Schools, the only LEA with average daily membership of over 50,000, is included in the sample each year. WDPI will include every LEA in the state at least once during the course of the SPP. The self-assessment of procedural requirements includes data on each of the SPP indicators. LEAs report the self-assessment results to WDPI, along with planned corrective actions. LEAs are required to correct noncompliance as soon as possible, but no later than one year from identification. To assure valid and reliable data, WDPI provides web-based training in how to conduct the self-assessment, including how to create random samples for review. The self-assessment checklist includes standards for reviewing the procedural requirements. LEAs with noncompliance correct it through developing and implementing agency-wide corrective action plans. WDPI staff provides technical assistance and conducts periodic reviews of progress to ensure correction of noncompliance as soon as possible, but no later than one year from identification of noncompliance. Annually, WDPI reviews all LEA self-assessments and conducts validation activities on a portion of the LEA self-assessments. Based on its review, WDPI provides technical assistance to LEAs, which may result in revisions to their planned corrective actions. LEAs report the status of their corrective actions to ensure correction within one year of identification of the noncompliance. WDPI verifies that all noncompliance has been corrected within one year. LEAs failing to correct noncompliance within one year of identification are required to report the reasons and the specific steps that will be implemented to correct the noncompliance. These LEAs are assigned to a more intensive level of oversight.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
1	Procedural Compliance Self-Assessment Process	Procedural Compliance Self-	During the 2008-2009 school year the third cohort of LEAs completed the self-assessment process; WDPI conducted verification activities with all LEAs to ensure correction of

B, C, D	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.	Assessment Workgroup	noncompliance.
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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 2008
1 A, B, C, D, E, G, H, J	<p>Wisconsin Statewide Transition Initiative (WSTI)- Statewide Training</p> <p>Offered training statewide for districts on compliance standards.</p>	<p>WDPI Transition Consultant</p> <p>WDPI Assistant Director of Special Education</p>	<p>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>

		<p>WSTI Director</p> <p>Wisconsin Post High School Outcomes Survey (PHSOS) Coordinator</p> <p>FACETS Coordinator</p> <p>DHS Consultant</p> <p>DVR Representative</p>	<ul style="list-style-type: none"> • 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. These tools were included in conferences, workshops, district presentations and shared on transition listservs. <ul style="list-style-type: none"> • WDPI collected a listing of common errors on the NSTTAC checklist
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			<p>by frequency as reported by LEAs on the Procedural Compliance Self-Assessment. This data assists public agencies and WDPI in prioritizing professional development activities.</p> <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. • 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.
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			<ul style="list-style-type: none"> 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.
1 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>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>
1 C, D, F, G	<p>Wisconsin Statewide Transition Initiative (WSTI)- Participation in National Community of Practice on Transition</p> <p>Participation in National Community of Practice on Transition.</p>	<p>WDPI Transition Consultant</p> <p>NASDSE</p>	<p>WDPI continues to participate in the National Community of Practice on Transition hosted by NASDSE at http://www.sharedwork.org.</p>
<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	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008

Category(s)			
<p>1 C, D, F</p>	<p>Behavior Grant-Technical Assistance</p> <p>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 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. <ul style="list-style-type: none"> ▪ 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)</p> <p>The purpose of this statewide initiative is to help Wisconsin schools establish and sustain the capacity to make systemic improvement needed to reduce barriers to learning and enable <u>all</u> students to experience success, including students with disabilities.</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 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"> ▪ 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 2008
<p>1</p> <p>A, B, C, D, E, F, G, H</p>	<p>Responsive Education for All Children (REACH) http://www.reachwi.com/ - Participation Information</p> <p>Each year REACH works with new districts in implementing school improvement activities.</p>	<p>WDPI REACH Consultant</p>	<ul style="list-style-type: none"> • Sixty-nine (69) REACH incentive grants were awarded to school districts, representing 184 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. • Two REACH Poster Showcase Conferences were held in spring 2009. • REACH Regional Center Coordinators and mentors provided ongoing technical assistance to help schools: • Enhance options to support student learning in general education; • Address reading and math achievement concerns to meet the needs of students using evidence based options; • Address social emotional and behavioral concerns to meet the needs of students using proactive approaches to behavior challenges; • Address the root causes of disproportionate identification of minority students as students with disabilities;

			<ul style="list-style-type: none"> • 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 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 attends the trainings including special education teachers, directors of special education, regular education teachers, paraprofessionals, occupational and physical therapists, social workers, psychologists and speech and language pathologists. Each of these trainings includes strategies for preventing suspensions and expulsions, obtaining a diploma, and increasing the graduation rates of students with autism.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
1 C, D, F	<p>Autism Project (http://dpi.wi.gov/sped/autcatint2.html) For more than ten years, WDPI has developed and conducted statewide trainings for school staff in the area of autism.</p>	WDPI Autism Consultant Contracted Experts	In 2008-2009, 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. 378 school staff attended basic or advanced level autism training during FFY 2008. 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</p>			

improvement (SIFI) or missed AYP under No Child Left Behind (NCLB). In Wisconsin, high priority districts are required to assess the efficacy of their current district efforts to support school improvement using the 7 Characteristics of Successful Districts (Vision, Leadership, High Academic Standards, Standards of the Heart, Family, School and Community Partnerships, Professional Development, and Evidence of Success framework or a comparable model. Using five characteristic areas (1. Vision, Values and Culture; 2. Leadership and Governance; 3. Decision Making and Accountability; 4. Curriculum and Instruction; and 5. Professional Development and Staff Quality). A team of district staff members conducts a self-assessment to evaluate the level and effectiveness of district support to high priority schools. The results of the self-assessment are validated by a team of exemplary educators through an onsite peer review process. The peer review is meant to validate and add to the findings of the self-assessment. As a result of these two processes, the WDPI determines which school improvement strategies are working well for the district and where the district is in need of technical assistance to improve the effectiveness of its support system. A plan for technical assistance and monitoring is developed collaboratively between the WDPI and the district. Collaboratively, the Title 1 and Special Education teams of WDPI worked with the Milwaukee Public Schools to create their DIFI improvement plan.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
1 B, D, F, H	<p>Schools Identified for Improvement (SIFI)/ Districts Identified for Improvement (DIFI)- Identification and Assistance</p> <p>WDPI initiated activities to assist districts deemed to be DIFI.</p>	<p>Title I</p> <p>WDPI Urban Special Education Consultant</p> <p>FM co-chairs</p> <p>FM Graduation Technical Assistance Provider – Beloit</p>	<p>During 2008-2009, two districts within the state have 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.</p> <p>Collaboratively, the Title 1 and Special Education teams of WDPI worked with MPS to continue to progress on the Corrective Action Requirements directed by WDPI as part of Milwaukee Public Schools DIFI requirements. . Using the findings from a FM visit as well as other data, specific activities were created to improve outcomes for students with disabilities in the areas of reading and math. Increased focus, resources and time were allotted to increase student achievement in these areas, Pre-kindergarten through Grade12.</p> <p>Special Education team consultants have initiated collaborative work to support the improvement efforts of the Beloit School District, the second district identified as DIFI. While initial efforts have focused on issues found in Indicators 1, 2 and 4, including specific activities developed after the Focused Monitoring onsite visit, other issues around Indicator 3 will also be addressed.</p>

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 2008
<p>1 A, C, D,E, F, G</p>	<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 the statewide outcomes report regarding the Post-High School Outcomes Survey. 	<p>WPHSOS Director</p> <p>WDPI Transition Consultant</p>	<p>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> <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>
<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</p> <ul style="list-style-type: none"> ▪ 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. <p>SPDG will meet the identified needs by accomplishing three overarching goals described through five outcomes. Goal 1: Increase the application of scientifically based practices in identified core content areas through both pre-service and in-service professional development for educators and early interventionists in targeted LEAs and communities Goal 2: Sustain implementation of new knowledge and skills through regional infrastructure that provides and supports ongoing learning utilizing trained mentors, communities of practice and other proven strategies. Goal 3: Increase participation of communities, families and youth in the system change process that results in organizations with the capacity to engage, support, and transition children with disabilities birth-26. These goals will be addressed using the Wisconsin Professional Development Model (WPDM). Dissemination of training and materials will be coordinated by 5 Hubs: Early Childhood Collaboration, Responsive Education for All Children Initiative (REACH), Transition to Post-secondary, Parent Leadership and Involvement; and Institutions of Higher Education.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008

<p>1 A, B, C, E, F, G, H</p>	<p>Wisconsin's Statewide Personnel Development Grant (SPDG): Beginning Activities</p> <p>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 Transition in Wisconsin. • 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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Response to Intervention (Rtl)
 Rtl is a process for achieving higher levels of academic and behavior success for all students through high quality instruction, collaboration, and continuous review of student progress. Rtl integrates assessment and intervention to maximize student achievement and to reduce behavior problems. Schools provide high quality, culturally responsive core instruction, and implement systems to identify students at risk for poor learning outcomes or in need of accelerated enrichment, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
1 A,B,C,D,E, F,G,H	Wisconsin Response to Intervention Initiatives (RTI) Continuing work on statewide implementation of RTI.	RTI Internal Workgroup	<ul style="list-style-type: none"> • WDPI, along with a wide variety of stakeholders came to a consensus on three essential elements of an Rtl system: high quality instruction, collaboration, and continuous review of student progress. Consensus was also reached on seven guiding principles for Rtl: <ul style="list-style-type: none"> ○ Rtl is for ALL children and ALL educators. ○ Rtl must support and provide value to effective practices. ○ Success for Rtl lies within the classroom through collaboration. ○ Rtl applies to both academics and behavior. ○ Rtl supports and provides value to the use of multiple assessments to inform instructional practices. ○ Rtl is something you do and not necessarily something you buy. ○ Rtl emerges from and supports research and evidence based practice. • WDPI released an Rtl Self-Assessment Tool based on NASDSE's Response to Intervention Blueprints for Implementation. • Over 1000 Wisconsin educators attended the first annual Rtl Summit. School and district teams learned about Rtl systems, and examined their philosophy, infrastructure, and implementation of Rtl using the Wisconsin Rtl Self-Assessment Tool.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

State Performance Plan Improvement Activities
<p>Wisconsin DPI Graduation Rate Workgroup</p> <p>In preparation for the peer review of Wisconsin's graduation rate by the US Department of Education, a cross-agency workgroup has been convened. The purpose of the workgroup is to compile necessary information about how Wisconsin DPI collects, analyzes, and utilizes graduation rate data. Currently, the group has completed collection of information to submit to the US Department of Education for peer review in January 2010.</p> <p>The group will be expanded as the agency works to develop continuous and substantial targets for graduation rates, including for students with disabilities. Group members will be working on the development of new data displays, dissemination of information about the graduation data, and eventual professional development for districts and interested stakeholders.</p>

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
1 A, B, E	Graduation Rate Workgroup – New Initiative	FM Graduation Chair	In preparation for the peer review of Wisconsin’s graduation rate by the US Department of Education, a cross-agency workgroup has been convened. The workgroup has compiled the necessary information to submit for peer review in January 2010. This process included examining how the agency uses data specific to students with disabilities and issues related to the change in graduation rate definition. The group will be expanded as the agency works to develop continuous and substantial targets for graduation rates, including for students with disabilities.
<p>Wisconsin Graduation Summit In response to a national call to improve student graduation rates, Wisconsin State Superintendent Anthony Evers will convene a one day state summit of local teams with the theme "Every Child a Graduate" in the Spring of 2010. The design and delivery of the Summit will be based on guidance and support from the America’s Promise Alliance, national corporations, and state associations. The purpose of the Summit is to build local capacity by sharing best practice strategies that increase graduation rates, especially among students of color and students with disabilities. Districts invited to attend were selected based on high rates and/or disparities in dropouts. A related summit will be held in Milwaukee by the Milwaukee School District prior to the state Summit. Both summits will require participants to develop plans on how to sustain the momentum and continue exploration of the issues and strategies that can be used to ensure all Wisconsin students graduate. Districts will be encouraged to collaborate with community partners, and DPI hopes to convene subsequent meetings to provide support and information about research-based practices either at a state-wide or regional level.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
1 C, D, E, F	Wisconsin Graduation Summit – New Initiative	FM Graduation Chair Assistant Director of Special Education	<p>In response to a national call to improve student graduation rates, Wisconsin State Superintendent Anthony Evers will convene a one day state summit of local teams with the theme "Every Child a Graduate" in the Spring of 2010. Districts invited to attend were selected based on high rates and/or disparities in dropouts. A related district-specific summit will be held in Milwaukee by the Milwaukee School District. Both summits will require participants to develop plans on how to sustain the momentum and continue exploration of the issues and strategies that can be used to ensure all Wisconsin students graduate.</p> <p>Wisconsin DPI has been planning this Summit since early Spring 2009, with an internal cross-agency team and a substantial external planning committee involving community, state and business entities who are concerned about student graduation rates. The input from the external planning committee is being utilized as the Summit agenda is developed.</p> <p>Several resources related to increasing graduation rates and decreasing</p>

			<p>dropouts have been developed in conjunction with the Summit. A state and national policy document was compiled by DPI and Learning Points Associates staff. An additional resource page has been created with annotated lists of local, state and national research-based and best practices.</p> <p>Specific to issues related to graduation by students with disabilities, additional resources and webinars are being planned. Since some of the districts attending the Summit have also been involved in either Focused Monitoring or issues regarding the graduation of their students with disabilities, WDPI and members of the Special Education Team will have the opportunity to continue the work started by the Summit.</p>
<p>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.</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 2008
1 A, B, C, D, E, G, J	<p>Wisconsin Statewide Transition Initiative (WSTI)-New Initiatives. WDPI initiated new activities to impact student graduation</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 Wisconsin State Capacity Building Plan – Secondary Education and Transition Services for NSTTAC. Wisconsin’s team used and discussed portions of a</p>

	rates with transition.		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.
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Positive Behavioral Interventions and Supports (PBIS)

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

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

The Wisconsin Statewide PBIS Implementation Project will provide technical assistance and coordinate professional development to help Wisconsin school districts establish and sustain PBIS within their respective schools. In addition, the project will gather and analyze specific data from all schools utilizing PBIS services.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
1 A,B,C,D,E,F,G,H,	Wisconsin Positive Behavior Interventions and Supports (PBIS) Continuing work on statewide implementation of PBIS.	PBIS Internal Workgroup	<ul style="list-style-type: none"> An internal WDPI PBIS workgroup was formed, representing members of the Special Education and Student Services Prevention and Wellness teams. An Advisory Committee was formed, and one meeting was held. Membership represents a variety of stakeholders and current PBIS implementers. WDPI contracted with the Illinois PBIS Network to consult on an infrastructure for a state-wide service delivery plan. Many Wisconsin districts received training, and began implementing PBIS, including 30 Milwaukee Public Schools.

Disproportionality Mini-grants

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
1 C, F, G	Disproportionality Mini-grants	Disproportionality workgroup	FFY 08 Grants awarded to:

	<p>WDPI provides mini-grants to LEAs, disproportionality experts, and CESAs to address disproportionality at the local and regional level. The small grants (\$5,000-\$15,000) are for one year and awarded in the fall. Grant projects offer a unique product, process or tool that could be replicated in other districts or statewide. These products, and other products developed, are shared throughout the state and many of the products are on the WDPI Disproportionality website.</p>	<p>LEAs Disproportionality experts CESAs</p>	<p>Dr. Lisa Bardon, UW-Stevens Point. Dr. Bardon worked with four districts to pilot "Guiding Questions: Differentiating Disordered Behavior from Cultural Mismatch."</p> <p>Dr. Jeffrey Lewis, UW-Madison. Dr. Lewis conducted a series of data sessions for staff, African American boys and supportive adults from two schools in the Beloit School District. Dr. Lewis guided the schools in data-based strategic planning to improve the school experiences of African American boys, their teachers, and their supportive adults. In addition, Dr. Lewis developed a set of procedures and guiding principles to allow project replication.</p>
<p>Disproportionality Demonstration Grants WDPI funds disproportionality demonstration grants. The purpose of these grants is to fund large scale and systems-wide projects with an explicit goal of creating tools or guides so other districts can replicate success reducing disproportionality in special education.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
<p>1 A, C, F, G</p>	<p>Disproportionality Demonstration Grants WDPI funds disproportionality demonstration grants. The purpose of these grants is to fund large scale and systems-</p>	<p>Disproportionality workgroup LEAs CESAs</p>	<p>FFY 08 Grants awarded to:</p> <p>Appleton Area School District (\$40,000) Products: staff development DVD addressing cultural diversity and culturally proficient practices; Parent focus group final report and parent survey regarding home-school connections; Study regarding support systems for transfer students; Culturally-responsive problem-solving guide.</p>

	<p>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</p>		
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	<p>project-related data, and capture the process and/or project in a teachable format so other districts or consortiums can replicate such project or process.</p> <p>Priority Areas:</p> <ul style="list-style-type: none"> • Large districts identified as having significant disproportionality based on more than one race and more than one disability category. The district's model for addressing disproportionality will focus on developing strategies that are effective in a highly-complex environment with traditional and compartmentalized educational services and systems. • Rural districts or district-led consortiums of small and rural districts that have been identified as disproportionate based on one 		
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	<p>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>		
<p>Culturally Responsive Education for All: Training and Enhancement (CREATE). CREATE is a statewide systems-change initiative designed to close the achievement gap between diverse students and to eliminate race as a predictor in education, including participation in special education.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
1 C D E F G H I	<p>Culturally Responsive Education for All: Training and Enhancement (CREATE). CREATE is a statewide systems-change initiative designed to close the achievement gap between diverse students and to eliminate race as a predictor in education, including participation in special education. CREATE will work with local systems to address ingrained school practices that contribute to perpetuating disparities in access to learning. CREATE</p>	<p>2008-2011</p> <p>Disproportionality Workgroup Co Chairs</p> <p>CESAs</p> <p>LEAs</p> <p>National experts</p> <p>Approximately \$890,000/yr</p>	<p>Consortium on Racial Equity in PreK-12 Education (CESA 6) (\$109,000)</p> <p>The Consortium on Racial Equity in PK–12 Education in Wisconsin combines the insight of Courageous Conversation with the power of Systemic Equity Leadership to assist six districts, CESAs, and WDPI in analyzing their systems and exercising leadership to eliminate racial disparities in education.</p> <ul style="list-style-type: none"> School Districts Involved: Fond du Lac School District, Eau Claire Area School District, School District of Beloit, School District of Janesville, Kenosha Unified School District, School District of Waukesha. Staff from all twelve CESAs participated in a 10-day intensive apprenticeship program to build their capacity around: <ul style="list-style-type: none"> a theory of anti-racist school leadership; how multiple threads (e.g., Courageous Conversation, critical race theory, learning organizations, and Adaptive Leadership™) are integrated into a coherent program design—and how coaching and leadership consultations support this design; a model for leadership consultation, which is based on the Annenberg Institute’s Critical Friends Protocol and informed by Cambridge Leadership Associate’s leadership consultation protocols. Over thirty WDPI staff participated in seven days of intensive training along with staff from the school districts and CESAs. <p>http://www.createwisconsin.net/districtpractices/consortiumk12_racial.cfm</p>

	<p>provides technical assistance and professional development to schools and their communities, including resources related to early intervening services and resources. CREATE goals:</p> <ul style="list-style-type: none"> • Synthesize and expand research-based practices for culturally and linguistically diverse students in general and special education. • Establish a racial context for all educators that is personal, local, and immediate. • Leverage the continued improvement of schools through collaborative work with existing technical assistance 		<p>American Indian Student Achievement Network (CESA 12) (\$81,205) Re-establish and invigorate a community of practice for the twenty-five school districts with the highest percentage of Native students.</p> <ul style="list-style-type: none"> ○ December 15, 2008, conference call: twenty of the twenty-five districts participated. Three other districts indicated they want to participate in the activities of the initiative but could not be part of the conference call. The results of this activity were: <ul style="list-style-type: none"> ▪ Need to continue collaboration between schools with high number of Native American Students was reaffirmed. ▪ Priorities of initial group in 2004 needed to be revisited and possibly revised. ▪ Determination for the need of face-to-face meetings of schools was made to identify priorities. ▪ Discussion regarding the charge to get Native American Language and Culture Teaching staff together was held. The feeling of the group was that individual districts needed to identify what their priority is before getting these individuals together. ▪ Discussion of bringing Home School Coordinator/Liaison/Advocates together was also held. ○ January 27, 2009, face-to-face meeting: Representatives from 20 of the 25 school districts attended. Outcomes include: <ul style="list-style-type: none"> ▪ Three priorities identified: Native American Students' Sense of Belonging; How is Native American Culture and Language infused into the curriculum of the school; and Impact, responsibilities and enforcement of Act 31. ▪ A template (Action Plan) was developed to assist in consistency of response and sent out to schools to assist them in developing a plan. http://www.createwisconsin.net/about/#American_Indian_Student_Achievement_Network <p>Culturally Responsive Classroom Practices (CESA 1) (\$103,550) Part F of the CREATE grant concentrates on culturally responsive classroom practices. Through a contract with E3, Dr. Shelley Zion (University of Colorado – Denver) and Dr. Elizabeth Kozleski (Arizona State University) are providing mentoring to CESA #1 staff to provide district level training and technical</p>
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	<p>networks, continuous school improvement processes, and regional and state leadership academies.</p> <ul style="list-style-type: none"> • Engage a statewide discourse across local, professional practice, and policy communities on improving educational outcomes for culturally and linguistically diverse students. • Develop products, with a particular focus on web-based professional development, that help schools implement effective and evidence-based teaching and school organizational 		<p>assistance to districts with disproportionate representation, based on race, of students in special education or a particular disability category. This training is designed for school-based teams who are interested in changing classroom practices based on effective culturally responsive practices. The training is designed for six classroom teachers and one administrator from each participating district and will be delivered through four two-day sessions. It is linked directly to helping participants better understand themselves and students in their classroom as cultural beings. The first segment focuses on understanding culture and diversity, recognizing the role of power and privilege in both individual and institutional interactions, and developing a philosophy of social justice and equity. The second segment focuses on developing practical tools for culturally responsive, inclusive instructional strategies, classroom management, and curriculum and lesson planning.</p> <p>Participants interact in online forums and in small groups within their districts in between sessions. Each participant is given online access to the training and activities via MOODLE through CESA #1 located at www.cesa1.k12.wi.us. Participants are able to take the training for graduate credit through Cardinal Stritch University.</p> <ul style="list-style-type: none"> • Participating Districts: Ashland and Waukesha • Trainings: February 11 & 12 and May 26 & 26, 2009 <p>http://www.createwisconsin.net/classroompractices/classrooms_training.cfm</p>
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	<p>practices that support successful educational outcomes for students from culturally and linguistically diverse backgrounds.</p> <p>CREATE will increase statewide capacity to train and enhance educators' understanding and application of research-based and culturally responsive policies, procedures, and practices.</p> <p>CREATE will coordinate leadership, workshops, and technical assistance regarding cultural responsiveness in education; will develop and disseminate products, especially web-based professional development; and will conduct other activities based on CREATE resources.</p>		
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Wisconsin Special Education Paraprofessional Training Initiative: <http://www.dpi.wi.gov/sped/paraprof.html>
 Since 1995, the WDPI has provided statewide and regional professional development opportunities to Wisconsin special education paraprofessionals. For the 2008-09 fiscal year, the overarching purpose of the training initiative was to provide support for ongoing professional development opportunities in the twelve Cooperative Educational Service Agencies (CESA), and to provide access to current paraprofessional resources and career information. With the provision of the initiative goals and activities, it is anticipated special education paraprofessionals will

attain improved knowledge and skills that will enable them to more effectively support the academic and behavioral instruction of students with disabilities.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
1 C, D, F	<p>Wisconsin Special Education Paraprofessional Training Initiative</p> <p>Goals:</p> <p>Goal 1: To examine, develop and implement strategies that will promote a continuation of future statewide professional development opportunities for Wisconsin Special Education Paraprofessionals via the CESAs, the Wisconsin Paraprofessional Advisory Group, and other invested organizations.</p> <p>Goal 2: To provide access to current resources and information via the Wisconsin Paraprofessional Website and the Para Post Newsletters where paraprofessional will gain knowledge, information and</p>	<p>WDPI Liaison Consultant to the Initiative</p> <p>CESA#4 Project Coordinator</p>	<p>(1) During the 2008-09 FFY, the WDPI held two annual advisory committee meetings, which included special education paraprofessionals and teachers, representatives from the UW and private colleges, Regional Service Networks (RSN), and the Wisconsin Education Educator Association. Recommendations were made regarding how to continue future professional development efforts statewide and regionally via the CESAs after the conclusion of the training grant. During this fiscal year, each of the twelve CESAs developed and conducted paraprofessional training depending upon their individual regional needs.</p> <p>(2) A Paraprofessional Resource Kit was developed and distributed to each of the twelve CESAs. The resource kit will contain training materials and other resources.</p> <p>(3) The Wisconsin Paraprofessional Website at CESA #4 was updated to reflect current resources. The number of hits increased from the prior years.</p> <p>(4) Three Para Post newsletters were developed, disseminated and posted on the CESA #4 website for free access. The Para Post is a newsletter for paraprofessionals that provides practical information and resources to paraprofessionals that they can apply to their positions immediately. All of the Para Posts are archived and downloadable on the website. The Para Post is posted to the Paraprofessional Website at www.cesa4.k12.wi.us/paraprof.htm</p>

Part B State Annual Performance Report (APR) for 2008

Wisconsin
State

	resources that will <u>lead to</u> a positive impact on the student they serve.		
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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: FAPE in the LRE

Indicator 2: Percent of youth with IEPs dropping out of high school.

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

Measurement:
States must report using the dropout data used in the ESEA graduation rate calculation and follow the timeline established by the Department under the ESEA.

FFY	Measurable and Rigorous Target
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).

As instructed in the Part B Indicator Measurement Table, Wisconsin is reporting data from the 2007-2008 school year for the FFY 2008 APR. WDPI has reported the required dropout rate calculation and timeline established by the department under the ESEA. The targets in the SPP were set with SPP Stakeholder input and are more rigorous than those established by the department under the ESEA.

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Wisconsin
State

For the 2007-2008 school year (SY), the State's percent of youth with IEPs dropping out of schools improved as the dropout rate went down from 2.61 percent to 2.59 percent ($1488 \text{ divided by } 57558 = .0259 \times 100 = 2.59 \%$) during this reporting period. This result is a decrease of .02 percent.

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

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 in FFY 2008-09:

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

State Performance Plan Improvement Activities
Focused Monitoring (FM) Wisconsin has developed a Continuous Improvement and Focused Monitoring System (CIFMS) to achieve positive results for children with disabilities in Wisconsin while ensuring continued procedural compliance with state and federal laws and regulations. WDPI involves

Part B State Annual Performance Report (APR) for 2008

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
2 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 2008-2009 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 continues to support the FM districts until they have met certain improvement goals or targets.
2 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	This activity has evolved into the Focused Review of Improvement Indicators (see description below).
2 B, C, D, E, F, G, H	School Improvement: Focused Review of Improvement Indicators (FRII) During the 2007-08 SY, WDPI began working to expand upon the successful	School Improvement Ad-Hoc Workgroups	During the 2008-09 SY, WDPI continued to work to expand upon the successful focused monitoring model previously utilized in order to provide districts a mechanism in which to conduct a similar process of data analysis and improvement planning around the SPP

	<p>focused monitoring model previously utilized to provide districts a mechanism for conducting a similar process of data analysis and improvement planning around the SPP improvement indicators of math achievement, preschool outcomes, parent involvement, and post-high school outcomes. WDPI will also be working with CESA based Regional Service Network (RSN) providers to employ various technical assistance options, including statewide summits. WDPI is currently building the infrastructure to execute and support this process with statewide implementation. WDPI believes this refined school improvement process will not only address the needs of both urban and rural districts, but it will continue to promote data driven decision making as well as identifying promising practices that can be acknowledged and disseminated statewide.</p>		<p>improvement indicators. WDPI is currently building the infrastructure to execute and support this process with statewide implementation slated for the next SPP cycle. Input is currently being sought from various stakeholders such as technical assistance providers and local district personnel (general and special education staff). WDPI believes this refined school improvement process will also focus attention on the importance of timely and accurate data.</p>
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Procedural Compliance Self-Assessment Process <http://dpi.wi.gov/sped/spp-selfassmt.html>. Each year the State gathers monitoring data from one-fifth of the local educational agencies (LEAs) in the state through an LEA self-assessment of procedural requirements related to monitoring priority areas and SPP indicators. LEAs conduct the self-assessment using a sample of student individualized education program (IEP) records. Each year, the cohort of districts involved in the self-assessment is representative of the state considering such variables as disability categories, age, race, and gender. Milwaukee Public Schools, the only LEA with average daily membership of over 50,000, is included in the sample each year. WDPI will include every LEA in the state at least once during the course of the SPP. The self-assessment of procedural requirements includes data on each of the SPP indicators. LEAs report the self-assessment results to WDPI, along with planned corrective actions. LEAs are required to correct noncompliance as soon as possible, but no later than one year from identification. To assure valid and reliable data, WDPI provides web-based training in how to conduct the self-assessment, including how to create random samples for review. The self-assessment checklist includes standards for reviewing the procedural requirements. LEAs with noncompliance correct it through developing and implementing agency-wide corrective action plans. WDPI staff provides technical assistance and conducts periodic reviews of progress to ensure correction of noncompliance as soon as possible, but no later than one year from identification of noncompliance. Annually, WDPI reviews all LEA self-assessments and conducts validation activities on a portion of the LEA self-assessments. Based on its review, WDPI provides technical assistance to LEAs, which may result in revisions to their planned corrective actions. LEAs report the status of their corrective actions to ensure correction within one year of identification of the noncompliance. WDPI verifies that all noncompliance has been corrected within one year. LEAs failing to correct noncompliance within one year of identification are required to report the reasons and the specific steps that will be implemented to correct the noncompliance. These LEAs are assigned to a more

intensive level of oversight.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
2 B, C, D	<p>Procedural Compliance Self-Assessment Process</p> <p>The self-assessment of procedural requirements includes data on each of the SPP indicators including the number of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.</p>	Procedural Compliance Self-Assessment Workgroup	During the 2008-2009 school year the third 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 state-wide systems change project that offers a comprehensive approach to providing transition services in the State of Wisconsin. WSTI utilizes a two-tiered service delivery model consisting of local school district Transition Action Teams and County Transition Advisory Councils. Point of Entry Manuals are developed for each CESA to identify county agency linkages. 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.</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 state-wide 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 2008
2 A, B, C, D, E, G, H, J	<p>Wisconsin Statewide Transition Initiative (WSTI)-Statewide Training</p> <p>Offered training statewide for districts on compliance standards.</p>	WDPI Transition Consultant	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

		<p>WDPI Assistant Director of Special Education</p> <p>WSTI Director</p> <p>Wisconsin Post High School Outcomes Survey (PHSOS) Coordinator</p> <p>FACETS Coordinator</p> <p>DHS Consultant</p> <p>DVR Representative</p>	<p>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 adopted the Wisconsin Personnel Development Model to improve training and outcomes. 39% participation was seen in 2007-2008. • The Transition Consultant and Procedural Compliance Self-Assessment workgroup changed the instructions for the Transition portion of the Procedural Compliance Self-Assessment process and revised the data collection process. • WSTI built the data entry and retrieval system for Indicator 13 checklist to allow districts to access and self-evaluate prior to Procedural Compliance Self-Assessment cycle. 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.
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			<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. Provided an Indicator 13 PowerPoint presentation with examples and non-examples. These tools were included in conferences, workshops, district presentations and shared on transition listserves. • 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 state-wide 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 state-wide transition conference. • The WSTI Conference also focused on behavior issues for students with disabilities; 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 uniform 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
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			<p>for each CESA to identify county activities providing transition services and agency contacts. The directories assist LEAs in forming interagency linkages.</p> <ul style="list-style-type: none"> Transition Mini-Grants – Each of the twelve CESAs and the Milwaukee Schools received mini-grants to improve transition services through baseline IEP reviews, one-year follow-up IEP reviews, local planning and professional development. <p>Transition Support Services – WDPI's transition consultant, WSTI's project director, twelve 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>
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>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>

<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 2008
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	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 of young children, meeting the needs of early adolescents with EBD, teaching math to students with EBD, and conducting meaningful functional behavioral assessments. ▪ A cooperative effort with the statewide transition grants was made to provide information at the winter school transition conference on transition and students with EBD. ▪ 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 EB). ▪ 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</p>			

of the system (teachers, families, others) as they identify and implement strategies that promote positive student outcomes. A multi-tier prevention/intervention model including universal, selected, and targeted options serves as the basis for decision making. All students, including students with disabilities, are addressed through the initiative. REACH serves as a vehicle to assist schools in implementing Early Intervening Services and Response to Intervention (RtI).

The REACH Initiative includes four REACH regional centers to provide training and technical assistance supporting the REACH framework and tools throughout the state and district incentive grants to a limited number of high needs schools to support REACH framework implementation.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
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 (69) REACH incentive grants were awarded to school districts, representing 184 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. • Two REACH Poster Showcase Conferences were held in spring 2009. • REACH Regional Center Coordinators and mentors will provide ongoing technical assistance to help schools: <ul style="list-style-type: none"> • Enhance options to support student learning in general education; • Address reading and math achievement concerns to meet the needs of students using evidence based options; • Address social emotional and behavioral

			<p>concerns to meet the needs of students using proactive approaches 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 will develop regional REACH advisory teams, conduct needs assessments to target training and technical assistance priorities for each region, provide ongoing training to meet regional needs, and provide targeted technical assistance to school districts identified by WDPI. • The REACH mentor and training network will be 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 will continue to be developed and refined to meet the needs of Wisconsin Schools with respect to implementing REACH Framework components. • Schools receiving REACH grants will submit the following data pieces: REACH Action Plan, special education prevalence and referral data, intervention and prevention methods (schools in year 2 of the grant project), and an end of year grant activities report. This data will assist WDPI in determining the impact of the REACH Initiative. <p>The capacity of the REACH Initiative to serve school districts will be expanded through additional funding and activities under the Wisconsin Personnel Development System Grant.</p>
<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</p>			

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
2 C, D, F	<p>Autism Project http://dpi.wi.gov/sped/autcatint2.html For more than ten years, WDPI has developed and conducted statewide trainings for school staff in the area of autism.</p>	<p>WDPI Autism Consultant</p> <p>Contracted Experts</p>	<p>In 2008-2009, 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.</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>378 school staff attended basic or advanced level autism training during FFY 2008. School staff from many different disciplines attended the trainings including special education teachers, directors of special education, regular education teachers, paraprofessionals, occupational and physical therapists, social workers, psychologists and speech and language pathologists.</p>

Schools Identified for Improvement (SIFI)/Districts Identified for Improvement (DIFI) Wisconsin's Statewide System of Support (SSOS) is

predicated on the concept that the role of the WDPI is to strengthen the capacity of local school districts to identify and effectively differentiate support to their lowest performing schools. To accomplish this, the WDPI has sorted each of its public school districts into one of three categories: high priority districts, priority districts, and all other districts. High priority districts are those which have missed Adequate Yearly Progress (AYP) as a district or been identified as a district in need of improvement (DIFI) and have Title I schools that are identified for improvement (SIFI) or missed AYP under No Child Left Behind (NCLB). In Wisconsin, high priority districts are required to assess the efficacy of their current district efforts to support school improvement using the 7 Characteristics of Successful Districts (Vision, Leadership, High Academic Standards, Standards of the Heart, Family, School and Community Partnerships, Professional Development, and Evidence of Success framework or a comparable model. Using five characteristic areas (1. Vision, Values and Culture; 2. Leadership and Governance; 3. Decision Making and Accountability; 4. Curriculum and Instruction; and 5. Professional Development and Staff Quality). A team of district staff members conducts a self-assessment to evaluate the level and effectiveness of district support to high priority schools. The results of the self-assessment are validated by a team of exemplary educators through an onsite peer review process. The peer review is meant to validate and add to the findings of the self-assessment. As a result of these two processes, the WDPI determines which school improvement strategies are working well for the district and where the district is in need of technical assistance to improve the effectiveness of its support system. A plan for technical assistance and monitoring is developed collaboratively between the WDPI and the district. Collaboratively, the Title 1 and Special Education teams of WDPI worked with the Milwaukee Public Schools to create their DIFI improvement plan.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
<p>2 B, C, D, E, F, G, H</p>	<p>School Improvement: Focused Review of Improvement Indicators (FRII) During the 2007-08 SY, WDPI began working to expand upon the successful focused monitoring model previously utilized to provide districts a mechanism for conducting a similar process of data analysis and improvement planning around the SPP improvement indicators of math achievement, preschool outcomes, parent involvement, and post-high school outcomes. WDPI will also be working with CESA based Regional Service Network (RSN) providers to employ various technical assistance options, including statewide summits. WDPI is currently building the infrastructure to execute and support this process with statewide implementation. WDPI believes this</p>	<p>School Improvement Ad-Hoc Workgroups</p>	<p>During the 2008-09 SY, WDPI continued to work to expand upon the successful focused monitoring model previously utilized in order to provide districts a mechanism in which to conduct a similar process of data analysis and improvement planning around the SPP improvement indicators. WDPI is currently building the infrastructure to execute and support this process with statewide implementation slated for the next SPP cycle. Input is currently being sought from various stakeholders such as technical assistance providers and local district personnel (general and special education staff). WDPI believes this refined school improvement process will also focus attention on the importance of timely and accurate data</p>

	<p>refined school improvement process will not only address the needs of both urban and rural districts, but it will continue to promote data driven decision making as well as identifying promising practices that can be acknowledged and disseminated statewide.</p>		
<p>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 charts, 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.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
<p>2 A, C, D,E, F, G</p>	<p>Wisconsin Post High School Outcomes Survey (WPHSOS) (www.posthighsurvey.org) Results from the WPHSOS are used by LEAs and WDPI to impact dropout results. Annually, a statewide WPHSOS Summary Report is published in September and widely distributed throughout the year.</p> <ul style="list-style-type: none"> ▪ Complete and disseminate statewide outcomes reports regarding Post-High School Outcomes Survey. ▪ 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 	<p>WPHSOS Director WDPI Transition Consultant</p>	<p>WPHSO Project provided completion assistance to aid 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</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 PSHOS 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>

	<p>Improvement Planning Forms.</p> <ul style="list-style-type: none"> 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. 		
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Wisconsin’s Statewide Personnel Development Grant (SPDG):

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

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

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

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 2008
2 A, B, C, E, F, G, H	<p>Wisconsin’s Statewide Personnel Development Grant (SPDG): Beginning Activities</p> <p>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

			<p>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.</p> <ul style="list-style-type: none"> • The SPDG supports the annual Wisconsin State Transition Conference to help bring cutting edge research and information pertaining to Transition in Wisconsin. • 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 on Indicator 13 from 27% in FFY 2006 to 39% in FFY 2007. • 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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Response to Intervention (Rtl)
 Rtl is a process for achieving higher levels of academic and behavior success for all students through high quality instruction, collaboration, and continuous review of student progress. Rtl integrates assessment and intervention to maximize student achievement and to reduce behavior problems. Schools provide high quality, culturally responsive core instruction, and implement systems to identify students at risk for poor learning outcomes or in need of accelerated enrichment, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
2 A,B,C,D,E, F,G,H	Wisconsin Response to Intervention Initiatives (RTI) Continuing work on statewide	RTI Internal Workgroup	WDPI, along with a wide variety of stakeholders came to a consensus on three essential elements of an Rtl system: high quality instruction, collaboration, and

	implementation of RTI.		<p>continuous review of student progress. Consensus was also reached on seven guiding principles for RtI:</p> <ul style="list-style-type: none"> o RtI is for ALL children and ALL educators. o RtI must support and provide value to effective practices. o Success for RtI lies within the classroom through collaboration. o RtI applies to both academics and behavior. o RtI supports and provides value to the use of multiple assessments to inform instructional practices. o RtI is something you do and not necessarily something you buy. o RtI emerges from and supports research and evidence based practice. <p>WDPI released an RtI Self-Assessment Tool based on NASDSE's Response to Intervention Blueprints for Implementation.</p> <p>Over 1000 Wisconsin educators attended the first annual RtI Summit. School and district teams learned about RtI systems, and examined their philosophy, infrastructure, and implementation of RtI using the Wisconsin RtI Self-Assessment Tool.</p>
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008

The following activities, while continuing as stated in the SPP for Indicators 9 and 10, included activities new in FFY 2008 related to Indicator 2: disproportionality mini-grants and disproportionality demonstration grants. The activity *Culturally Responsive Education for All: Training and Enhancement* is part of a larger statewide systems-change grant, which is discussed in full as a new activity in the SPP and APR for Indicators 9 and 10.

<p>State Performance Plan Improvement Activities</p>
<p>Wisconsin Special Education Paraprofessional Training Initiative: http://www.dpi.wi.gov/sped/paraprof.html</p> <p>Since 1995, the WDPI has provided statewide and regional professional development opportunities to Wisconsin special education paraprofessionals. For the 2008-09 fiscal year, the overarching purpose of the training initiative was to provide support for ongoing professional development opportunities in the twelve Cooperative Educational Service Agencies (CESA), and to provide access to current paraprofessional resources and career information. With the provision of the initiative goals and activities, it is anticipated special education paraprofessionals will</p>

attain improved knowledge and skills that will enable them to more effectively support the academic and behavioral instruction of students with disabilities.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
2 C, D, F	<p>Wisconsin Special Education Paraprofessional Training Initiative Goals:</p> <p>Goal 1: To examine, develop and implement strategies that will promote a continuation of future statewide professional development opportunities for Wisconsin Special Education Paraprofessionals via the CESAs, the Wisconsin Paraprofessional Advisory Group, and other invested organizations.</p> <p>Goal 2: To provide access to current resources and information via the Wisconsin Paraprofessional Website and the Para Post Newsletters where paraprofessional will gain knowledge, information and resources that will <u>lead to</u> a positive impact on the student they serve.</p>	<p>WDPI Liaison Consultant to the Initiative</p> <p>CESA#4 Project Coordinator</p>	<p>(1) During the 2008-09 FFY, the WDPI held two annual advisory committee meetings, which included special education paraprofessionals and teachers, representatives from the UW and private colleges, Regional Service Networks (RSN), and the Wisconsin Education Educator Association. Recommendations were made regarding how to continue future professional development efforts statewide and regionally via the CESAs after the conclusion of the training grant. During this fiscal year, each of the twelve CESAs developed and conducted paraprofessional training depending upon their individual regional needs.</p> <p>(2) A Paraprofessional Resource Kit was developed and distributed to each of the twelve CESAs. The resource kit will contain training materials and other resources.</p> <p>(3) The Wisconsin Paraprofessional Website at CESA #4 was updated to reflect current resources. The number of hits increased from the prior years.</p> <p>(4) Three Para Post newsletters were developed, disseminated and posted on the CESA #4 website for free access. The Para Post is a newsletter for paraprofessionals that provides practical information and resources to paraprofessionals that they can apply to their positions immediately. All of the Para Posts are archived and downloadable on the website. The Para Post is posted to the Paraprofessional Website at www.cesa4.k12.wi.us/paraprof.htm</p>
<p>Wisconsin Statewide Transition Initiative (WSTI), (www.wsti.org)</p> <p>WSTI is a state-wide systems change project that offers a comprehensive approach to providing transition services in the State of Wisconsin. WSTI utilizes a two-tiered service delivery model consisting of local school district Transition Action Teams and County Transition Advisory Councils. Point of Entry Manuals are developed for each CESA to identify county agency linkages. 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</p>			

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 state-wide 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 2008
2 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>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 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>

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
2 A, C, F, G	<p>Disproportionality Demonstration Grants WDPI funds disproportionality demonstration grants. The purpose of these</p>	Disproportionality workgroup LEAs CESAs	<p>FFY 08 Grants awarded to: Appleton Area School District (\$40,000) Products: staff development DVD addressing cultural diversity and culturally proficient practices; Parent focus group final report and parent survey regarding home-school connections; Study regarding support systems for</p>

	<p>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</p>		<p>transfer students; Culturally-responsive problem-solving guide.</p>
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	<p>process and/or project in a teachable format so other districts or consortiums can replicate such project or process.</p> <p>Priority Areas:</p> <ul style="list-style-type: none"> • Large districts identified as having significant disproportionality based on more than one race and more than one disability category. The district's model for addressing disproportionality will focus on developing strategies that are effective in a highly-complex environment with traditional and compartmentalized educational services and systems. • Rural districts or district-led consortiums of small and rural districts that have been identified as disproportionate based on one race. The districts' model for addressing disproportionality 		
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	will focus on issues that affect a particular minority population within the context of a rural community.		
Disproportionality Mini-grants			
WDPI provides mini-grants to LEAs, disproportionality experts, and CESAs to address disproportionality at the local and regional level.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
2 C, F, G	Disproportionality Mini-grants WDPI provides mini-grants to LEAs, disproportionality experts, and CESAs to address disproportionality at the local and regional level. The small grants (\$5,000-\$15,000) are for one year and awarded in the fall. Grant projects offer a unique product, process or tool that could be replicated in other districts or statewide. These products, and other products developed, are shared throughout the state and many of the products are on the WDPI Disproportionality website.	Disproportionality workgroup LEAs Disproportionality experts CESAs	FFY 08 Grants awarded to: Dr. Jeffrey Lewis, UW-Madison. Dr. Lewis conducted a series of data sessions for staff, African American boys and supportive adults from two schools in the Beloit School District. Dr. Lewis guided the schools in data-based strategic planning to improve the school experiences of African American boys, their teachers, and their supportive adults. In addition, Dr. Lewis developed a set of procedures and guiding principles to allow project replication.
Culturally Responsive Education for All: Training and Enhancement (CREATE)			

CREATE is a statewide systems-change initiative designed to close the achievement gap between diverse students and to eliminate race as a predictor in education, including participation in special education.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
2 C D E F G H I	<p>Culturally Responsive Education for All: Training and Enhancement (CREATE). CREATE is a statewide systems-change initiative designed to close the achievement gap between diverse students and to eliminate race as a predictor in education, including participation in special education. CREATE will work with local systems to address ingrained school practices that contribute to perpetuating disparities in access to learning. CREATE provides technical assistance and professional development to schools and their communities, including resources related to early intervening services and resources. CREATE goals:</p> <ul style="list-style-type: none"> • Synthesize and expand research-based practices for 	<p>2008-2011</p> <p>Disproportionality Workgroup Co Chairs</p> <p>CESAs</p> <p>LEAs</p> <p>National experts</p> <p>Approximately \$890,000/yr</p>	<p>Consortium on Racial Equity in PreK-12 Education (CESA 6) (\$109,000) The Consortium on Racial Equity in PK–12 Education in Wisconsin combines the insight of Courageous Conversation with the power of Systemic Equity Leadership to assist six districts, CESAs, and WDPI in analyzing their systems and exercising leadership to eliminate racial disparities in education.</p> <ul style="list-style-type: none"> • School Districts Involved: Fond du Lac School District, Eau Claire Area School District, School District of Beloit, School District of Janesville, Kenosha Unified School District, School District of Waukesha. Staff from all twelve CESAs participated in a 10-day intensive apprenticeship program to build their capacity around: <ul style="list-style-type: none"> • a theory of anti-racist school leadership; • how multiple threads (e.g., Courageous Conversation, critical race theory, learning organizations, and Adaptive Leadership™) are integrated into a coherent program design—and how coaching and leadership consultations support this design; • a model for leadership consultation, which is based on the Annenberg Institute’s Critical Friends Protocol and informed by Cambridge Leadership Associate’s leadership consultation protocols. • Over thirty WDPI staff participated in seven days of intensive training along with staff from the school districts and CESAs. <p>http://www.createwisconsin.net/districtpractices/consortiumk12_racial.cfm</p> <p>American Indian Student Achievement Network (CESA 12) (\$81,205) Re-establish and invigorate a community of practice for the 25 school districts with the highest percentage of Native students.</p> <ul style="list-style-type: none"> ○ December 15, 2008, conference call: twenty of the twenty-five districts participated. Three other districts indicated they want to participate in the activities of the initiative but could not be part of the conference call. The results of this activity were: <ul style="list-style-type: none"> ▪ Need to continue collaboration between schools with high number of Native American Students was reaffirmed.

	<p>culturally and linguistically diverse students in general and special education.</p> <ul style="list-style-type: none"> • Establish a racial context for all educators that is personal, local, and immediate. • Leverage the continued improvement of schools through collaborative work with existing technical assistance networks, continuous school improvement processes, and regional and state leadership academies. • Engage a statewide discourse across local, professional practice, and policy 		<ul style="list-style-type: none"> ▪ Priorities of initial group in 2004 needed to be revisited and possibly revised. ▪ Determination for the need of face-to-face meetings of schools was made to identify priorities. ▪ Discussion regarding the charge to get Native American Language and Culture Teaching staff together was held. The feeling of the group was that individual districts needed to identify what their priority is before getting these individuals together. ▪ Discussion of bringing Home School Coordinator/Liaison/Advocates together was also held. <ul style="list-style-type: none"> ○ January 27, 2009, face-to-face meeting: Representatives from 20 of the 25 school districts attended. Outcomes include: <ul style="list-style-type: none"> ▪ Three priorities identified: Native American Students Sense of Belonging; How is Native American Culture and Language infused into the curriculum of the school; and Impact, responsibilities and enforcement of Act 31. <p>A template (Action Plan) was developed to assist in consistency of response and sent out to schools to assist them in developing a plan. http://www.createwisconsin.net/about/#American_Indian_Student_Achievement_Network</p>
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	<p>communities on improving educational outcomes for culturally and linguistically diverse students.</p> <ul style="list-style-type: none"> • Develop products, with a particular focus on web-based professional development, that help schools implement effective and evidence-based teaching and school organizational practices that support successful educational outcomes for students from culturally and linguistically diverse backgrounds. <p>CREATE will increase statewide capacity to train and enhance educators' understanding and application of research-based and culturally</p>		
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	responsive policies, procedures, and practices. CREATE will coordinate leadership, workshops, and technical assistance regarding cultural responsiveness in education; will develop and disseminate products, especially web-based professional development; and will conduct other activities based on CREATE resources.		
<p>Positive Behavioral Interventions and Supports (PBIS) Positive Behavioral Interventions and Supports (PBIS) applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. Schools implementing PBIS build on existing strengths, complimenting and organizing current programming and strategies. Data-based decision-making is critical to successful PBIS implementation.</p> <p>PBIS is a systems model that guides schools to design, implement, and evaluate effective school-wide, classroom and student-specific behavioral/instructional plans. PBIS includes school-wide procedures and processes for: a) all students, staff, and all school settings, b) specific settings within the school environment, c) individual classrooms and teachers, d) small group and simple student interventions for those at-risk, and e) individual student supports for students who have intensive and comprehensive needs across home, school, and community.</p> <p>The Wisconsin Statewide PBIS Implementation Project will provide technical assistance and coordinate professional development to help Wisconsin school districts establish and sustain PBIS within their respective schools. In addition, the project will gather and analyze specific data from all schools utilizing PBIS services.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
2 A,B,C,D,E,F,G,H,	<p>Wisconsin Positive Behavior Interventions and Supports (PBIS)</p> <p>Continuing work on statewide</p>	PBIS Internal Workgroup	<ul style="list-style-type: none"> • An internal WDPI PBIS workgroup was formed, representing members of the Special Education and Student Services Prevention and Wellness teams. • An Advisory Committee was formed, and one meeting was held. Membership represents a variety of stakeholders and current PBIS implementers. • WPDPI contracted with the Illinois PBIS Network to consult on an

	implementation of PBIS.		<p>infrastructure for a state-wide service delivery plan.</p> <ul style="list-style-type: none"> Many Wisconsin districts received training, and began implementing PBIS, including 30 Milwaukee Public Schools.
<p>Wisconsin DPI Graduation Rate Workgroup</p> <p>In preparation for the peer review of Wisconsin’s graduation rate by the US Department of Education, a cross-agency workgroup has been convened. The purpose of the workgroup is to compile necessary information about how Wisconsin DPI collects, analyzes, and utilizes graduation rate data. Currently, the group has completed collection of information to submit to the US Department of Education for peer review in January 2010.</p> <p>The group will be expanded as the agency works to develop continuous and substantial targets for graduation rates, including for students with disabilities. Group members will be working on the development of new data displays, dissemination of information about the graduation data, and eventual professional development for districts and interested stakeholders.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
2 A, B, E	Graduation Rate Workgroup – New Initiative	FM Graduation Chair	In preparation for the peer review of Wisconsin’s graduation rate by the US Department of Education, a cross-agency workgroup has been convened. The workgroup has compiled the necessary information to submit for peer review in January 2010. This process included examining how the agency uses data specific to students with disabilities and issues related to the change in graduation rate definition. The group will be expanded as the agency works to develop continuous and substantial targets for graduation rates, including for students with disabilities.
<p>Wisconsin Graduation Summit</p> <p>In response to a national call to improve student graduation rates, Wisconsin State Superintendent Anthony Evers will convene a one day state summit of local teams with the theme "Every Child a Graduate" in the Spring of 2010. The design and delivery of the Summit will be based on guidance and support from the America’s Promise Alliance, national corporations, and state associations. The purpose of the Summit is to build local capacity by sharing best practice strategies that increase graduation rates, especially among students of color and students with disabilities. Districts invited to attend were selected based on high rates and/or disparities in dropouts. A related summit will be held in Milwaukee by the Milwaukee School District prior to the state Summit. Both summits will require participants to develop plans on how to sustain the momentum and continue exploration of the issues and strategies that can be used to ensure all Wisconsin students graduate. Districts will be encouraged to collaborate with community partners, and DPI hopes to convene subsequent meetings to provide support and information about research-based practices either at a state-wide or regional level.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
2 C, D, E, F	Wisconsin Graduation Summit – New Initiative	FM Graduation Chair Assistant Director of Special	In response to a national call to improve student graduation rates, Wisconsin State Superintendent Anthony Evers will convene a one day state summit of local teams with the theme " Every Child a Graduate " in the Spring of 2010. Districts invited to attend were selected based on high rates and/or disparities

		Education	<p>in dropouts. A related district-specific summit will be held in Milwaukee by the Milwaukee School District. Both summits will require participants to develop plans on how to sustain the momentum and continue exploration of the issues and strategies that can be used to ensure all Wisconsin students graduate.</p> <p>Wisconsin DPI has been planning this Summit since early Spring 2009, with an internal cross-agency team and a substantial external planning committee involving community, state and business entities who are concerned about student graduation rates. The input from the external planning committee is being utilized as the Summit agenda is developed.</p> <p>Several resources related to increasing graduation rates and decreasing dropouts have been developed in conjunction with the Summit. A state and national policy document was compiled by DPI and Learning Points Associates staff. An additional resource page has been created with annotated lists of local, state and national research-based and best practices.</p> <p>Specific to issues related to graduation by students with disabilities, additional resources and webinars are being planned. Since some of the districts attending the Summit have also been involved in either Focused Monitoring or issues regarding the graduation of their students with disabilities, WDPI and members of the Special Education Team will have the opportunity to continue the work started by the Summit.</p>
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<p>Categories:</p> <p>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</p>		<p>F) Program development G) Collaboration/coordination H) Evaluation I) Increase/adjust FTE J) Other</p>	<p>Color Code:</p> <p>Completed Continuing as stated in SPP New or revised activity Activity Description</p>
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Monitoring Priority: FAPE in the LRE

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

- A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

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

Measurement:

- A. AYP percent = [(# of districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State’s minimum “n” size)] times 100.
- B. Participation rate percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)]. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year
- C. Proficiency rate percent = [(# of children with IEPs enrolled for a full academic year scoring at or above proficient) divided by the (total # of children with IEPs enrolled for a full academic year, calculated separately for reading and math)].

FFY	Measurable and Rigorous Target
2008 (2008-2009)	<p>Percent of districts meeting AYP in reading: 80% Percent of districts meeting AYP in math: 80%</p> <p>Participation rate for children in reading: 95% Participation rate for children in math: 95%</p> <p>Proficiency for children in reading: 74% Proficiency for children in math: 58%</p>

Actual Target Data for 2008-09:

Public reports of assessment results may be found on the WDPI website at <http://dpi.wi.gov/sig/index.html> and <http://dpi.wi.gov/oea/wkce.html>.

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

Part B State Annual Performance Report (APR) for 2008

Percent = # of districts, by subject, that met 2008-2009 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 2008-09 AYP Requirements	# of Districts Meeting Min. SwD Cell Size	% of Districts Meeting AYP Objectives for Disability Subgroup
Reading	48	52	92%
Math	50	52	96%

B. Participation Rate

Please note: Wisconsin did not have any children with IEPs participating in alternate assessments against grade level standards for the 2008-09 SY.

Grade / Subject	# of Children with IEPs	# of Children with IEPs Participating in the Assessment	# of Children with IEPs Not Participating in the Assessment	2008-09 Overall Participation Rate
3rd Gr. Reading	8,286	8,200	86	98.96%
3rd Gr. Math	8,286	8,246	40	99.52%
4th Gr. Reading	8,607	8,524	83	99.04%
4th Gr. Math	8,607	8,557	50	99.42%
5th Gr. Reading	8,569	8,505	64	99.25%
5th Gr. Math	8,569	8,519	50	99.42%
6th Gr. Reading	8,274	8,208	66	99.20%
6th Gr. Math	8,274	8,228	46	99.44%
7th Gr. Reading	8,555	8,487	68	99.21%
7th Gr. Math	8,555	8,505	50	99.42%
8th Gr. Reading	8,570	8,485	85	99.01%
8th Gr. Math	8,570	8,510	60	99.30%
10th Gr. Reading	9,124	8,887	237	97.40%
10th Gr. Math	9,124	8,890	234	97.44%

Data Source: From Wisconsin Student Assessment System (WSAS) 2008-09 SY.

Part B State Annual Performance Report (APR) for 2008

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 Enrolled for a Full Academic Year	# of Children Scoring Proficient or Above	2008-09 Overall Proficiency Rate
3rd Gr. Reading	6,836	3,476	50.85%
3rd Gr. Math	6,836	3,787	55.40%
4th Gr. Reading	7,062	3,632	51.43%
4th Gr. Math	7,062	4,158	58.88%
5th Gr. Reading	7,110	3,384	47.59%
5th Gr. Math	7,110	3,633	51.10%
6th Gr. Reading	7,169	3,446	48.07%
6th Gr. Math	7,169	3,091	43.12%
7th Gr. Reading	7,230	3,736	51.67%
7th Gr. Math	7,230	3,095	42.81%
8th Gr. Reading	7,278	3,674	50.48%
8th Gr. Math	7,278	3,131	43.02%
10th Gr. Reading	7,801	2,796	35.84%
10th Gr. Math	7,801	2,282	29.25%

Data Source: Wisconsin Student Assessment System (WSAS) 2008-09 SY.

Analysis of Actual Target Data

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

Subject	2007-08	2008-09	Outcome
Reading	94.00%	92.00%	Met Target
Math	94.00%	96.00%	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 2% in Reading and an increase of 2% in Math when comparing 2007-08 results with 2008-09.

For this indicator, the Wisconsin Department of Public Instruction (WDPI) is required to report the percentage of districts that met the state's AYP objectives for progress for the disability subgroup. Under Wisconsin's accountability plan, AYP at the *district* level for students with disabilities (SwD) in Reading and Math is determined by whether the district (a) met the minimum cell size of 40, and if so, whether it (b) met annual measurable objectives of 74% in Reading and 58% in Math for 2008-09. 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.

2008-2009 Data:

Forty-six 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 six 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 52 districts that met the SwD cell size of 40 in all relevant grade spans for fall 2008. Among these 52 districts, 48 met AYP for SwD in all grade spans for Reading, and 50 districts met AYP for SwD in all grade spans for Math. Four districts did not meet AYP for SwD in all relevant grade spans for Reading. Two districts did not meet AYP for SwD in all grade spans for Math.

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A. Participation Rate for Children with Disabilities

	2007-08	2008-09	Outcome
3 rd Gr. Reading	98.30%	98.96%	met target
3 rd Gr. Math	99.14%	99.52%	met target
4 th Gr. Reading	98.19%	99.04%	met target
4 th Gr. Math	98.68%	99.42%	met target
5 th Gr. Reading	98.81%	99.25%	met target
5 th Gr. Math	98.97%	99.42%	met target
6 th Gr. Reading	98.68%	99.20%	met target
6 th Gr. Math	98.69%	99.44%	met target
7 th Gr. Reading	98.55%	99.21%	met target
7 th Gr. Math	98.57%	99.42%	met target
8 th Gr. Reading	98.17%	99.01%	met target
8 th Gr. Math	98.08%	99.30%	met target
10 th Gr. Reading	96.00%	97.40%	met target
10 th Gr. Math	95.96%	97.44%	met target

Data Source: From Wisconsin Student Assessment System (WSAS) 2007-08 and 2008-09 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

	2007-08	2008-09	Outcome
3 rd Gr. Reading	51.47%	50.85%	slippage
3 rd Gr. Math	53.90%	55.40%	progress
4 th Gr. Reading	50.20%	51.43%	progress
4 th Gr. Math	51.72%	58.88%	met target
5 th Gr. Reading	52.60%	47.59%	slippage
5 th Gr. Math	46.66%	51.10%	progress
6 th Gr. Reading	50.95%	48.07%	slippage
6 th Gr. Math	41.07%	43.12%	progress
7 th Gr. Reading	49.53%	51.67%	progress
7 th Gr. Math	40.62%	42.81%	progress
8 th Gr. Reading	46.97%	50.48%	progress
8 th Gr. Math	36.73%	43.02%	progress
10 th Gr. Reading	31.82%	35.84%	progress
10 th Gr. Math	25.79%	29.25%	progress

Data Source: From Wisconsin Student Assessment System (WSAS) 2007-08 and 2008-09 SY

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

Explanation of Progress or Slippage

Wisconsin improved in reading and math proficiency across most grade levels. Progress was demonstrated in all grades for Math and all but three grades for Reading. The target was met for Math in fourth grade. All other grade levels from the previous reporting period compared to this reporting period saw an increase in math proficiency. Slippage was seen in grades three, five and six in reading; all other grades saw a slight increase in reading. This was the second year for Wisconsin to have a proficiency target for Reading of 74% and a Math proficiency target of 58%.

There has been a continued effort to provide personnel development in the areas of reading and math for individuals working with students with disabilities. Progress is steady. Math continues to increase in percentages with some grades improving 6% this year. Data shows that while many students in Wisconsin read and perform math quite well as measured by state and national standards, significant achievement gaps persist among student subgroups. These achievement gaps represent one of the biggest challenges facing Wisconsin and the nation.

When the 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 added specific reading instruction at the middle school level. Since then, these school districts have demonstrating consistent increases in the reading proficiency of students with disabilities on statewide assessments. Most gains are seen in the upper grades.

A move from Focused Monitoring of a few districts each year to a Focused Review of the Improvement Indicators (FRII) System will have greater statewide impact. Through FRII more school districts will be involved in an examination of their data, the identification of root causes for delays in achievement, and the implementation of improvement activities to address these root causes. This will be instrumental in improving reading and math achievement in their school districts.

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</p>

<p>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(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
<p>3 A, B, C, D, E, G, H</p>	<p>FOCUSED MONITORING ACTIVITIES The WDPI Reading Achievement Workgroup conducted Focused Monitoring (FM) activities as described in the SPP.</p>	<p>Reading Achievement Workgroup</p>	<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.</p> <p>The workgroup completed all planned activities.</p> <p>First Semester: In collaboration with CESA #5, the WDPI revised its FM data retreat process to more effectively focus on the analysis of student specific data. 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. Workgroup co-chairs provided presentations about the FM process to the WDPI Special Education Council. The CIFMS Steering and Co-chair workgroups revised the FM Manual detailing the focused monitoring process.</p> <p>Second Semester: 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 developing root causes about their student outcomes. 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 findings. Districts participated in planning meetings and district wide FPR2 to assist them in developing a local FM improvement plan to address the findings.</p>

			Consultants assisted districts in developing FM improvement plans, provided technical assistance, and conducted ongoing progress monitoring. Reading Achievement Workgroup members shared results of FM visits with stakeholders.
3 A, B, C, D, E, G, H	Focused Review of the Improvement Indicators (FRII) Initiation of expansion of FPR to include more indicators.	Reading Achievement Co-Chairs Special Ed Team Data Consultant Reading Achievement Workgroup members and Data Consultant	During the 2008-09 SY, WDPI continued to work to expand upon the successful focused monitoring model previously utilized in order to provide districts a mechanism in which to conduct a similar process of data analysis and improvement planning around the SPP improvement indicators. WDPI is currently building the infrastructure to execute and support this process with statewide implementation slated for the next SPP cycle. Input is currently being sought from various stakeholders such as technical assistance providers and local district personnel (general and special education staff). WDPI believes this refined school improvement process will also focus attention on the importance of timely and accurate data. .
3 A, C, D, G	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.	District FM teams DPI Reading Achievement Workgroup	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>Procedural Compliance Self-Assessment Process http://dpi.wi.gov/sped/spp-selfassmt.html. Each year the state gathers monitoring data from one-fifth of the LEAs in the state through an LEA self-assessment of procedural requirements related to monitoring priority areas and SPP indicators. LEAs conduct the self-assessment using a sample of student individualized education program (IEP) records. Each year, the cohort of districts is representative of the state considering such variables as disability categories, age, race, and gender. Milwaukee Public Schools, the only LEA with average daily membership of over 50,000, is included in the sample each year. WDPI will include every LEA in the state at least once during the course of the SPP. The self-assessment of procedural requirements includes data on each of the SPP indicators. LEAs report the self-assessment results to WDPI, along with planned corrective actions. LEAs are required to correct noncompliance as soon as possible, but no later than one year from identification. To assure valid and reliable data, WDPI provides web-based training in how to conduct the self-assessment, including how to create random samples for</p>			

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

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
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 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 2008-09 school year the third cohort of LEAs completed the self-assessment process; WDPI conducted verification activities with all LEAs to ensure correction of noncompliance.

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:

- Four REACH regional centers provide training and technical assistance supporting the REACH framework and tools throughout the state.

<ul style="list-style-type: none"> A limited number of high needs schools receive district incentive grants to support REACH framework implementation. 			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
3 A, B, C, D, E, F, G, H	<p>Responsive Education for All Children (REACH) http://www.reachwi.com/ - Participation Information</p> <p>Each year REACH works with new districts in implementing school improvement activities.</p>	WDPI REACH Consultant	<ul style="list-style-type: none"> 69 REACH incentive grants were awarded to school districts,, representing 184 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. Two REACH Poster Showcase Conferences were held in spring 2009. REACH Regional Center Coordinators and mentors will provide ongoing technical assistance to help schools: <ul style="list-style-type: none"> Enhance options to support student learning in general education. Address reading and math achievement concerns to meet the needs of students using evidence based options. Address social emotional and behavioral concerns to meet the needs of students using proactive approaches to behavior challenges. 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.

			<ul style="list-style-type: none"> • Enhance family involvement as a mechanism for improving student outcomes. • The REACH Regional Centers will develop regional REACH advisory teams, conduct needs assessments to target training and technical assistance priorities for each region, provide ongoing training to meet regional needs, and provide targeted technical assistance to school districts identified by WDPI. • The REACH mentor and training network will be 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 will continue to be developed and refined to meet the needs of Wisconsin Schools with respect to implementing REACH Framework components. • Schools receiving REACH grants will submit the following data pieces: REACH Action Plan, special education prevalence and referral data, intervention and prevention methods (schools in year 2 of the grant project), and an end of year grant activities report. This data will assist WDPI in determining the impact of the REACH Initiative. <p>The capacity of the REACH Initiative to serve school districts will be expanded through additional funding and activities under the Wisconsin Personnel Development System Grant.</p>
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Schools Identified for Improvement (SIFI)/Districts Identified for Improvement (DIFI)

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

In Wisconsin, high priority districts are required to assess the efficacy of their current district efforts to support school improvement using the 7 Characteristics of Successful Districts (Vision, Leadership, High Academic Standards, Standards of the Heart, Family, School and Community Partnerships, Professional Development, and Evidence of Success, <http://www.dpi.state.wi.us/cssch/cssovrvw1.html>) framework or a comparable model. Using five characteristic areas (1. Vision, Values and Culture; 2. Leadership and Governance; 3. Decision Making and

Accountability; 4. Curriculum and Instruction; and 5. Professional Development and Staff Quality, <http://www.dpi.state.wi.us/ssos/pdf/dsahandbk.pdf>), a team of district staff members conduct a Self-Assessment to evaluate the level and effectiveness of district support to high priority schools. The results of the self-assessment are validated by a team of exemplary educators through an onsite peer review process. The peer review is meant to validate and add to the findings of the self-assessment. As a result of these two processes, the WDPI determines which school improvement strategies are working well for the district and where the district is in need of technical assistance to improve the effectiveness of its support system. A plan for technical assistance and monitoring is developed collaboratively between the WDPI and the district.

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

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
3 B,C,D	<p>Schools Identified for Improvement (SIFI)/ Districts Identified for Improvement (DIFI) WDPI initiated activities to assist districts deemed to be DIFI.</p>	Title 1 Special Ed Team	<p>During 2008-2009, two districts within the state have 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.</p> <p>Collaboratively, the Title 1 and Special Education teams of WDPI worked with MPS to continue to progress on the Corrective Action Requirements directed by WDPI as part of Milwaukee Public Schools DIFI requirements. Using the findings from a FM visit as well as other data, specific activities were created to improve outcomes for students with disabilities in the areas of reading and math. Increased focus, resources and time were allotted to increase student achievement in these areas, Pre-kindergarten through Grade12.</p> <p>Special Education team consultants have initiated collaborative work to support the improvement efforts of the Beloit School District, the second district identified as DIFI. While initial efforts have focused on issues found in Indicators 1, 2 and 4, including specific activities developed after the Focused Monitoring onsite visit, other issues around Indicator 3 will also be addressed.</p>

<p>Math and Science Partnership Grants State Superintendent Elizabeth Burmaster announced partnership grants that will help teachers learn new information in mathematics and science that will support increased student achievement. Grant activities will impact teachers in urban, suburban, and rural parts of the state. Projects will bring together mathematics and science teachers with science, technology, engineering, and mathematics faculty from state colleges and universities to expand teachers' subject matter knowledge. Many school districts participating in the partnership grant program have shown significant increases in the percentage of students who are proficient on state wide testing.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
<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. Projects bring together mathematics and science teachers with science, technology, engineering, and mathematics faculty from state colleges and universities to expand teachers' subject matter knowledge.</p>	<p>DPI Content and Learning Team</p>	<p>In 2008-09 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>
<p>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 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</p>			

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<p>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.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
<p>3 A,C,H,J</p>	<p>GSEG on Alternate Assessments Based on Alternate Achievement Standards (AA-AAS) 2007-2010 Continuation of the study.</p>	<p>WDPI Assessment Workgroup North Central Regional Resource Center</p>	<p>During FFY 2008, WDPI worked with the NCRRC and the other two grantee states to develop a pilot version of both the Teacher and Administrator survey. The survey was used to elicit the reaction of these educators to the WAA-SwD and Wisconsin's Extended Grade Band Standards. After the piloting was completed, a final version of the survey was administered starting the last week of May 2009. The survey was left online through the summer of 2009 with the intent to close access to it before the start of the Fall 2009 WKCE/WAA-SWD testing window. Initial results of the survey were analyzed and presented at CCSSO's National Student Assessment Conference and at the OSEP Project Director's Conference. Early analysis indicates the need for ongoing professional development and support for Special Education teachers using the Extended Grade Band Standards and the Wisconsin Alternate Assessment for Students with Disabilities.</p>
<p>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.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
<p>3 A,C,D,E</p>	<p>GSEG Grant on Alternate Assessments Based on Modified Achievement Standards (AA-MAS) 2007-2010</p>	<p>WDPI Assessment Workgroup</p>	<p>During FFY 2008, WDPI worked with NCEO and the four other states examining the learning characteristics of students who may qualify to participate in an alternate assessment based on modified academic achievement standards (AA-MAS). WDPI reviewed data from the WKCE</p>

	Initiation of study.	NCEO	<p>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.</p> <p>During FFY 2007 WDPI conducted 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 the instruction at grade level rather expectations of student success were determined by instructional level of student. Because of the rich information obtained from this initial focus group process, two further focus groups were held during FFY 2008; one to obtain information from the northern region of Wisconsin, and one involving educators from Eastern Wisconsin. The information and input from all three groups is being compiled and analyzed to provide qualitative information supplementing the quantitative data. Preliminary results have been shared nationally at the Council for Exceptional Children Conference and the OSEP Project Director's Meeting.</p>
<p>Wisconsin Response to Intervention Initiatives (RTI) Rtl is a process for achieving higher levels of academic and behavior success for all students through high quality instruction, collaboration, and continuous review of student progress. Rtl integrates assessment and intervention to maximize student achievement and to reduce behavior problems. Schools provide high quality, culturally responsive core instruction, and implement systems to identify students at risk for poor learning outcomes or in need of accelerated enrichment, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
3 A,B,C,D,E, F,G,H	<p>Wisconsin Response to Intervention Initiatives (RTI) Continuing work on statewide implementation of RTI.</p>	RTI Internal Workgroup	<ul style="list-style-type: none"> • WDPI, along with a wide variety of stakeholders came to a consensus on three essential elements of an Rtl system: high quality instruction, collaboration, and continuous review of student progress. Consensus was also reached on seven guiding principles for Rtl:

			<ul style="list-style-type: none"> ○ Rtl is for ALL children and ALL educators. ○ Rtl must support and provide value to effective practices. ○ Success for Rtl lies within the classroom through collaboration. ○ Rtl applies to both academics and behavior. ○ Rtl supports and provides value to the use of multiple assessments to inform instructional practices. ○ Rtl is something you do and not necessarily something you buy. ○ Rtl emerges from and supports research and evidence based practice. ● WDPI released an Rtl Self-Assessment Tool based on NASDSE’s Response to Intervention Blueprints for Implementation. ● Over 1000 Wisconsin educators attended the first annual Rtl Summit. School and district teams learned about Rtl systems, and examined their philosophy, infrastructure, and implementation of Rtl using the Wisconsin Rtl Self-Assessment Tool.
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008

State Performance Plan Improvement Activities
<p>Positive Behavioral Interventions and Supports (PBIS) Positive Behavioral Interventions and Supports (PBIS) applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. Schools implementing PBIS build on existing strengths, complimenting and organizing current programming and strategies. Data-based decision-making is critical to successful PBIS implementation.</p> <p>PBIS is a systems model that guides schools to design, implement, and evaluate effective school-wide, classroom and student-specific behavioral/instructional plans. PBIS includes school-wide procedures and processes for: a) all students, staff, and all school settings, b) specific settings within the school environment, c) individual classrooms and teachers, d) small group and simple student interventions for those at-risk, and e) individual student supports for students who have intensive and comprehensive needs across home, school, and community.</p> <p>The Wisconsin Statewide PBIS Implementation Project will provide technical assistance and coordinate professional development to help</p>

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Wisconsin school districts establish and sustain PBIS within their respective schools. In addition, the project will gather and analyze specific data from all schools utilizing PBIS services.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
3 A,B,C,D,E,F,G,H,	<p>Wisconsin Positive Behavior Interventions and Supports (PBIS)</p> <p>Continuing work on statewide implementation of PBIS.</p>	PBIS Internal Workgroup	<ul style="list-style-type: none"> • An internal WDPI PBIS workgroup was formed, representing members of the Special Education and Student Services Prevention and Wellness teams. • An Advisory Committee was formed, and one meeting was held. Membership represents a variety of stakeholders and current PBIS implementers. • WPDI contracted with the Illinois PBIS Network to consult on an infrastructure for a state-wide service delivery plan. • Many Wisconsin districts received training, and began implementing PBIS, including 30 Milwaukee Public Schools.

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

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion:

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

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

Measurement:

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

Include State’s definition of “significant discrepancy.”

FFY	Measurable and Rigorous Target
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)

As instructed in the Part B Indicator Measurement Table, Wisconsin is reporting data from the 2007-2008 school year for the FFY 2008 APR.

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 FFY2007. 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 FFY2007.

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

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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

$$\begin{aligned} 3/433 &= 0.006772 \\ 0.006772 \times 100 &= 0.68\% \end{aligned}$$

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

Union High School Districts

$$\begin{aligned} 0/10 &= 0.00 \\ 0.00 \times 100 &= 0.00 \end{aligned}$$

Districts identified with significant discrepancies based on FFY 2007 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. Updates were also made in June 2009 to include Parent Revocation of Consent.

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 they have not substantively changed their policies, procedures or IEP forms and notices, or submit the changes to the department for approval. 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 2009, the three LEAs identified with significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year based on FFY 2007 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. As a result of the focused review, no LEA identified noncompliance. The LEAs submitted an improvement plan that included a description of the review process, as well as activities for the 2009-10 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.

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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 2007.

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 in FFY 2008:

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

State Performance Plan Improvement Activities
Focused Monitoring (FM) Wisconsin has developed a Continuous Improvement and Focused Monitoring System (CIFMS) to achieve positive results for children with disabilities in Wisconsin while ensuring continued procedural compliance with state and federal laws and regulations. WDPI involves stakeholders in the ongoing development of CIFMS including the identification of priority areas for focused monitoring in Wisconsin. The

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

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
4 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 2008-2009 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 continues to support the districts that have 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	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	This activity has evolved into the Focused Review of Improvement Indicators (see description below).
4 B, C, D, E, F, G, H	School Improvement: Focused Review of Improvement Indicators (FRII) During the 2007-08 SY, WDPI began working to expand upon	School Improvement Ad-Hoc Workgroups	During the 2008-09 SY, WDPI continued to work to expand upon the successful focused monitoring model previously utilized in order to provide districts a mechanism in which to conduct a similar process of data analysis and improvement planning around the SPP improvement indicators. WDPI is

	<p>the successful focused monitoring model previously utilized to provide districts a mechanism for conducting a similar process of data analysis and improvement planning around the SPP improvement indicators of math achievement, preschool outcomes, parent involvement, and post-high school outcomes. WDPI will also be working with CESA based Regional Service Network (RSN) providers to employ various technical assistance options, including statewide summits. WDPI is currently building the infrastructure to execute and support this process with statewide implementation. WDPI believes this refined school improvement process will not only address the needs of both urban and rural districts, but it will continue to promote data driven decision making as well as identifying promising practices that can be acknowledged and disseminated statewide.</p>		<p>currently building the infrastructure to execute and support this process with statewide implementation slated for the next SPP cycle. Input is currently being sought from various stakeholders such as technical assistance providers and local district personnel (general and special education staff). WDPI believes this refined school improvement process will also focus attention on the importance of timely and accurate data.</p>
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Procedural Compliance Self-Assessment Process <http://dpi.wi.gov/sped/spp-selfassmt.html>.
 Each year the State gathers monitoring data from one-fifth of the LEAs in the state through an LEA self-assessment of procedural requirements related to monitoring priority areas and SPP indicators. LEAs conduct the self-assessment using a sample of student individualized education program (IEP) records. Each year, the cohort of districts is representative of the state considering such variables as disability categories, age, race, and gender. Milwaukee Public Schools, the only LEA with average daily membership of over 50,000, is included in the sample each year. WDPI will include every LEA in the state at least once during the course of the SPP. The self-assessment of procedural requirements includes data on each of the SPP indicators. LEAs report the self-assessment results to WDPI, along with planned corrective actions. LEAs

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

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
4 B, C, D	Procedural Compliance Self-Assessment Process The self-assessment of procedural requirements includes data on each of the SPP indicators.	Procedural Compliance Self-Assessment Workgroup	During the 2008-2009 school year the third 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 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.

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(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
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<p>4 A, B, C, D, F, G</p>	<p>Wisconsin Statewide Transition Initiative (WSTI)- Wisconsin Post High School Outcomes Survey (WPHSOS) – Web-based activities and resources developed to connect Indicators 1, 2, 13 & 14.</p>	<p>WSTI Director 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>
<p>4 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 WPHSOS Coordinator Family Assistance Center for Education, Training and Support (FACETS) Coordinator Department of Health Services (DHS) Consultant Division of Vocational Rehabilitation (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 (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

			<p>Self-Assessment process.</p> <ul style="list-style-type: none"> • 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. These tools were included in conferences, workshops, district presentations and shared on transition listserves. • 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. • 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
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			<p>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.
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	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.

	Created new youth development guide.		
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 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(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
4 C, D, F	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).	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 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

			<p>disabilities (EBD).</p> <ul style="list-style-type: none"> ▪ 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)</p> <p>The purpose of this statewide initiative is to help Wisconsin schools establish and sustain the capacity to make systemic improvement needed to reduce barriers to learning and enable <u>all</u> students to experience success, including students with disabilities. REACH provides a research-based framework and professional development resources for Wisconsin schools to use to support school improvement. Within the framework, instructional options, professional development and collaborative partnerships help to support all members of the system (teachers, families, others) as they identify and implement strategies that promote positive student outcomes. A multi-tier prevention/intervention model including universal, selected, and targeted options serves as the basis for decision making. All students, including students with disabilities, are addressed through the initiative. REACH serves as a vehicle to assist schools in implementing Early Intervening Services and “response to intervention” (RTI). The REACH Initiative includes:</p> <ul style="list-style-type: none"> ▪ Four REACH regional centers provide training and technical assistance supporting the REACH framework and tools throughout the state. ▪ A limited number of high needs schools receive district incentive grants to support REACH framework implementation. 			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
4 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"> • 69 REACH incentive grants were awarded to school districts, 184early 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

			<p>REACH workshops.</p> <ul style="list-style-type: none"> • Two REACH Poster Showcase Conferences were held in spring 2009. • 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 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
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			<p>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> <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(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
4 C, D, F	<p>Autism Project (http://dpi.wi.gov/sped/autcatint2.html) For more than ten years, WDPI has developed and conducted statewide trainings for school staff in the area of autism.</p>	<p>WDPI Autism Consultant</p> <p>Contracted experts</p>	<p>In 2008-2009, 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.</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>378 school staff attended basic or advanced level autism</p>

			training during FFY 2008. School staff from many different disciplines attended the trainings including special education teachers, directors of special education, regular education teachers, paraprofessionals, occupational and physical therapists, social workers, psychologists and speech and language pathologists.
<p>Schools Identified for Improvement (SIFI)/Districts Identified for Improvement (DIFI) Wisconsin's Statewide System of Support (SSOS) is predicated on the concept that the role of the WDPI is to strengthen the capacity of local school districts to identify and effectively differentiate support to their lowest performing schools. To accomplish this goal, the WDPI has sorted each of its public school districts into one of three categories: high priority districts, priority districts, and all other districts. High priority districts are those which have missed Adequate Yearly Progress (AYP) as a district or been identified as a district in need of improvement (DIFI) and have Title I schools that are identified for improvement (SIFI) or missed AYP under No Child Left Behind (NCLB). In Wisconsin, high priority districts are required to assess the efficacy of their current district efforts to support school improvement using the 7 Characteristics of Successful Districts (Vision, Leadership, High Academic Standards, Standards of the Heart, Family, School and Community Partnerships, Professional Development, and Evidence of Success framework or a comparable model. Using five characteristic areas (1. Vision, Values and Culture; 2. Leadership and Governance; 3. Decision Making and Accountability; 4. Curriculum and Instruction; and 5. Professional Development and Staff Quality a team of district staff members conduct a self-assessment to evaluate the level and effectiveness of district support to high priority schools. The results of the self-assessment are validated by a team of exemplary educators through an onsite peer review process. The peer review is meant to validate and add to the findings of the self-assessment. As a result of these two processes, the WDPI determines which school improvement strategies are working well for the district and where the district is in need of technical assistance to improve the effectiveness of its support system. A plan for technical assistance and monitoring is developed collaboratively between the WDPI and the district. Collaboratively, the Title 1 and Special Education teams of WDPI worked with the Milwaukee Public Schools to create their DIFI improvement plan.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
4 B, D, F, H	<p>Schools Identified for Improvement (SIFI)/ Districts Identified for Improvement (DIFI)-Identification and Assistance</p> <p>WDPI initiated activities to assist districts deemed to be DIFI.</p>	<p>Title I</p> <p>WDPI Urban Special Education Consultant</p> <p>FM co-chairs</p> <p>FM Graduation Technical Assistance Provider – Beloit</p>	<p>During 2008-2009, two districts within the state have 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.</p> <p>Collaboratively, the Title 1 and Special Education teams of WDPI worked with MPS to continue to progress on the Corrective Action Requirements directed by WDPI as part of Milwaukee Public Schools DIFI requirements. Using the findings from a FM visit as well as other data, specific activities were created to improve outcomes for students with disabilities in the areas of reading and math. Increased focus, resources and time were allotted to increase student</p>

			<p>achievement in these areas, Pre-kindergarten through Grade12.</p> <p>Special Education team consultants have initiated collaborative work to support the improvement efforts of the Beloit School District, the second district identified as DIFI. While initial efforts have focused on issues found in Indicators 1, 2 and 4, including specific activities developed after the Focused Monitoring onsite visit, other issues around Indicator 3 will also be addressed.</p>
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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(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
4 A, C, D,E, F, G	<p>Wisconsin Post High School Outcomes Survey (WPHSOS) (www.posthighsurvey.org) 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 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>

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

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

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

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

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

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

These goals will be addressed using the Wisconsin Personnel Development Model (WPDM). Dissemination of training and materials will be coordinated by 5 Hubs: Early Childhood Collaboration, Responsive Education for All Children Initiative (REACH), Transition to Post-secondary, Parent Leadership and Involvement; and Institutions of Higher Education.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
4 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	<ol style="list-style-type: none"> 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

			<p>needs and increasing the engagement of all students.</p> <p>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.</p> <p>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.</p>
<p>General supervision: activities related to significant discrepancies in suspension and expulsion rates. WDPI exercises its general supervisory authority to ensure compliance with 34 CFR § 300.170.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
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.</p>	WDPI Special Education Team staff, including data consultant	In a letter dated May 26, 2009, WDPI notified three districts that their 2007-2008 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.
4 B	<p>Activities related to identification of significant discrepancy – LEA improvement plan</p> <p>Districts identified with</p>	WDPI Special Education Team staff	In a letter dated May 26, 2009,, WDPI directed the three 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 2009-2010SY directed at decreasing the number of students with

	<p>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>disabilities suspended or expelled for greater than ten days in a school year.</p> <p>The three 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>
<p>4 D</p>	<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</p>	<p>WDPI staff</p>	<p>WDPI staff assigned as Local Performance Plan (LPP) consultants provide ongoing technical assistance, including technical assistance specific to decreasing the number of students with disabilities suspended or expelled for greater than ten days in a school year, to districts.</p> <p>Districts identified for focused monitoring due to low graduation rates of students with disabilities analyze their suspension and expulsion rates as interim measures of progress towards improving graduation rates. Improvement plans associated with FM include activities to reduce suspension and expulsion.</p>

	expulsion rates positively impacts graduation rates. If students are engaged in the learning process they are more likely to stay in school and graduate.		
4 C, D	WDPI Indicator 4 webpage WDPI has established a webpage (http://www.dpi.wi.gov/sped/spp-susp-exp.html) that provides information and resources for all districts and is especially beneficial to districts that have been identified as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year.	WDPI staff	Continued maintenance.
4 E	Activities related to identification of significant discrepancy – review of policies, procedures, and practices 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	WDPI staff	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 implementing regulations. <u>Districts identified with significant discrepancies based on FFY 2007 data</u> By February 20, 2008, all LEAs were required to report

	<p>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 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>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). In addition, 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 education policies and procedures submit them to WDPI for review and approval those policies and procedures.</p> <p>Further, the one LEA identified with significant discrepancies based on FFY 2007 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 2006 data and FFY 2007 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</p>
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			and procedures. LEAs that adopt locally developed or substantively modified special 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 2006 and FFY 2007 data and determined that neither district made changes to policies and procedures since the last review.
<p>Response to Intervention (Rtl) Rtl is a process for achieving higher levels of academic and behavior success for all students through high quality instruction, collaboration, and continuous review of student progress. Rtl integrates assessment and intervention to maximize student achievement and to reduce behavior problems. Schools provide high quality, culturally responsive core instruction, and implement systems to identify students at risk for poor learning outcomes or in need of accelerated enrichment, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
4 A,B,C,D,E, F,G,H	<p>Wisconsin Response to Intervention Initiatives (RTI) Continuing work on statewide implementation of RTI.</p>	RTI Internal Workgroup	<ul style="list-style-type: none"> • WDPI, along with a wide variety of stakeholders came to a consensus on three essential elements of an Rtl system: high quality instruction, collaboration, and continuous review of student progress. Consensus was also reached on seven guiding principles for Rtl: <ul style="list-style-type: none"> ○ Rtl is for ALL children and ALL educators. ○ Rtl must support and provide value to effective practices. ○ Success for Rtl lies within the classroom through collaboration. ○ Rtl applies to both academics and behavior. ○ Rtl supports and provides value to the use of multiple assessments to inform instructional practices. ○ Rtl is something you do and not necessarily something you buy. ○ Rtl emerges from and supports research and evidence based practice. • WDPI released an Rtl Self-Assessment Tool based on NASDSE's Response to Intervention Blueprints for

			Implementation. <ul style="list-style-type: none"> Over 1000 Wisconsin educators attended the first annual Rtl Summit. School and district teams learned about Rtl systems, and examined their philosophy, infrastructure, and implementation of Rtl using the Wisconsin Rtl Self-Assessment Tool.
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008

The following activities, while continuing as stated in the SPP for Indicators 9 and 10, included activities new in FFY 2008 related to Indicator 4: disproportionality mini-grants and disproportionality demonstration grants. The activity *Culturally Responsive Education for All: Training and Enhancement* is part of a larger statewide systems-change grant, which is discussed in full as a new activity in the SPP and APR for Indicators 9 and 10.

The activities listed in the SPP under **General supervision: activities related to significant discrepancies in suspension and expulsion rates** reflect past and current activities related to Indicator 4 that were included in the FFY 2007 APR but not in the revised SPP submitted at the same time.

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 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(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
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>
<p>Wisconsin Special Education Paraprofessional Training Initiative: http://www.dpi.wi.gov/sped/paraprof.html Since 1995, the WDPI has provided statewide and regional professional development opportunities to Wisconsin special education paraprofessionals. For the 2008-09 fiscal year, the overarching purpose of the training initiative was to provide support for ongoing professional development opportunities in the twelve Cooperative Educational Service Agencies (CESA), and to provide access to current paraprofessional resources and career information. With the provision of the initiative goals and activities, it is anticipated special education paraprofessionals will attain improved knowledge and skills that will enable them to more effectively support the academic and behavioral instruction of students with disabilities.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
4 C, D, F	<p>Wisconsin Special Education Paraprofessional Training Initiative Goals: Goal 1: To examine, develop and implement strategies that will promote a continuation of future statewide professional development opportunities for Wisconsin Special Education Paraprofessionals via the</p>	<p>WDPI Liaison Consultant to the Initiative CESA#4 Project Coordinator</p>	<p>(1) During the 2008-09 FFY, the WDPI held two annual advisory committee meetings, which included special education paraprofessionals and teachers, representatives from the UW and private colleges, Regional Service Networks (RSN), and the Wisconsin Education Educator Association. Recommendations were made regarding how to continue future professional development efforts statewide and regionally via the CESAs after the conclusion of the training grant. During this fiscal year, each of the twelve CESAs developed and conducted paraprofessional</p>

	<p>CESAs, the Wisconsin Paraprofessional Advisory Group, and other invested organizations.</p> <p>Goal 2: To provide access to current resources and information via the Wisconsin Paraprofessional Website and the Para Post Newsletters where paraprofessional will gain knowledge, information and resources that will lead to a positive impact on the student they serve.</p>		<p>training depending upon their individual regional needs. (2) A Paraprofessional Resource Kit was developed and distributed to each of the twelve CESAs. The resource kit will contain training materials and other resources. (3) The Wisconsin Paraprofessional Website at CESA #4 was updated to reflect current resources. The number of hits increased from the prior years. (4) Three Para Post newsletters were developed, disseminated and posted on the CESA #4 website for free access. The Para Post is a newsletter for paraprofessionals that provides practical information and resources to paraprofessionals that they can apply to their positions immediately. All of the Para Posts are archived and downloadable on the website. The Para Post is posted to the Paraprofessional Website at www.cesa4.k12.wi.us/paraprof.htm</p>
<p>Disproportionality Demonstration Grants WDPI funds disproportionality demonstration grants. The purpose of these grants is to fund large scale and systems-wide projects with an explicit goal of creating tools or guides so other districts can replicate success reducing disproportionality in special education.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
<p>4 A, C, F, G</p>	<p>Disproportionality Demonstration Grants WDPI funds disproportionality demonstration grants. The purpose of these grants is to fund large scale and systems-wide projects with an explicit goal of creating tools or guides so other districts can replicate success reducing disproportionality in special education. Districts identified as having significant disproportionality (or district-led consortiums) competed for grants ranging from \$25,000 to \$50,000 to support their work on disproportionality. Highly</p>	<p>Disproportionality workgroup LEAs CESAs</p>	<p>FFY 08 Grants awarded to: Appleton Area School District (\$40,000) Products: staff development DVD addressing cultural diversity and culturally proficient practices; Parent focus group final report and parent survey regarding home-school connections; Study regarding support systems for transfer students; Culturally-responsive problem-solving guide.</p>

	<p>competitive districts or district-led consortiums will have implemented a process or project specific to disproportionality – including projects in pilot status – and have data demonstrating that the process or project is likely to reduce disproportionality, based on race, in special education. The district or consortium must have a clear and realistic plan to institutionalize the process or project, collect and analyze project-related data, and capture the process and/or project in a teachable format so other districts or consortiums can replicate such project or process.</p> <p>Priority Areas:</p> <ul style="list-style-type: none"> • Large districts identified as having significant disproportionality based on more than one race and more than one disability category. The district's model for addressing disproportionality will focus on developing strategies that are effective in a highly-complex environment with traditional and compartmentalized educational services and systems. • Rural districts or district-led consortiums of small and rural districts that have 		
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	<p>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>		
<p>Disproportionality Mini-grants WDPI provides mini-grants to LEAs, disproportionality experts, and CESAs to address disproportionality at the local and regional level.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
<p>4 C, F, G</p>	<p>Disproportionality Mini-grants WDPI provides mini-grants to LEAs, disproportionality experts, and CESAs to address disproportionality at the local and regional level. The small grants (\$5,000-\$15,000) are for one year and awarded in the fall. Grant projects offer a unique product, process or tool that could be replicated in other districts or statewide. These products, and other products developed, are shared throughout the state and many of the products are on the WDPI Disproportionality website.</p>	<p>Disproportionality workgroup LEAs Disproportionality experts CESAs</p>	<p>FFY 08 Grants awarded to: Dr. Jeffrey Lewis, UW-Madison. Dr. Lewis conducted a series of data sessions for staff, African American boys and supportive adults from two schools in the Beloit School District. Dr. Lewis guided the schools in data-based strategic planning to improve the school experiences of African American boys, their teachers, and their supportive adults. In addition, Dr. Lewis developed a set of procedures and guiding principles to allow project replication.</p>
<p>Culturally Responsive Education for All: Training and Enhancement (CREATE). CREATE is a statewide systems-change initiative designed to close the achievement gap between diverse students and to eliminate race as a predictor in education, including participation in special education.</p>			

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
4 C D E F G H I	<p>Culturally Responsive Education for All: Training and Enhancement (CREATE). CREATE is a statewide systems-change initiative designed to close the achievement gap between diverse students and to eliminate race as a predictor in education, including participation in special education. CREATE will work with local systems to address ingrained school practices that contribute to perpetuating disparities in access to learning. CREATE provides technical assistance and professional development to schools and their communities, including resources related to early intervening services and resources. CREATE goals:</p> <ul style="list-style-type: none"> • Synthesize and expand research-based practices for culturally and linguistically diverse students in general and special education. • Establish a racial context for all educators that is personal, local, and immediate. • Leverage the continued improvement of schools 	2008-2011 Disproportionality Workgroup CoChairs CESAs LEAs National experts Approximately \$890,000/yr	<p>Consortium on Racial Equity in PreK-12 Education (CESA 6) (\$109,000) The Consortium on Racial Equity in PK–12 Education in Wisconsin combines the insight of Courageous Conversation with the power of Systemic Equity Leadership to assist six districts, CESAs, and WDPI in analyzing their systems and exercising leadership to eliminate racial disparities in education.</p> <ul style="list-style-type: none"> • School Districts Involved: Fond du Lac School District, Eau Claire Area School District, School District of Beloit, School District of Janesville, Kenosha Unified School District, School District of Waukesha. Staff from all twelve CESAs participated in a 10-day intensive apprenticeship program to build their capacity around: <ul style="list-style-type: none"> • a theory of anti-racist school leadership; • how multiple threads (e.g., Courageous Conversation, critical race theory, learning organizations, and Adaptive Leadership™) are integrated into a coherent program design—and how coaching and leadership consultations support this design; • a model for leadership consultation, which is based on the Annenberg Institute’s Critical Friends Protocol and informed by Cambridge Leadership Associate’s leadership consultation protocols. • Over thirty WDPI staff participated in seven days of intensive training along with staff from the school districts and CESAs. <p>http://www.createwisconsin.net/districtpractices/consortiumk12_racial.cfm</p> <p>American Indian Student Achievement Network (CESA 12) (\$81,205) Re-establish and invigorate a community of practice for the twenty-five school districts with the highest percentage of Native students.</p>

	<p>through collaborative work with existing technical assistance networks, continuous school improvement processes, and regional and state leadership academies.</p> <ul style="list-style-type: none"> • Engage a statewide discourse across local, professional practice, and policy communities on improving educational outcomes for culturally and linguistically diverse students. • Develop products, with a particular focus on web-based professional development, that help schools implement effective and evidence-based teaching and school organizational practices that support successful educational outcomes for students from culturally and linguistically diverse backgrounds. <p>CREATE will increase statewide capacity to train and enhance educators' understanding and application of research-based and culturally responsive policies, procedures, and practices. CREATE will coordinate leadership, workshops, and</p>		<ul style="list-style-type: none"> ○ December 15, 2008, conference call: twenty of the twenty-five districts participated. Three other districts indicated they want to participate in the activities of the initiative but could not be part of the conference call. The results of this activity were: <ul style="list-style-type: none"> ▪ Need to continue collaboration between schools with high number of Native American Students was reaffirmed. ▪ Priorities of initial group in 2004 needed to be revisited and possibly revised. ▪ Determination for the need of face-to-face meetings of schools was made to identify priorities. ▪ Discussion regarding the charge to get Native American Language and Culture Teaching staff together was held. The feeling of the group was that individual districts needed to identify what their priority is before getting these individuals together. ▪ Discussion of bringing Home School Coordinator/Liaison/Advocates together was also held. ○ January 27, 2009, face-to-face meeting: Representatives from 20 of the 25 school districts attended. Outcomes include: <ul style="list-style-type: none"> ▪ Three priorities identified: Native American Students Sense of Belonging; How is Native American Culture and Language infused into the curriculum of the school; and Impact, responsibilities and enforcement of Act 31. ▪ A template (Action Plan) was developed to assist in consistency of response and sent out to schools to assist them in developing a plan. http://www.createwisconsin.net/about/#American_Indian_Student_Achievement_Network
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	<p>technical assistance regarding cultural responsiveness in education; will develop and disseminate products, especially web-based professional development; and will conduct other activities based on CREATE resources.</p>		
<p>Positive Behavioral Interventions and Supports (PBIS) Positive Behavioral Interventions and Supports (PBIS) applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. Schools implementing PBIS build on existing strengths, complimenting and organizing current programming and strategies. Data-based decision-making is critical to successful PBIS implementation.</p> <p>PBIS is a systems model that guides schools to design, implement, and evaluate effective school-wide, classroom and student-specific behavioral/instructional plans. PBIS includes school-wide procedures and processes for: a) all students, staff, and all school settings, b) specific settings within the school environment, c) individual classrooms and teachers, d) small group and simple student interventions for those at-risk, and e) individual student supports for students who have intensive and comprehensive needs across home, school, and community.</p> <p>The Wisconsin Statewide PBIS Implementation Project will provide technical assistance and coordinate professional development to help Wisconsin school districts establish and sustain PBIS within their respective schools. In addition, the project will gather and analyze specific data from all schools utilizing PBIS services.</p>			
<p>Indicator(s) and Category(s)</p>	<p>Improvement Activity Description</p>	<p>Resources</p>	<p>Status of Improvement Activity FFY 2008</p>
<p>4 A,B,C,D,E,F,G,H,</p>	<p>Wisconsin Positive Behavior Interventions and Supports (PBIS)</p> <p>Continuing work on statewide implementation of PBIS.</p>	<p>PBIS Internal Workgroup</p>	<ul style="list-style-type: none"> • An internal WDPI PBIS workgroup was formed, representing members of the Special Education and Student Services Prevention and Wellness teams. • An Advisory Committee was formed, and one meeting was held. Membership represents a variety of stakeholders and current PBIS implementers. • WPDPI contracted with the Illinois PBIS Network to consult on an infrastructure for a state-wide service delivery plan. • Many Wisconsin districts received training, and began implementing PBIS, including 30 Milwaukee Public Schools. •

<p>Wisconsin DPI Graduation Rate Workgroup In preparation for the peer review of Wisconsin's graduation rate by the US Department of Education, a cross-agency workgroup has been convened. The purpose of the workgroup is to compile necessary information about how Wisconsin DPI collects, analyzes, and utilizes graduation rate data. Currently, the group has completed collection of information to submit to the US Department of Education for peer review in January 2010. The group will be expanded as the agency works to develop continuous and substantial targets for graduation rates, including for students with disabilities. Group members will be working on the development of new data displays, dissemination of information about the graduation data, and eventual professional development for districts and interested stakeholders.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
4 A, B, E	Graduation Rate Workgroup – New Initiative	FM Graduation Chair	In preparation for the peer review of Wisconsin's graduation rate by the US Department of Education, a cross-agency workgroup has been convened. The workgroup has compiled the necessary information to submit for peer review in January 2010. This process included examining how the agency uses data specific to students with disabilities and issues related to the change in graduation rate definition. The group will be expanded as the agency works to develop continuous and substantial targets for graduation rates, including for students with disabilities.
<p>Wisconsin Graduation Summit In response to a national call to improve student graduation rates, Wisconsin State Superintendent Anthony Evers will convene a one day state summit of local teams with the theme "Every Child a Graduate" in the Spring of 2010. The design and delivery of the Summit will be based on guidance and support from the America's Promise Alliance, national corporations, and state associations. The purpose of the Summit is to build local capacity by sharing best practice strategies that increase graduation rates, especially among students of color and students with disabilities. Districts invited to attend were selected based on high rates and/or disparities in dropouts. A related summit will be held in Milwaukee by the Milwaukee School District prior to the state Summit. Both summits will require participants to develop plans on how to sustain the momentum and continue exploration of the issues and strategies that can be used to ensure all Wisconsin students graduate. Districts will be encouraged to collaborate with community partners, and DPI hopes to convene subsequent meetings to provide support and information about research-based practices either at a state-wide or regional level.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
4 C, D, E, F	Wisconsin Graduation Summit – New Initiative	FM Graduation Chair Assistant Director of Special Education	In response to a national call to improve student graduation rates, Wisconsin State Superintendent Anthony Evers will convene a one day state summit of local teams with the theme " Every Child a Graduate " in the Spring of 2010. Districts invited to attend were selected based on high rates and/or disparities in dropouts. A related district-specific

			<p>summit will be held in Milwaukee by the Milwaukee School District. Both summits will require participants to develop plans on how to sustain the momentum and continue exploration of the issues and strategies that can be used to ensure all Wisconsin students graduate.</p> <p>Wisconsin DPI has been planning this Summit since early Spring 2009, with an internal cross-agency team and a substantial external planning committee involving community, state and business entities who are concerned about student graduation rates. The input from the external planning committee is being utilized as the Summit agenda is developed.</p> <p>Several resources related to increasing graduation rates and decreasing dropouts have been developed in conjunction with the Summit. A state and national policy document was compiled by DPI and Learning Points Associates staff. An additional resource page has been created with annotated lists of local, state and national research-based and best practices.</p> <p>Specific to issues related to graduation by students with disabilities, additional resources and webinars are being planned. Since some of the districts attending the Summit have also been involved in either Focused Monitoring or issues regarding the graduation of their students with disabilities, WDPI and members of the Special Education Team will have the opportunity to continue the work started by the Summit.</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 5: Percent of children with IEPs aged 6 through 21 served:

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

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

Measurement:

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

FFY	Measurable and Rigorous Target
<p>2008 (2008-2009)</p>	<ul style="list-style-type: none"> A. Percent of children with IEPs aged 6 through 21 served inside the regular class 80% or more of the day of day: 55 % B. Percent of children with IEPs aged 6 through 21 served inside the regular class less than 40% of the day of day: 10.6% C. Percent of children with IEPs aged 6 through 21 served in public or private separate schools, residential placements, or homebound or hospital placements: 1.10%

Actual Target Data for 2008-09:

2008-09 Environment Data Ages 6-21

	Student Count	Total Students	Percent
A. Percent of children with IEPs aged 6 through 21 served inside the regular class 80% or more of the day	60,293	110,151	54.74%
B. Percent of children with IEPs aged 6 through 21 served inside the regular class less than 40% of the day	12,335	110,151	11.20%
C. Percent of children with IEPs aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements	1,373	110,151	1.25%

Data Source: Part B, Individuals with Disabilities Education Act Implementation of FAPE Requirements 2008.

WDPI is making progress in meeting the targets set for this indicator. The State increased the percentage of children with IEPs aged 6 through 21 served inside the regular class 80% or more of the day from 53.79% for the previous reporting period to 54.74% during this reporting period. There was a decrease in the percentage of children with IEPs age 6 through 21 served inside the regular class less than 40% of the day. 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's Individual Student Enrollment System (ISES) Child Count software in which LEAs report data at the individual student level, as opposed to aggregate data. This ensures accurate data. (See SPP Indicator 20 for more information on efforts to ensure valid and reliable data.)

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

Explanation of Progress

An analysis of the 2008-09 data indicates that progress is being made toward the targets. For students served inside the regular class 80% or more of the day, progress of 1.17% toward the target was reported. For students served inside the regular class less than 40% of the day, progress of 0.04% toward the target was reported. For students served in public or private separate schools, residential placements, or homebound or hospital placements, progress of 0.01% toward the target 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 in FFY 2008:

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

State Performance Plan Improvement Activities			
Focused Monitoring (FM)			
<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 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(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
5 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 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/</p>	Graduation and Reading FM Workgroups, Data Consultant, CESA #5 staff	<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>

	expulsions, participation and performance on statewide assessments, educational environments, and individual student data. Observations and potential root causes, along with any findings noted during the FM visits were then integrated into the district-wide or building-wide improvement plans to address those needs.		
5 A, B, C, D, E, G Green - ongoing	Focused Performance Review- Stand-Alone Focused Review of Improvement Indicators (FRII) WDPI worked on constructing modules for districts to use to conduct focused reviews of the improvement indicators.	Focused Review of Improvement Indicators (FRII) Ad-hoc Workgroups RSN Directors	During the 2008-09 SY, WDPI continued to work to expand upon the successful focused monitoring model previously utilized in order to provide districts a mechanism in which to conduct a similar process of data analysis and improvement planning around the SPP improvement indicators. WDPI is currently building the infrastructure to execute and support this process with statewide implementation slated for the next SPP cycle. Input is currently being sought from various stakeholders such as technical assistance providers and local district personnel (general and special education staff). WDPI believes this refined school improvement process will also focus attention on the importance of timely and accurate data.
<p>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(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
5 C D E G	Autism Project http://dpi.wi.gov/sped/autcatint2.html	DPI Autism Consultant	In 2008-2009, four trainings were held in various locations throughout the state. Two basic level trainings were offered for school staff with limited knowledge of educational

	<p>For more than ten years, WDPI has developed and conducted statewide trainings for school staff in the area of autism.</p>		<p>programming for students with autism spectrum disorders. The basic level training presented an overview of autism spectrum disorders and discussed topics such as functional behavioral assessment, classroom programming, sensory issues, and communication strategies.</p> <p>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>378 school staff attended basic or advanced level autism training during FFY 2008. 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 State-Wide Institute on Best Practices in Inclusive Education is co-sponsored by the Department of Public Instruction, Cardinal Stritch University and the Inclusion Institute, Inc. The institute offers timely information on Best Practices in Inclusive Education, Differentiation, Autism Spectrum Disorders, Collaboration, Assistive Technology Supporting Inclusive Education, a Team Approach for Successful Inclusion and Stories of Elementary Inclusion: Fostering Belonging & Friendships.</p>			
<p>Indicator(s) and Category(s)</p>	<p>Improvement Activity Description</p>	<p>Resources</p>	<p>Status of Improvement Activity FFY 2008</p>
<p>5 C D G</p>	<p>Wisconsin’s Annual Statewide Institute On Best Practices in Inclusive Education The Annual Statewide Institute on Best Practices in Inclusive Education is co-sponsored by the WDPI, Cardinal Stritch University, and the Inclusion Institute, Inc. This annual</p>	<p>Institute Staff WDPI Cognitive Disabilities (CD) Consultant</p>	<p><u>Wisconsin’s 16th Annual Statewide Institute On Best Practices in Inclusive Education</u> This annual Institute was held on July 27-29, 2009. The program offered timely information on Best Practices in Inclusive Education, Differentiation, Co-teaching, Transition and Collaboration.</p> <p>Dr. Judy Wood, Professor Emeritus of Virginia Commonwealth University was one of the keynote speakers. Her keynote presentation focused on ways teachers can</p>

	<p>Institute was held on July 30–August1, 2007.</p> <p>The program offered timely information on Best Practices in Inclusive Education, Differentiation, Autism Spectrum Disorders, and Collaboration.</p>		<p>provide successful educational experiences through differentiated instruction, The second keynote speaker was Dr. Ashleigh Molloy, Director of the Transformation Education Institute and Education Professor at York University, Toronto, Canada. His focus was on developing an educational landscape that includes using strategies to support best practices for inclusion.</p> <p>Many other presentations were available including: Differentiating Science Instruction; Transitioning; Understanding Behavior; Modifying Curriculum; Aligning Staff for Effective Collaboration and Inclusion; Working Collaboratively with Parents; Supporting Students with Attention Deficit/Hyperactivity Disorder; Supporting Social Relationships and Working with students with Mental Health Needs.</p>
<p>Creating the Good Life: Improving Outcomes for Students with Cognitive Disabilities</p> <p>The First Annual State-wide Conference for educators working with students with cognitive disabilities was held on August 10-21, 2007 to address issues and current trends regarding inclusive practices. This conference is cosponsored by the Department of Public Instruction, Wisconsin’s 12 Cooperative Educational Service Agencies and the University of Wisconsin-Oshkosh. The conference has provided educators with a variety of relevant topics including: Using Dance & Creative Movement to Enhance Instruction in Inclusive Classrooms; Inclusive Practices: Determining Where We Belong; Stories of Elementary Inclusion: Fostering Belonging and Friendships; Friendships with Non-Disabled Peers: Unlocking Opportunities for Students with Cognitive Disabilities; and Developing Best Practice Goals: Blending Transition, Post School Outcomes and General Education for Students with Disabilities.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
<p>5 C,D,G</p>	<p>Creating the Good Life: Improving Outcomes for Students with Cognitive Disabilities (CD)</p> <p>The Annual Statewide Conference for educators working with students with cognitive disabilities was held on August 10-21, 2007 to address issues and current trends regarding inclusive practices.</p>	<p>CESA #6 CESA #4 CESA #5 WDPI Special Education Team</p>	<p>The Third Annual Statewide Conference for educators working with students with cognitive disabilities was held on August 11-12, 2009 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: Peer Supports: Increasing School and Community Inclusion; Natural Supports Project; Computer Based Literacy Activities for Students with Cognitive Disabilities; Paraprofessionals: Helping or Hovering; Wisconsin Adaptive Skills Resource Guide; Connecting IEPs and Standards for</p>

			Students with Cognitive Disabilities; Becoming Members of the Community; Transition/Vocational Skills; Math – What Research tells Us about Improving Math Achievement for Students with Disabilities and Making Connections the Conscious Discipline Way.
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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(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
5 C D G	The Circles of Life Conference The Circles of Life Conference is a WDPI sponsored event that has been in existence for 24 years. The annual conference is for families who have children of any age with disabilities or special health care needs and the professionals who support and provide services for them. Circles of Life is a unique opportunity to develop new skills, garner the latest information, including information on inclusive programming and form lasting friendships.	Circle of Life Planning Committee	The annual Circles of Life conference for families of students with disabilities was held on April 30-May 1, 2009.

Timely and Accurate Data:

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

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
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5 A	<p>Data Collection – ISES The Individual Student Enrollment System (ISES) was first used for collecting Child Count and FAPE data during the 2007-08 SY. ISES collects individual student records for all students (students with and without disabilities) using a unique student identifier (number). The system is designed to improve the accuracy and efficiency of the federal data collection.</p>	<p>WDPI Data Management and Reporting Team, 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 fall of 2008, members of the Data Management and Reporting Team along with members of the Special Education Team conducted joint regional trainings on how to effectively collect and report data, including educational environment for students ages 6-21, using WSLS and ISES. Data elements specific to students with disabilities were highlighted during this training. Web posting of this training is available for ongoing user access.</p>
5 A, B, C, G	<p>Cross-Department Data Workgroup WDPI established a cross-department data workgroup consisting of members of the WDPI Special Education Team as well as the WDPI Data Management and Reporting Team.</p>	<p>WDPO Office of Educational Accountability, WDPI Applications Development Team, and the WDPI Data Management and Reporting Team, Special Education Team Data Coordinator, Special Education Team Data Consultant</p>	<p>The Cross-Department Data workgroup continued to meet bi-monthly during the 2008-09 SY. Members of the team worked to develop and provide technical assistance and training documentation. The workgroup also reviewed incoming LEA data, including educational environment, to help identify possible reporting errors. The workgroup also provided bi-monthly technical assistance conference calls which either covered specific data collection and/or reporting topics or else provided LEAs with an opportunity to ask district specific data reporting questions.</p>
<p>Technical Assistance: Timely and Accurate Data WDPI staff participates in national opportunities whenever possible in order to receive current information regarding data collection, reporting, and technical assistance for this indicator. In turn various WDPI teams work collaboratively to provide technical assistance to local school districts on how to report timely and accurate data in addition to technical assistance on how to meet the SPP targets for this indicator.</p>			
<p>Indicator(s) and Category(s)</p>	<p>Improvement Activity Description</p>	<p>Resources</p>	<p>Status of Improvement Activity FFY 2008</p>
5 A, B, E, G	<p>National Technical Assistance The WDPI accesses national technical assistance whenever</p>	<p>Special Education Team Assistant Director, Special Education Team Data Coordinator, Special</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).</p>

	possible.	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 our monitoring process.
5 A, B	National Assistance The WDPI accesses national technical assistance whenever possible.	Data Coordinator, Data Consultant, Assistant Director Special Education Team	This is an ongoing conference. DPI staff again attended the Annual OSEP/DAC Overlapping Part B and Part C Data Meetings and received current information regarding collection, reporting, and technical assistance for this indicator. Pertinent information was shared regarding accurate reporting of educational environment along with the other SPP Indicators and 618 data (June 2008)
<p>Response to Intervention (Rtl) Rtl is a process for achieving higher levels of academic and behavior success for all students through high quality instruction, collaboration, and continuous review of student progress. Rtl integrates assessment and intervention to maximize student achievement and to reduce behavior problems. Schools provide high quality, culturally responsive core instruction, and implement systems to identify students at risk for poor learning outcomes or in need of accelerated enrichment, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
5 A,B,C,D,E, F,G,H	Wisconsin Response to Intervention Initiatives (RTI) Continuing work on statewide implementation of RTI.	RTI Internal Workgroup	<ul style="list-style-type: none"> • WDPI, along with a wide variety of stakeholders came to a consensus on three essential elements of an Rtl system: high quality instruction, collaboration, and continuous review of student progress. Consensus was also reached on seven guiding principles for Rtl: <ul style="list-style-type: none"> ○ Rtl is for ALL children and ALL educators. ○ Rtl must support and provide value to effective practices. ○ Success for Rtl lies within the classroom through collaboration. ○ Rtl applies to both academics and behavior. ○ Rtl supports and provides value to the use of multiple assessments to inform instructional practices. ○ Rtl is something you do and not necessarily something

			<p>you buy.</p> <ul style="list-style-type: none"> ○ Rtl emerges from and supports research and evidence based practice. • WDPI released an Rtl Self-Assessment Tool based on NASDSE's Response to Intervention Blueprints for Implementation. • Over 1000 Wisconsin educators attended the first annual Rtl Summit. School and district teams learned about Rtl systems, and examined their philosophy, infrastructure, and implementation of Rtl using the Wisconsin Rtl Self-Assessment Tool.
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for *FFY 2008*.

State Performance Plan Improvement Activities			
<p>Positive Behavioral Interventions and Supports (PBIS) Positive Behavioral Interventions and Supports (PBIS) applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. Schools implementing PBIS build on existing strengths, complimenting and organizing current programming and strategies. Data-based decision-making is critical to successful PBIS implementation.</p> <p>PBIS is a systems model that guides schools to design, implement, and evaluate effective school-wide, classroom and student-specific behavioral/instructional plans. PBIS includes school-wide procedures and processes for: a) all students, staff, and all school settings, b) specific settings within the school environment, c) individual classrooms and teachers, d) small group and simple student interventions for those at-risk, and e) individual student supports for students who have intensive and comprehensive needs across home, school, and community.</p> <p>The Wisconsin Statewide PBIS Implementation Project will provide technical assistance and coordinate professional development to help Wisconsin school districts establish and sustain PBIS within their respective schools. In addition, the project will gather and analyze specific data from all schools utilizing PBIS services.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
5 A,B,C,D,E,F,G,H,	<p>Wisconsin Positive Behavior Interventions and Supports (PBIS)</p> <p>Continuing work on statewide</p>	PBIS Internal Workgroup	<ul style="list-style-type: none"> • An internal WDPI PBIS workgroup was formed, representing members of the Special Education and Student Services Prevention and Wellness teams. • An Advisory Committee was formed, and one meeting was held. Membership represents a variety of

	implementation of PBIS.		stakeholders and current PBIS implementers. <ul style="list-style-type: none"> • WPDI contracted with the Illinois PBIS Network to consult on an infrastructure for a state-wide service delivery plan. • Many Wisconsin districts received training, and began implementing PBIS, including 30 Milwaukee Public Schools.
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LRE and Separate Schools

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

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
5 B,C,D	Monitoring LRE in Separate Facilities	WDPI Education Consultants	<ul style="list-style-type: none"> • WDPI staff selected a random sample of IEPs of students attending separate schools for a compliance review. • The results of the compliance review were used to develop technical assistance on LRE. • LEAs were notified of any identified noncompliance and required to correct errors as soon as possible and no later than one year from identification. • WDPI will verification correction within one year of notification

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

Indicator 6: Percent of preschool children with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

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

Measurement:

- A. Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.
- B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

FFY	Measurable and Rigorous Target
2008 (2008-2009)	<ul style="list-style-type: none"> A. Percent of preschool children with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program B. Percent of preschool children with IEPs attending a separate special education class, separate school or residential facility.

Actual Target Data for 2008-09:

As instructed in the Part B Indicator Measurement Table, states are not required to report on Indicator 6 in the FFY 2008 APR. In the FFY 2010 submission, due February 1, 2012, a new baseline, targets, and, as needed, improvement activities will be established using the 2010-2011 data.

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

Discussion of Improvement Activities Completed in FFY 2008:

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 Cooperative Educational Service Agencies (CESAs), school 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 State Personnel Development Grant (SPDG) funds. Web-based resources used in this training are available at www.prechoolorptions.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.wisconsinsig.org/best/video.htm.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
6 A, B, C, D, E, F, G, H	<p>Training and Technical Assistance: Collaboration between Part B, Part C, and other Early Childhood Stakeholders WDHS and WDPI will take a comprehensive approach to service delivery 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 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 Wisconsin Early Childhood Collaboration Partners Early Learning Committee (WECCP-ELC) to insure involvement of the general education community. Interagency agreements and transition updates occurred to keep stakeholders informed on activities. Training and TA provided through the Preschool Options Project and CESA 2 and CESA 4 minigrants focuses on involvement of the general education community. WDEC and WECA work with DPI and other partners to plan professional development. Preserving Early Childhood State Collaborative 4K conference includes a disability/inclusion strand. See also activities listed under: Interagency Agreements and Technical Assistance.</p>
6 C, D	<p>Training and Technical Assistance Adopt a model for training, technical assistance and professional development.</p>	<p>WDPI Indicator 12 Consultant 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 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 Wisconsin Early Childhood Collaboration Partners (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.</p> <p>An Environments Hub group meets to improve professional development opportunities based on Wisconsin Professional Development Model-research based practices</p>
6 A, B, C, D, G, I	<p>Training and Technical Assistance WDPI and WDHS are committed to maintaining the focus of these activities by continuing training and technical assistance provider contracts through the completion of the 2010 State Performance Plan.</p>	WDPI Administration and IDEA preschool grant funding	<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:</p> <ul style="list-style-type: none"> • Training on Routines Based Interviewing, • Coaching and consultation models, • DEC consultation resources • Itinerant supports and networks
6 C, D, G	<p>Training and Technical Assistance Support Indicator B-6 technical assistance providers to inform them of process, overview of program participation system (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 technical assistance (TA) calls to RSN, program support teacher (PST) and RESource staff were 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 were added to the agenda for each call.</p>
<p>Ready, Set, Go...Transitions and Options "Ready, Set, Go...Transitions and Options," is a collaborative effort of the WDPI; Wisconsin Department of Health Services (WDHS)/Birth to 3; Wisconsin Statewide Parent-Educator Initiative (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.</p>			
6 C, D	<p>"Ready, Set, Go...Transition and Options" training principles form the basis of training and technical assistance materials, as well as</p>	WDPI Special Education Director	<p>"Ready, Set, Go" became the format for all new PowerPoint materials.</p>

	<p>provide information related to IEP goal development and placement.</p> <p>"Ready, Set, Go" training PowerPoints and handouts and other resources related to transition and early educational environments have been revised to reflect the changes since IDEA 2004 and any other changes to the process.</p>	<p>WDPI Consultants</p> <p>SPDG Hub Director</p> <p>WDPI Consultants</p> <p>IDEA Preschool Discretionary Grant State and CESA Coordinators</p> <p>FACETS</p>	<p>*In November 2008, a small team began working on revisions to the main "Ready, Set, Go" training package..</p> <p>The training package, including a half-day training with resource materials, is intended to be used across systems.</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(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
<p>6 C, D, E, G</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>DPI Autism Consultant</p>	<p>In 2008-2009 SY, 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 least restrictive environment (LRE).</p> <p>Two advanced level trainings were offered for more experienced school staff. The advanced training</p>

			<p>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>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 15th 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(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
6 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.</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,</p>

			<p>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</p> <p>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 CESAs 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(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
6 C,D,G	<p>Creating the Good Life: Improving Outcomes for Students with Cognitive Disabilities (CD)</p> <p>The Annual Statewide Conference for educators working with students with cognitive disabilities was held on August 10-21, 2007 to address issues and current trends regarding inclusive practices.</p>	<p>CESA #6 CESA #4 CESA #5 WDPI Special Education Team</p>	<p>The Third Annual Statewide Conference for educators working with students with cognitive disabilities was held on August 11-12, 2009 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: Peer Supports: Increasing School and Community Inclusion; Natural Supports Project; Computer Based Literacy Activities for Students with Cognitive Disabilities; Paraprofessionals: Helping or Hovering; Wisconsin Adaptive Skills Resource Guide;</p>

			Connecting IEPs and Standards for Students with Cognitive Disabilities; Becoming Members of the Community; Transition/Vocational Skills; Math – What Research tells Us about Improving Math Achievement for Students with Disabilities and Making Connections the Conscious Discipline Way.
<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(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
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 25 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, review current research, including information on inclusive programming and forming lasting friendships.</p>	Circle of Life Planning Committee	<p>The conference was held in Spring, 2009 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> <p>“Preschool Options” and “Ready, Set, Go” presentations for parents have been a part of this conference.</p>
<p>Technical Assistance: Timely and Accurate Data WDPI staff participates in national opportunities whenever possible in order to receive current information regarding data collection, reporting, and technical assistance for this indicator. In turn various WDPI teams work collaboratively to provide technical assistance to local school districts on how to report timely and accurate data in addition to technical assistance on how to meet the SPP targets for this indicator.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
6 A, B, E, G	<p>National Technical Assistance The WDPI accesses national technical assistance whenever possible.</p>	Special Education Team Assistant Director, Special Education Team Data Coordinator, Special Education	<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).</p> <p>A panel from the Data Accountability Center presented</p>

		Team Data Consultant, Special Education Team Consultants	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 CIFMS including how data on educational environment is utilized as part of our monitoring process.
6 A, B	National Technical Assistance The WDPI accesses national technical assistance whenever possible.	Data Coordinator, Data Consultant, Assistant Director Special Education Team	Members of WDPI again attended the annual OSEP/DAC Overlapping Part B and Part C Data Meetings and received current information regarding collection, reporting, and technical assistance for this indicator. Pertinent information was shared regarding accurate reporting of educational environment along with the other SPP Indicators and 618 data (June 2008)
<p>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.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
6 A, B, E, F, G, H	Interagency Agreements: Primary The Interagency Agreement Workgroup with members from WDPI and WDHS prepared 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.	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

			<p>and disseminated to the teams. [see details at Indicator B-12]</p> <p>Completion of the agreement will occur after Part C regulations have been finalized.</p>
<p>6 A, B, E, F, G, H</p>	<p>Interagency Agreements: Secondary 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>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.</p> <p>*Second tribal gathering (12/08)</p>
<p>6 A, B, E, F, G, H</p>	<p>Interagency Agreements: Bulletins WDPI is working on information bulletins.</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,</p>

			developing a full continuum of alternative placement options, and strategies for effectively supporting inclusion.
6 A, B, C, D, E, F, G, H	Interagency Agreements: Dissemination Plans will be made for dissemination of information on the final agreement and for the provision of necessary technical assistance to LEAs, counties, and other early childhood stakeholders.	WDPI Indicator consultants Cross Department Transition Team and Birth to 6 IDEA Leadership	Preliminary discussions have occurred related to dissemination. Technical assistance continues as described in the Interagency Agreement work plan.
Focused Monitoring (FM) Wisconsin has developed a Continuous Improvement and Focused Monitoring System (CIFMS) to achieve positive results for children with disabilities in Wisconsin while ensuring continued procedural compliance with state and federal laws and regulations. WDPI involves stakeholders in the ongoing development of the CIFMS including the identification of priority areas for focused monitoring in Wisconsin. The CIFMS stakeholders analyzed statewide student outcome data to determine that improving graduation rates of students with disabilities should be a priority in Wisconsin. The CIFMS stakeholders identified student enrollment groups within the state from which a select number of school districts are identified for FM. WDPI uses trend data over a three-year period to identify districts for FM. The districts within each enrollment group most in need of improvement are selected for FM.			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
6 A, B, C, D, E, G	Focused Performance Review- Stand-Alone Focused Performance Review Development WDPI worked on constructing modules for districts to use to conduct Focused Performance Reviews.	Focused Review of Improvement Indicators (FRII) Ad-hoc Workgroups RSN Directors	During the 2008-09 SY, WDPI continued their work to expand upon the successful focused monitoring model previously utilized in order to provide districts a mechanism in which to conduct a similar process of data analysis and improvement planning around the SPP improvement indicators of math achievement, preschool outcomes, parent involvement, and post-high school outcomes and Least Restrictive Environment. WDPI will also be working with CESA based 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 2010-11 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>Timely and Accurate Data: Staff from the WDPI Special Education Team continue to work collaboratively with staff from the WDPI Office of Educational Accountability, WDPI Applications Development Team, and the WDPI Data Management and Reporting Team to ensure the required data are available for submission.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
6 A	<p>Data Collection – ISES The Individual Student Enrollment System (ISES) was first used for collecting Child Count and FAPE data during the 2007-08 SY. ISES collects individual student records for all students (students with and without disabilities) using a unique student identifier (number). The system is designed to improve the accuracy and efficiency of the federal data collection.</p>	<p>WDPI Data Management and Reporting Team, 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 fall of 2008, members of the Data Management and Reporting Team along with members of the Special Education Team conducted joint regional trainings on how to effectively collect and report data, including educational environment, 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>
6 A, B, C, G	<p>Cross-Department Data Workgroup WDPI established a cross-department data workgroup consisting of members of the WDPI Special Education Team as well as the WDPI Data Management and Reporting Team</p>	<p>WDPI Office of Educational Accountability, WDPI Applications Development Team, WDPI Data Management and Reporting Team, Special Education Team Data Coordinator, Special Education Team Data Consultant</p>	<p>The Cross-Department Data workgroup continued to meet bi-monthly during the 2008-09 SY. Members of the team worked to develop and provide technical assistance and training documentation. The workgroup also reviewed incoming LEA data, including educational environment, to help identify possible reporting errors. The workgroup also provided bi-monthly technical assistance conference calls which either covered specific data collection and/or reporting topics or else provided LEAs with an opportunity to ask district specific data reporting questions.</p>
<p>Speech and Language Pathology WDPI published Language Sample Analysis: The Wisconsin Guide Revised. The guide describes assessment, service delivery options and monitoring progress for speech and language pathology services in natural settings. In the past, the most common service delivery method</p>			

for speech and language therapy was for the speech-language pathologist to work independently as they pulled students out of their regular classrooms for individual or small-group treatment sessions. With the recent emphasis on providing service in the least restrictive environment, a child's natural environment, and better generalization of treatment, the WDPI has utilized this publication to provide a framework for SLPs to assess a child in a natural setting, implement intervention and monitor intervention in contexts that provide for natural opportunities for communication or for practicing the targeted communication behavior (for example, instruction, play, large group activities, recreation and leisure, routine, vocational settings). Numerous trainings have been provided by the WDPI's speech and language consultant locally, regionally and state-wide to facilitate assessment, service delivery and data collection for students with communicative disorders in natural and least restrictive environments.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
<p>6 C</p>	<p>Speech and Language Pathology WDPI published Language Sample Analysis: The Wisconsin Guide Revised. The guide describes assessment, service delivery options and monitoring progress for speech and language pathology services in natural settings. In the past, the most common service delivery method for speech and language therapy was for the speech-language pathologist to work independently as they pulled students out of their regular classrooms for individual or small-group treatment sessions. With the recent emphasis on providing service in the least restrictive environment, a child's natural environment, and better generalization of treatment, the WDPI has utilized this publication to provide a framework for SLPs to assess a child in a natural setting, implement intervention and monitor intervention in contexts that provide for natural opportunities for communication or for practicing the targeted communication behavior (for example, instruction, play, large group activities, recreation and leisure, routine, vocational settings). Numerous trainings have been provided by the WDPI's speech and language consultant locally, regionally and state-wide to facilitate assessment, service delivery and data</p>	<p>Special Education Team Speech and Language Consultant</p>	<p>During the 2008-09 school year, a total of 5 trainings around the state regarding LRE and problem solving workload strategies for speech/language pathologists with Trici Schraeder from UW-Madison's speech pathology department were completed. This was done in collaboration with Regional Service Network(RSN) personnel to promote a state-wide systems approach and utilization of the professional development model under the RSN project. Prior to the trainings, we had a total of five face-to-face meetings to revise and assemble the material. A speech and language list-serve was completed to provide follow-up and technical assistance for participants to implement the plans developed at the trainings. The overall average of all 5 trainings revealed and average score of 4.3 on a 5 point scale with 1 being poor and 5 being excellent. The feedback regarding the list-serve has been very positive from many of the participants.</p>

	collection for students with communicative disorders in natural and least restrictive environments.		
<p>Response to Intervention (Rtl) Rtl is a process for achieving higher levels of academic and behavior success for all students through high quality instruction, collaboration, and continuous review of student progress. Rtl integrates assessment and intervention to maximize student achievement and to reduce behavior problems. Schools provide high quality, culturally responsive core instruction, and implement systems to identify students at risk for poor learning outcomes or in need of accelerated enrichment, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
6 A,B,C,D,E, F,G,H	<p>Wisconsin Response to Intervention Initiatives (RTI) Continuing work on statewide implementation of RTI.</p>	RTI Internal Workgroup	<ul style="list-style-type: none"> • WDPI, along with a wide variety of stakeholders came to a consensus on three essential elements of an Rtl system: high quality instruction, collaboration, and continuous review of student progress. Consensus was also reached on seven guiding principles for Rtl: <ul style="list-style-type: none"> ○ Rtl is for ALL children and ALL educators. ○ Rtl must support and provide value to effective practices. ○ Success for Rtl lies within the classroom through collaboration. ○ Rtl applies to both academics and behavior. ○ Rtl supports and provides value to the use of multiple assessments to inform instructional practices. ○ Rtl is something you do and not necessarily something you buy. ○ Rtl emerges from and supports research and evidence based practice. • WDPI released an Rtl Self-Assessment Tool based on NASDSE's Response to Intervention Blueprints for Implementation. • Over 1000 Wisconsin educators attended the first annual Rtl Summit. School and district teams learned about Rtl systems, and examined their philosophy, infrastructure, and implementation of Rtl using the Wisconsin Rtl Self-Assessment Tool.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008.

None.

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

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

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

Measurement:

Outcomes:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

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

Summary Statements for Each of the Three Outcomes (use for FFY 2008-2009 reporting):

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent of those preschool children who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 1:
 Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

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

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

FFY	Measurable and Rigorous Target
2008 (2008-2009)	N/A

Actual Target Data for FFY 2008:

As directed in the Part B Indicator Measurement Table, WI has provided the actual numbers and percentages for the five reporting categories for each of the three outcomes. In addition, baseline data, targets and summary statement data has been provided in the SPP along with a list of the instruments and procedures used to gather the data. Improvement activities are included.

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

See SPP for improvement activities.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

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

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

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

Measurement:

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

FFY	Measurable and Rigorous Target
2008 (2008-2009)	79.9% of parents with a child receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Actual Target Data for FFY 2008:

Based on the 2008-2009 distribution of proportionate agreement, 72.77%% 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 79.90% for FFY 2008. 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	1,020	71.6
619 Survey	197	78.8

Computational details are shown below:

$(a+b) / (\text{Total N for 619 \& Part B Data}) = \text{final combined percentage for 2008-2009}$

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

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

$a = 1,020 * .716 = 730.32$

$b = 197 * .788 = 155.236$

$\text{Total N} = 1,020 + 197 = 1,217$

Final Combined Percentage for 2008-2009 =

$(730.32 + 155.236) / 1,217$

$885.556 / 1,217$

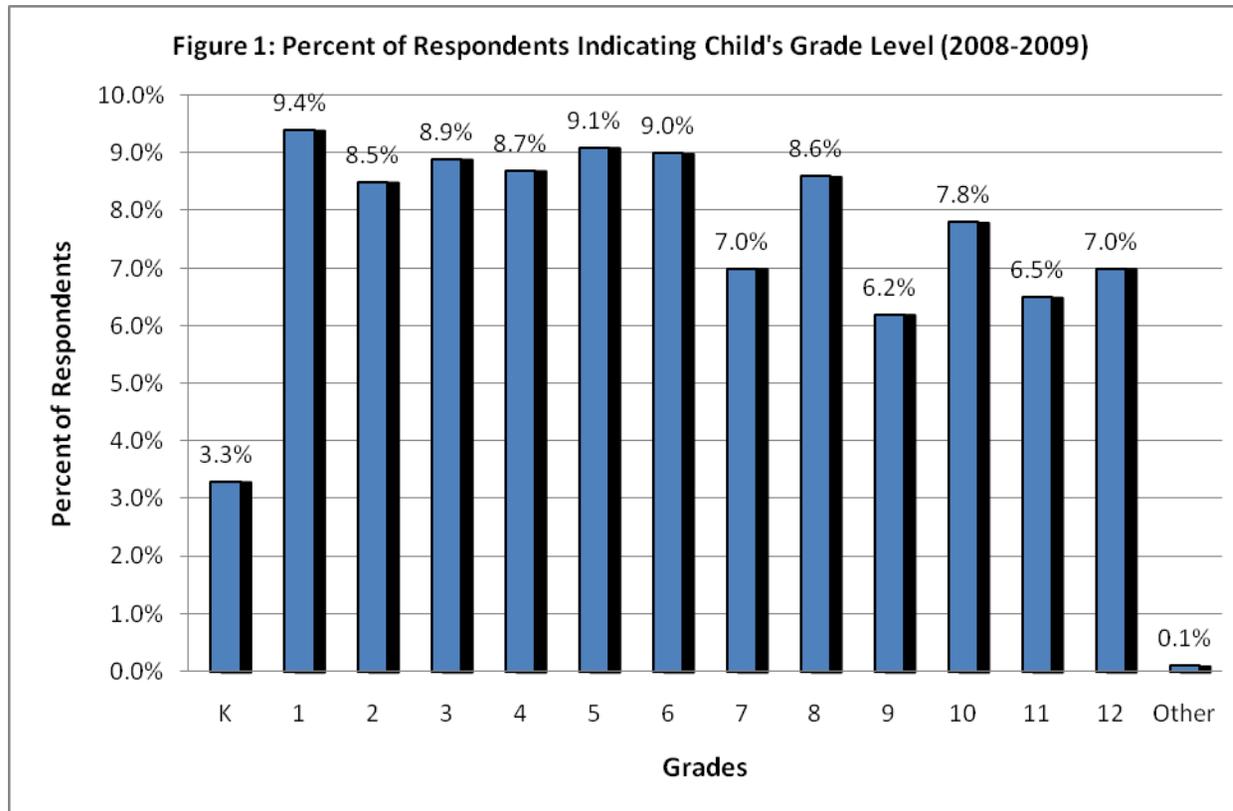
0.727655

72.77%

Respondent Characteristics

The 2008-2009 data was compiled from 1,217 parents and primary caregivers. The State selected a random sample of 4,548 students from 85 LEAs. When totaled, 1,020 parents provided valid responses to the Wisconsin Part B Survey and 197 parents provided valid responses to the 619 Survey. According to the *Part B SPP/APR 2009 Indicator Analyses*, approximately one-third of the states experienced return rates of 10%-20%, with 22.93% being the average response rate for all States. For the purposes of comparison, Wisconsin's return rate was above the average at 27%.

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.



In addition to examining grade level representation, an analysis was conducted to obtain an estimate of the respondent demographics based on race and ethnicity. Table 1 summarizes the representation of children in race and ethnic categories in the Part B and 619 respondent groups as reported by parents completing the survey. Nine-hundred ninety-four (994) of the 1,020 respondents from Part B provided a response to this demographic item, while 196 of the 197 respondents from the Wisconsin 619 Survey did likewise. Compared to the Part B FFY 2007 data, it was found that more parents of White ethnicity were included in the current respondent group. For the 619 Survey, more parents of White and Asian/Pacific Islander ethnicity were included in FFY 2008. In addition, it was found that fewer parents of American Indian/Native Alaskan and Black/African American ethnicity were included in both the Part B Survey and 619 Survey.

Race/Ethnicity	Part B Survey (N=994)	619 Survey (N=196)
American Indian or Native Alaskan	1.3	0.5
Asian or Pacific Islander	1.0	3.6
Black or African American	3.3	1.0
Hispanic or Latino	3.2	3.6
Multi-racial	2.0	1.5
White	88.2	89.8
Other	0.9	0.0

Table 2 summarizes the representation of children in the Part B and 619 respondent groups as reported by parents based on disability category. Nine-hundred four (904) of the 1,020 respondents from Part B responded to this demographic item, while 187 of the 197 respondents from the Wisconsin 619 Survey responded similarly. Compared to the Part B FFY 2007 respondents, more parents of students with Autism and a Specific Learning Disability were observed in the FFY 2008 respondent group. This continues to be an increase for parents of students with a Specific Learning Disability. Also, compared to the FFY 2007, 619 Survey, more parents in the categorical areas of Hearing Impairment, Other Health Impairment, and Speech/Language Impairment were observed in the FFY 2008 respondent group. Additionally, it was found that with the 619 Survey that there was a 6.8% decrease of parents of students with a Significant Developmental Delay that were included in the respondent group.

Disability	Part B Survey (N=904)	619 Survey (N=187)
Autism	10.0	5.3
Cognitive Disability	9.1	2.7
Emotional Behavioral Disability	9.2	2.1
Hearing Impairment	0.0	1.6
Orthopedic Impairment	0.7	1.1
Other Health Impairment	6.3	5.3
Significant Developmental Delay	3.0	7.0
Specific Learning Disability	34.0	2.1
Speech/Language Impairment	26.3	71.1
Traumatic Brain Injury	1.1	1.1

Visual Impairment	0.4	0.5
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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 children with disabilities ages 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, 79% 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 78.8% to a high of 93.8% with a median at 89.2%. These results were found to be quite consistent with what was observed on the FFY 2007 SPP/APR.

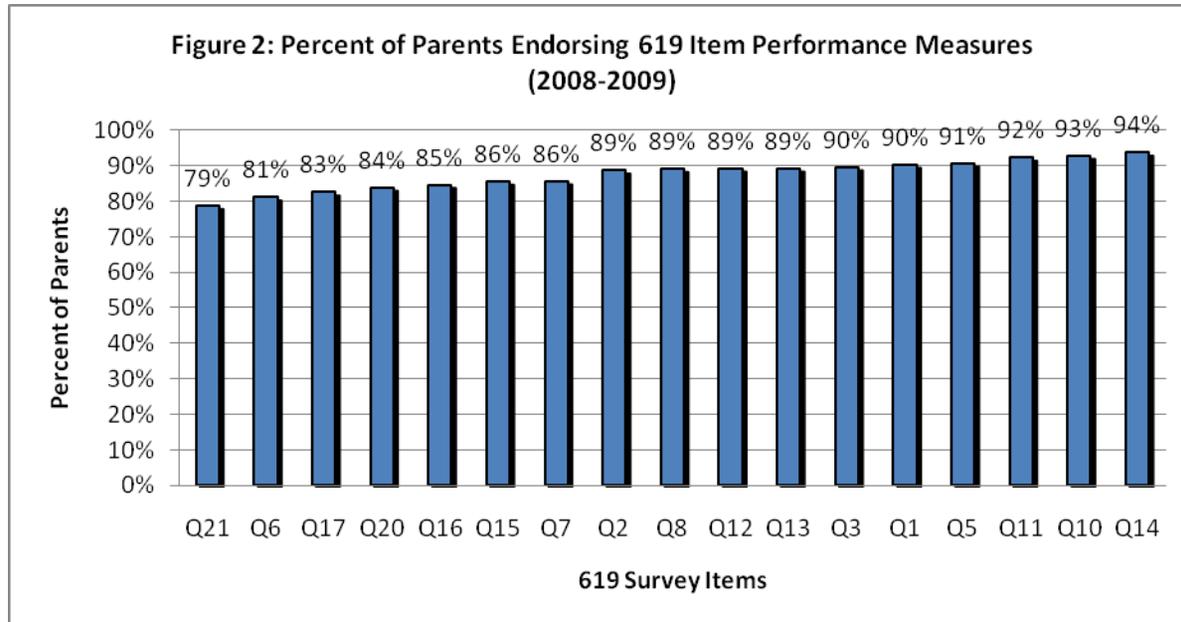
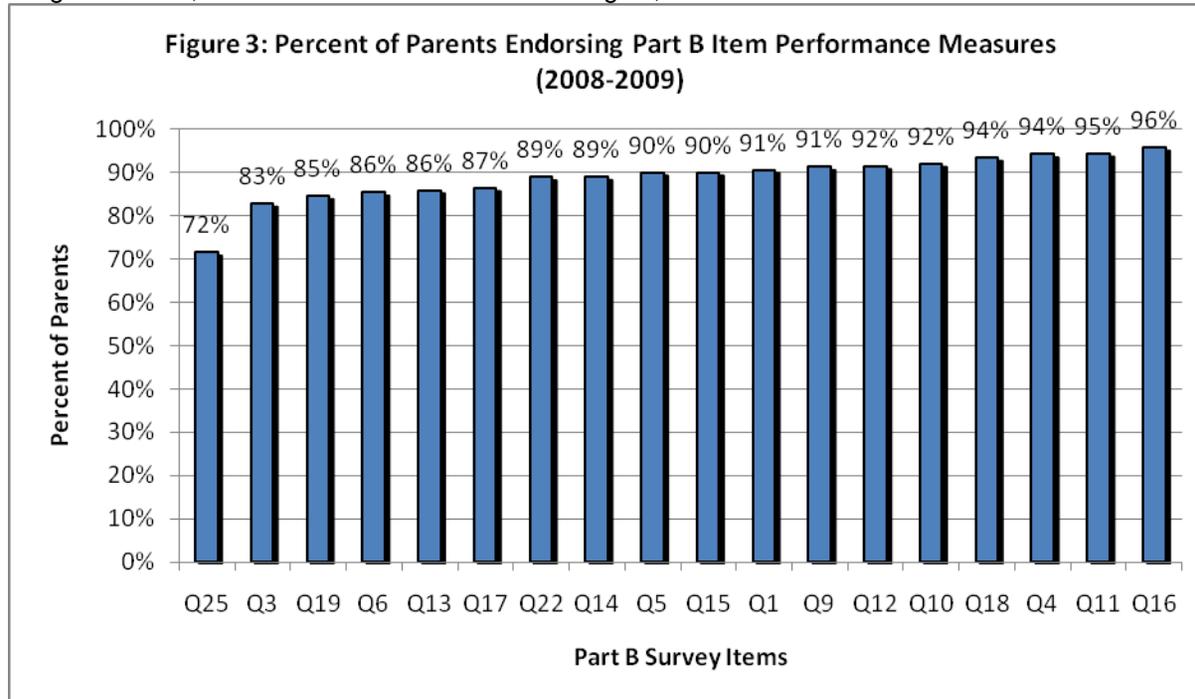


Figure 3 presents the distribution of percent parent agreement with the entire set of 18 performance measures of the Part B survey. Each bar on the graph represents one item on the survey given to parents of 6 to 21 year olds. The items are statements about practices that schools use to involve parents. The percentage at the top of each bar tells the percent of parents of children with disabilities ages 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 71.6% to a high of 95.9%, with the median at 90.1%. Once again, these results were found to be consistent with the results reported on the FFY 2007 APR.



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 2008:

Explanation of Progress or Slippage

In FFY 2007, the actual target data was calculated at 73.41%, while the current FFY actual target data was calculated at 72.77%, representing an inconsequential difference of 0.64%. The confidence intervals around such 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(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
8 C	<p>Wisconsin Statewide Parent Educator Initiative (WSPEI) Group Training at Conferences</p> <p>a. Parent-educator teams trained by the REACH initiative will train groups of educators and parents in each of the four regional REACH centers and MPS on effective parent involvement practices for schools.</p> <p>WSPEI in collaboration with REACH will provide educator training in Parent Involvement to LEAs.</p> <p>b. WDPI will cosponsor the Annual Parent Leadership Conference and the Milwaukee Latino Family Special Education Forum for families of students</p>	<p>WSPEI consultant and REACH Initiative consultant</p> <p>WSPEI consultant, Parent consultants, WSTI consultant</p>	<p>a. During 2008-2009, parent-educator teams trained groups of educators and parents on effective parent involvement practices for schools. REACH, WSPEI and WI FACETS collaborated to revise and update the training modules into a single one-day training, Strengthening Family Involvement.</p> <p>b. WDPI cosponsored the Annual Parent Leadership Conference on April 29, 2009, focusing on evidence-based partnership practices that improve student achievement and behavior. WDPI provided scholarships</p>

	<p>with disabilities in the spring. WDPI will provide scholarships for parents to attend the annual statewide Transition Conference.</p> <p>c. The WDPI Disproportionality Summer Institute will include information on fostering school-parent partnerships with families of color.</p> <p>d. The Special Education and Pupil Services Leadership Conference will inform directors of special education and parent leaders about the practices measured in the Wisconsin Parent Involvement Survey, the results of the last survey, and successful parent involvement practices.</p>	<p>Disproportionality Workgroup</p> <p>WSPEI consultant</p>	<p>for parents to attend the annual statewide Transition Conference, and funded meetings of the We Indians parent involvement group. The annual Milwaukee Latino Family Special Education Forum was postponed until fall 2009.</p> <p>c. Dr. Jeffrey Lewis and Amy Hilgendorf presented at the WDPI Disproportionality Summer Institute on <i>African American Boys' Views of Family as Support for School</i>.</p> <p>d. A session at the July 2008 New Directors of Special Education Leadership Academy provided information about the FFY 2007 results of the Wisconsin Parent Involvement Survey, how to gather data for Indicator 8, and improvement strategies. A poster session of similar information was given at the Special Education and Pupil Services Leadership Conference. Information Update Bulletin 08.03 describing Indicator 8, results, and improvement activities was disseminated to LEAs and parents. See http://www.dpi.wi.gov/sped/bul08-03.html.</p>
<p>8 C,D</p>	<p>Product development and dissemination</p> <p>a. Current versions of the WDPI <i>Procedural Safeguards Notice, Special Education in Plain Language, Introduction to Special Education</i> and <i>Involving Families in Meeting Student Needs: A Guide for School Staff</i> will be disseminated to LEAs, 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</p>	<p>WSPEI consultant and Compliance consultant</p> <p>WSPEI consultant and program area consultants</p>	<p>a. During FFY 2008, the WDPI Procedural Safeguards Notice document in English, Spanish and Hmong received 15,593 hits on the WDPI website. Special Education in Plain Language received 27,421 website visits and 791,368 hits for various pages. <i>Introduction to Special Education</i> in three languages received 19,079 hits on the WDPI website. WSPEI printed 14,000 copies of these major publications for dissemination. 2,100 parent record files in English and Spanish were printed for purchase by school districts for parents. The Opening Doors to Transition Series received the following number of WDPI website hits: Postsecondary Education, 22,515; Employment, 21,175; and Self-Determination, 12,181. WDPI continues to offer systems for school districts to purchase printed copies of these resources.</p> <p>b. WSPEI and WI FACETS collaborated to train parents and parent leadership via monthly telephone training and 4 quarterly videoconference training meetings. WDPI posted 6 new webcast trainings appropriate for parents</p>

	videoconferencing, and in person.		and educators. During FFY 2008, the 6 webcasts logged 2,259 hits. In December 2008 WDPI posted on YouTube.com a video for parents, <i>Introduction to Special Education</i> . Within six months the video logged 6,101 hits. In coordination with the IDEA State Personnel Development Grant (SPDG), WSPEI and WI FACETS disseminated a weekly online newsletter listing current personnel development opportunities for parents and online parent resources to 157 recipients. CESA recipients disseminated the information to local LEAs and parents. Resources are archived on the SPDG website. Training was posted on WSPEI online training calendar and WI FACETS listserv.
8 D,F	Individualized LEA supports a. The number of LEAs that identify a district parent liaison in conjunction with WSPEI will increase continuously. LEAs that have not identified a district parent liaison will identify a parent advisory representative or staff person who serves as a contact for special education parent information dissemination.	WSPEI consultant	a. 166 CESA and district parent liaisons representing 250 school districts were identified and trained. All school districts had access to a CESA parent liaison. 371 school districts identified a parent information contact within the school district.
A D, H	b. CESA parent liaisons, district parent liaisons, and WI FACETS staff and parent leaders will assist LEAs and district parents on request with gathering Parent Involvement Survey data for Indicator 8. Effective practices for reaching families will be evaluated and disseminated.	WSPEI consultant	b. WSPEI CESA parent liaisons and WSPEI district parent liaisons assisted 38% of the LEAs with gathering Parent Involvement Survey data for Indicator 8. WSPEI CESA personnel recorded 587 contacts with LEAs and assisted 28 school districts to develop improvement plans for parent involvement. See Item 1.d. for additional dissemination of effective practices for reaching families.
	c. LEAs will reach a survey return rate of 20% of their sample or 6 surveys, whichever is larger.	WSPEI consultant	c. Instructions for a required number of returns were included in the online directions for Indicator 8 and in a presentation to new directors. The WDPI obtained return results by LEA monthly from February through June and notified LEAs of their status. The statewide return rate increased to 31% in FFY 2007 and 27% in FFY 2008.
	d. Technical assistance that WDPI provides to LEAs in any part of its Continuous	WSPEI consultant and Monitoring	d. During the 2008-09 SY, the FRII Parent Involvement ad hoc workgroup expanded upon the successful

	<p>Improvement Focused Monitoring System will address parent involvement as part of the LEA action plan</p> <p>e. Wisconsin schools and Wisconsin families use the resources of WSPEI and WI FACETS to help involve families and provide information about special education in the diverse ways that diverse families require.</p>	<p>Team Leaders</p> <p>FRII Parent Involvement ad hoc workgroup</p> <p>WSPEI consultant</p>	<p>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 Indicator 8. WDPI is currently building the infrastructure to execute and support this process with statewide implementation slated for the next SPP cycle. Input is currently being sought from various stakeholders such as technical assistance providers and local district personnel (general and special education staff). During FFY 2008, the parent survey items which WDPI reports to OSEP were aligned with IDEA requirements, other Indicators, NCSEAM training modules, and research-based strategies. Tools were developed to assist LEAs to gather additional data from parents and school staff, summarize local data, identify trends, and identify root causes for areas in need of improvement. The goals of the WSPEI grant were aligned with Indicator 8, and data-based work plans for parent liaisons were developed. Resources that address the areas of parent involvement in which LEAs need to improve were gathered or identified for development in FFY2009. Through the SPDG, WSPEI and WI FACETS parent leaders were trained in data-based personnel development to assist with future LEA improvement plans.</p> <p>e. WSPEI service was documented to over 59,759 parents, educators, students, and agency staff in addition to collaborative information dissemination with partner agencies. There were 12,694 visits to the WSPEI website. 60 parents and 16 youth completed intensive parent and youth leadership training.</p> <p>WI FACETS provided information by phone/letters/home visits/emails related to IDEA to 45,014 individuals (20,966 parents and 27,630 professionals); reached 26,928 through resource fairs, conferences, and meetings; provided training in person and via technology for 3,583 (2,703 parents and 879 educators) of which 25% represented minority groups; attended 151 IEP</p>
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			meetings, 39 mediations, and 3 facilitated IEP meetings. There were 61,917 visits to the WI FACETS web site. Newsletters and mailings reached 364,609.
<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(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
8 C G	The Circles Of Life Conference The Circles of Life Conference is a WDPI sponsored event that has been in existence for 25 years.	WDPI consultant	The annual Circles of Life conference for families of students with disabilities was held on April 30-May 1, 2009.
<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). The REACH Initiative includes: <ul style="list-style-type: none"> ▪ Four REACH regional centers provide training and technical assistance supporting the REACH framework and tools throughout the state. ▪ A limited number of high needs schools receive district incentive grants to support REACH framework implementation. </p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
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,	WDPI REACH Consultant	2008-2009 Activities completed: 69 REACH incentive grants were awarded to school districts, 184 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,

	<p>instructional options, professional development and collaborative partnerships helped to support educators and families as they identify and implement strategies that promote positive student outcomes. A multi-tier prevention/intervention model including universal, selected, and targeted options serves as the basis for decision making. All students, including students with disabilities, are addressed through the initiative. REACH serves as a vehicle to assist schools in implementing Early Intervening Services and Response to Intervention (RtI).</p> <p>Four REACH regional centers provided training and technical assistance supporting the REACH framework and tools throughout the state. District incentive grants were given to a limited number of high needs schools to support implementation of the REACH framework.</p>		<p>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>Two 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 2008

The activity *Culturally Responsive Education for All: Training and Enhancement* is part of a larger statewide systems-change grant, which is discussed in full as a new activity in the SPP and APR for Indicators 9 and 10.

State Performance Plan Improvement Activities			
Culturally Responsive Education for All: Training and Enhancement (CREATE).			
CREATE is a statewide systems-change initiative designed to close the achievement gap between diverse students and to eliminate race as a predictor in education, including participation in special education.			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
8 C D E	Culturally Responsive Education for All: Training and	2008-2011 Disproportionality Workgroup Co	Consortium on Racial Equity in PreK-12 Education (CESA 6) (\$109,000) The Consortium on Racial Equity in PK-12 Education in Wisconsin combines the insight of Courageous Conversation with the power of Systemic Equity Leadership to assist six districts, CESAs, and WDPI in analyzing their systems and exercising

<p>F G H I</p>	<p>Enhancement (CREATE). CREATE is a statewide systems-change initiative designed to close the achievement gap between diverse students and to eliminate race as a predictor in education, including participation in special education. CREATE will work with local systems to address ingrained school practices that contribute to perpetuating disparities in access to learning. CREATE provides technical assistance and professional development to schools and their communities, including resources related to early intervening services and resources. CREATE goals:</p> <ul style="list-style-type: none"> • Synthesize and expand research-based practices for culturally and linguistically diverse students in general and special education. • Establish a racial 	<p>Chairs CESAs LEAs National experts Approximately \$890,000/yr</p>	<p>leadership to eliminate racial disparities in education.</p> <ul style="list-style-type: none"> • School Districts Involved: Fond du Lac School District, Eau Claire Area School District, School District of Beloit, School District of Janesville, Kenosha Unified School District, School District of Waukesha. Staff from all 12 CESAs participated in a 10-day intensive apprenticeship program to build their capacity around: <ul style="list-style-type: none"> • a theory of anti-racist school leadership; • how multiple threads (e.g., Courageous Conversation, critical race theory, learning organizations, and Adaptive Leadership™) are integrated into a coherent program design—and how coaching and leadership consultations support this design; • a model for leadership consultation, which is based on the Annenberg Institute’s Critical Friends Protocol and informed by Cambridge Leadership Associate’s leadership consultation protocols. • Over thirty WDPI staff participated in seven days of intensive training along with staff from the school districts and CESAs. http://www.createwisconsin.net/districtpractices/consortiumk12_racial.cfm <p>Annual institute on disproportionality (CESA 9) (\$81,750) CREATE a Culturally Responsive Environment statewide conference was held June 29-30, 2009, at the Radisson Hotel and Conference Center (Green Bay, WI). We had 186 participants, and 95% of districts having disproportionate over-representation attended.</p> <ul style="list-style-type: none"> • Keynote speakers included: <ul style="list-style-type: none"> ○ Dr. Pedro Noguera: <i>Challenging Racial Inequality in Our Schools</i> ○ Muhibb Dyer: <i>Flood the Hood with Dreams</i> ○ Ruth Gudinas and Dorothy Davids: <i>Bias is a Four Letter Word</i> • <i>Mirrors of Privilege: Making Whiteness Visible</i> movie screening • Poster Session • Conference workshops included: <ul style="list-style-type: none"> ○ Courageous Conversations panel discussion ○ Disproving the Deficiency Model: Understanding the Needs of Hmong and Native American Education ○ “White” and “Privilege” and “Teaching”: How Might These Intersect and Impact Learning? ○ Creating Culturally Responsive Classroom Practices
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	<p>context for all educators that is personal, local, and immediate.</p> <ul style="list-style-type: none"> • Leverage the continued improvement of schools through collaborative work with existing technical assistance networks, continuous school improvement processes, and regional and state leadership academies. • Engage a statewide discourse across local, professional practice, and policy communities on improving educational outcomes for culturally and linguistically diverse students. • Develop products, with a particular focus on web-based professional development, that help schools implement effective and evidence-based teaching and school 		<ul style="list-style-type: none"> ○ Barriers to Native American Student Achievement and Strategies to Overcome These Barriers ○ The More Things Change the More they Stay the Same ○ Post Beyond Diversity ○ How Indian Nicknames and Logos Harm Student Potential and Developing a Pathway Toward Understanding What is Best for Kids ○ Challenging Racial Inequality in Our Schools ○ Culture-Based Curriculum: How to Teach Respectfully About Other Cultures ○ Building Relationships with Families, Schools, and Communities for Student Success ○ Culturally Responsive Education/Indian Community School of Milwaukee, Inc. ○ Race and Culture: The Hidden Barriers to Academic Achievement ○ Bridging Two Worlds: Education and the Hmong ○ “Stand and Deliver:” Latinos and Education <p>http://www.createwisconsin.net/events/create_conference.cfm</p> <p>American Indian Student Achievement Network (CESA 12) (\$81,205) Re-establish and invigorate a community of practice for the twenty-five school districts with the highest percentage of Native students.</p> <ul style="list-style-type: none"> ○ December 15, 2008, conference call: twenty of the twenty-five districts participated. Three other districts indicated they want to participate in the activities of the initiative but could not be part of the conference call. The results of this activity were: <ul style="list-style-type: none"> ▪ Need to continue collaboration between schools with high number of Native American Students was reaffirmed. ▪ Priorities of initial group in 2004 needed to be revisited and possibly revised. ▪ Determination for the need of face-to-face meetings of schools was made to identify priorities. ▪ Discussion regarding the charge to get Native American Language and Culture Teaching staff together was held. The feeling of the group was that individual districts needed to identify what their priority is before getting these individuals together. ▪ Discussion of bringing Home School Coordinator/Liaison/Advocates together was also held. ○ January 27, 2009, face-to-face meeting: Representatives from 20 of the 25
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	<p>organizational practices that support successful educational outcomes for students from culturally and linguistically diverse backgrounds.</p> <p>CREATE will increase statewide capacity to train and enhance educators' understanding and application of research-based and culturally responsive policies, procedures, and practices.</p> <p>CREATE will coordinate leadership, workshops, and technical assistance regarding cultural responsiveness in education; will develop and disseminate products, especially web-based professional development; and will conduct other activities based on CREATE resources.</p>		<p>school districts attended. Outcomes include:</p> <ul style="list-style-type: none"> ▪ Three priorities identified: Native American Students Sense of Belonging; How is Native American Culture and Language infused into the curriculum of the school; and Impact, responsibilities and enforcement of Act 31. <p>A template (Action Plan) was developed to assist in consistency of response and sent out to schools to assist them in developing a plan. http://www.createwisconsin.net/about/#American_Indian_Student_Achievement_Network</p> <p>CREATE e-newsletter (CESA 4) (\$10,900) Electronic newsletters regarding culturally responsive education that include articles, resources, and professional development opportunities relevant to cultural responsiveness in education. Five electronic newsletters were created in 2008-2009 and distributed in February, March, April, May and June. Each E-Newsletter is archived and accessible on the CREATE website. As of June 30, 2009 there were 185 subscribers to the CREATE E-Newsletter. http://www.createwisconsin.net/enewsletter/</p> <p>Culturally Responsive Early Childhood Project (CESA 8) (\$80,660) Collaborative project with tribal birth-to-3 coordinators and Early Childhood Special Education program support staff to provide culturally responsive early childhood assessments. The project develops culturally responsive early childhood education and care practices, guidelines for culturally responsive early childhood special education screening and assessment practices and a checklist for addressing disproportionality in early childhood programs.</p> <ul style="list-style-type: none"> • Monthly meetings with leadership committee. • Crucial progress made in developing relationships and building trust with two of the six Nations. Two Nations committed to participate in data collection for this project. • EC Tribal Gathering: Partnering for Success (December 4 – 5, 2008) (Engaging Tribes, Communities and State Agencies to Meet the Special Educational Needs of Young American Indian Children) at Mole Lake. • Interagency agreement meetings with 9 out of the 11 Tribes, resulting in 7 of the 11 Tribes having draft interagency agreements with their respective county and school partners. <p>http://www.createwisconsin.net/classroompractices/early_childhood_programs.cfm</p> <p>Needs assessment and professional development strategic plan for districts identified with disproportionate over-representation (CESA 11) (\$54,500)</p>
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			<p>School districts in Wisconsin identified as having a disproportionate representation of racial and ethnic groups in special education and related services or in specific disability categories are required to participate in an <u>evidence-based process</u> of assessment of district policies, procedures, and practices. District teams must examine policies, procedures, and practices in general and special education that have been shown to contribute to institutional factors that surround disproportionality.</p> <p>The National Center for Culturally Responsive Educational Systems (NCCRESt) was selected to assist districts in this evidence-based process, and CESA #11 was selected to work with both NCCRESt and identified districts to develop professional development tools and to support district improvement activities. 27 district teams attended a professional development activity, held in conjunction with the CREATE Conference.</p> <ul style="list-style-type: none"> • The tools used and created assess four Standards: Core Functions, Instructional Services, Individualized Education, and Accountability. District teams reviewed local data and rated each of the 23 Focus Areas as “Beginning”, “Developing” or “At Standard,” then selected their top goals to be addressed over the next year. • Local improvement activities and plans are accessed through a web-based tool on the Wisconsin CREATE website. • Districts answered questions about the type of technical assistance needed over the next two years, and how to best provide this information. Needs clustered into four main types of needs: classroom practices/instructional strategies; differentiated instruction/diversity training/disproportionality; needs assessment/data collection and use/technical assistance; parent education/family involvement/community involvement. • Additional comments: <ul style="list-style-type: none"> • Districts are looking for on-going professional development rather than one-shot trainings. • They want “experts” in their topics of interest, model schools to visit, and print and on-line resources they can go to when needed. • They asked that the CREATE conference and workshops continue and for on-going support from the DPI and the CREATE coordinators. • They are seeking guidance in changing perspectives to develop diverse cultural practices in all staff and administrators, and for information to support for families. <p>http://www.createwisconsin.net/districtpractices/addressing_disproportion.cfm</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 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

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

Measurement:

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

Include State's definition of "disproportionate representation."

Based in its review of the 618 data for FFY 2008, describe how the State made its annual determination that the disproportionate representation it identified (consider both over and under representation) of racial and ethnic groups in special education and related services was the result of inappropriate identification as required by §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum 'n' size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY2008 reporting period, i.e., after June 30, 2009. If inappropriate identification is identified, report on corrective actions taken.

FFY	Measurable and Rigorous Target
2008 (2008-2009)	0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Wisconsin annually collects district-level data, disaggregated by race/ethnicity, for students aged 6 through 21 in special education and in all disability categories. Wisconsin Department of Public Instruction (WDPI) uses child count data to complete the *Report of Children with Disabilities Receiving Special Education under Part B of the Individuals with Disabilities Education Act*. All children with disabilities as reported on the state's

child count are included when determining disproportionality. Disproportionate representation includes under-representation as well as over-representation.

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 2008:

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 2008-2009 SY is 0%. WDPI met the FFY 2008 target of 0%.

During the 2008-2009 SY, WDPI identified seven districts indicating disproportionate over-representation in special education and related services based on data. Of the seven districts with disproportionate over-representation in special education, three 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 seven 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.

Calculation

To determine the percent of districts, WDPI divided zero districts with disproportionate over-representation in special education and related services that was the result of inappropriate identification plus zero districts with under-representation by 444, the total number of LEAs, times 100. The total number of LEAs includes 426 public school districts, 16 independent charter 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 2008-2009 SY is 0%.

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

Explanation of Progress

The State met its target of 0%.

Discussion of Improvement Activities Completed

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

State Performance Plan Improvement Activities
<p>WDPI Disproportionality Workgroup WDPI commits significant staff time and resources to addressing disproportionality. The Disproportionality Workgroup consists of eleven Special Education Team staff members, as well as cross-agency staff who serve in an advisory capacity and assist with providing technical assistance. The workgroup is involved in analyzing data and identifying LEAs with disproportionate representation; reviewing policies, procedures, and</p>

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practices; planning and conducting the Disproportionality Institute, updating information on the Disproportionality website, and issuing grants.			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
9,10 I	WDPI Disproportionality Workgroup WDPI provides on-going targeted technical assistance and conducts monitoring activities with districts identified as having disproportionate representation (both under-representation and over-representation) that is a result of inappropriate identification. The workgroup also provides general technical assistance to other districts within the state and other pertinent stakeholders.	Disproportionality workgroup	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 (over- and/or under-) representation based on data. Three districts were notified that they are close to meeting the State definition of disproportionate representation. The letter provided resource information and identified training opportunities.
9, 10 C, D	Technical assistance to districts WDPI offers training, technical assistance and webinars on eligibility criteria, cultural competency, and other topics for the purpose of providing statewide technical assistance to LEAs.	Disproportionality workgroup members Special education team members CREATE (see below for additional information)	Spring 2009 Statewide Specific Learning Disabilities Program Support, Diagnostic and Building-Based Teachers' Meeting. Local Performance Plan contacts receive and respond to requests for technical assistance. For list of contacts, please see http://dpi.wi.gov/sped/sepcontact.html . Disproportionality workgroup members receive and respond to requests for technical assistance. For a list of workgroup members, please see http://www.dpi.wi.gov/sped/spp-disp.html .

9,10 D	<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 disproportionate representation.</p>	Disproportionality workgroup	Continued maintenance http://www.dpi.wi.gov/sped/spp-disp.html
<p>Annual Disproportionality Institute Each year, WDPI sponsors an institute on addressing disproportionality for districts identified with over-representation and under-representation and other interested stakeholders. Nationally recognized experts on disproportionality are brought in to present and the institute provides workshops and technical assistance to LEAs identified with disproportionate representation.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
9,10 A, B, C, D,E	<p>WDPI Disproportionality Institute Annually, WDPI sponsors an institute on addressing disproportionality for districts identified with over-representation and under-representation and other interested stakeholders. The first half of the institute is for a general audience that includes representatives from LEAs, parents, stakeholders and WDPI staff. Districts identified with disproportionate representation bring to the institute teams comprised of general and special education staff. Presentations are given on national and local efforts, initiatives, and issues involved in understanding, identifying, and addressing racial disproportionality.</p> <p>The second half of the institute is for a targeted audience comprised of teams from districts identified with disproportionate over-representation and representatives from each of the 12 cooperative educational service agencies (CESAs). Department liaisons work with the district teams to analyze data and to develop improvement plans. In addition to assistance from department staff, assistance is provided by national experts. Following the institute,</p>	Disproportionality workgroup CREATE grant (infra, more details)	The FFY 08 disproportionality institute and needs assessment were included as projects in the new statewide systems-change grant, CREATE. For information on the institute, please see <i>infra</i> , CREATE B. For more information on the needs assessment, please see <i>infra</i> CREATE I.

	districts submit an evaluation and improvement plan.		
<p>Disproportionality Mini-grants WDPI provides mini-grants to LEAs, disproportionality experts, and CESAs to address disproportionality at the local and regional level.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
9,10 C, F, G	<p>Disproportionality Mini-grants WDPI provides mini-grants to LEAs, disproportionality experts, and CESAs to address disproportionality at the local and regional level. The small grants (\$5,000-\$15,000) are for one year and awarded in the fall. Grant projects offer a unique product, process or tool that could be replicated in other districts or statewide. These products, and other products developed, are shared throughout the state and many of the products are on the WDPI Disproportionality website.</p>	Disproportionality workgroup LEAs Disproportionality experts CESAs	FFY 08 Grants awarded to: Dr. Lisa Bardon, UW-Stevens Point. Dr. Bardon worked with four districts to pilot "Guiding Questions: Differentiating Disordered Behavior from Cultural Mismatch." Dr. Jeffrey Lewis, UW-Madison. Dr. Lewis conducted a series of data sessions for staff, African American boys and supportive adults from two schools in the Beloit School District. Dr. Lewis guided the schools in data-based strategic planning to improve the school experiences of African American boys, their teachers, and their supportive adults. In addition, Dr. Lewis developed a set of procedures and guiding principles to allow project replication.
<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 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"> ▪ Four REACH regional centers provide training and technical assistance supporting the REACH framework and tools throughout the state. ▪ A limited number of high needs schools receive district incentive grants to support REACH framework implementation. ▪ 			

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
<p>9, 10 A, B, C, D, E, F, G, H</p>	<p>Responsive Education for All Children (REACH), (Project Administration and Grants) and (Technical Assistance and Resource Clearinghouse)</p> <p>Responsive Education for All Children (REACH) REACH provided a research-based framework and professional development resources for Wisconsin schools to use to support school improvement. Within the framework, instructional options, professional development and collaborative partnerships helped to support educators and families as they identify and implement strategies that promote positive student outcomes. A multi-tier prevention/intervention model including universal, selected, and targeted options serves as the basis for decision making. All students, including students with disabilities, are addressed through the initiative. REACH serves as a vehicle to assist schools in implementing Early Intervening Services and Response to Intervention (RtI).</p> <p>Four REACH regional centers provided training and technical assistance supporting the REACH framework and tools throughout the state. District incentive grants were given to a limited number of high needs schools to support implementation of the REACH framework.</p> <p>The REACH grant supports an RTI framework with districts involved in the project. This has allowed WDPI to begin the process on a smaller scale prior to full state implementation.</p>	<p>WDPI REACH Consultant</p>	<p>69 REACH incentive grants were awarded to school districts, representing 184 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>Two REACH Poster Showcase Conferences were held in Spring 2009.</p>

Disproportionality Demonstration Grants WDPI funds disproportionality demonstration grants. The purpose of these grants is to fund large scale and systems-wide projects with an explicit goal of creating tools or guides so other districts can replicate success reducing disproportionality in special education.			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
9, 10 A, C, F, G	<p>Disproportionality Demonstration Grants WDPI funds disproportionality demonstration grants. The purpose of these grants is to fund large scale and systems-wide projects with an explicit goal of creating tools or guides so other districts can replicate success reducing disproportionality in special education. Districts identified as having significant disproportionality (or district-led consortiums) competed for grants ranging from \$25,000 to \$50,000 to support their work on disproportionality. Highly competitive districts or district-led consortiums will have implemented a process or project specific to disproportionality – including projects in pilot status – and have data demonstrating that the process or project is likely to reduce disproportionality, based on race, in special education. The district or consortium must have a clear and realistic plan to institutionalize the process or project, collect and analyze project-related data, and capture the process and/or project in a teachable format so other districts or consortiums can replicate such project or process.</p> <p>Priority Areas:</p> <ul style="list-style-type: none"> Large districts identified as having significant disproportionality based on more than one race and more than one disability category. The district’s model for addressing disproportionality will focus on developing strategies that are effective in a highly-complex environment with traditional and compartmentalized educational services and systems. 	Disproportionality workgroup LEAs CESAs	<p>FFY 08 Grants awarded to:</p> <p>Appleton Area School District (\$40,000) Products: staff development DVD addressing cultural diversity and culturally proficient practices; Parent focus group final report and parent survey regarding home-school connections; Study regarding support systems for transfer students; Culturally-responsive problem-solving guide.</p> <p>Madison Metropolitan School District (\$50,000) Products: District system, including professional development materials, and tools for culturally-responsive functional Student Support and Intervention Teams (SSIT) that focuses on problem solving; Revisions to open-source software that tracks interventions to include culturally-responsive interventions; Tools to increase staff capacity to provide culturally-responsive interventions within a Response to Intervention framework.</p> <p>Verona Area School District (\$25,000) Products: Replicable model of professional development to elementary teachers regarding reading interventions, curriculum from the monthly training sessions, annotated lists of the strategies, resources and assessments used; Annotated list of culturally responsive resources and tools for teachers and parents to use (in collaboration with the UW-Madison’s Cooperative Children’s Book Center (CCBC)).</p>

	<ul style="list-style-type: none"> Rural districts or district-led consortiums of small and rural districts that have been identified as disproportionate based on one race. The districts' model for addressing disproportionality will focus on issues that affect a particular minority population within the context of a rural community. 		
<p>Response to Intervention (Rtl) Rtl is a process for achieving higher levels of academic and behavior success for all students through high quality instruction, collaboration, and continuous review of student progress. Rtl integrates assessment and intervention to maximize student achievement and to reduce behavior problems. Schools provide high quality, culturally responsive core instruction, and implement systems to identify students at risk for poor learning outcomes or in need of accelerated enrichment, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
9 A,B,C,D,E, F,G,H	<p>Wisconsin Response to Intervention Initiatives (RTI) Continuing work on statewide implementation of RTI.</p>	RTI Internal Workgroup	<ul style="list-style-type: none"> WDPI, along with a wide variety of stakeholders came to a consensus on three essential elements of an Rtl system: high quality instruction, collaboration, and continuous review of student progress. Consensus was also reached on seven guiding principles for Rtl: <ul style="list-style-type: none"> Rtl is for ALL children and ALL educators. Rtl must support and provide value to effective practices. Success for Rtl lies within the classroom through collaboration. Rtl applies to both academics and behavior. Rtl supports and provides value to the use of multiple assessments to inform instructional practices. Rtl is something you do and not necessarily something you buy. Rtl emerges from and supports research and evidence based practice. WDPI released an Rtl Self-Assessment Tool based on NASDSE's Response to Intervention Blueprints for Implementation. Over 1000 Wisconsin educators attended the first

			annual Rtl Summit. School and district teams learned about Rtl systems, and examined their philosophy, infrastructure, and implementation of Rtl using the Wisconsin Rtl Self-Assessment Tool.
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008

State Performance Plan Improvement Activities			
<p>Culturally Responsive Education for All: Training and Enhancement (CREATE). CREATE is a statewide systems-change initiative designed to close the achievement gap between diverse students and to eliminate race as a predictor in education, including participation in special education.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
9,10 C D E F G H I	<p>Culturally Responsive Education for All: Training and Enhancement (CREATE). CREATE is a statewide systems-change initiative designed to close the achievement gap between diverse students and to eliminate race as a predictor in education, including participation in special education. CREATE will work with local systems to address ingrained school practices that contribute to perpetuating disparities in access to learning. CREATE</p>	<p>2008-2011</p> <p>Disproportionality Workgroup Co Chairs</p> <p>CESAs</p> <p>LEAs</p> <p>National experts</p> <p>Approximately \$890,000/yr</p>	<p>CREATE Coordination (CESA 6) Statewide coordination and project management, including third-party evaluation. http://createwisconsin.net/</p> <p>Consortium on Racial Equity in PreK-12 Education (CESA 6) (\$109,000) The Consortium on Racial Equity in PK–12 Education in Wisconsin combines the insight of Courageous Conversation with the power of Systemic Equity Leadership to assist six districts, CESAs, and WDPI in analyzing their systems and exercising leadership to eliminate racial disparities in education.</p> <ul style="list-style-type: none"> • School Districts Involved: Fond du Lac School District, Eau Claire Area School District, School District of Beloit, School District of Janesville, Kenosha Unified School District, School District of Waukesha. Staff from all 12 CESAs participated in a 10-day intensive apprenticeship program to build their capacity around: <ul style="list-style-type: none"> • a theory of anti-racist school leadership; • how multiple threads (e.g., Courageous Conversation, critical race theory, learning organizations, and Adaptive Leadership™) are integrated into a coherent program design—and how coaching and leadership consultations support this design; • a model for leadership consultation, which is based on the Annenberg Institute’s Critical Friends Protocol and informed by Cambridge Leadership Associate’s leadership consultation protocols. • Over thirty WDPI staff participated in seven days of intensive training along

	<p>provides technical assistance and professional development to schools and their communities, including resources related to early intervening services and resources. CREATE goals:</p> <ul style="list-style-type: none"> • Synthesize and expand research-based practices for culturally and linguistically diverse students in general and special education. • Establish a racial context for all educators that is personal, local, and immediate. • Leverage the continued improvement of schools through collaborative work with existing technical assistance 		<p>with staff from the school districts and CESAs. http://www.createwisconsin.net/districtpractices/consortiumk12_racial.cfm</p> <p>Annual institute on disproportionality (CESA 9) (\$81,750) CREATE a Culturally Responsive Environment statewide conference was held June 29-30, 2009, at the Radisson Hotel and Conference Center (Green Bay, WI). We had 186 participants, and 95% of districts having disproportionate over-representation attended.</p> <ul style="list-style-type: none"> • Keynote speakers included: <ul style="list-style-type: none"> ○ Dr. Pedro Noguera: <i>Challenging Racial Inequality in Our Schools</i> ○ Muhibb Dyer: <i>Flood the Hood with Dreams</i> ○ Ruth Gudinas and Dorothy Davids: <i>Bias is a Four Letter Word</i> • <i>Mirrors of Privilege: Making Whiteness Visible</i> movie screening • Poster Session • Conference workshops included: <ul style="list-style-type: none"> ○ Courageous Conversations panel discussion ○ Disproving the Deficiency Model: Understanding the Needs of Hmong and Native American Education ○ “White” and “Privilege” and “Teaching”: How Might These Intersect and Impact Learning? ○ Creating Culturally Responsive Classroom Practices ○ Barriers to Native American Student Achievement and Strategies to Overcome These Barriers ○ The More Things Change the More they Stay the Same ○ Post Beyond Diversity ○ How Indian Nicknames and Logos Harm Student Potential and Developing a Pathway Toward Understanding What is Best for Kids ○ Challenging Racial Inequality in Our Schools ○ Culture-Based Curriculum: How to Teach Respectfully About Other Cultures ○ Building Relationships with Families, Schools, and Communities for Student Success ○ Culturally Responsive Education/Indian Community School of Milwaukee, Inc. ○ Race and Culture: The Hidden Barriers to Academic Achievement ○ Bridging Two Worlds: Education and the Hmong
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	<p>networks, continuous school improvement processes, and regional and state leadership academies.</p> <ul style="list-style-type: none"> Engage a statewide discourse across local, professional practice, and policy communities on improving educational outcomes for culturally and linguistically diverse students. Develop products, with a particular focus on web-based professional development, that help schools implement effective and evidence-based teaching and school organizational 		<ul style="list-style-type: none"> “Stand and Deliver:” Latinos and Education http://www.createwisconsin.net/events/create_conference.cfm <p>American Indian Student Achievement Network (CESA 12) (\$81,205) Re-establish and invigorate a community of practice for the twenty-five school districts with the highest percentage of Native students.</p> <ul style="list-style-type: none"> December 15, 2008, conference call: twenty of the twenty-five districts participated. Three other districts indicated they want to participate in the activities of the initiative but could not be part of the conference call. The results of this activity were: <ul style="list-style-type: none"> Need to continue collaboration between schools with high number of Native American Students was reaffirmed. Priorities of initial group in 2004 needed to be revisited and possibly revised. Determination for the need of face-to-face meetings of schools was made to identify priorities. Discussion regarding the charge to get Native American Language and Culture Teaching staff together was held. The feeling of the group was that individual districts needed to identify what their priority is before getting these individuals together. Discussion of bringing Home School Coordinator/Liaison/Advocates together was also held. January 27, 2009, face-to-face meeting: Representatives from 20 of the 25 school districts attended. Outcomes include: <ul style="list-style-type: none"> Three priorities identified: Native American Students Sense of Belonging; How is Native American Culture and Language infused into the curriculum of the school; and Impact, responsibilities and enforcement of Act 31. <p>A template (Action Plan) was developed to assist in consistency of response and sent out to schools to assist them in developing a plan. http://www.createwisconsin.net/about/#American_Indian_Student_Achievement_Net work</p> <p>CREATE e-newsletter (CESA 4) (\$10,900) Electronic newsletters regarding culturally responsive education that include articles, resources, and professional development opportunities relevant to cultural responsiveness in education. Five electronic newsletters were created in 2008-2009 and distributed in February, March, April, May and June. Each E-Newsletter is archived and accessible on the CREATE website. As of June 30, 2009 there were 185 subscribers to the CREATE E-Newsletter. http://www.createwisconsin.net/enewsletter/</p>
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	<p>practices that support successful educational outcomes for students from culturally and linguistically diverse backgrounds.</p> <p>CREATE will increase statewide capacity to train and enhance educators' understanding and application of research-based and culturally responsive policies, procedures, and practices. CREATE will coordinate leadership, workshops, and technical assistance regarding cultural responsiveness in education; will develop and disseminate products, especially web-based professional development; and will conduct other activities based on CREATE resources.</p>		<p>Culturally Responsive Classroom Practices (CESA 1) (\$103,550) Part F of the CREATE grant concentrates on culturally responsive classroom practices. Through a contract with E3, Dr. Shelley Zion (University of Colorado – Denver) and Dr. Elizabeth Kozleski (Arizona State University) are providing mentoring to CESA #1 staff to provide district level training and technical assistance to districts with disproportionate representation, based on race, of students in special education or a particular disability category. This training is designed for school-based teams who are interested in changing classroom practices based on effective culturally responsive practices. The training is designed for six classroom teachers and one administrator from each participating district and will be delivered through four two-day sessions. It is linked directly to helping participants better understand themselves and students in their classroom as cultural beings. The first segment focuses on understanding culture and diversity, recognizing the role of power and privilege in both individual and institutional interactions, and developing a philosophy of social justice and equity. The second segment focuses on developing practical tools for culturally responsive, inclusive instructional strategies, classroom management, and curriculum and lesson planning. Participants interact in online forums and in small groups within their districts in between sessions. Each participant is given online access to the training and activities via MOODLE through CESA #1 located at www.cesa1.k12.wi.us. Participants are able to take the training for graduate credit through Cardinal Stritch University.</p> <ul style="list-style-type: none"> • Participating Districts: Ashland and Waukesha • Trainings: February 11 & 12 and May 26 & 26, 2009 <p>http://www.createwisconsin.net/classroompractices/classrooms_training.cfm</p> <p>Culturally Responsive Early Childhood Project (CESA 8) (\$80,660) Collaborative project with tribal birth-to-3 coordinators and Early Childhood Special Education program support staff to provide culturally responsive early childhood assessments. The project develops culturally responsive early childhood education and care practices, guidelines for culturally responsive early childhood special education screening and assessment practices and a checklist for addressing disproportionality in early childhood programs.</p> <ul style="list-style-type: none"> • Monthly meetings with leadership committee. • Crucial progress made in developing relationships and building trust with two of the six Nations. Two Nations committed to participate in data collection for this project. • EC Tribal Gathering: Partnering for Success (December 4 – 5, 2008) (Engaging Tribes, Communities and State Agencies to Meet the Special
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			<p>Educational Needs of Young American Indian Children) at Mole Lake.</p> <ul style="list-style-type: none"> • Interagency agreement meetings with 9 out of the 11 Tribes, resulting in 7 of the 11 Tribes having draft interagency agreements with their respective county and school partners. <p>http://www.createwisconsin.net/classroompractices/early_childhood_programs.cfm</p> <p>Checklist for Addressing Racial Disproportionality in Special Education (CESA 4) (\$21,800) Published, disseminated, and provided technical assistance around <i>Checklist for Addressing Racial Disproportionality in Special Education</i> (D. Losen, 2008). http://www.createwisconsin.net/districtpractices/addressing_disproportion.cfm</p> <p>Needs assessment and professional development strategic plan for districts identified with disproportionate over-representation (CESA 11) (\$54,500) School districts in Wisconsin identified as having a disproportionate representation of racial and ethnic groups in special education and related services or in specific disability categories are required to participate in an <u>evidence-based process</u> of assessment of district policies, procedures, and practices. District teams must examine policies, procedures, and practices in general and special education that have been shown to contribute to institutional factors that surround disproportionality.</p> <p>The National Center for Culturally Responsive Educational Systems (NCCRESt) was selected to assist districts in this evidence-based process, and CESA #11 was selected to work with both NCCRESt and identified districts to develop professional development tools and to support district improvement activities. 27 district teams attended a professional development activity, held in conjunction with the CREATE Conference.</p> <ul style="list-style-type: none"> • The tools used and created assess four Standards: Core Functions, Instructional Services, Individualized Education, and Accountability. District teams reviewed local data and rated each of the 23 Focus Areas as “Beginning”, “Developing” or “At Standard,” then selected their top goals to be addressed over the next year. • Local improvement activities and plans are accessed through a web-based tool on the Wisconsin CREATE website. • Districts answered questions about the type of technical assistance needed over the next two years, and how to best provide this information. Needs clustered into four main types of needs: classroom practices/instructional strategies; differentiated instruction/diversity training/disproportionality;
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			<p>needs assessment/data collection and use/technical assistance; parent education/family involvement/community involvement.</p> <ul style="list-style-type: none"> Additional comments: <ul style="list-style-type: none"> Districts are looking for on-going professional development rather than one-shot trainings. They want “experts” in theirs topics of interest, model schools to visit, and print and on-line resources they can go to when needed. They asked that the CREATE conference and workshops continue and for on-going support from the DPI and the CREATE coordinators. They are seeking guidance in changing perspectives to develop diverse cultural practices in all staff and administrators, and for information to support for families. <p>http://www.createwisconsin.net/districtpractices/addressing_disproportion.cfm</p>
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Positive Behavioral Interventions and Supports (PBIS)
 Positive Behavioral Interventions and Supports (PBIS) applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. Schools implementing PBIS build on existing strengths, complimenting and organizing current programming and strategies. Data-based decision-making is critical to successful PBIS implementation.

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

The Wisconsin Statewide PBIS Implementation Project will provide technical assistance and coordinate professional development to help Wisconsin school districts establish and sustain PBIS within their respective schools. In addition, the project will gather and analyze specific data from all schools utilizing PBIS services.

Indicator and Category(s)	Indicator and Category(s)	Indicator and Category(s)	Indicator and Category(s)
9 A,B,C,D,E,F ,G,H	<p>Wisconsin Positive Behavior Interventions and Supports (PBIS)</p> <p>Continuing work on statewide implementation of PBIS.</p>	PBIS Internal Workgroup	<ul style="list-style-type: none"> An internal WDPI PBIS workgroup was formed, representing members of the Special Education and Student Services Prevention and Wellness teams. An Advisory Committee was formed, and one meeting was held. Membership represents a variety of stakeholders and current PBIS implementers. WPDI contracted with the Illinois PBIS Network to consult on an infrastructure for a state-wide service delivery plan. Many Wisconsin districts received training, and began implementing PBIS, including 30 Milwaukee Public Schools.

Part B State Annual Performance Report (APR) for 2008

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

Monitoring Priority: Disproportionality

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

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

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State’s definition of “disproportionate representation.”

Based on its review of the 618 data for FFY2008, describe how the State made its annual determination that the disproportionate representation it identified (consider both over and under representation) of racial and ethnic groups in specific disability categories was the result of inappropriate identification as required by §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum 'n' size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in specific disability categories is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2008, i.e., after June 20, 2009. If inappropriate identification is identified, report on corrective actions taken.

FFY	Measurable and Rigorous Target
2008 (2008-2009)	0% of districts will have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Wisconsin annually collects district-level data, disaggregated by race/ethnicity, for students aged 6 through 21 in special education and in all disability categories. Wisconsin Department of Public Instruction (WDPI) uses child count data to complete the *Report of Children with Disabilities Receiving Special Education under Part B of the Individuals with Disabilities Education Act*. All children with disabilities as reported on the state’s

child count are included when determining disproportionality. Disproportionate representation includes under-representation as well as over-representation.

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

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

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

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

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

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

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

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

Actual Target Data for FFY 2008:

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 2008-2009 SY is 0.22%. The State did not meet its FFY 2008 target of 0%.

During the 2008-2009 SY, based on the above criteria, WDPI identified 27 districts with disproportionate over-representation in one or more special education disability categories. Of these districts, 14 were identified as having disproportionate over-representation of African American students in a special education disability category, 9 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 60 districts with disproportionate under-representation in one or more special education disability categories. Sixteen districts were identified with both under-and over-representation. Of the districts identified with under-representation, 31 were identified as having under-representation of Asian students in a special education disability category, 10 were identified as having under-representation of Hispanic students in a special education disability category, 7 were identified as having under-representation of African American students in a special education disability, and 5 districts were identified as having under-representation of American Indian students in a special education disability. Six districts were identified as having under-representation of both Asian and African American students in a special education disability, and 1 district was identified as having under-representation of both Asian and Hispanic students in a special education disability.

In its review of the policies, procedures, and practices, the Department did not identify any areas of noncompliance with Part B for 86 LEAs. WDPI determined the districts were in compliance with Part B by conducting a review of each districts' policies, procedures, and practices related to the requirements of 34 CFR 300.111, 300.201, and 300.301 through 300.311. The districts have either adopted WDPI's model policies and procedures, or have submitted policies and procedures that have been reviewed and approved by WDPI staff. The districts also have either 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.

In its review of the policies, procedures, and practices, the Department identified noncompliance with Part B for one LEA. The LEA, identified as having disproportionate under-representation, conducted the required self-assessment and identified practices that lead to inappropriate identification. WDPI issued a finding of noncompliance. The LEA submitted an improvement plan and has one year from the date of notification to correct all identified noncompliance. WDPI will verify timely correction of all noncompliance. WDPI will verify timely correction of all identified noncompliance. WDPI will use its revised verification procedures for correction of noncompliance to ensure the LEA has corrected each individual case of inappropriate under-identification and that the LEA is currently appropriately identifying students for special education. The LEA identified with noncompliance related to under-representation has been directed to revise its practices that contributed to the inappropriate under-identification and provide WDPI with documentation. WDPI will review data on children in the under-represented racial category and who are at risk for failure to verify practices do not exclude children for special education referral and identification based on the child's race or ethnicity. WDPI will select a reasonable sample of these student records to determine correction of individual noncompliance. To determine current compliance, WDPI will review a reasonable sample of post-finding referral data to verify practices do not exclude children for special education referral and identification based on the child's race or ethnicity.

Calculation

To determine the percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories, WDPI divided 1 by 444, the total number of LEAs, times 100. The total number of LEAs includes 426 public school districts, 16 independent charter 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 2008 is 0.22%

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

Slippage occurred because the State did not meet its target of 0%. One LEA with disproportionate under-representation identified practices that were noncompliant with Part B. To ensure compliance within one year, WDPI is providing customized technical assistance to the district and requiring the district to submit and implement a district improvement plan.

Discussion of Improvement Activities Completed

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

State Performance Plan Improvement Activities			
WDPI Disproportionality Workgroup			
WDPI commits significant staff time and resources to addressing disproportionality. The Disproportionality Workgroup consists of eleven Special Education Team staff members, as well as cross-agency staff who serve in an advisory capacity and assist with providing technical assistance. The workgroup is involved in analyzing data and identifying LEAs with disproportionate representation; reviewing policies, procedures, and practices; planning and conducting the Disproportionality Institute, updating information on the Disproportionality website, and issuing grants.			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
9,10 I	WDPI Disproportionality Workgroup WDPI provides on-going targeted technical assistance and conducts monitoring activities with districts identified as having disproportionate representation (both under-representation and over-representation) that is a result of inappropriate identification. The workgroup also provides general technical assistance to other districts within the state and other pertinent stakeholders.	Disproportionality workgroup	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,	Disproportionality workgroup	Districts were notified that they met the State definition of disproportionate (over- and/or under-) representation based on data. Three districts were notified that they are close to meeting the State definition of disproportionate

	<p>procedures, and practices to determine whether the disproportionate representation is based on inappropriate identification.</p> <p>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>		<p>representation. The letter provided resource information and identified training opportunities.</p>
9, 10 C, D	<p>Technical assistance to districts</p> <p>WDPI offers training, technical assistance and webinars on eligibility criteria, cultural competency, and other topics for the purpose of providing statewide technical assistance to LEAs.</p>	<p>Disproportionality workgroup members</p> <p>Special education team members</p> <p>CREATE (see below for additional information)</p>	<p>Spring 2009 Statewide Specific Learning Disabilities Program Support, Diagnostic and Building-Based Teachers' Meeting.</p> <p>Local Performance Plan contacts receive and respond to requests for technical assistance. For list of contacts, please see http://dpi.wi.gov/sped/sepcontact.html.</p> <p>Disproportionality workgroup members receive and respond to requests for technical assistance. For a list of workgroup members, please see http://www.dpi.wi.gov/sped/spp-disp.html.</p>
9,10 D	<p>WDPI Disproportionality webpage</p> <p>WDPI has established a disproportionality webpage (www.dpi.state.wi.us/sped/cifms-disp.html) that provides information and resources for all districts, but is especially beneficial to districts that have been identified as having disproportionate representation.</p>	<p>Disproportionality workgroup</p>	<p>Continued maintenance</p> <p>(http://www.dpi.wi.gov/sped/spp-disp.html)</p>
<p>Annual Disproportionality Institute</p> <p>Each year, WDPI sponsors an institute on addressing disproportionality for districts identified with over-representation and under-representation and other interested stakeholders. Nationally recognized experts on disproportionality are brought in to present and the institute provides workshops and technical assistance to LEAs identified with disproportionate representation.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
9,10 A, B, C, D,E	<p>WDPI Disproportionality Institute</p> <p>Annually, WDPI sponsors an institute on addressing disproportionality for districts identified with over-representation and under-representation and other interested stakeholders. The first half of the institute is for a general audience that includes</p>	<p>Disproportionality workgroup</p> <p>CREATE grant (infra, more details)</p>	<p>The FFY 08 disproportionality institute and needs assessment were included as projects in the new statewide systems-change grant, CREATE. For information on the institute, please see <i>infra</i>, CREATE B. For more information on the needs assessment, please see <i>infra</i> CREATE I.</p>

	<p>representatives from LEAs, parents, stakeholders and WDPI staff. Districts identified with disproportionate representation bring to the institute teams comprised of general and special education staff. Presentations are given on national and local efforts, initiatives, and issues involved in understanding, identifying, and addressing racial disproportionality.</p> <p>The second half of the institute is for a targeted audience comprised of teams from districts identified with disproportionate over-representation and representatives from each of the 12 cooperative educational service agencies (CESAs). Department liaisons work with the district teams to analyze data and to develop improvement plans. In addition to assistance from department staff, assistance is provided by national experts. Following the institute, districts submit an evaluation and improvement plan.</p>		
<p>Disproportionality Mini-grants WDPI provides mini-grants to LEAs, disproportionality experts, and CESAs to address disproportionality at the local and regional level.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
<p>9,10 C, F, G</p>	<p>Disproportionality Mini-grants WDPI provides mini-grants to LEAs, disproportionality experts, and CESAs to address disproportionality at the local and regional level. The small grants (\$5,000-\$15,000) are for one year and awarded in the fall. Grant projects offer a unique product, process or tool that could be replicated in other districts or statewide. These products, and other products developed, are shared throughout the state and many of the products are on the WDPI Disproportionality website.</p>	<p>Disproportionality workgroup LEAs Disproportionality experts CESAs</p>	<p>FFY 08 Grants awarded to:</p> <p>Dr. Lisa Bardon, UW-Stevens Point. Dr. Bardon worked with four districts to pilot "Guiding Questions: Differentiating Disordered Behavior from Cultural Mismatch."</p> <p>Dr. Jeffrey Lewis, UW-Madison. Dr. Lewis conducted a series of data sessions for staff, African American boys and supportive adults from two schools in the Beloit School District. Dr. Lewis guided the schools in data-based strategic planning to improve the school experiences of African American boys, their teachers, and their supportive adults. In addition, Dr. Lewis</p>

			developed a set of procedures and guiding principles to allow project replication.
<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>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 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"> ▪ Four REACH regional centers provide training and technical assistance supporting the REACH framework and tools throughout the state. ▪ A limited number of high needs schools receive district incentive grants to support REACH framework implementation. 			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
9, 10 A, B, C, D, E, F, G, H	<p>Responsive Education for All Children (REACH), (Project Administration and Grants) and (Technical Assistance and Resource Clearinghouse)</p> <p>Responsive Education for All Children (REACH) REACH provided a research-based framework and professional development resources for Wisconsin schools to use to support school improvement. Within the framework, instructional options, professional development and collaborative partnerships helped to support educators and families as they identify and implement strategies that promote positive student outcomes. A multi-tier prevention/intervention model including universal, selected, and targeted options serves</p>	WDPI REACH Consultant	<p>69 REACH incentive grants were awarded to school districts, representing 184 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>as the basis for decision making. All students, including students with disabilities, are addressed through the initiative. REACH serves as a vehicle to assist schools in implementing Early Intervening Services and Response to Intervention (RtI).</p> <p>Four REACH regional centers provided training and technical assistance supporting the REACH framework and tools throughout the state. District incentive grants were given to a limited number of high needs schools to support implementation of the REACH framework.</p> <p>The REACH grant supports an RTI framework with districts involved in the project. This has allowed WDPI to begin the process on a smaller scale prior to full state implementation.</p>		<p>Two REACH Poster Showcase Conferences were held in Spring 2009.</p>
<p>Disproportionality Demonstration Grants WDPI funds disproportionality demonstration grants. The purpose of these grants is to fund large scale and systems-wide projects with an explicit goal of creating tools or guides so other districts can replicate success reducing disproportionality in special education.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
<p>9, 10 A, C, F, G</p>	<p>Disproportionality Demonstration Grants WDPI funds disproportionality demonstration grants. The purpose of these grants is to fund large scale and systems-wide projects with an explicit goal of creating tools or guides so other districts can replicate success reducing disproportionality in special education. Districts identified as having 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</p>	<p>Disproportionality workgroup LEAs CESAs</p>	<p>FFY 08 Grants awarded to: Appleton Area School District (\$40,000) Products: staff development DVD addressing cultural diversity and culturally proficient practices; Parent focus group final report and parent survey regarding home-school connections; Study regarding support systems for transfer students; Culturally-responsive problem-solving guide.</p> <p>Madison Metropolitan School District (\$50,000) Products: District system, including professional development materials, and tools for culturally-responsive functional Student Support and Intervention Teams (SSIT) that focuses on problem solving; Revisions to open-source software that tracks interventions to include culturally-responsive</p>

	<p>disproportionality, based on race, in special education. The district or consortium must have a clear and realistic plan to institutionalize the process or project, collect and analyze project-related data, and capture the process and/or project in a teachable format so other districts or consortiums can replicate such project or process.</p> <p>Priority Areas:</p> <ul style="list-style-type: none"> • Large districts identified as having significant disproportionality based on more than one race and more than one disability category. The district's model for addressing disproportionality will focus on developing strategies that are effective in a highly-complex environment with traditional and compartmentalized educational services and systems. • Rural districts or district-led consortiums of small and rural districts that have been identified as disproportionate based on one race. The districts' model for addressing disproportionality will focus on issues that affect a particular minority population within the context of a rural community. 		<p>interventions; Tools to increase staff capacity to provide culturally-responsive interventions within a Response to Intervention framework.</p> <p>Verona Area School District (\$25,000) Products: Replicable model of professional development to elementary teachers regarding reading interventions, curriculum from the monthly training sessions, annotated lists of the strategies, resources and assessments used; Annotated list of culturally responsive resources and tools for teachers and parents to use (in collaboration with the UW-Madison's Cooperative Children's Book Center (CCBC)).</p>
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008

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

<p>State Performance Plan Improvement Activities</p>
<p>Culturally Responsive Education for All: Training and Enhancement (CREATE). CREATE is a statewide systems-change initiative designed to close the achievement gap between diverse students and to eliminate race as a predictor in education, including participation in special education.</p>

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
9,10 C D E F G H I	<p>Culturally Responsive Education for All: Training and Enhancement (CREATE). CREATE is a statewide systems-change initiative designed to close the achievement gap between diverse students and to eliminate race as a predictor in education, including participation in special education. CREATE will work with local systems to address ingrained school practices that contribute to perpetuating disparities in access to learning. CREATE provides technical assistance and professional development to schools and their communities, including resources related to early intervening services and resources. CREATE goals:</p> <ul style="list-style-type: none"> • Synthesize and expand 	<p>2008-2011</p> <p>Disproportionality Workgroup Co Chairs</p> <p>CESAs</p> <p>LEAs</p> <p>National experts</p> <p>Approximately \$890,000/yr</p>	<p>CREATE Coordination (CESA 6) Statewide coordination and project management, including third-party evaluation. http://createwisconsin.net/</p> <p>Consortium on Racial Equity in PreK-12 Education (CESA 6) (\$109,000) The Consortium on Racial Equity in PK–12 Education in Wisconsin combines the insight of Courageous Conversation with the power of Systemic Equity Leadership to assist six districts, CESAs, and WDPI in analyzing their systems and exercising leadership to eliminate racial disparities in education.</p> <ul style="list-style-type: none"> • School Districts Involved: Fond du Lac School District, Eau Claire Area School District, School District of Beloit, School District of Janesville, Kenosha Unified School District, School District of Waukesha. Staff from all 12 CESAs participated in a 10-day intensive apprenticeship program to build their capacity around: <ul style="list-style-type: none"> • a theory of anti-racist school leadership; • how multiple threads (e.g., Courageous Conversation, critical race theory, learning organizations, and Adaptive Leadership™) are integrated into a coherent program design—and how coaching and leadership consultations support this design; • a model for leadership consultation, which is based on the Annenberg Institute’s Critical Friends Protocol and informed by Cambridge Leadership Associate’s leadership consultation protocols. • Over thirty WDPI staff participated in seven days of intensive training along with staff from the school districts and CESAs. <p>http://www.createwisconsin.net/districtpractices/consortiumk12_racial.cfm</p> <p>Annual institute on disproportionality (CESA 9) (\$81,750) CREATE a Culturally Responsive Environment statewide conference was held June 29-30, 2009, at the Radisson Hotel and Conference Center (Green Bay, WI). We had 186 participants, and 95% of districts having disproportionate over-representation attended.</p> <ul style="list-style-type: none"> • Keynote speakers included: <ul style="list-style-type: none"> ○ Dr. Pedro Noguera: <i>Challenging Racial Inequality in Our Schools</i> ○ Muhibb Dyer: <i>Flood the Hood with Dreams</i> ○ Ruth Gudinas and Dorothy Davids: <i>Bias is a Four Letter Word</i>

	<p>research-based practices for culturally and linguistically diverse students in general and special education.</p> <ul style="list-style-type: none"> • Establish a racial context for all educators that is personal, local, and immediate. • Leverage the continued improvement of schools through collaborative work with existing technical assistance networks, continuous school improvement processes, and regional and state leadership academies. • Engage a statewide discourse across local, 		<ul style="list-style-type: none"> • <i>Mirrors of Privilege: Making Whiteness Visible</i> movie screening • Poster Session • Conference workshops included: <ul style="list-style-type: none"> ○ Courageous Conversations panel discussion ○ Disproving the Deficiency Model: Understanding the Needs of Hmong and Native American Education ○ “White” and “Privilege” and “Teaching”: How Might These Intersect and Impact Learning? ○ Creating Culturally Responsive Classroom Practices ○ Barriers to Native American Student Achievement and Strategies to Overcome These Barriers ○ The More Things Change the More they Stay the Same ○ Post Beyond Diversity ○ How Indian Nicknames and Logos Harm Student Potential and Developing a Pathway Toward Understanding What is Best for Kids ○ Challenging Racial Inequality in Our Schools ○ Culture-Based Curriculum: How to Teach Respectfully About Other Cultures ○ Building Relationships with Families, Schools, and Communities for Student Success ○ Culturally Responsive Education/Indian Community School of Milwaukee, Inc. ○ Race and Culture: The Hidden Barriers to Academic Achievement ○ Bridging Two Worlds: Education and the Hmong ○ “Stand and Deliver:” Latinos and Education <p>http://www.createwisconsin.net/events/create_conference.cfm</p> <p>American Indian Student Achievement Network (CESA 12) (\$81,205) Re-establish and invigorate a community of practice for the twenty-five school districts with the highest percentage of Native students.</p> <ul style="list-style-type: none"> ○ December 15, 2008, conference call: twenty of the twenty-five districts participated. Three other districts indicated they want to participate in the activities of the initiative but could not be part of the conference call. The results of this activity were: <ul style="list-style-type: none"> ▪ Need to continue collaboration between schools with high number of Native American Students was reaffirmed.
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	<p>professional practice, and policy communities on improving educational outcomes for culturally and linguistically diverse students.</p> <ul style="list-style-type: none"> Develop products, with a particular focus on web-based professional development, that help schools implement effective and evidence-based teaching and school organizational practices that support successful educational outcomes for students from culturally and linguistically diverse backgrounds. <p>CREATE will increase statewide capacity to train and enhance</p>		<ul style="list-style-type: none"> Priorities of initial group in 2004 needed to be revisited and possibly revised. Determination for the need of face-to-face meetings of schools was made to identify priorities. Discussion regarding the charge to get Native American Language and Culture Teaching staff together was held. The feeling of the group was that individual districts needed to identify what their priority is before getting these individuals together. Discussion of bringing Home School Coordinator/Liaison/Advocates together was also held. January 27, 2009, face-to-face meeting: Representatives from 20 of the 25 school districts attended. Outcomes include: <ul style="list-style-type: none"> Three priorities identified: Native American Students Sense of Belonging; How is Native American Culture and Language infused into the curriculum of the school; and Impact, responsibilities and enforcement of Act 31. <p>A template (Action Plan) was developed to assist in consistency of response and sent out to schools to assist them in developing a plan. http://www.createwisconsin.net/about/#American_Indian_Student_Achievement_Net work</p> <p>CREATE e-newsletter (CESA 4) (\$10,900) Electronic newsletters regarding culturally responsive education that include articles, resources, and professional development opportunities relevant to cultural responsiveness in education. Five electronic newsletters were created in 2008-2009 and distributed in February, March, April, May and June. Each E-Newsletter is archived and accessible on the CREATE website. As of June 30, 2009 there were 185 subscribers to the CREATE E-Newsletter. http://www.createwisconsin.net/enewsletter/</p> <p>Culturally Responsive Classroom Practices (CESA 1) (\$103,550) Part F of the CREATE grant concentrates on culturally responsive classroom practices. Through a contract with E3, Dr. Shelley Zion (University of Colorado – Denver) and Dr. Elizabeth Kozleski (Arizona State University) are providing mentoring to CESA #1 staff to provide district level training and technical assistance to districts with disproportionate representation, based on race, of students in special education or a particular disability category. This training is designed for school-based teams who are interested in changing classroom practices based on effective culturally responsive practices. The training is designed for six classroom teachers and one administrator from each participating district and will be delivered through four two-day sessions. It is linked directly to helping participants better understand themselves and students in their classroom as cultural beings. The first</p>
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	<p>educators' understanding and application of research-based and culturally responsive policies, procedures, and practices. CREATE will coordinate leadership, workshops, and technical assistance regarding cultural responsiveness in education; will develop and disseminate products, especially web-based professional development; and will conduct other activities based on CREATE resources.</p>		<p>segment focuses on understanding culture and diversity, recognizing the role of power and privilege in both individual and institutional interactions, and developing a philosophy of social justice and equity. The second segment focuses on developing practical tools for culturally responsive, inclusive instructional strategies, classroom management, and curriculum and lesson planning. Participants interact in online forums and in small groups within their districts in between sessions. Each participant is given online access to the training and activities via MOODLE through CESA #1 located at www.cesa1.k12.wi.us. Participants are able to take the training for graduate credit through Cardinal Stritch University.</p> <ul style="list-style-type: none"> • Participating Districts: Ashland and Waukesha • Trainings: February 11 & 12 and May 26 & 26, 2009 <p>http://www.createwisconsin.net/classroompractices/classrooms_training.cfm</p> <p>Culturally Responsive Early Childhood Project (CESA 8) (\$80,660) Collaborative project with tribal birth-to-3 coordinators and Early Childhood Special Education program support staff to provide culturally responsive early childhood assessments. The project develops culturally responsive early childhood education and care practices, guidelines for culturally responsive early childhood special education screening and assessment practices and a checklist for addressing disproportionality in early childhood programs.</p> <ul style="list-style-type: none"> • Monthly meetings with leadership committee. • Crucial progress made in developing relationships and building trust with two of the six Nations. Two Nations committed to participate in data collection for this project. • EC Tribal Gathering: Partnering for Success (December 4 – 5, 2008) (Engaging Tribes, Communities and State Agencies to Meet the Special Educational Needs of Young American Indian Children) at Mole Lake. • Interagency agreement meetings with 9 out of the 11 Tribes, resulting in 7 of the 11 Tribes having draft interagency agreements with their respective county and school partners. <p>http://www.createwisconsin.net/classroompractices/early_childhood_programs.cfm</p> <p>Checklist for Addressing Racial Disproportionality in Special Education (CESA 4) (\$21,800) Published, disseminated, and provided technical assistance around <i>Checklist for Addressing Racial Disproportionality in Special Education</i> (D. Losen, 2008). http://www.createwisconsin.net/districtpractices/addressing_disproportion.cfm</p>
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			<p><i>Needs assessment and professional development strategic plan for districts identified with disproportionate over-representation (CESA 11) (\$54,500)</i></p> <p>School districts in Wisconsin identified as having a disproportionate representation of racial and ethnic groups in special education and related services or in specific disability categories are required to participate in an <u>evidence-based process</u> of assessment of district policies, procedures, and practices. District teams must examine policies, procedures, and practices in general and special education that have been shown to contribute to institutional factors that surround disproportionality.</p> <p>The National Center for Culturally Responsive Educational Systems (NCCRESt) was selected to assist districts in this evidence-based process, and CESA #11 was selected to work with both NCCRESt and identified districts to develop professional development tools and to support district improvement activities. 27 district teams attended a professional development activity, held in conjunction with the CREATE Conference.</p> <ul style="list-style-type: none"> • The tools used and created assess four Standards: Core Functions, Instructional Services, Individualized Education, and Accountability. District teams reviewed local data and rated each of the 23 Focus Areas as “Beginning”, “Developing” or “At Standard,” then selected their top goals to be addressed over the next year. • Local improvement activities and plans are accessed through a web-based tool on the Wisconsin CREATE website. • Districts answered questions about the type of technical assistance needed over the next two years, and how to best provide this information. Needs clustered into four main types of needs: classroom practices/instructional strategies; differentiated instruction/diversity training/disproportionality; needs assessment/data collection and use/technical assistance; parent education/family involvement/community involvement. • Additional comments: <ul style="list-style-type: none"> • Districts are looking for on-going professional development rather than one-shot trainings. • They want “experts” in their topics of interest, model schools to visit, and print and on-line resources they can go to when needed. • They asked that the CREATE conference and workshops continue and for on-going support from the DPI and the CREATE coordinators. • They are seeking guidance in changing perspectives to develop diverse cultural practices in all staff and administrators, and for information to support for families. <p>http://www.createwisconsin.net/districtpractices/addressing_disproportion.cfm</p>
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Positive Behavioral Interventions and Supports (PBIS)

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

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

The Wisconsin Statewide PBIS Implementation Project will provide technical assistance and coordinate professional development to help Wisconsin school districts establish and sustain PBIS within their respective schools. In addition, the project will gather and analyze specific data from all schools utilizing PBIS services.

Indicator and Category(s)	Indicator and Category(s)	Indicator and Category(s)	Indicator and Category(s)
10 A,B,C,D,E,F ,G,H,	Wisconsin Positive Behavior Interventions and Supports (PBIS) Continuing work on statewide implementation of PBIS.	PBIS Internal Workgroup	<ul style="list-style-type: none"> An internal WDPI PBIS workgroup was formed, representing members of the Special Education and Student Services Prevention and Wellness teams. An Advisory Committee was formed, and one meeting was held. Membership represents a variety of stakeholders and current PBIS implementers. WPDI contracted with the Illinois PBIS Network to consult on an infrastructure for a state-wide service delivery plan. Many Wisconsin districts received training, and began implementing PBIS, including 30 Milwaukee Public Schools.

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

Monitoring Priority: Effective General Supervision Part B / Child Find

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

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

Measurement:

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

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

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

FFY	Measurable and Rigorous Target
<p>2008 (2008-2009)</p>	<p>100% of children with parental consent to evaluate, were evaluated and eligibility determined within 60 days</p>

Actual Target Data for FFY 2008:

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 FFY2008, eighty-seven 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 2008 was 98.39%. This represents progress of 0.19%. This data, which is taken from Wisconsin’s electronic reporting system, is based upon actual, not average number of days. WDPI validates this data to assure accuracy. Trend data shows continual progress toward meeting the target goal of 100%. During FFY 2007, the percent of children with parental to consent to evaluate who were evaluated and eligibility determined within 60 days was 98.20%. During FFY 2006, the percent was 96.48% and during FFY 2005, the percent was 88.41%. The number of cases evaluated within the 60 days include cases meeting the 60-day time limit requirement at 34 CFR 300.301(c) and the exceptions at 34 CFR 300.301(d) and 34 CFR

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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:	9,145	
b. # determined not eligible whose evaluations and eligibility determinations were completed within 60 days:	3,131	
c. # determined eligible whose evaluations and eligibility determinations were completed within 60 days	5,867	
Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation in FFY 2008.	98.39%	

Formula:

Percent = b + c divided by a times 100.

$$98.39 = (3,131 + 5,867) / 9,145 * 100$$

The range of days beyond the 60-day time line is one (1) calendar day to 115 calendar days. In agencies with noncompliance, typically there were fewer than five students whose evaluation and eligibility determination exceeded 60 days. Of the agencies that did not complete an initial evaluation within the 60 day time line, 75% did so within 30 calendar days or less beyond the 60 day time line, which was the same percentage as in FFY 2007. Reasons for the delays include: staff unavailable, parent unavailable, weather-related cancelations, scheduling problems, additional testing required, and timeline calculation errors. During FFY 2008, WDPI made 25 findings of noncompliance for this indicator. As permitted by OSEP, in calculating the number of findings, WDPI groups individual instances in an LEA as one finding. However, if there was only one instance of noncompliance in an LEA involving a legal requirement, WDPI counted that as one finding as well. The agencies with findings of noncompliance during FFY 2008 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 2008:

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

Documentation of Correction of OSEP Identified Concerns

In FFY 2008, WDPI found each LEA with noncompliance reported by the State under this indicator in the FFY 2007 APR was correctly implementing the regulatory requirement. The department verified each district was completing all initial evaluations within the 60-day time line. The department also verified each district completed the initial evaluations, although late, and considered whether compensatory services were required because of the delay. In verifying correction of noncompliance, WDPI reviewed the Procedural Compliance Self-Assessment data and post self-assessment data, which included the review of IEPs. However, during the November 2009 verification visit, OSEP determined, that

WDPI's verification procedures were not sufficient to ensure correction of noncompliance because LEAs self-selected files for verification of agency-level noncompliance, and correction of student-level noncompliance was verified without determining current compliance and using a sample designed to ensure correction of all records.

In response to OSEPs verification visit and the March 10, 2010 verification letter, WDPI has revised its procedures for verifying timely correction of noncompliance. These revised procedures require WDPI to create samples and select all the records for review in the samples. The size of the sample is dependent upon the size of the district, the number of noncompliant files and the number of errors identified. For all findings, correction of noncompliance is verified only when all records in the sample have been corrected and the LEA is currently in compliance. To verify correction of student-level noncompliance, WDPI selects for review a reasonable sample of previously noncompliant records for each regulatory requirement, and verifies correction of noncompliance in each record. WDPI determines all student-level noncompliance is corrected only when all records in the sample demonstrate that the initial evaluation was completed, although late, and compensatory services have been provided when required. To verify the LEA is currently in compliance, WDPI selects a reasonable sample drawn from names of students where parental consent for initial evaluation was received after the date of the finding. WDPI verifies the LEA is currently in compliance only when all of the evaluations in the sample WDPI selects are completed and eligibility is determined within 60 days from receipt of parental consent. These revised verification procedures are in effect and are being implemented to verify timely correction of the FFY 2008 findings of noncompliance. The new verification activities began in the spring and will not be completed until correction of noncompliance has been verified for all FFY 2008 findings of noncompliance.

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			
Procedural Compliance Self-assessment			
Each year, the state gathers monitoring data from one-fifth of the LEAs in the state through an LEA self-assessment of procedural requirements related to monitoring priority areas and SPP indicators. For Indicator 11, LEAs conduct a review of all initial evaluations where parental consent was received during the reporting period. Each year, the cohort districts are representative of the state considering such variables as disability categories, age, race, and gender. Milwaukee Public Schools, the only LEA with average daily membership of over 50,000, is included in the sample each year. WDPI will include every LEA in the state at least once during the course of the SPP. The self-assessment of procedural requirements includes data on each of the SPP indicators including the percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (Indicator 11). LEAs report the self-assessment results to WDPI, along with planned corrective actions. LEAs are required to correct noncompliance as soon as possible, but no later than one year from identification.			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
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.

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11 C	Procedural Compliance Self-Assessment Training on standards and directions.	Procedural Compliance Self- Assessment Workgroup Regional Service Network (RSN) Directors	Webcasts annually updated in the Fall. 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, along with planned corrective actions.	Procedural Compliance Self- Assessment Workgroup	87 LEAs reported results in December 2009.
11 B	Procedural Compliance Self-Assessment WDPI validates through onsite visits in a sample of LEAs that the Procedural Compliance Self-Assessment was conducted as specified. 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.	LPP Consultants	WDPI annually completes validation activities. WDPI annually completes verification activities.
11 B, D	Procedural Compliance Self-Assessment Districts with identified noncompliance, including noncompliance related to the 60-day timeline for determining special education eligibility, are	Procedural Compliance Self- Assessment Workgroup	All noncompliance identified was corrected within one year from identification. Will continue in each year of the cycle.

	<p>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. 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 conducted verification activities to ensure correction of noncompliance as soon as possible, but no later than one year after identification.</p>	<p>LPP Consultants</p> <p>LPP Consultants</p> <p>LPP Consultants</p>	<p>WDPI staff verified all LEAs corrected identified noncompliance.</p> <p>All LEAs reported compensatory services were considered timely.</p> <p>Assurances are annually received in March.</p>
11 B	<p>Procedural Compliance Self-Assessment LEAs correct noncompliance as soon as possible, but no later than one year from identification.</p>	<p>Procedural Compliance Self-Assessment Workgroup and LPP consultants</p>	<p>All noncompliance identified was corrected as soon as possible and within one year from identification. Corrective action includes consideration of compensatory services.</p>
11 C	<p>Procedural Compliance Self-Assessment WDPI will prepare and distribute a bulletin on the results of the <i>Procedural Compliance Self-Assessment</i>.</p>	<p>Procedural Compliance Self-Assessment Workgroup</p>	<p>Information Update Bulletin 09-03 posted to WDPI website on the results of the 2006-07, 2007-08, 2008-2009 self-assessments.</p>

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

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<p>and compliance with special education requirements. All LEAs assured the department that they have adopted the model policies and procedures or submitted locally developed policies and procedures to the WDPI for review and approval. Annually, LEAs assure the department they have not substantively revised their LEA policies and procedures or they submit the revisions for approval.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
11 E	<p>Model Local Educational Agency Special Education Policies and Procedures WDPI developed <i>Model Local Educational Agency Special Education Policies and Procedures</i> to help LEAs meet their obligation to establish and implement special education requirements.</p>	Procedural Compliance Self-Assessment Workgroup	LEAs were required to adopt the model policies and procedures or submit locally developed policies and procedures to WDPI for review. In 2008, the department verified LEAs adopted policies and procedures that comply with IDEA 2004 and state law. DPI requires LEAs to submit for review subsequent substantive modifications to their policies and procedures.
11 E	<p>Model Local Educational Agency Special Education Policies and Procedures All LEAs are required to assure the department that they have adopted the model policies and procedures or submit locally developed policies and procedures to the WDPI for review and approval.</p>	Procedural Compliance Self-Assessment Workgroup	<p>Completed initial review in Spring 2008. LEAs must continue to submit substantive changes for review.</p> <p>Every year as an Additional Data Element in their Local Performance Plan, Special Education directors acknowledge that they understand their affirmative duty to submit policies and procedures with substantive modifications to WDPI for review.</p> <p>The Model LEA Special Education Policies and Procedures were revised in June 2009 to include the new requirements regarding parent revocation of consent, and all LEAs have either submitted assurances that these revisions have been adopted or submitted locally developed revisions to the WDPI for review and approval.</p>
<p>Sample IEP Forms WDPI provides sample forms and notices for use in the individualized education program (IEP) team process to assist districts in complying with state (Chapter 115) and federal (IDEA) special education requirements, including the 60-day time limit. All LEAs are required to assure WDPI they have adopted the model forms and notices or submit their locally developed forms to the department for review and approval. WDPI requires LEAs to submit for review subsequent substantive modifications to their forms.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
11 E	<p>Sample IEP Forms WDPI provides sample forms and notices for use</p>	Procedural Compliance Self-	Two new forms were developed in December 2008 to assist districts in implementing the requirements

	<p>in the IEP team process to assist districts in complying with state (Chapter 115) and federal (IDEA) special education requirements. The sample forms and the reference materials posted on the department's web site (http://dpi.wi.gov/sped/forms06.html) have been updated to reflect changes in the Individuals with Disabilities Education Improvement Act of 2004 that became effective July 1, 2005, and the regulations that became effective October 13, 2006. WDPI provided model forms to all LEAs to assist with implementing the 60-day time limit. All LEAs are required to assure WDPI they have adopted the model forms and notices or submit their locally developed forms to the department for review and approval.</p>	<p>Assessment Workgroup</p>	<p>regarding parent revocation of consent. All LEAs have either submitted assurances that these two model forms are being used or submitted locally developed forms to the WDPI for review and approval.</p>
<p>11 E</p>	<p>Sample IEP Forms LEAs are required to submit an assurance that they have adopted the WDPI Model IEP Forms or submit their LEA forms to WDPI for review.</p>	<p>Procedural Compliance Self-Assessment Workgroup</p>	<p>In 2008, the department verified LEAs adopted IEP team forms that comply with IDEA 2004 and state law.</p> <p>The Sample Forms were revised to include the new requirements regarding parent revocation of consent, and all LEAs have either submitted assurances that these revisions have been adopted or submitted locally developed revisions to the WDPI for review and approval.</p> <p>Every year as an Additional Data Element in their Local Performance Plan, Special Education directors acknowledge that they understand their affirmative duty to submit policies and procedures with substantive modifications to WDPI for review.</p>
<p>11 E</p>	<p>Sample IEP Forms WDPI will develop and disseminate guidance on the model IEP forms and IEP team process.</p>	<p>Procedural Compliance Self-Assessment Workgroup</p>	<p>Sample IEP Forms Guide to Special Education Forms posted to WDPI website September 2008.</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008

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 Part B eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.
- e. # of children who were referred to Part C less than 90 days before their third birthdays.

Account for children included in a but not included in b, c, d or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b – d - e) times 100.

FFY	Measurable and Rigorous Target
2008 (2008-2009)	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 2008-2009:

a. # of children who have been served in Part C and referred to Part B (LEA notified pursuant to 637(a)(9)(A)) for Part B eligibility determination:	3,325
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays:	403
c. # of those found eligible who have an IEP developed and implemented by their third birthdays:	2,435
d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services:	406

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e. # of children who were referred to Part C less than 90 days before their third birthdays	For the FFY2008 APR submission, States are not required to include measure (e) in the calculation
Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays in FFY 2008.	96.78%

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

Calculation: **2,435/(3,325-403-406) = 96.78%**

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

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

Data Source: Program Participation System (PPS)

The reasons for the delays for the 81 children that did not meet the transition timeline include:

- For 44 (54.32%) children, the referral was not made by Part C to the school district at least 90 days prior to the child’s third birthday.
- For 37 (45.68%) children, other reasons 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 was two (2) to 105 days.

During FFY 2008, 96.78% 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. WDPI reviewed the Indicator 12 database to identify noncompliance and found that each LEA with an eligible child who did not have an IEP developed and implemented by their third birthday immediately corrected the noncompliance and provided documentation of such correction by entering the child’s IEP implementation date into the online Program Participation System (PPS). Since the LEAs immediately corrected the noncompliance prior to WDPI issuing a finding, there are no findings of noncompliance for Indicator 12 for FFY 2008.

To verify LEAs immediately corrected student-level noncompliance, WDPI reviewed the IEP implementation date recorded by the LEA in PPS. WDPI verified all children have IEPs. Even though no findings of noncompliance for Indicator 12 were issued in FFY 2008, WDPI required LEAs with multiple child-specific errors to analyze their Indicator 12 data and develop an improvement plan to ensure future compliance. Additionally,

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WDPI required LEAs to submit copies of IEPs to verify children have IEPs and the correct data was entered into PPS. Through PPS, WDPI monitored post-correction data for each LEA to ensure current compliance.

WDPI also verified all student-level noncompliance has been corrected from FFY 2007. LEAs with noncompliance identified in FFY 2007 submitted copies of IEPs to WDPI to demonstrate each child has an IEP. To verify current compliance, WDPI reviewed post-correction data reported in PPS for each LEA that was previously noncompliant. All LEAs demonstrated current compliance.

For the FFY 2008 determinations, LEAs not demonstrating substantial compliance will be determined to “need assistance” in meeting the requirements of IDEA, despite having immediately corrected any child-specific noncompliance.

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, the Program Participation System (PPS), 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 used PPS to refer children from county Birth to 3 programs to the local educational agency (LEA) for special education. LEAs 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 promotes accurate reporting of data. LEAs report child-specific data on a real-time basis, as opposed to the previously reported aggregate data at the end of the year. This allows for on-going monitoring of progress on Indicator 12 by the LEA and WDPI.

To ensure valid and reliable data for the required measurement, WDPI used PPS for the purpose of collecting FFY 2008 data for this indicator.

The following data elements are collected through individual records within PPS:

- The date the referral was received from Part C
- Whether or not eligibility for special education was determined. If eligibility was not determined, the LEA must provide an explanation as to why.
- The date the eligibility meeting was held
- The date the IEP team met to develop the IEP
- The implementation date of the IEP
- An explanation as to why the eligibility and/or IEP implementation occurred after the child's third birthday, if necessary
- Whether or not parent(s) refused consent for special education services, if applicable

These data elements collected through PPS 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 review the submitted data and contact districts when potential reporting errors are identified. Districts resubmit corrected data as necessary.

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 were 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 2008 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 2008-2009:

Explanation of Progress

The FFY 2008 performance data indicates 96.78% 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 7.78% when compared to the FFY 2007 results of 89%. WDPI met substantial compliance on this indicator. Progress may be attributed to the Program Participation System and 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 that did not meet the target for this indicator immediately (i.e., before the State issues a finding) corrected noncompliance and provided documentation of such correction. WDPI did not make a finding in these cases.

Documentation of Correction of OSEP Identified Concerns

As OSEP directed in the Wisconsin Part B FFY 2007 SPP/APR Response Table, the State has verified each LEA with noncompliance reported by the State under this indicator in the FFY 2007 APR: (1) is correctly implementing the specific regulatory requirements; and (2) has developed and implemented the IEP, although late, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.

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 WDHS that LEAs would be contacting them. Following the analysis, LEAs were required to prepare and submit an improvement plan 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 plans to identify technical assistance needs.

To demonstrate correction of noncompliance, each LEA provided evidence of child-specific correction and ensured future compliance. Specifically, each LEA reviewed the previously noncompliant files and submitted to WDPI an assurance that each instance of child-specific noncompliance had been addressed and a sample of the files for verification of correction. WDPI verified the noncompliance was corrected by reviewing the previously noncompliant files to ensure the LEA had initiated services, though late. In addition, LEAs 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. LEAs also electronically reported Indicator 12 data on a monthly basis through the Program Participation System (PPS) beginning February 2, 2009. DPI reviewed this data until each LEA demonstrated, for two consecutive months in which it received referrals from county birth to three agencies, all children who are found eligible for special education have an IEP developed and implemented by their third birthday. This ensured the LEAs are correctly implementing the specific regulatory requirements.

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.

State Performance Plan Improvement Activities
<p>Interagency Agreements</p> <p>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.</p>

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
12 A, B, E, F, G, H, E	<p>Interagency Agreements: Primary The Interagency Agreement Workgroup with members from WDPI and WDHS is preparing a new state interagency agreement that describes the responsibilities of each department specific to implementing IDEA 2004 and state policy. Areas addressed include but are not limited to: child find, transition, evaluation, 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>	Indicator #12 Consultant State Interagency Agreement Team CESA 7 IDEA Preschool Discretionary Grant Assistant Director WDPI Legal Services	<p>The Interagency Agreement Workgroup continues to oversee the interagency agreement work related to the Primary agreement between WDPI and WDHS. This team includes representation from WDPI, WDHS, McKinney Vento, the Head Start Collaboration Project, the Great Lakes Intertribal Council, and the Parent Training Center FACETS.</p> <p>Specific policy and procedure development has been the focus of this work during FFY2008. Work has continued on bulletins and policies. Due to the delay in the release of the Part C regulations, final approval of these policies and bulletins has been delayed.</p> <p>A separate interagency agreement was developed to specifically to clarify the WDPI and WDHS roles and responsibilities regarding the development and maintenance of the Program Participation System.</p> <p>LEAs and B-3 agencies continued to meet during tFFY 2008 to review interagency agreements. WDPI technical assistance partners (i.e. Resource, early childhood program support teachers, Regional Service Network Providers) have helped to facilitate these meetings between local school districts and their county Birth to 3 agencies.</p>
12 A, B, E, F, G, H, E	<p>Interagency Agreements: Secondary The secondary interagency agreement specifically addresses the implications of the</p>	Indicator #12 Consultant State Interagency Agreement Team WDPI Legal	<p>The Collaborative Leadership Team continued to oversee the development of the interagency agreement to include Head Start Regional Offices, Head Start Tribal Regional Office, Head Start Migrant Regional Offices and Tribal Nations during FFY 2008. Since this agreement follows the Primary agreement, completion of this agreement has also been delayed.</p> <p>Activities continue and the work plan organizes and tracks progress on the</p>

	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.	Services CESA 8 Culturally Responsive Education Grant	development of the agreement. Ongoing communication building with partners Activities included: <ul style="list-style-type: none"> • 2nd annual Tribal gathering to formalize conversations, share information about IDEA, and build relationships with key stakeholders (11/08). • Small group meeting with State Head Start representatives (11/08). • Presentation to and input from Head Start Disability Coordinators and Executive Directors at the WI Head Start Association Conference (1/09). • Discussion with the new Department of Children and Families on expanding the agreement to include child care. Culturally Responsive Education Grant was awarded in July 2008 to CESA 8 to continue work on disproportionality and to build upon IDEA preschool discretionary funds with the goal of expanding relationships around transitions, preschool outcomes, and early educational environments.
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	Analysis of WDPI Policy Bulletins (90.06, 98.09, 99.09, and 00.09) continued for consistency with IDEA 2004. The contents of the four bulletins 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. WDPI originally planned to wait until finalization of the Part C regulations to release the bulletin but due to the delay, WDPI anticipates release of this bulletin in spring 2010.
with Department of Health Services (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(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
12 A, B, C, D, E,	Collaboration between Part B, Part C, and other Early	WDPI Indicator #12 consultant	WDPI and WDHS established a Cross Department Transition Team composed of WDPI and WDHS staff. The team continued to meet monthly during FFY 2008 to monitor, revise, and plan future training and technical assistance

F, G, H	<p>Childhood Stakeholders WDPI and WDHS took a comprehensive approach to services and included the involvement of the larger early childhood community that may also participate in transition, specifically 4-year-old Kindergarten, Child Care and Head Start.</p>	<p>WI Early Childhood Collaborating Partners</p> <p>State Professional Development Grant</p> <p>Special education team data consultant</p>	<p>materials for LEAs and county birth to 3 programs, as necessary. Additional topics discussed at these meetings included reviewing the progress of the trainings that were occurring as well as the data that was being collected via the Program Participation System (PPS). A formal technical assistance and training plan for FFY 2009 was also developed</p> <p>WDPI and WDHS co-presented teleconferences via Wis-Line on Indicators 8C and 12B.</p> <p>WDPI and WDHS again worked together to analyze data to identify needs and develop the joint SPP and APR responses.</p> <p>WDPI and WDHS has a technical assistance network which includes Resource personnel, early childhood program support teachers, and Regional Service Network (RSN) providers. This network continues to support districts with program specific and/or collaborative support to both LEAs and Birth to 3 programs.</p> <p>WDPI participated in monthly meetings of the Wisconsin Early Childhood Collaborating Partners (WECCP) including the Action Team of WECCP, the Early Learning Committee, and in a video conference to assure the general education community is aware of and involved in transition.</p> <p>The review and revision of local interagency agreements continued between LEAs and county Birth to 3 programs.</p>
<p>Coordinated Data Analysis and Improvement Planning One of the functions of the Cross Department Transition Team is to review transition data and coordinate local improvement efforts. For example, determination letters from both departments encourage local programs to communicate and jointly plan improvement strategies. Both 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.</p>			
Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
12 A, B, C, D, E, F, G, H, E	Districts that do not meet the required target of 100% for this indicator were directed to submit a plan to improve their performance. These	WDPI Indicator #12 consultant WDPI Data Consultant	<p>The Cross Department Transition Team composed of WDPI and WDHS staff continued to meet on a monthly basis during FFY 2008. Each state agency shared its determination process and worked together to analyze data to identify needs and develop the SPPs.</p> <p>Districts that failed to meet Indicator 12 for FFY 2008 were required to submit an improvement plan electronically through the Special Education Web Portal.</p>

	<p>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>The Cross Department Transition Team met to review those plans and develop/revise appropriate technical assistance as a result.</p>
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Training and Technical Assistance

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

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
12 C, D	<p>State Provided Training and Technical Assistance WDPI adopted a model for training, technical assistance and professional</p>	<p>SPDG Hub Director and Coordinators</p>	<p>The State Personnel Development Grant (SPDG) funded the development of the WI Personnel Development Model as a basis for integrating professional development to support ongoing training and technical assistance. The SPDG continues to include an early childhood hub as one of three primary focus areas (http://www.wisconsinsig.org/ec/html).</p> <p>For early childhood transition the emphasis for FFY 2008 has been on data</p>

	development to assure positive outcomes.		analysis and developing and supporting a structured technical assistance network.
12 C, D, E	<p>State Provided Training and Technical Assistance: Access to resources and materials</p> <p>WDPI created and maintained access to resources and training materials related to Indicator #12.</p>	<p>WDPI Special Education Compliance Indicator Director</p> <p>WDPI Indicator #12 consultant</p> <p>SPDG Hub Director</p>	<p>WDPI and WDHS continued to provide web pages on their own websites to serve as the primary web source for their related stakeholders:</p> <ul style="list-style-type: none"> • LEAs access information directly at http://www.dpi.wi.gov/sped/spp-tran-presch.html. • County Programs access information directly at http://dhs.wisconsin.gov/bdds/birthto3/index.htm. <p>Webcasts were developed and continue to be available to address each component of the Program Participation System (PPS). They are archived for continual access at: http://www.dpi.wi.gov/sped/spp-tran-presch.html and http://dhs.wisconsin.gov/bdds/birthto3/ta/index.htm</p> <p>WDPI developed a planning worksheet to facilitate communication between Part C and Part B providers and to prepare for electronic referrals by Part C and data entry in the Program Participation System (Early Childhood Transition Planning Worksheet).</p> <p>WDPI coordinated information posted on the Wisconsin Early Childhood Collaborating Partners website which serves as a site for general information on Birth to 6 topics. http://www.collaboratingpartners.com/transition/index.htm</p>
12 C, D,G, I	<p>State Provided Training and Technical Assistance: Network of TA Providers</p> <p>WDPI and WDHS developed and trained a network of resource persons to provide technical assistance and support to counties and LEAs. This network includes:</p> <ul style="list-style-type: none"> • The 6 Birth to 3 RESource regional staff 	<p>WDPI Special Education Compliance Indicator Director</p> <p>WDPI Indicator #12 consultant</p> <p>SPDG Hub Director WDPI Consultants</p> <p>IDEA Preschool Discretionary Grant State and CESA</p>	<p>Planning began for this network at the Cross Department Transition Team which continues to direct the efforts of this network. Each department supported the utilization of six Birth to 3 RESource Coordinators, twelve CESA Regional Service Network Coordinators, and twelve CESA Early Childhood Grant Coordinators to support counties and LEAs with early childhood transition requirements.</p> <p>In September 2008, the Training & Technical Assistance Network was trained on early childhood transition requirements, Indicators C8 and B12, and the new data collection system.</p> <p>Data analysis from these TA providers shows that nearly 20% of all professional development activities and 22% of all technical assistance activities held were directly linked to improving results on Indicator 12.</p> <p>CESAs 5 and 7 continued their grant focus on early childhood transition.</p>

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	<ul style="list-style-type: none"> 12 CESA IDEA preschool grant coordinators and early childhood program support teachers located in larger school districts 12 CESA Regional Services Network Coordinators 	<p>coordinators</p> <p>RSN state and CESA coordinators</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. Six of the twelve RSNs identified indicator #12 as a priority for their CESA for FFY 2008.</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>
12 C, D	<p>State Provided Training and Technical Assistance: T/TA Framework</p> <p>Ready, Set, Go Transition and Options formed the basis of Indicator #12 training and technical assistance materials and events with a special focus on collaborative delivery.</p> <p>Ready Set Go training PowerPoint and handouts and other resources related to transition were revised to reflect the changes since IDEA 2004 and to incorporate PPS and any other changes to the process.</p>	<p>WDPI Special Education Compliance Indicator Director</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>FACETS</p>	<p>Ready, Set, Go continued to be the format for all new early childhood PowerPoint training materials. The Ready, Set, Go training package was aligned with revisions to policies and procedures.</p> <p>They are considering new formats to provide training to parents.</p> <p>http://www.collaboratingpartners.com/transition/Ready-Set-Go_3.htm</p>
12 C, D	<p>National Technical Assistance</p> <p>WDPI and WDHS collaboratively</p>		<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 OSEP National Early Childhood Conferences (December 2008)

	<p>accessed technical assistance through a variety of national and federal forums to address the issues around Part B Indicator 12 and Part C Indicator 8. Wisconsin has demonstrated excellent progress on these two indicators, and attributes this progress to the intense focus on utilizing these nationally-available TA resources.</p>		<p>WDPI reviewed all of the materials associated with Indicator 12 on the OSEP SPP/APR Calendar :</p> <ul style="list-style-type: none"> • Investigative Questions • Policies and Guidance • Tools • Resources <p>WDPI selected resources from the OSEP SPP/APR Calendar to form the basis for state training materials and webcasts. The following links were added to the WDPI website:</p> <ul style="list-style-type: none"> • Investigative questions, policies and guidance, tools and resources related to Indicator 12: http://spp-apr-calendar.rrfcnetwork.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. <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>WDPI and WDHS consulted with NCRRC and NECTAC on data analysis and the early childhood transition process.</p> <ul style="list-style-type: none"> • Series of calls with NCRRC, and/or NECTAC in August , December 2008, and January 2009 • Monthly regional teleconferences <p>On-site TA from NCRRC in August, 2008</p>
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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(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
12 A, B, E, F, G, H	Data Collection and Reporting To ensure valid and reliable data for the	WPI Assistant Director of Special Education	In November 2008, all LEAs began submitting data through the LPP electronic data collection system on children referred from Part C during FFY 2008. WDPI provided written instructions and technical assistance to LEAs regarding timely and accurate data reporting. WDPI staff reviewed the submitted data and

	<p>required measurement, WDPI used the Special Education Web Portal, an electronic data collection system, for the purpose of collecting data for this indicator. LEAs report data in aggregate on an annual basis. This data collection system will be replaced by the Program Participation System for FFY 2008.</p>	<p>Data Consultant Data Coordinator</p>	<p>contacted districts when reporting errors were identified. Districts resubmitted corrected data as necessary.</p>
<p>12 A, B, E, F, G, H, E</p>	<p>Data Collection and Reporting: Development of new data collection system 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) Assistant Director of Special Education WDPI Data Coordinator, Data Consultant & IT staff WDPI Indicator #12 Consultant</p>	<p>In FFY 2008, meetings continued to be held between WDPI, WDHS and IT staff to design and create the Program Participation System (PPS). WDPI and WDHS staffs met regularly with the contracted computer programmer to assure the system was designed to accurately collect transition data. Training materials on accurate reporting through PPS were developed. 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 updated the PPS database to include Indicator 12 information (i.e., IEP status) on children referred from Part C since July 1, 2008. Electronic referrals began in March 2009. PPS is accessed through websites operated by each department (http://dpi.wi.gov/sped/spp-tran-presch.html).</p>

<p>12 A, B, C, D, E, F, G, H, E</p>	<p>Data Collection and Reporting: Training and Technical Assistance to assure accurate and timely data reporting via PPS WDPI and WDHS collaboratively developed training and technical assistance materials for the new PPS data collection system. Webcasts, instructions and Q&A documents are posted on the WDPI website. Training materials were needed on the new data collection system.</p>	<p>WDPI Consultants IDEA Preschool Discretionary Grants State Professional Development Grant (SPDG) Assistant Director of Special Education</p>	<p>Several media webcast presentations were developed to address each component of the data system. Webcasts include: general PPS overview, security officer training, and general transition process overview. They are archived for continual access.</p> <p>WDHS developed a Q&A handbook on PPS for the counties. WDPI developed a web-based Q&A for LEAs.</p> <p>To assure accurate and timely reporting of data using PPS, Directors of Special Education were required to view the WDPI Mediasite webcasts entitled: "Program Participation System (PPS): Security Coordinator Training" and the 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 Training and Technical Assistance: Support TA providers</p>	<p>WDPI Indicator #12 consultant IDEA Preschool Discretionary</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 FFY 2008 for SPP</p>

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	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.	Grant State and CESA coordinators RSN state and CESA coordinator	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.
12 A, B, C, D, E	State Provided Training and Technical Assistance: T/TA Provided Departments conducted five regional meetings for LEAs and Birth to 3 county agencies. Counties and LEAs with identified non-compliances were required to attend.	WDPI Staff Early Childhood Consultants PST/IDEA Preschool Discretionary Grant Coordinators WDHS Staff, RESource, and WPDP contracted T/TA programs.	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 other Ready Set Go events. Participants at the regional meetings included 471 individuals from 243 LEAs and 71 counties.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008

None.

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

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

Measurement:

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

FFY	Measurable and Rigorous Target
<p>2008 (2008-2009)</p>	<p>100% of youth aged 16 and above with an IEP that includes appropriate measureable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.</p>

Actual Target Data for FFY 2008:

As permitted, WDPI is not reporting Indicator 13 data in the FFY 2008 APR. In the FFY 2009 submission, due February 1, 2011, a new baseline will be established for this indicator using the FFY 2009 data. WDPI will ensure Indicator 13 data for each local educational agency is publicly reported at least once during the current SPP cycle.

During FFY 2008, WDPI made 65 findings of noncompliance for this indicator. As permitted by OSEP, in calculating the number of findings, WDPI groups individual instances in an LEA as one finding. However, if there was only one instance of noncompliance in an LEA involving a legal requirement, WDPI counted that as one finding as well.

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

Documentation of Correction of OSEP Identified Concerns

In FFY 2008, WDPI found each LEA with noncompliance reported by the Statue under this indicator in the FFY 2007 APR was correctly implementing the specific regulatory requirements and had developed an IEP that included the required transition content for each youth, unless the youth was no longer within the jurisdiction of the LEA. WDPI notified each LEA in writing of all noncompliance identified in FFY 2007. 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 of notification of noncompliance. However, during the November 2009 verification visit, OSEP determined, that WDPI's verification procedures were not sufficient to ensure correction of noncompliance because LEAs self-selected files for verification of agency-level noncompliance, and correction of student-level noncompliance was verified without determining current compliance and using a sample designed to ensure correction of all records.

In response to OSEPs verification visit and the March 10, 2010 verification letter, WDPI has revised its procedures for verifying timely correction of noncompliance. These revised procedures require WDPI to create samples and select all the records for review in the samples. The size of the sample is dependent upon the size of the district, the number of noncompliant files and the number of errors identified. For all findings, correction of noncompliance is verified only when all records in the sample have been corrected and the LEA is currently in compliance. To verify correction of student-level noncompliance, WDPI selects for review a reasonable sample of previously noncompliant records for each regulatory requirement, and verifies correction of noncompliance in each record. To verify the LEA is currently in compliance, WDPI selects a reasonable sample drawn from IEPs of youth aged 16 and above developed after the date of the finding. WDPI verifies the LEA is currently in compliance only when all of the records in the sample WDPI selects include appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. These revised verification procedures are in effect and are being implemented to verify timely correction of FFY 2008 findings of noncompliance. Verification activities began in the spring and will not be completed until correction of noncompliance has been verified for all FFY 2008 findings of noncompliance.

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

WSTI is a state-wide systems change project that offers a comprehensive approach to providing transition services in the State of Wisconsin. WSTI utilizes a two-tiered service delivery model consisting of local school district Transition Action Teams and County Transition Advisory Councils. Point of Entry Manuals are developed for each CESA to identify county agency linkages. 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 state-wide transition conference each year. Networking meetings in each CESA are used to provide indicator #13 training. WSTI assists participating LEAs in using data from Indicators #1, #2, #13, and #14 to develop local improvement plans.

WDPI 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 state-wide 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.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
13 C, D	<p>Wisconsin Statewide Transition Initiative (WSTI)-Statewide Training Offered training statewide for districts on compliance standards.</p>	<p>WDPI Transition Consultant WDPI Assistant Director of Special Education WSTI Director PHSOS Coordinator FACETS Coordinator DHS Consultant DVR Representative</p>	<p>WDPI and WSTI will continue to provide training at statewide and regional conference The compliance standards were developed because statewide monitoring of Indicator 13—showed a need to provide more focused training and technical assistance ITV Training Session Outcomes: 40 sites 17 presentations 510 educators participated</p> <p>During 2008-2009 the following improvement activities were implemented:</p> <ul style="list-style-type: none"> • WDPI's Transition Consultant continued to work with WDPI's Procedural Compliance Self-Assessment (PCSA) workgroup to clarify the instructions for the compliance standards and developing examples related to Indicator 13. These standards and examples were based in part on the NSTTAC Checklist.

			<ul style="list-style-type: none"> • WDPI provided all ITV presentations in order to improve consistency of message. • WDPI required districts to participate in the ITV trainings if they were going to be in the self assessment in 08-09. WDPI consultants followed up with on site reviews of IEPs from districts that missed the ITV sessions. • Media site presentations regarding indicator 13 with all related materials were posted on the DPI and WSTI web site • The PCSA consultant and WSTI implemented statewide ITV training. This training was hosted by each CESA and adopted the SPDF model to improve training and outcomes. • The PCSA consultant updated the instructions for the Transition portion of the PCSA process and revised the data collection process. • WSTI used the data entry and retrieval system for Indicator 13 checklist to allow districts to access and self-evaluation prior to PCSA cycle. NSTTAC checklist-based data system is available on the WSTI website and is currently available for LEA use. • Information Dissemination – Transition e-Newsletters of Dec 08 & May 09 were 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 (PCSA) process, and promotes the IVT training presentations. • Created Indicator 13 “Tips” based on the errors seen in PCSA process to help LEAs avoid some of the common errors. Also refined the Indicator 13 PowerPoint presentation with examples and non-examples that came up during the ITV trainings. • WDPI collected a listing of common errors on the Indicator 13 checklist by frequency as reported by LEAs on the Procedural Compliance Self-Assessment. This data assists public agencies and WDPI in prioritizing professional development activities. “Measurable postsecondary goals” was the top error on the checklist for 2008-09 self assessment. • WSTI hosted an annual state-wide transition conference in January 2009. 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 2009 state-wide transition conference. • The Statewide Transition Conference also focused on age appropriate transition assessment for students with disabilities. A statewide
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			<p>workgroup was formed to create an assessment guide.</p> <ul style="list-style-type: none"> • WDPI participated in the National Community of Practice on Transition hosted by the National Association of State Directors of Special Education (NASDSE) at http://www.sharedwork.org/. • WSTI used effective-practice professional development training modules regarding summary of performance and creating meaningful postsecondary goals for students with severe disabilities. These trainings were provided through regional meetings statewide. Modules are available on the WSTI web site to assist in meeting indicator #13. The modules provide uniform information to LEAs, provider agencies, parents, and youth about transition requirements and effective practices. CESA-based trainings were conducted, funded by a Medicaid Infrastructure Grant (MIG) awarded by the Wisconsin Department of Health and Family Services • WSTI established a Youth track for the 2009 Transition conference associated with the Youth Advisory Council. The purpose is to promote youth empowerment through self-advocacy. • WDPI provided 8 regional meetings in 2008-2009 to promote interagency collaboration. In addition the Transition Resource Directory for each CESA was used to identify county activities providing transition services and agency contacts. The directories assist LEAs in forming interagency linkages. Regional meetings assisted over 250 participants to develop next steps in their interagency planning efforts. • Transition Mini-grants – Each of the twelve CESAs and the Milwaukee Schools received mini-grants to improve transition services through baseline IEP reviews, one-year follow-up IEP reviews, local planning and professional development. • There has been a continued concern regarding the lack of consistency and information across CESAs regarding transition. This became evident in the survey sent out to Directors of Special Education as well as the professional development module evaluations WSTI will need to be restructured to support fewer coordinators who can have more time in the area of transition and improvement of indicator 13 results. This will allow WSTI to focus more consistency of message regarding indicator 13. • The Transition Coordinator Network meetings were established and held in Oct of 08 and May of 09. They provide districts with current up to date information regarding indicator 13 and allow for networking to occur between CESAs across regions. • A transition institute was held for new teachers June of 2009, where a
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			<p>full day of training was devoted to indicator 13.</p> <p>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>
13 D, G	<p>Wisconsin Statewide Transition Initiative (WSTI)-Wisconsin Post High School Outcomes Survey (WPHSOS) – Web-based activities and resources developed to connect Indicators 1, 2, 13 & 14.</p>	<p>WSTI Director Post Secondary Outcomes Survey 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"> • The post high survey is part of the SPDG project and the Statewide Transition Hub (Including the MIG Medicare Infrastructure grant and YLC youth Leadership Council), which are designed to provide technical assistance and information to educators, youth, families and other agencies. • Results of the WPHSOS will be used to inform the: <ul style="list-style-type: none"> • State Improvement Grant (SIG) and State Personnel Development Grant (SPDG) • Wisconsin Statewide Transition Initiative (WSTI) • Wisconsin State Transition Conference • Medicaid Infrastructure Grant (MIG) Youth Leadership Council (YLC) and Youth Leadership Forum • DPI/DVR/DHFS Joint Agreement and Technical Assistance Guide (TAG). • The WPHSOS will participate in WDPI transition initiatives and activities <p>Indicator 14 data will be viewed along with Indicators 1, 2, and 13 to provide a comprehensive views of transition and outcomes</p>
13 A, B, C, D, E, G, J	<p>Wisconsin Statewide Transition Initiative (WSTI) – interagency collaboration WDPI initiated activities to impact student graduation rates improved employment outcomes within transition efforts.</p>	<p>WDPI Transition Consultant</p>	<p>Eight regional meetings were held to promote and create improved interagency collaboration. The interagency agreement with the Division of Vocational Rehabilitation of the Wisconsin Department of Workforce Development and the Wisconsin Department of Health Services to coordinate services for individuals transitioning from education to employment. The agreement can be viewed at http://dwd.wisconsin.gov/dvr/pdf_files/dip_interagency_agreement.pdf</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</p>

			improving transition services and related to post high school results for students with disabilities.
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 Practices on Transition hosted by the National Association of State Directors of Special Education (NASDSE) at http://www.sharedwork.org .

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 and to gain assistance regarding implementation of transition requirements. NSTTAC provided training to WDPI, CESA, and LEA personnel on secondary transition requirements at WDPI’s February 2009 state-wide transition conference. WDPI attended NSTTAC’s spring 2009 transition forum and developed Wisconsin’s strategic plan for improving secondary transition. WDPI participates in the national community of practice on transition hosted by National Association of State Directors of Special Education. The Office of Special Education Programs has recognized Wisconsin’s work in the area of transition as a national model.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
13 A, B, D, F, E, G	WI State Capacity Building Plan: Secondary Education and Transition Services for NSTTAC Wisconsin also focused directly on related statewide performance indicators.	WI DPI Transition Consultant WI DPI Assistant Director of Special Education WSTI Director PHSOS Coordinator FACETS Coordinator DHS Consultant DVR Representative	The main goals identified were: <ul style="list-style-type: none"> • Achieve 100% compliance on Indicator #13 (continuation goal); • Improve students’ meaningful participation in the IEP process through student education and participating in professional development activities; • Increase collaboration by implementing the community of practice model at the national, state and local levels (continuation goal); Provide 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 (new May 2009). Worked with the WDPI Guidance consultant to work together with the guidance model and indicator 13.

Procedural Compliance Self-Assessment
Beginning with 2006-2007, indicator #13 data is taken from State monitoring data, collected as part of the public agency *Procedural Compliance Self-Assessment*. 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 *Procedural*

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Compliance Self- Assessment 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(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
13 A, B, C, D, E, G	<p>WDPI defined compliance standards and examples related to Indicator 13</p> <ul style="list-style-type: none"> Identified strategies to improve consistency of message. Developed compliance standards and examples based on NSTTAC Checklist. Required districts attend ITV trainings followed up onsite with districts who did not attend Measurable outcomes – improvement in Indicator 13 data. As a result of the change in compliance standards and participation in national meeting, changed the instructions for the PCSA process and revised the data collection process. Made the process of PCSA more consistent than before. 	<p>WDPI Transition consultant</p> <p>Procedural Compliance Self Assessment Workgroup representative</p> <p>WSTI Director</p>	<p>WDPI and WSTI will continue to provide training at statewide and regional conferences.</p>
13 B, C, D	<p>Procedural Compliance Self-Assessment Process</p> <p>WDPI conducts verification activities with all LEAs to ensure correction of noncompliance. The self-assessment of procedural requirements includes data on each of the SPP indicators including the number of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals. More information about the Procedural Compliance Self-Assessment is found in Indicator 15.</p>	<p>Procedural Compliance Workgroup</p> <p>WI DPI Transition Consultant</p>	<p>Procedural Compliance Self-Assessment Occurs Annually</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008

None. WI continues to make good progress on this indicator.

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

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

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

FFY	Measurable and Rigorous Target
2008 (2008-2009)	66.5% 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

Although states are not required to report on this indicator in FFY 2008, Wisconsin has chosen to do so using, as permitted, the same indicator language and measurement as FFY 2007. In the FFY 2009 submission of the SPP, due February 1, 2011, Wisconsin will establish a new baseline, targets and, as needed, improvement activities for this indicator.

Actual Target Data for FFY2008:

Number of Respondents to the Survey	467
Number Receiving Postsecondary Education or Training ONLY	173
Number Competitively Employed ONLY	82
Number BOTH Competitively Employed AND enrolled in Postsecondary Education or Training	74
Total Number Engaged	329
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 (FFY 2008).	70.4%

Calculation:

Indicator 14 = 329 / 467 = .7045 X 100 = 70.45 = **70.4%** rounded to 70%.

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). The table below summarizes what is known about the 2007-08 school exiters intended to be surveyed from April to June 2009.

Table 1. FFY 2008 Survey Response Status of 2007-08 School Exiters		
	Count	Percent
Total School Exiters	1696	100%
Contacts Made	694	41%
Ineligible Contacts	72	4%

Eligible: Completed Survey	467	29%
Eligible: Refused/Unavailable	155	9%
No Contact/Lost to Follow-up	1002	59%

Table 1 indicates all 2007-08 exiters in the statewide sample (1696) were attempted to be contacted. Of the 694 (41%) school exiters successfully contacted, 72 (4%) had returned to high school, never actually graduated, graduated more than one year from the survey date or were deceased, and therefore ineligible to participate in the post school outcomes survey. Another 155 (9%) declined to complete the survey, and 1002 (59%) of the school exiters were unable to be located. At the end of the survey period, there were 467 (29%) completed surveys for FFY 2008.

The response rate for FFY 2008 is 29%, and reflects a confidence level of 95% +/- 3.8%. 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.

$$\begin{aligned} \text{Contact Rate} &= 694 / 1696 = 41\% \\ \text{Eligible Respondents} &= 1696 - 72 = 1624 \\ \text{Response Rate} &= 467 / 1624 = 29\% \end{aligned}$$

Forty-one percent (41%) 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 (59%) 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 not interviewing until the following spring. Because of this, the response rate the past three 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 the low response rate, several strategies were implemented

- LEAs were asked to verify former student phone numbers in February and March after the student exited but prior to interviewing in April – September. To assist districts in locating current phone numbers, the document “[Improving Response Rates: A Special Message to Wisconsin Director of Special Education and Special Education Teachers](#)” (based on the National Post School Outcomes Center resource “[Collecting Post-School Outcomes Data: Strategies for Increasing Response Rates](#)”) was created and shared with districts in their outcomes data collection year.
- District directors of special education were contacted when the survey center finished attempting to contact all district exiters and given additional time to locate a working phone number. The survey center then attempted to contact former students with the updated phone numbers.
- To better help youth and families understand the purpose and importance of participating in the survey, a document entitled “A Special Note to Youth and Families” (based on the National Post School Outcomes Center resource “[Post-School Outcomes Survey: Coming Soon to a Student Near You!](#)”) was created. LEAs included in the sample year were encouraged to share the Wisconsin document, along

with a copy of the survey questions, with youth and families during the youth’s senior or final IEP meeting. By informing youth and parents about the upcoming survey, it seems that fewer declined to participate in the survey this year than last year when successfully contacted. A lower percent of youth declined to be interviewed this year (9%) than last year (12%). This practice will be continued.

- Prior to beginning the survey, 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. For the past three years, the largest school districts have had the lowest response rates. To address this, Milwaukee Public Schools hired four special education staff members to go to the homes of former youth to get current phone numbers. This effort resulted in an additional 16 completed surveys. While still under-represented when grouped as “minority”, American Indian, Asian and Hispanic respondents were representative of the youth in the sample. Despite these extra steps, the response rate for FFY 2008 (28.8%) remained nearly the same as for FFY 2007 (28.6%).

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/race, disability, 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 ±3% interval.

	Overall	Female	Minority	LD*	EBD*	CD*	LI*	Dropout
Target Leaver Totals	1624	555	512	901	274	174	275	379
Response Totals	467	143	90	260	67	47	93	24
Target Leaver Representation		34.17%	31.53%	55.48%	16.87%	10.71%	16.93%	23.34%
Respondent Representation		30.62%	19.27%	55.67%	14.35%	10.06%	19.91%	5.14%

Part B State Annual Performance Report (APR) for 2008

Wisconsin
State

Difference	-3.55%	-12.26%	0.19%	-2.53%	-0.65%	2.98%	-18.20%
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Learning Disability (LD), Emotional/Behavioral Disability (EBD), Cognitive Disability (CD), Low Incidence Disabilities (LI)

- ◆ **Gender** – Female respondents are slightly underrepresented when compared to males. Contact rates for females in FFY 2008 (-3.55%) is nearly the same as for FFY 2007 (-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 current phone number than when they exited high school.
- ◆ **Ethnicity/Race** - Minority respondents are significantly underrepresented when compared to Caucasian respondents. Contact rates for FFY 2008 (-12.26%) are higher than FFY 2007 (-17.45%), possibly due to the additional effort to increase response rates. When reviewing the response rates for subcategories of race, it is noted that Asian, American Indian and Hispanic youth are representative of the Target Exiter Group, while black youth are significantly underrepresented, and mainly in the state’s largest districts. Minority youth were much more likely to have a non-viable phone number than white youth. Caution should be used when interpreting outcomes of minority youth, as their responses may not be representative of all minority youth with disabilities.
- ◆ **Disability** – Respondents in all disability areas are representative of sample for FFY 2008. Comparatively, in FFY 2007, youth with emotional/behavioral disabilities were slightly under-represented (-4.77%) and youth with low incidence disabilities were over-represented (+3.80%).
- ◆ **Exit Type** – Exitters who dropped out are significantly underrepresented when compared to exitters with a regular diploma, who reached the maximum age of eligibility for services, or received a certificate of attendance, although the response rate was higher for FFY 2008 (-18.20%) than for FFY 2007 (19.65%). Caution should be used when interpreting outcomes of youth who dropped out of school, as their responses may not be representative of all youth with disabilities who dropped-out.

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.

SPP Stakeholders recommended Wisconsin define “competitive employment” as **full-time** employment 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 (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.

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. Comparing the two figures assists in understanding how full-time and part-time employment impact the component percentages of Indicator 14 as well as the single percentage of competitive employment engagement reported for Indicator 14.

Figure 1. Report of 2007-08 Exiters Indicator 14 Data (FFY 2008) – Full-Time Competitive Employment

Wisconsin definition of competitive employment (full-time): **70.4% = 329** 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 **467** youth assessed who had IEPs and are no longer in secondary school times 100. **329/467 = 70.4%**

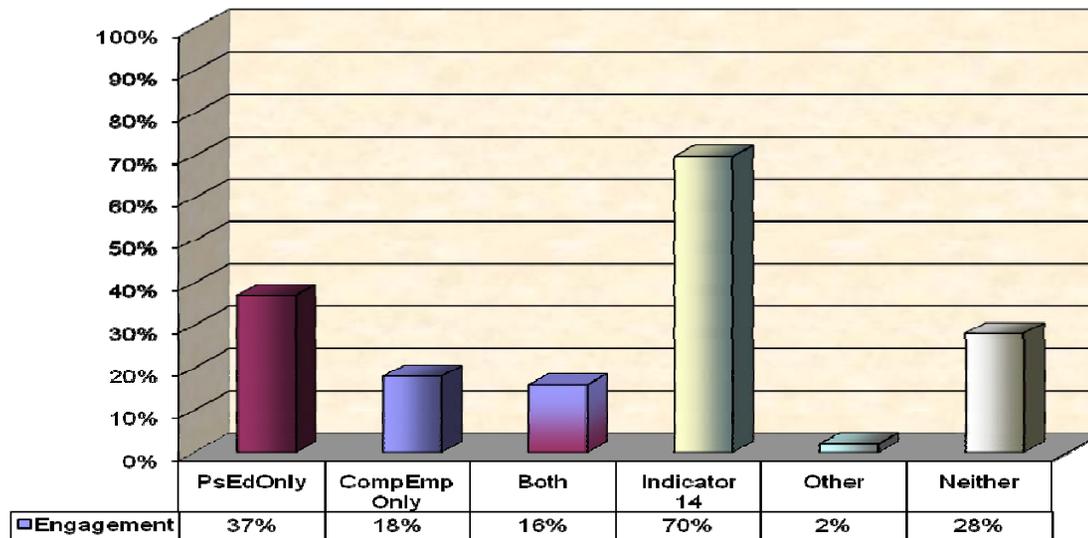
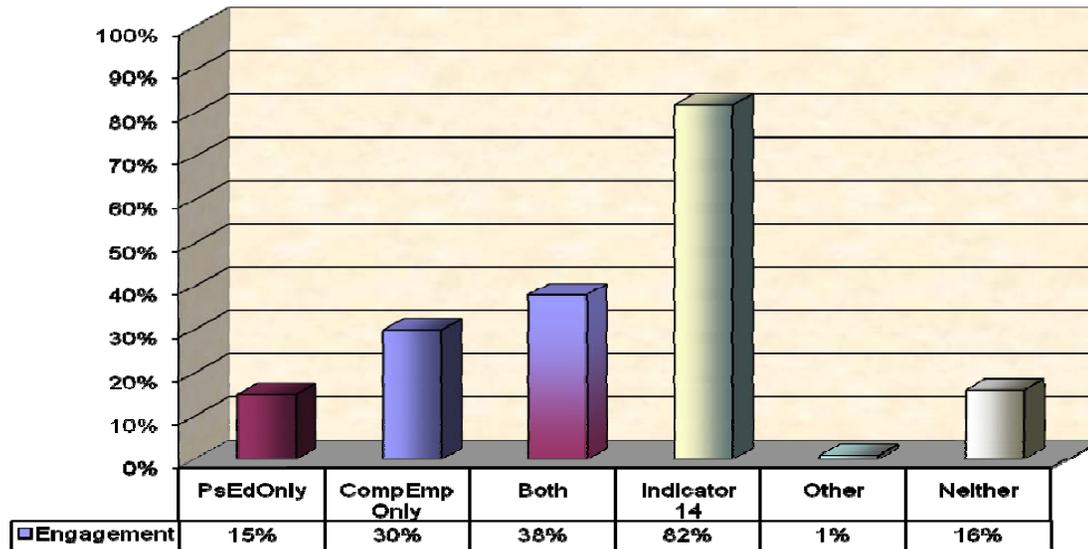


Figure 2. Report of 2007-08 Exiters Indicator 14 Data (FFY 2008) – Full-time and Part-time Competitive Employment
VR definition of competitive employment (for comparison purposes): **82.4% = 385** of youth who had IEPs and are no longer in secondary school have been competitively employed (**full-time or part-time**), enrolled in some type of postsecondary school, or both, within one year of leaving high school divided by the **467** youth assessed who had IEPs and are no longer in secondary school. **385/467 = 82.44%**



A review of these two figures (figure 1 and figure 2) 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 both full and part-time competitive employment are considered, the percentage of engaged youth increases in “Competitive Employment Only” and in “Both Postsecondary Education/Training AND Competitive Employment”, and the category of “Neither” decreases.

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

Explanation of Progress or Slippage that occurred in 2008-09 (FFY 2008)

Wisconsin established a baseline of 65.0% of youth who had IEPs, are no longer in secondary school and who have been competitively employed full-time, enrolled in some type of postsecondary school, or both, within one year of leaving high school. Measurable and rigorous targets of a one-half percent increase for each year through FFY 2010 were set. The target for FFY 2008 is 66.5%. FFY 2008 data indicate

70.4% of youth met the Indicator 14 criteria, so the target was surpassed. The table below shows the percent of change between FFY 2006, FFY 2007 and FFY 2008.

Comparative SEA Indicator 14 Data - FFY 2008 and FFY 2007

Table 3 presents some key factors in understanding the increase of total engagement rate of youth one year after high school. 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 almost two percentage points between the 2006-07 exiters (FFY 2007) and the 2007-08 exiters (FFY 2008). With a changing economy, results indicate a lower percentage of youth were competitively employed, and that a higher percentage of youth went on to some type of postsecondary education or training than did in FFY 2007. Although the change in difference between youth who were competitively employed and youth who participated in postsecondary education or training programs was nearly identical, the percentage of youth who reported both working and going to school increased. The percentage of youth who report doing neither decreased, while those doing something else (e.g. working in a sheltered environment or other non-community-based employment setting, or working for below minimum wages) increased.

Table 3. Comparative SEA Indicator 14 Data - FFY 2008 and FFY 2007

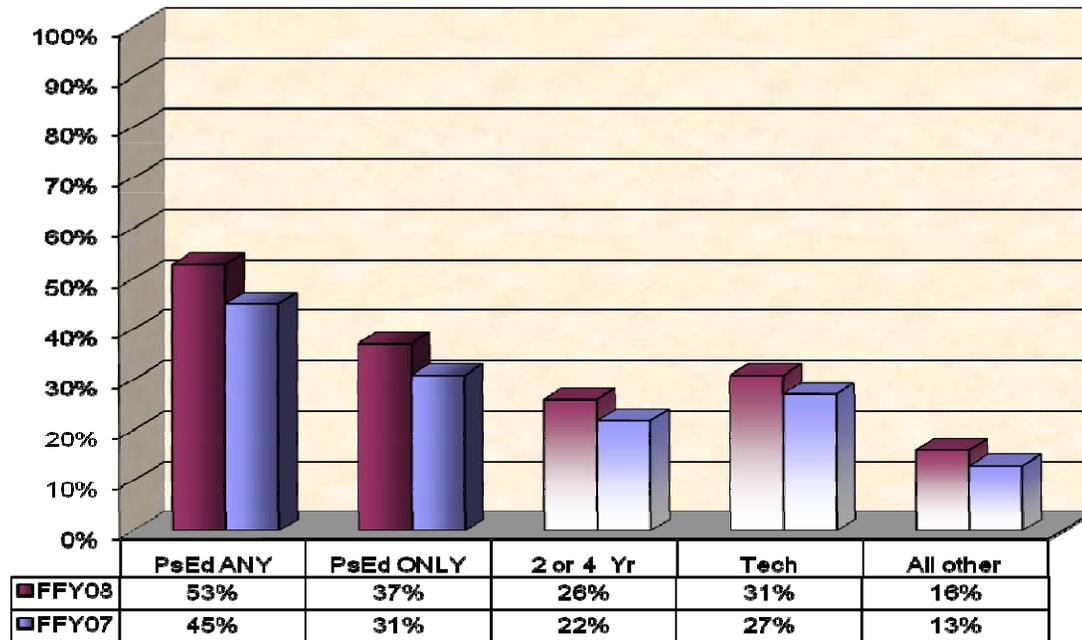
Type of Postsecondary Engagement	2008 Report of 2007-2008 Exiters (N = 467)	2008 Report of 2007-2008 Exiters Percentage	2007 Report of 2006-2007 Exiters (N = 573)	2007 Report of 2006-2007 Exiters Percentage	% Change
1. Postsecondary Education/Training ONLY	173	37.0%	177	30.9%	+6.1%
2. Competitive Employment ONLY (full-time)	82	17.6%	135	23.6%	-6.0%
3. BOTH Postsecondary Education/Training AND Competitive Employment	74	15.8%	82	14.3%	+1.5%
4. Indicator 14	329	70.4%	394	68.8%	+1.6%
5. Other (e.g. sheltered, non-community-based employed, non-competitive employment)	7	1.5%	2	.4%	+1.1%

6. NEITHER Postsecondary Education/ Training NOR Competitive Employment	131	28.0%	177	30.9%	-2.9%%
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Comparison of FFY 2008 and FFY 2007 Survey Outcomes

Figure 3 indicates a **higher percentage** of youth are, or have been, enrolled in some type of **postsecondary education or training**, and 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. In FFY 2008, 52% reported participation in some type of postsecondary education or training program. A comparative review of FFY 2008 and FFY 2007 data indicate this may be attributable to several factors.

Figure 3 Comparison of FFY 2008 and FFY 2007 Survey Outcomes of Postsecondary Education or Training



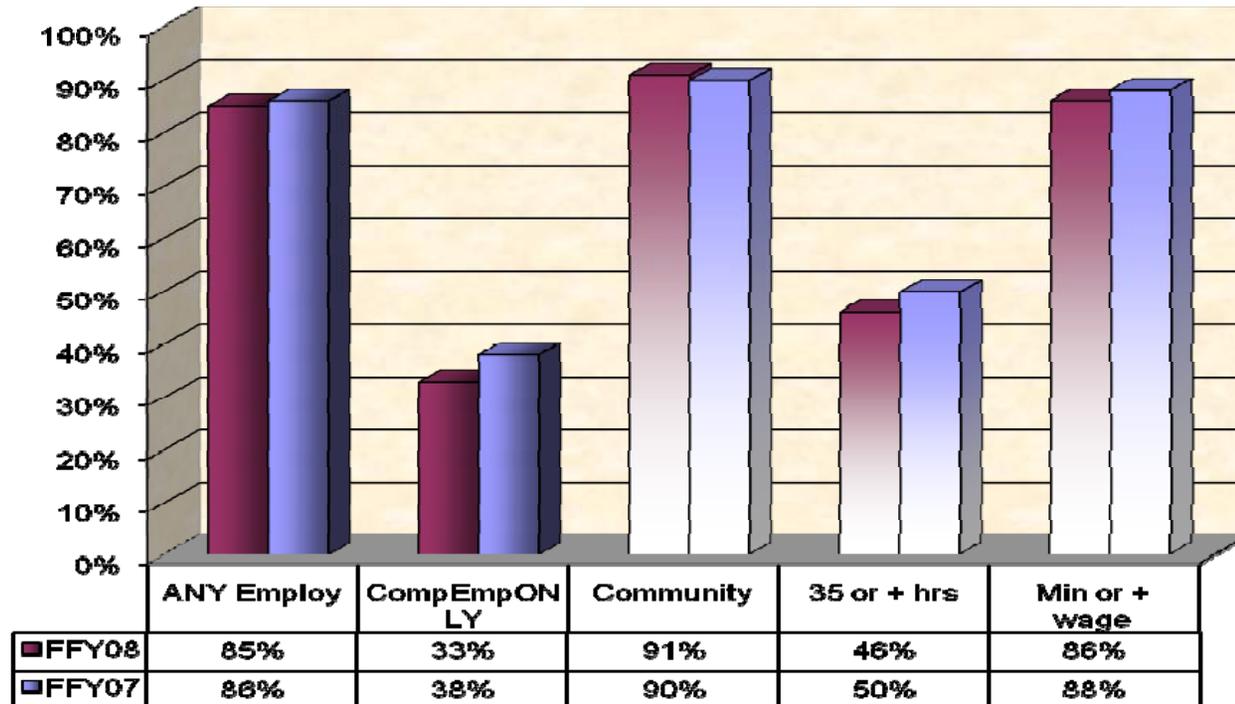
A review of the data indicates the percentage of female youth participating in postsecondary education significantly added to this percentage, with an 12% increase in those attending a technical college (from 27% to 39%), a 2% percentage increase of those attending a 2-year or a 4-year college or university program, and a 9% increase in vocational training, high school completion and other types of postsecondary education. A higher percentage of males went on to a 4-year college (from 9% to 13%) or vocational training, and slightly fewer went to a technical college. There was no change in participation in a 2-year college. While results for minority youth should be interpreted cautiously because of

underrepresentation, respondents report a higher percentage of minority youth went to a 4-year college or technical college, or participated in vocational training; fewer went to a 2-year college. A much higher percentage of youth with emotional/behavioral disabilities went to a technical college (from 18% to 25%), and a higher percentage of youth with learning disabilities went to a 4-year college (from 9% to 15%).

In addition, a higher percentage of respondents report that it was their main intention to attend postsecondary education or training rather than full-time employment after high school, and a higher percentage report attending as planned. A higher percentage of respondents reported attending school full-time and completing their program (the higher completion rate may be due to the increase in those attending a vocational or training program), while the percentage who discontinued once started did not change. A higher percentage of youth who attend postsecondary education or training programs report disclosing their disability and using some type of assistive technology once in a program. All of these factors indicate youth may be better prepared to enter and complete a postsecondary education program. Many teachers, youth and families have received training on a WDPI publication entitled “Opening Doors to Postsecondary Education and Training”, which may be having a positive impact.

Figure 4 indicates fewer youth were or had been competitively employed full-time at the time of the FFY 2008 survey than during the FFY 2007 survey (competitive employment decreased from 24% to 18% for full-time ONLY, and decreased from 36% to 30% for full- or part-time competitive employment ONLY).

Figure 4 Comparison of FFY 2008 and FFY 2007 Survey Outcomes of Competitive Employment



A higher percentage of respondents report that they have not been employed since leaving high school. Once hired, a slightly lower percentage of respondents reported working in an integrated community setting, with the percentage in the military and other employment settings are unchanged. A lower percentage of youth are working 35 hours or more per week and a higher percentage are earning a lower wage (minimum wage to \$7.99 per hour) than last year. Fewer youth reported having paid employment in the community while in high school. The same percentage had a valid driver’s license at the time of the survey. It is interesting to note that for all survey years, the rise and fall of paid employment while in high school has been consistent with the rise and fall of competitive employment after high school. Nearly as many youth found their own jobs or received assistance from agencies and families to obtain employment. While the nearly same percentage youth asked for accommodations on the job (decrease from 4% in FFY 2007 to 3% in FFY 2008) more youth received the accommodation they requested (increased from 69% in FFY 2007 to 100% in FFY 2008). Many teachers have received training on a WDPI publication entitled “[Opening Doors to Employment](#)” which they provide to youth and families. Economic factors have negatively impacted the ability of youth with disabilities to find quality employment, as it has for others throughout the country; however the percentage of IEPs meeting Indicator 13 requirements has increased in Wisconsin and this practice may assist youth with obtaining and keeping more high quality jobs in high school and more competitive employment after high school despite poor national employment rates.

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 2008
14 A, B, C, D,E, F	<p>1) Wisconsin Post High School Outcomes Survey (WPHSOS)</p> <p>To increase response rates and improve outcomes</p> <ul style="list-style-type: none"> • Response rates will increase • Indicator 14 	<p>Wisconsin PHSOS Director</p> <p>WI DPI Transition Consultant</p>	<p>Response rates increased only slightly, from 28.6% in FFY 2007 to 28.8% in FFY 2008, despite increased assistance to local districts. There was, however, an increase in the respondent percentage of minority youth and youth who dropped out represented in FFY 2008 as a direct result of increased efforts by district.</p> <ul style="list-style-type: none"> • The development of a Senior Exiter Survey was explored as a tool to capture both high school experiences and more accurate contact information. It was determined districts would not be required to do this additional work, but that more direct assistance would be provided to districts in locating viable phone numbers for former students just prior to the beginning of the interviews instead.

	<p>outcomes will increase</p>	<ul style="list-style-type: none"> • To increase response rates, the post high director and program assistant provided more concentrated monitoring of response rates as they are occurred, and they worked with district personnel to get viable phone numbers, both before the interviewing began and after St. Norbert exhausted its list of phone numbers. There was additional training with the urban school districts to employ strategies to assist with their unique needs, and the largest district hired additional personnel to obtain viable phone numbers. • Two new resources were developed to assist districts: <ul style="list-style-type: none"> • <i>Improving Response Rates for Indicator 14: Special Note to Wisconsin Directors of Special Education and Special Education Teachers</i> • <i>Wisconsin Post High School Outcomes Survey: A Special Note to Youth and Families!</i> • To improve data collection efforts, the post high project director provided LEA personnel with an overview of the data collection efforts required for federal reporting. The SEA and the post high project director used webcasts and direct assistance to districts to familiarize districts with the available resources at www.posthighsurvey.org. <ul style="list-style-type: none"> • “Tips for Completing Indicator 14” was developed for the May 2009 WCAS state conference • All updated WDPI resources related to Indicator 14 • To better assess the outcomes of under-represented groups, an effort was made at the end of the survey period to locate and interview additional exiters from Milwaukee, and this did increase what would have been survey non-responders. • To improve district use of data and ultimately the outcomes of youth with disabilities, the WDPI began the development of the Focused Review of Improvement Indicators (FRII) process, with Indicator 14 as a part of that process. Additional data analysis tools were developed, and concentrated technical assistance will be provided to districts identified with low response rates (during survey period) and low engagement rates (post survey data collection) as this system is finalized in FFY 2009. <ul style="list-style-type: none"> • Developed an SEA/LEA Indicator 14 report that can be sorted to easily to determine high, average and low performing districts on response rates, participation in postsecondary education, competitive employment, both, and Indicator 14 for the FRII process.
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			<ul style="list-style-type: none"> • Outcomes Accomplished and Products Developed During 2008-09 (FFY 2008): <ul style="list-style-type: none"> • Website completion: The statewide Wisconsin Post High School Outcomes Survey (WPHSOS) website and resources (www.posthighsurvey.org) are used by districts for all data collection and reporting activities. • Reports and materials developed: Districts have access to a Gender, Ethnicity/Race, Disability, and Exit Type (GEDE) table, a District Summary Report, a District Report Starter, Data Analysis Charts, and Improvement Planning Forms. • Reports and materials developed. All post high and CESA web-based reports were completed and resources added to post high website: <ul style="list-style-type: none"> • 2008 Statewide Gender, Ethnicity/Race, Disability and Exit Type (GEDE) Report • 2008 Statewide Summary Report • 2008 Statewide Report • 2008 SEA/LEA Indicator 14 Report • 2008 Indicator 14 Brochure/Targets • 2008 Indicator 14 DPI webcast • Each school district received a district GEDE Report, Summary Report, Report Starter, Indicator 14 Report. • Data analysis tools developed: 79 Districts were assisted in completing their Indicator 14 data collection and reporting requirements; 100% of cohort-year districts participated.. To assist districts in using local outcomes data to determine areas of needed improvement, district data can be viewed and disaggregated by gender, ethnicity/race, disability, and exit type. Districts can use this information to review local outcomes in relation to state data and local planning and improvement activities. The Data Analysis templates and District Improvement Plan template can be used at a district data retreat so districts can easily incorporate post high school outcomes data into analysis and improvement planning, in both the district and the classroom. <ul style="list-style-type: none"> • A new URL for a website was purchased and several meetings with the web programmer were held to develop this resource. • Effective, evidence-based practices were located (app. 300), and NSTTAC shared their database of effective practice with the WPHSOS project director. • Additional improvement planning tools were developed, including a district Indicator 14 report (sortable by gender, ethnicity/race, disability and exit reason).
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			<ul style="list-style-type: none"> • To facilitate data use and increase post high school outcomes, a new data-use practice group has been formed within the Wisconsin Community on Transition (WiCoT) (www.sharedwork.org). During the 2008-09 school year, it was the determination of the Employment Practice Group to end (goals have been met) and start the Data Use Practice Group to assist the state in developing a comprehensive, evidence-based process districts can use for improvement planning. <p>Goals for FFY 2009</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 FFY 2009 will be to develop a WPHSOS evidence-based process of data analysis, including a district data user guide, facilitator's guide, transition rubric, transition resources repository, and new transition website. <ul style="list-style-type: none"> ▪ As the new transition website is being developed, there will be at least one pilot district, user-tracking information and user surveys implemented to efficiency and effectiveness of the website and data use tools ▪ The Indicator 14 portion of the FRIL process will be completed .
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Information Dissemination

Information from the WPHSOS is shared with parents, youth with disabilities, public and private adult services providers, teachers, school administrators, and the WI CIFMS Stakeholder Group at conferences and meetings. Information on state and local communities of practice, as well as technical assistance documents, are also shared with the National Community of Practice on Transition via the website.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
14 A, C, D, E, F, J other Dissemination	<p>2) Information Dissemination</p> <p>To increase awareness of the outcomes, improve response rates and improve outcomes</p> <ul style="list-style-type: none"> • Information from the WPHSOS will be shared with parents 	<p>Wisconsin PHSOS Director</p> <p>WI DPI Transition Consultant</p>	<p>Information dissemination was increased, as was the awareness of the outcomes, and response rates of minority youth and youth who dropped-out. The Indicator 14 engagement rate increased from 68.8% in FFY2007 to 70.4% in FFY 2008.</p> <p>This year, information from the WPHSOS was shared with parents, youth with disabilities, public and private adult service providers, teachers, school administrators, and the WI CIFMS Stakeholder Group at conferences and meetings, through print materials, and in person including:</p> <ul style="list-style-type: none"> • Presentations were made at the following meetings or shared with the groups listed in the past year: <ul style="list-style-type: none"> • State Superintendent's Conference for Special Education Leadership Personnel

	<p>and families, youth, public and private adult services providers, teachers, school administrators, and the WI CIFMS Stakeholder Group at conferences and meetings.</p> <ul style="list-style-type: none"> Information on state and local communities of practice, as well as technical assistance documents, will be shared with the National Community of Practice on Transition via the Shared Work website (www.sharedwork.org) 		<ul style="list-style-type: none"> Wisconsin Council of Administrators of Special Services (WCASS) Wisconsin Transition Conference Cooperative Educational Services Agency (CESA) 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 Wisconsin Youth Leadership Council Meetings Wisconsin Community of Practice on Transition Employment Practice Group (EPG) Council of Exceptional Children (CEC) / DCDT (Division of Career Development and Training) presentation in October 2008 <ul style="list-style-type: none"> Some presentations were added, such as the presentations to the Wisconsin Community on Transition (WiCoT) statewide teleconference, held in March 2009; there was good statewide attendance. The post high project coordinator provided direct leadership for the Employment Practice Group (EPG) and the WiCoT leadership team. Throughout the year, the project coordinator attended meetings and teleconferences. Specific outcomes data were requested by and shared with Institutes of Higher Education, the Division of Workforce Development, the Department of Workforce development, several practice groups of the WiCoT, the Regional Services Network (RSN) members, and the WDPI. Outcomes have been shared through the state transition e-newsletter, CESA 11 print and electronic newsletters (see www.wsti.org), the WDPI website, the WPHSOS website, and the RSN meetings. <p>Goals for FFY 2009</p> <ul style="list-style-type: none"> Continue to expand audiences for information dissemination Present to more general education administration
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Wisconsin Statewide Transition Initiative (WSTI)
 The Wisconsin Statewide Transition Initiative (WSTI), a statewide system's change grant funded by the WDPI, assists LEAs in using data from indicators #1, #2, #13, and #14 to develop local improvement plans. WSTI hosts an annual state-wide transition conference which provides an opportunity to share the post high school outcomes with parents, teachers, administrators, adult service agencies, and youth. WSTI hosts networking meetings to provide training on Indicator #13 in each CESA, and invites information sharing on Indicator #14 and the WPHSOS. These meetings are open to all public agencies. WSTI and WPHSOS share a web programmer so that data are connected through the database.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
14, A,D, G	<p>3) Collaboration with Statewide Projects To increase awareness of the outcomes, improve response rates and improve outcomes</p> <ul style="list-style-type: none"> • Results of the WPHSOS will be used to inform the: <ul style="list-style-type: none"> • State Improvement Grant (SIG) and State Personnel Development Grant (SPDG) • Wisconsin Statewide Transition Initiative (WSTI) • Wisconsin State Transition Conference • Medicaid Infrastructure Grant (MIG) Youth Leadership Council (YLC) and Youth Leadership Forum • DPI/DVR/DHFS Joint Agreement and Technical Assistance Guide (TAG). • The WPHSOS will participate in WDPI transition initiatives and activities • Indicator 14 data will be viewed along with Indicators 1, 2, and 13 to provide a comprehensive views of transition and outcomes 	<p>Wisconsin PHSOS Director</p> <p>WI DPI Transition Consultant</p>	<p>The goal of collaboration with other statewide projects to ensure the data analysis process is developed within the context of the other SPP indicators to improve postschool outcomes for young adults with disabilities has been met.</p> <ul style="list-style-type: none"> • The post high survey is part of the SPDG project and the Statewide Transition Hub (Including the MIG and YLC), which are 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 four transition indicators. • The outcomes from these events were (a) a unified vision of what transition looks like for students who leave our public high schools based on the SPP data across the indicators, and (b) specific actions to enhance the outcomes for students with disabilities. <p>Collaboration with other statewide projects has resulted in:</p> <ul style="list-style-type: none"> • The post high survey director became an active member of the Focused Review of Improvement Indicators (FRII) team. Work on the FRII workgroup connects the work of the post high survey/Indicator 14 to other projects and Indicator work. • The post high survey director attended trainings to coordinate Indicators 1, 2, 13, & 14 on both a state and national level. • As a member of the WSTI, SPDG, Transition Hub, TAG and Conference committees, the post high survey director helped determine the content of information and materials selected to share with schools, families, youth, agencies and the community. • The post high survey director worked on the local level (TAC and TAN) to

			<p>help keep the work "real" and connected to those who use the resources most - parents, teachers, community agencies and youth</p> <ul style="list-style-type: none"> • WDPI developed and annually updates a statewide strategic transition plan for Wisconsin and used information from Indicator 14 in this plan. • Additional Products/Accomplishments: <ul style="list-style-type: none"> • Respository of resources started and partially filled • Two e-newsletters disseminated through the Transition Hub/WSTI project and one state teleconference on employment outcomes • Completed TAG to go with the Joint Agreement; presentation of TAG at various meetings and conferences; on-going work on TAG workgroup • Successful presentations at the Wisconsin State Transition Conference • Post high/Indicator work was connected with other Indicators and workgroups <p>Goals for FFY 2009</p> <ul style="list-style-type: none"> ▪ Continue to collaborate with other statewide projects to ensure data analysis is an evidence-based process that uses evidence-based resources to improve the outcomes of youth with disabilities. ▪ Continue to look at outcomes of youth in the context of other indicators, including, 1. 2, and 13. ▪ Through the WisCoT, the new Data Use practice group will be firmly established for post high data users.
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National Participation

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
14 A, C, D, F, G	<p>4) National Participation</p> <ul style="list-style-type: none"> • To strengthen statewide projects, bring resources into the state, and share in the larger community of outcomes improvement • Continue partnering with the Technical Assistance (TA) 	<p>Wisconsin PHSOS Director</p> <p>WI DPI Transition Consultant</p>	<p>Participation in national projects and with national technical assistance centers has strengthened statewide projects, brought resources into the state, and expanded the community of outcomes improvement.</p> <p>Work on the national level (NPSO, NSTTAC, NDPC-SD) has been vital and beneficial to the work in Wisconsin. As a result of partnerships formed, Wisconsin has:</p> <ul style="list-style-type: none"> • had additional funding opportunities • met and brought nationally recognized speakers to Wisconsin

	<p>Centers – NPSO, NSTTAC, NDPC-SD, NASDE, the IDEA Partnership, and the National CoP</p> <ul style="list-style-type: none"> • Work with and learn from other states and state-partners 	<p>WDPI Graduation/ Dropout Prevention Consultant</p>	<ul style="list-style-type: none"> • furthered the new website and web-based resources • furthered the data analysis process and tools (FRII). <p>Collaboration with other statewide projects has resulted in the following:</p> <ul style="list-style-type: none"> • Representatives from each of the national Technical Assistance Centers presented at the 2008 Wisconsin State Transition Conference; several have provided additional personalized assistance within districts • Wisconsin benefited from participation in a variety of national organizations focused on improving post high school outcomes of youth with disabilities. Wisconsin also shares information learned from the WPHSOS through these various organizations. • State team participated in the CoP meeting and monthly teleconferences. As a result, the WiCoT expanded to include youth and parent representative, both providing valuable insights and suggestions for the post high survey project • Connected with other professionals nationally who also collect outcomes data to brainstorm, share resources, and further the state in our goals; the networking has been on-going and very valuable • Statewide Summary Reports were widely distributed at national meetings • Both the WPHSOS director and the director of the WSTI participated in the NPSO "Think Tank" to begin developing a data use toolkit and facilitator guide • Began using NSTTAC data use guide to help Wisconsin begin to create their own Indicator 13 data use guide, and connect that work to the Indicator 14 and post high data. • WDPI utilizes personnel, technical assistance guides, conference calls and resources provided through the National Post High School Outcomes Center (NPSO). • WDPI worked with the NPSO Center, NSTTAC and NDPC-SD to expand the use of results of the WPHSOS for school-based planning. • Mary Kampa, director of the WPHSOS, is a member of the NPSO Advisory Group and the National Community of Practice on Transition. • WDPI participated in the National CoP meeting in May in Charlotte, and in the annual and mid-year planning institutes • The Secondary Transition State Capacity Building Initiative Grant was utilized to further provide information and resources to teachers, parents and families, youth, administrators, and adult services agencies on implementing transition strategies that improve outcomes.
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			<p>Goals for FFY 2009 Wisconsin will create its own Transition Rubric and Transition Repository website:</p> <ul style="list-style-type: none"> • Continue partnering with the NPSO and other states on the Indicator 14 Data use Toolkit (power point) and Facilitator’s Guide • Continue partnering with NSTTAC on the Transition Rubric and resources • Begin partnering with the National Drop-out Prevention Center-Students with Disabilities to expand the Transition Rubric and resources
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

None.

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

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

Measurement:

Percent of noncompliance corrected within one year of identification:

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

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

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

FFY	Measurable and Rigorous Target
2008 (2008-2009)	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:

a. # of findings of noncompliance in 2007-2008	1,538
b. # of corrections completed as soon as possible but in no case later than one year from identification	1,538
Percent of noncompliance corrected within one year of identification for FFY 2008.	100%

Calculation: 1538 divided by 1538 times 100 = **100%**

WDPI identified 1538 findings of noncompliance during FFY 2007 (please see Indicator B15 in the Appendix). 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.

In FFY 2008, WDPI found all 1,538 findings of noncompliance identified in FFY 2007 had been corrected within one year. However, during the November 2009 verification visit, OSEP determined that WDPI's verification procedures were not sufficient to ensure correction of noncompliance because LEAs self-selected files for verification of agency-level noncompliance, and correction of student-level noncompliance was verified without determining current compliance and using a sample designed to ensure correction of all records. In response to OSEP's verification visit to Wisconsin and the March 10, 2010 verification letter, WDPI has revised its procedures for verifying timely correction of noncompliance. As part of our general supervision system, these revised procedures apply when WDPI identifies findings of noncompliance unless another procedure is specified in this APR (e.g. Indicator 12). These revised procedures require WDPI to create reasonable samples and select all the records for review in the samples. The size of the sample is dependent upon the size of the district, the number of noncompliant files and the number of errors identified. For all findings, correction of noncompliance is verified only when all records in the sample have been corrected, and the LEA is currently in compliance. To verify correction of student-level noncompliance, WDPI selects for review a reasonable sample of previously noncompliant records for each regulatory requirement, and verifies correction of noncompliance in each record. To verify the LEA is currently in compliance, WDPI selects a reasonable sample of records developed after the date of the finding. WDPI verifies the LEA is currently in compliance only when all of the records in the sample WDPI selects demonstrate correct implementation of the requirement. The revised verification procedures are in effect and are being implemented to verify timely correction of FFY 2008 findings of noncompliance. These verification activities began in April 2010 and will be completed by December 2010 to ensure all FFY 2008 findings of noncompliance are corrected as soon as possible and no later than one year from identification.

Procedural Compliance Self-Assessment

In 2007-2008 the State gathered monitoring data from 93 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 2007-2008 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 2007-2008 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 sample of the previously noncompliant files, and requiring a signed assurance that all noncompliance had been corrected. 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. Following verification, WDPI notified each LEA in writing the previously identified noncompliance was corrected.

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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.

State Performance Plan Indicators

No findings of noncompliance were made during FFY 2007 for State Performance Plan Indicators 9, 10, 14, and 7. The following findings of noncompliance were made in 2007-2008: One hundred eighty-three (183) findings of noncompliance of procedural requirements relating to Indicators 1 and 2; six hundred fifty-three (653) findings of noncompliance of procedural requirements relating to Indicator 3; forty-two (42) findings of noncompliance of procedural requirements relating to indicator 4A; ninety-six (96) findings of noncompliance of procedural requirements relating to Indicators 5 and 6; and two hundred sixty-two (262) 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 FFY 2007, there were thirty-five (35) findings of noncompliance for Indicator 11, and one hundred thirteen (113) 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. During FFY 2007, there were seventy-nine (79) findings of noncompliance for Indicator 12. The findings are included in the attached *Indicator 15 Worksheet*. All findings of noncompliance were corrected within one year of notification. Please see Indicator 12 in the APR for information on procedures for verifying correction of noncompliance.

Other

Sixteen (16) findings identified through the Procedural Compliance Self-Assessment were not directly related to one of the indicators. Seven (7) of these 16 findings are related to "after consulting with representative of private schools, the LEA obtained a written affirmation signed by private school representatives." Nine (9) of the 16 findings are related to "the public agency at least annually informs parents and individuals required to make referrals about the LEA's referral and evaluation procedures." These 16 findings are included in the Indicator 15 Worksheet.

Milwaukee Public Schools

During FFY 2007, WDPI continued its oversight activities in the Milwaukee Public Schools (MPS). In March 2008, eighty-seven (87) procedural compliance requirements were assessed. Over ninety-eight percent (98.70%) 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 of noncompliance. Consequently, based on OSEP guidance in *Frequently Asked Questions*, dated September 3, 2008, WDPI reported the finding in the attached *Indicator 15 Worksheet*. This finding of noncompliance was corrected within one year of notification.

Focused Monitoring (FM)

No findings of noncompliance were made in FFY 2007.

IDEA State Complaints

Fifty-six findings of noncompliance were made in 44 complaints decided between July 1, 2007, and June 30, 2008. 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*.

Due Process Hearings

Three due process hearing officer decisions were issued during FFY 2007. Two findings of noncompliance were identified in two decisions, and the findings of noncompliance were corrected within one year of identification.

Mediation

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

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

Explanation of Progress or Slippage that occurred in 2008-2009

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

Discussion of Improvement Activities Completed in FFY2008

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

State Performance Plan Improvement Activities			
Procedural Compliance Self-Assessment Monitoring			
The state gathers monitoring data from the LEAs in the state through an LEA self-assessment of procedural requirements related to monitoring priority areas and SPP indicators. Wisconsin LEAs have been divided into five cohorts. One cohort is monitored each year beginning with the 2006-07 school year. All LEAs will be monitored for procedural compliance during the SPP six-year period. WDPI undertakes the activities below to ensure it reaches 100 percent correction of noncompliance within one year of identification.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
15 E	Procedural Compliance Self-Assessment 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 2008.
15 C	Procedural Compliance Self-Assessment Monitoring Training on Procedural Compliance Self-	Procedural Compliance Self-Assessment	Webcasts updated fall 2008. Further updates as needed each year.

	Assessment standards and directions.	Workgroup Regional Service Network Directors (RSN)	
15 G	Procedural Compliance Self-Assessment Monitoring Revise the RSN grant to provide LEA training and technical assistance on procedural requirements related to the Indicators and the development of LEA systems of internal controls. The self-assessment process requires districts to have an internal district control system that further ensures future compliance with this requirement.	Regional Support Network Consultant and RSNs	RSN grant revised to reflect priorities.
15 C	Procedural Compliance Self-Assessment Monitoring Provide regular updates on the Procedural Compliance Self-Assessment to the RSNs.	Procedural Compliance Self-Assessment Workgroup	Updates provided monthly at state-wide RSN meetings.
15 G	Procedural Compliance Self-Assessment Monitoring RSN's provide support to the districts going through the current year's Procedural Compliance Self-Assessment cycle.	Regional Service Network Directors	Each of the 12 CESAs provided a minimum of two focused regional trainings for LEAs.
15 A	Procedural Compliance Self-Assessment Monitoring LEAs report the Procedural Compliance Self-Assessment results to WDPI, along with planned corrective actions.	Procedural Compliance Self-Assessment Workgroup	93 LEAs reported results in December 2008.
15 B	Procedural Compliance Self-Assessment 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.
15 B	Procedural Compliance Self-Assessment Monitoring WDPI validates through onsite visits in a sample of LEAs that the Procedural Compliance Self-	LPP Consultants	<i>Procedural Compliance Self-Assessment</i> process completed December 2008. All previously identified noncompliance verified as

	<p>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>		corrected within one year of identification.
15 B, D	<p>Procedural Compliance Self-Assessment Monitoring</p> <p>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 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>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>Procedural Compliance Self-Assessment Monitoring</p> <p>WDPI will prepare and distribute a bulletin on the results of the <i>Procedural Compliance Self-Assessment</i>.</p>	<p>Procedural Compliance Self-Assessment Workgroup</p>	<p>Information Update Bulletin 09.03 posted to WDPI website November 2009 on the results of the 2006-07, 2007-08, 2008-09 self-assessments.</p>
<p>Model Policies and Procedures and Model IEP Forms</p> <p>WDPI developed and distributed LEA Model Policies and Procedures. LEAs were required to adopt the model policies and procedures or submit locally developed policies and procedures to WDPI for review. The department verified LEAs adopted policies and procedures that comply with IDEA 2004 and state law. WDPI also developed and distributed model IEP forms and notices. LEAs were required to adopt or submit local forms to WDPI for review. The department verified that LEAs adopted IEP team forms that comply with IDEA 2004 and state law. DPI requires LEAs to submit for review subsequent substantive modifications to their policies and procedures and to their forms.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
15	Model IEP Forms and Procedures	Procedural	The Model LEA Special Education Policies and

E	<p>All LEAs are required to assure the department that they have adopted the Model Local Educational Agency Special Education Policies and Procedures or submit locally developed policies and procedures to the WDPI for review and approval.</p> <p>Every year as an Additional Data Element in their Local Performance Plan, Special Education directors acknowledge that they understand their affirmative duty to submit policies and procedures with substantive modifications to WDPI for review.</p>	Compliance Self-Assessment Workgroup	<p>Procedures were revised in June 2009 to include the new requirements regarding parent revocation of consent, and all LEAs have either submitted assurances that these revisions have been adopted or submitted locally developed revisions to the WDPI for review and approval.</p> <p>LEAs provided an assurance they have not substantively modified their approved LEA special education policies and procedures or submitted changes for approval..</p>
15 E	<p>Model IEP Forms and Procedures WDPI developed and disseminated guidance on WDPI model IEP forms and IEP team process.</p>	Procedural Compliance Self-Assessment Workgroup	Guide to Special Education Forms posted to WDPI website September 2008.
15 E	<p>Model IEP Forms and Procedures LEAs are required to submit an assurance that they have adopted the WDPI Model IEP Forms or submit their LEA forms to WDPI for review.</p> <p>Every year as an Additional Data Element in their Local Performance Plan, Special Education directors acknowledge that they understand their affirmative duty to submit policies and procedures with substantive modifications to WDPI for review.</p>	Procedural Compliance Self-Assessment Workgroup	<p>The Model IEP Forms were revised to include the new requirements regarding parent revocation of consent, and all LEAs have either submitted assurances that these revisions have been adopted or submitted locally developed revisions to the WDPI for review and approval.</p> <p>LEAs provided an assurance they have not substantively modified their approved IEP forms or submitted changes for approval..</p>
<p>Complaints WDPI has complaint procedures to verify correction of noncompliance within one year of identification. An additional tracking mechanism alerts staff that an open complaint investigation is approaching the one-year anniversary of a finding of noncompliance.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
15 A, B, D	<p>Complaints A notification system alerts complaint investigators two months prior to the date corrective action is due.</p>	Complaint Office Operations Associate(s)	The system has been operational since January 2008.
15	Complaints	Complaint	Will continue in each year of the cycle.

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D	Complaint investigators provide technical assistance to LEAs to ensure corrective action is completed and noncompliance is corrected within one year of identification.	Consultants	
<p>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.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
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	Will continue in each year of the cycle.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2008-09:

None.

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

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.

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

Measurement:

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

FFY	Measurable and Rigorous Target
2008 (2008-2009)	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 2008:

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.

Calculation:

$$\text{Percent} = [(1.1(b) + 1.1(c)) \text{ divided by } 1.1] \text{ times } 100$$

$$\text{Percent} = (57+1) \text{ divided by } 59 \text{ times } 100 = 98.31\%$$

For the FFY 2008 reporting period, 98.31% of all signed written complaints received by WDPI had reports issued that were resolved with the 60-day timeline or had a timeline properly extended for exceptional circumstances with respect to a particular complaint. FFY 2008 data represents slight slippage from the 100% reported for FFY 2007. Although the target of 100% is not met, consistent with OSEP guidance, Wisconsin is substantially in compliance with the 60-day timeline.

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.

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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 2008:

Explanation of Slippage that occurred in FFY 2008

For FFY 2008, one complaint was not resolved within the 60-day timeline, or had the timeline extended for exceptional circumstances. The delay occurred because there was a misunderstanding as to whether the parties had agreed to extend the time to engage in mediation. After this occurred, WDPI complaint workgroup reviewed the IDEA complaint procedures, and revised the tracking process to prevent future occurrences. 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 2008
16 A, B, D	Complaints A notification system alerts complaint investigators two months prior to the date corrective action is due.	Complaint Office Operations Associate(s)	This continued throughout FFY 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	Throughout FFY 2008. Will continue in each year of the cycle.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

None.

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

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

Measurement:

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

FFY	Measurable and Rigorous Target
2008 (2008-2009)	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 2008:

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 = [(3.2(a) + 3.2(b)) divided by 3.2] times 100

Percent = (1 + 2) divided by 3 times 100 = 100%

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

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 2008 (if applicable):

None.

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
2008 (2008-2009)	53% of hearing requests that went to resolution sessions were resolved through resolution session settlement agreements.

Actual Target Data for FFY 2008:

During FFY 2008 (July 1, 2008-June 30, 2009), 6 of 10 hearing requests that went to resolution sessions were resolved through resolution session settlement agreements (see Table 7). This represents a 60% success rate, which exceeded the 53% target.

Calculation:

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

Percent = (6 divided by 10) times 100 = 60%

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

WDPI exceeded the target. However, the 60% success rate evidences slippage as compared with the previous year's rate of 76%. In setting targets, the stakeholder group recognized the department has limited options for effecting change in the percent of hearing requests going to resolution sessions which are resolved through resolution session settlement agreements. Factors outside the department's control such as the history between the parties and the unique nature of each dispute will affect the outcome of resolution sessions. Consequently, WDPI will not modify the improvement activities previously established based on this slippage between two reporting periods. WDPI implemented the improvement activities as outlined in the SPP.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

None.

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
2008 (2008-2009)	At least 78% of mediations held will result in mediation agreements.

Actual Target Data for 2008-09:

92.59 percent of mediations held resulted in mediation agreements.

Calculation:

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

Percent = (9 + 41) divided by 54 times 100 = 92.59%

SECTION B: Mediation requests	
(2) Mediation requests total	80
(2.1) Mediations Held	54
(a) Mediations related to due process	12
(i) Mediation agreements	9
(b) Mediations not related to due process	42
(i) Mediation agreements	41
(2.2) Mediations not held (including pending)	26

During FFY 2008 (July 1, 2008-June 30, 2009), a total of 54 mediations were held (12 related to due process and 42 not related to due process). Nine (9) mediations related to due process resulted in an agreement. Forty-one (41) mediations not related to due process resulted in an agreement.

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

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

Explanation of Progress that occurred in FFY 2008

WDPI exceeded its target rate of 78% for FFY 2008. To maintain the success of the mediation system, the Wisconsin Special Education Mediation System (WSEMS) uses a roster of mediators who are required by state law to attend a five-day training program and receive a one-day update training each year. For FFY 2008, a one and a half-day interactive training was designed and facilitated on April 24, 2009. Fourteen (14) roster mediators attended in person and nine received DVDs with recorded trainings. Of those nine, eight watched the DVDs and returned a signed affidavit indicating they watched the training. One mediator did not return the affidavit or respond to inquiries so the mediator was removed from the roster. The training included legal updates and information on communication skills, the growth of the prevalence rate of autism, special education identification and eligibility issues, neutrality and confidentiality, a WDPI administrative update, and time for case consultation and sharing among mediators.

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 consult via email. Mediators may also call and request TA on the day of a mediation session and/or debrief a case via email. WSEMS Intake Coordinator consults with the Technical Advisor as needed. The WSEMS Technical Advisor bases assistance on current legal standards, best practices and ethical standards from the field of dispute resolution. The WSEMS Technical Advisor researches legal issues related to dispute resolution, designs training programs, consults with national leaders in dispute resolution, conducts trainings and provides input into the design and content of the WSEMS website.

Information about WSEMS is disseminated to parents and educators through trainings, conferences, and upon request. New special education directors receive information from WDPI on the system each fall. In FFY 2008, WSEMS conducted workshops statewide on topics such as dispute resolution options and effective communication reaching at least 306 parents, 234 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> and linked to the WDPI Indicator 19 webpage.

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An analysis of WSEMS survey data for FFY 2008 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 2008
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 Consortium for Appropriate Dispute Resolution in Special Education (CADRE) Wisconsin Special Education Mediation System (WSEMS) Intake Coordinator WSEMS parent agency and school representatives WSEMS Technical Advisor WDPI Mediation Consultant	A 1- day interactive training was designed and facilitated on 4/24/09. 14 roster mediators attended in person and 9 received DVDs with the training recorded. Of those 9, 8 watched the DVDs and returned a signed affidavit indicating they watched the training. One mediator did not return the affidavit or respond to inquiries so the mediator was removed from the roster. Annual training continues as required by Wisconsin statute and per the SPP.

<p>19 D, E, F</p>	<p>Mediation System To maintain the success of the mediation system, WSEMS mediators and Intake Coordinator receive technical assistance provided by WSEMS Technical Advisor on an as-needed basis via email/phone consultation.</p>	<p>Mediation Grant Consortium for Appropriate Dispute Resolution in Special Education (CADRE) Wisconsin Special Education Mediation System (WSEMS) Intake Coordinator WSEMS parent agency and school representatives WSEMS Technical Advisor WDPI Mediation Consultant</p>	<p>The WSEMS Technical Advisor provides time for mediators to call and discuss cases or consults via email. Mediators may also call and request TA on the day of a mediation session and/or debrief a case via email. WSEMS Intake Coordinator consults with Technical Advisor as needed. Technical Advisor bases assistance on current legal standards, best practices and ethical standards from the field of dispute resolution.</p> <p>The WSEMS Technical Advisor researches legal issues related to dispute resolution, designs training programs, consults with national leaders in dispute resolution, conducts trainings and has input into the design and content of the WSEMS website.</p> <p>WSEMS Technical Advisor continues to provide TA on an ongoing, as-needed basis per the SPP.</p>
<p>19 B, C, D, E, F, G</p>	<p>Mediation System Awareness of Wisconsin's mediation system is made available through trainings conducted by the partners.</p>	<p>Mediation Grant CADRE WSEMS Intake Coordinator WSEMS parent agency and school representatives WSEMS Technical Advisor WDPI Mediation Consultant</p>	<p>In FFY 2008, WSEMS conducted workshops statewide reaching at least 306 parents, 234 school professionals and others. Workshops were usually conducted as WSEMS parent-school professional team to model collaborations.</p> <p>Workshops continue to be presented to various statewide audiences including parent and school groups per the SPP.</p>
<p>19 C, D, E</p>	<p>Mediation System Awareness of Wisconsin's mediation system is made available through brochures (with translations in Spanish and Hmong).</p>	<p>Mediation Grant CADRE WSEMS Intake Coordinator WSEMS parent agency and school representatives WSEMS Technical Advisor WDPI Mediation Consultant</p>	<p>Brochures were made available throughout FFY 2008. Brochures were sent to school districts upon request and distributed widely to partner agencies and at statewide events.</p> <p>Brochures continue to be available per the SPP.</p>

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19 C, D, E	<p>Mediation System Awareness of Wisconsin's mediation system is made available through the Wisconsin Special Education Mediation System website: http://www.wsems.us/index.htm.</p>	<p>Mediation Grant CADRE WSEMS Intake Coordinator WSEMS parent agency and school representatives WDPI Mediation Consultant</p>	<p>The Website is active and updated as needed. It will continue to be available per SPP.</p>
19 A, B, H	<p>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.</p>	<p>Mediation Grant CADRE WSEMS Intake Coordinator WSEMS parent agency and school representatives WDPI Mediation Consultant Survey provider (contracted by WSEMS)</p>	<p>Mediation trend data compiled through participant surveys show that some type of agreement continues to be reached in most cases (92%). There is an overwhelming trend that indicates that the participants, mediators and attorneys identify that mediation was helpful. Participants (80.9%) and attorneys (75%) report that they would use the same mediator again.</p> <p>Continual evaluation of the mediation system through these surveys will ensure that the WSEMS remains effective and will continue to meet its targets as well as other measures of a successful system.</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2008-09: *[If applicable]*

None.

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

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

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

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

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel and dispute resolution; and February 1 for Annual Performance Reports and assessment); and
- b. Accurate, including covering the correct year and following the correct measurement.

States are required to use the "Indicator 20 Scoring Rubric" for reporting data for this indicator (see Attachment B).

FFY	Measurable and Rigorous Target
<p>2008 (2008-2009)</p>	<p>100% of State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.</p>

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Actual Target Data for 2008-09:

SPP/APR Data - Indicator 20			
APR Indicator	Valid and reliable	Correct calculation	Total
1	1		1
2	1		1
3A	1	1	2
3B	1	1	2
3C	1	1	2
4A	1	1	2
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	N/A	N/A	0
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		36
APR Score Calculation	Timely Submission Points - If the FFY 2008 APR was submitted on-time, place the number 5 in the cell on the right.		5
	Grand Total - (Sum of subtotal and Timely Submission Points) =		41

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618 Data - Indicator 20					
Table	Timely	Complete Data	Passed Edit Check	Responded to Date Note Requests	Total
Table 1 – Child Count Due Date: 2/1/09	1	1	1	1	4
Table 2 – Personnel Due Date: 11/1/09	1	1	1	N/A	3
Table 3 – Ed. Environments Due Date: 2/1/09	1	1	1	1	4
Table 4 – Exiting Due Date: 11/1/09	1	1	1	N/A	3
Table 5 – Discipline Due Date: 11/1/09	1	1	1	N/A	3
Table 6 – State Assessment Due Date: 2/1/09	1	N/A	N/A	N/A	1
Table 7 – Dispute Resolution Due Date: 11/1/09	1	1	1	N/A	3
				Subtotal	21
618 Score Calculation			Grand Total (Subtotal X 1.857) =		41.00
Indicator 20 Calculation					
A. APR Grand Total				41.00	
B. 618 Grand Total				41.00	
C. APR Grand Total (A) + 618 Grand Total (B) =				82.00	
				Total N/A in APR	
				Total N/A in 618	
				BASE	
D. Subtotal (C divided by Base*) =				82.00	
E. Indicator Score (Subtotal D x 100) =				1.00	
				100%	

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

Explanation of Progress or Slippage that occurred in 2008-2009

Utilizing the scoring rubric developed for Indicator 20, WDPI reports 100% of its APR and 618 data as timely and accurate for FFY 2008. WDPI reported 100% for the previous reporting period. WDPI demonstrated compliance for this indicator and met the FFY 2008 target of 100%. The State is in compliance with the timely and accurate data requirements in IDEA sections 616 and 618 and 34 CFR §§76.720 and 300.601(b).

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

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

Discussion of Improvement Activities Completed

Staff from the WDPI Special Education Team continue to work collaboratively with staff from the WDPI Office of Educational Accountability, WDPI Applications Development Team, and the WDPI Data Management and Reporting Team to ensure the required data are available for submission. Improvement activities to ensure data accuracy and timeliness as described in the SPP have continued during the 2008-09 SY.

Mechanisms WDPI used during FFY 2008 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
- New data collection system for Indicator 12 which allows districts to report data at an individual student level rather than in aggregate

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

State Performance Plan Improvement Activities			
<p>Data Management Steering Committee The department-wide data management steering committee is developing WDPI's guiding principles for data collection and reporting. The committee is monitoring the development of a comprehensive longitudinal data system to increase the WDPI's data system capacity, including the ability to generate and use accurate and timely data and engage in data-driven decision-making to improve student achievement.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
20 A, B, E	<p>Data Management Steering Committee Special Education Team Assistant Director is a member of the department-wide data management steering committee. The Special Education Data Coordinator and Special Education Data Consultant are members of several of the Data Management subcommittees. The Special Education Applications Development Staff is dedicated to developing applications to collect special education data and works collaboratively with the subcommittees.</p>	<p>Special Education Team Assistant Director Special Education Team Data Coordinator Special Education Team Data Consultant</p>	<p>A Special Education Assistant Director served as a member of the department-wide data management steering committee during the 2008-09SY. The Special Education Data Coordinator and Special Education Data Consultant also continued to serve on several of the Data Management subcommittees during the 2008-09 SY.</p>
<p>The Special Education Web Portal/Local Performance Plan (LPP), http://www.dpi.state.wi.us/sped/lpp.html For each school year, all Wisconsin LEAs, including charter schools, complete and submit an annual LPP to the WDPI for review. The LPP is an internet application and is the IDEA flow-through and preschool funding mechanism that must be completed in approvable form before a district may encumber and expend federal monies. Through the LPP, districts submit their IDEA flow-through and preschool budgets and provide assurance to WDPI of compliance with state and federal special education requirements. The LPP is reviewed by a WDPI consultant assigned to work with the individual LEA. Districts will also be required to analyze their performance on specific indicators in the State Performance Plan and develop and submit improvement activities for those indicators for which a district does not meet the established targets. Improvement activities are submitted via the Special Education Web Portal.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
20 A	<p>The Special Education Web Portal /Local Performance Plan (LPP),</p>	<p>Special Education Team LPP</p>	<p>The Special Education Web Portal/LPP continued to be a key internet application for WDPI to collect timely and accurate</p>

	<p>http://www.dpi.state.wi.us/sped/lpp.html</p> <p>One component of the Special Education Web Portal/LPP is the Special Education District Profile, through which WDPI reports annually to the public on the performance of each LEA on the targets associated with Indicators 1-14. The Special Education District Profile is used to analyze LEA performance on each of the indicators in the State Performance Plan (https://www2.dpi.state.wi.us/DistrictProfile/Pages/DistrictProfile.aspx). The Special Education District Profile includes LEA data, State data, the target for each indicator, data sources for each indicator, and a link for more information about each indicator.</p>	<p>Consultants</p> <p>Special Education Team Data Coordinator</p> <p>Special Education Team Data Consultant</p> <p>WDPI Applications Development Team</p>	<p>data from LEAs. For the 2008-09 SY, specific software was again used which allowed districts that missed the established targets for indicators 4 and 12 of the State Performance Plan to analyze their performance and subsequently submit improvement plan addressing the needs identified by the district.</p> <p>The Local Performance Plan (LPP), which is a component of the Special Education Web Portal also continued to be the mechanism by which districts submitted their IDEA flow-through and preschool budgets which are subsequently reviewed by the WDPI consultant assigned to work with the individual LEA.</p> <p>The Special Education Team and WDPI Applications Development Team worked collaboratively to implement 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 is part of the Special Education Portal 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 and released for use 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 2007-08 SY was posted by June 1st, 2009. WDPI will continue to use this mechanism to publically report the performance of each LEA, including the ability for LEAs and the public to access downloadable statewide data files which will allow the user further data analysis capabilities.</p>
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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 Data Management and Reporting Team to ensure the required data (February 1 for child

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<p>count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports) are available for submission. WDPI staff also participate in national technical assistance opportunities whenever possible in order to receive current information regarding data collection and reporting for both the SPP Indicators and 618 data. In turn various WDPI teams work collaboratively to provide technical assistance to local school districts on how to report timely and accurate data.</p>			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
<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 • 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 	<p>WDPI Office of Educational Accountability</p> <p>WDPI Applications Development Team</p> <p>WDPI Data Management and Reporting Team</p> <p>Special Education Team Data Coordinator</p> <p>Special Education Team Data Consultant</p>	<p>Staff from the WDPI Special Education Team continue to work collaboratively with staff from the WDPI Office of Educational Accountability, WDPI Applications Development Team, and the WDPI Data Management and Reporting Team to ensure the required data are available for submission. Through these collaborative efforts, an effective data collection system is in place which ensures valid and reliable data from all LEAs. For the 2008-09 SY, all required data for Tables 1, 3, 4, and 5 were again collected through the Wisconsin Student Locator System (WSLS) and Individual Student Enrollment System (ISES) data collections. This has helped to eliminate duplication of effort and ease the data collection burden on LEAs.</p> <p>In the fall of 2008, members of the Data Management and Reporting Team along with members of the Special Education Team conducted joint regional trainings on how to effectively collect and report data using WSLS and ISES. Data elements specific to students with disabilities were highlighted during this training. Web posting of this training is available for ongoing user access.</p> <p>In February 2009, the annual WDPI ISES Vendor Conference was held. The purpose of this conference is to cover changes, including new data elements, business rules, and file layouts for the Individual Student Enrollment System applications</p> <p>For 618 state reported data, WDPI met all requirements for 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</p>

	<p>WDPI staff for anomalies and contacts to districts when anomalies are identified</p> <ul style="list-style-type: none"> • Summary reports generated after data has been submitted and LEAs provided a window of time for data corrections. 		<p>– Discipline, Table 6 – State Assessments, and Table 7 – Dispute Resolutions.</p> <p>To help ensure a complete data set is available for Table 4 – Exiting and Table 5 – Discipline, the Data Management and Reporting Team again worked in conjunction with the Special Education Team to establish earlier deadlines for data submission from LEAs that allowed the State to meet OSEP’s November 1, 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>To help ensure accurate data for Table 1 – Child Count, progress and summary reports were integrated into the ISES software which allowed LEAs to examine their data prior to submission. These reports allow LEAs to disaggregate their data using multiple variables such as disability category, race/ethnicity, gender, age, LEP status, and education environment. WDPI staff also examined the data and identified districts which experienced more than a 10% change in their child count over the previous year. LEAs were contacted and asked to verify the accuracy of their data and provided a deadline for data corrections, if necessary.</p> <p>Staff from the Data Management and Reporting Team as well as the Special Education Team also presented at vendor user conferences (i.e. Skyward Vendor Conference) and ISES user groups (i.e. CESA 4 and 6 ISES User Groups). Topics covered include data quality issues as well as any new data fields and business rules.</p>
<p>20 A, B, C, G</p>	<p>Cross-Department Data Workgroup Beginning with the 2007-08 SY, all required data for Tables 1, 3, 4, and 5 are now collected through the Wisconsin Student Locator System (WSLS) and Individual Student Enrollment System (ISES). This has</p>	<p>WDPI Applications Development Team WDPI Data Management and Reporting Team Special Education Team Data</p>	<p>The Cross-Department Data workgroup continued to meet bi-monthly during the 2008-09 SY. Members of the team worked to develop and provide technical assistance and training documentation. The workgroup also reviewed incoming LEA data to help identify possible reporting errors. The workgroup provided bi-monthly technical assistance conference calls for local districts which either covered</p>

	<p>helped to ensure timely and accurate data collections from all local education agencies across the state. However, because this data collection is done outside of the Special Education Team, it was important to establish cross-department procedures for data verification and accuracy.</p> <p>During the 2007-08 SY, WDPI established a cross-department data workgroup consisting of members of the WDPI Special Education Team as well as the WDPI Data Management and Reporting Team. The purpose of this workgroup is to examine incoming LEA data and help identify possible reporting errors and then assist districts with the correction. Based upon the data collected, this workgroup will also develop training materials to assist LEAs with the reporting of accurate and timely data.</p>	<p>Coordinator Special Education Team Data Consultant</p>	<p>specific data collection and/or reporting topics or provided LEAs with an opportunity to ask district-specific data reporting questions.</p>
<p>20 A</p>	<p>Data Collection – ISES In an effort to eliminate duplication of effort and ease the data collection burden on LEAs, the Individual Student Enrollment System (ISES) was first used for collecting Child Count and FAPE data during the 2007-08 SY. ISES collects individual student records for all students (students with and without disabilities) using a unique student identifier (number). The system is designed to improve the accuracy and efficiency of the federal data collection.</p>	<p>WDPI Data Management and Reporting Team, Special Education Team Data Coordinator, Special Education Team Data Consultant</p>	<p>For the 2008-09 SY, all required data for Tables 1, 3, 4, and 5 was again collected through the Wisconsin Student Locator System (WSLS) and Individual Student Enrollment System (ISES) data collections. This has helped to eliminate duplication of effort and ease the data collection burden on LEAs.</p> <p>In the fall of 2008, members of the Data Management and Reporting Team along with members of the Special Education Team conducted regional trainings on how to effectively collect and report data using WSLS and ISES. Data elements specific to students with disabilities were highlighted during this training. Web posting of this training is available for ongoing user access.</p> <p>In February 2009, the annual WDPI ISES Vendor Conference was held. The purpose of this conference is to cover</p>

			changes, including new data elements, business rules, and file layouts for the Individual Student Enrollment System applications Staff from the Data Management and Reporting Team as well as the Special Education Team also present at user conferences sponsored by various vendors or user groups. Topics covered include data quality issues as well as any new data fields and business rules.
20 A, B, E, G	National Technical Assistance WDPI staff participate in national technical assistance opportunities whenever possible in order to receive current information regarding timely and accurate data collection and reporting for both the SPP Indicators and 618 data.	Special Education Team Assistant Director Special Education Team Data Coordinator Special Education Team Data Consultant Special Education Team Consultants	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. DPI staff again attended the Annual OSEP/DAC Overlapping Part B and Part C Data Meetings and received current information regarding collection, reporting, and technical assistance for this indicator. Pertinent information was shared regarding accurate reporting of SPP Indicators and 618 data (June 2008). WDP staff participate in the OSEP sponsored SPP Technical Assistance Calls. These calls highlight important points and provide guidance to states on how to report data for the SPP Indicators in a timely and accurate manner.
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 2008
20 A	Data Collection – Child Count To maintain compliance with 34CFR 300.641(a), the State required LEAs to conduct a child count of children	WDPI Data Management and Reporting Team	For the 2008-09 SY, WDPI required LEAs to conduct a child count of children with disabilities on October 1 st . Each LEA again compared their 3 rd Friday of September enrollment statement with their October 1 child count of students with

	with disabilities on October 1 of each year, beginning with the 2007-08 school year. Each LEA compared their 3 rd Friday of September enrollment statement with their October 1 child count of students with disabilities. If the child count of students with disabilities changed, the LEA submitted such changes to the state. Thus, for the purpose of the annual report required by section 618 and 300.641(a), the State will count and report the number of children with disabilities receiving special education and related services on October 1 of each year.	Special Education Team Data Coordinator Special Education Team Data Consultant	disabilities. If the child count of students with disabilities changed, the LEA submitted such changes to the state so a complete and accurate October 1 child count of students with disabilities resulted.
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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 Special Education Portal/LPP for all children referred from Part C.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
20 A	<p>Indicator 12</p> <p>The following data elements are collected through the Special Education Web Portal electronic system:</p> <ul style="list-style-type: none"> The number of referrals received from Part C to Part B between July, 1st and June 30th of a given fiscal year. 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. 	Special Education Team Data Coordinator Special Education Team Data Consultant	<p>The following activities have been completed:</p> <p>For the 2007-08 school year, all districts were required to submit Indicator 12 data via the Special Education Web Portal/ 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.

	<ul style="list-style-type: none"> • 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. <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>		<ul style="list-style-type: none"> • 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>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, C, D</p>	<p>Data Collection and Reporting: Program Participation System (Indicator 12) Activities surrounding the Program Participation System (PPS), the new data collection system for indicator 12, have previously been reported under Indicator #12 in the APR and SPP. With the implementation of this new system, the timeliness and accuracy of the data will be enhanced as it will allow for child-specific</p>	<p>Special Education Team Assistant Director Special Education Team Data Coordinator Special Education Team Data Consultant Special Education</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 and the fall of 2008. Specific data elements needed to collect data and monitor compliance for Indicator #12 were included.</p> <p>The Program Participation System (PPS) became fully operational for local Birth to 3 agencies in November 2008 while local school districts began using the system in February 2009. PPS provides ongoing data collection and the ability to monitor Indicator 12 on a regular basis.</p>

	<p>reporting, rather than aggregate student counts. Due to this outcome, WDPI felt it was important to include this information under indicator #20 as well.</p> <p>Through their General Supervision Enhancement Grant (GSEG), WDHS and WDPI continued their collaborative work to build and launch a coordinated web-based data collection system to allow for electronic referrals from Part C to B and to ensure a timely, smooth, and effective transition. This new cross-department system will also serve as the data collection mechanism for Indicator B12/C8.</p>	<p>Team Consultants</p> <p>WDPI Early Childhood Consultant</p> <p>WDPI Applications Development Team</p> <p>Independent software development vendors</p> <p>Wisconsin Department of Health Services Staff</p>	
<p>20 A, C, D</p>	<p>Training and Technical Assistance WDHS and WDPI will collaboratively create professional development/technical assistance for the new PPS data collection system to enable electronic referrals.</p>		<p>WDPI and WDHS offered five regional training opportunities in October 2008 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. In addition to a panel of Directors of Special Education and county Birth to 3 providers sharing effective strategies to ensure a smooth transition, attendees were also provided step-by-step training on how to enter data into PPS.</p> <p>In June 2009, WDPI presented at the OSEP/DAC Overlapping Part B and Part C Data Meetings. The presentation provided an overview of PPS, our cross-department data collection system, and how WDPI is collecting valid and reliable individual student data for Indicator 12.</p>
<p>20 A, C, D</p>	<p>Webcasts Webcasts, Q&A documents, and corresponding materials on PPS will</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</p>

	<p>be developed and accessible through a variety of means. These various technical assistance resources will be reviewed and updated as changes are made to PPS.</p>		<p>general transition process overview. They are available on our website at http://www.dpi.wi.gov/sped/spp-tran-presch.html for continuing access. In addition to different webcast trainings, written technical assistance documents including step-by-step directions as well as a FAQ were developed and disseminated to the field in addition to being available on-line. These documents are continually reviewed and updated as necessary.</p>
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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 SPP stakeholders analyzed statewide student outcome data to determine that improving graduation and reading achievement 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 2008
20 A,B,C,D,E,G	<p>School Improvement: Focused Review of Improvement Indicators (FRII)</p> <p>During the 2007-08 SY, WDPI began working to expand upon the successful focused monitoring model previously utilized to provide districts a mechanism for conducting a similar process of data analysis and improvement planning around the SPP improvement indicators of math achievement, preschool outcomes, parent involvement, and post-high school outcomes. WDPI will also be working with CESA based Regional Service Network (RSN) providers to employ various technical assistance options, including statewide summits. WDPI is currently building the infrastructure to execute and support this process with statewide</p>	School Improvement Ad-Hoc Workgroups	<p>During the 2008-09 SY, WDPI continued to work to expand upon the successful focused monitoring model previously utilized in order to provide districts a mechanism in which to conduct a similar process of data analysis and improvement planning around the SPP improvement indicators. WDPI is currently building the infrastructure to execute and support this process with statewide implementation slated for the next SPP cycle. Input is currently being sought from various stakeholders such as technical assistance providers and local district personnel (general and special education staff). WDPI believes this refined school improvement process will also focus attention on the importance of timely and accurate data.</p>

	<p>implementation. WDPI believes this refined school improvement process will not only address the needs of both urban and rural districts, but it will continue to promote data driven decision making as well as identifying promising practices that can be acknowledged and disseminated statewide.</p>		
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2008-09:

State Performance Plan Improvement Activities			
Academy for New Special Education Leadership			
An academy for personnel new to special education leadership positions was developed. The purpose of this professional development opportunity is to increase the knowledge, skills, and dispositions of new directors of special education regarding current special education issues, including the SPP Indicators.			
Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2008
<p>20 A, B, C</p>	<p>Academy for New Special Education Leadership An academy for personnel new to special education leadership positions was developed. The purpose of this professional development opportunity is to increase the knowledge, skills, and dispositions of new directors of special education regarding current special education issues, including the SPP Indicators.</p>	<p>WDPI Special Education Team</p>	<p>Members of the WDPI Special Education Team created and hosted an Academy for New Special Education Leadership in July 2008. One focus of this academy was to present information on how local districts can collect and report valid and reliable data for both the SPP Indicators as well as 618 data. Specific details regarding how data is collected, due dates, and data elements were presented. A second focus of this portion of the Academy was to present information on the various data collection mechanisms WDPI uses (i.e. Special Education Web Portal/LPP, ISES, and PPS). WDPI intends to offer this type of training for new directors of special education on a regular basis.</p> <p>64 Directors of Special Education who were in their 1st and 2nd years in that position participated in the Academy for New Special Education Leadership on July 29-31, 2008. Topics included addressed both procedural compliance as well as</p>

		<p>performance improvement: State Performance Plan and the 20 Indicators, Local Performance Plan, Special Education data, IDEA Flow through and Preschool Budgets, state categorical aid, mediation, IEP facilitation, IDEA Complaints, Due Process Hearings, Resolution Agreements, model IEP forms, model policies and procedures, self-assessment of procedural compliance, seclusion and restraint, discipline and manifestation determinations and the continuous improvement and focused monitoring system.</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	

Part B Indicator 15 Worksheet

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2007 (7/1/07 to 6/30/08)	(a) # of Findings of noncompliance identified in FFY 2007 (7/1/07 to 6/30/08)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma. 2. Percent of youth with IEPs dropping out of high school.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	78	183	183
14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.	Dispute Resolution: Complaints, Hearings	9	16	16
3. Participation and performance of children with disabilities on statewide assessments.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	88	653	653
7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Dispute Resolution: Complaints, Hearings	3	3	3

Part B State Annual Performance Report (APR) for 2008

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2007 (7/1/07 to 6/30/08)	(a) # of Findings of noncompliance identified in FFY 2007 (7/1/07 to 6/30/08)	(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	37	42	42
	Dispute Resolution: Complaints, Hearings	3	4	4
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	62	96	96
6. Percent of preschool children aged 3 through 5 – early childhood placement.	Dispute Resolution: Complaints, Hearings	9	12	12
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	77	262	262
	Dispute Resolution: Complaints, Hearings	12	14	14

Part B State Annual Performance Report (APR) for 2008

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2007 (7/1/07 to 6/30/08)	(a) # of Findings of noncompliance identified in FFY 2007 (7/1/07 to 6/30/08)	(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			
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	35	35	35
	Dispute Resolution: Complaints, Hearings	2	3	3
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	79	79	79
	Dispute Resolution: Complaints, Hearings			

Part B State Annual Performance Report (APR) for 2008

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2007 (7/1/07 to 6/30/08)	(a) # of Findings of noncompliance identified in FFY 2007 (7/1/07 to 6/30/08)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
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	70	113	113
	Dispute Resolution: Complaints, Hearings			
After consulting with representatives of private schools, the LEA obtained a written affirmation signed by private school representatives. (N-1)	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	7	7	7
	Dispute Resolution: Complaints, Hearings			
The Public agency at least annually informs parents and individuals required to make referrals about the LEA's referral and evaluation procedures. (N-2)	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	9	9	9
	Dispute Resolution: Complaints, Hearings			

Part B State Annual Performance Report (APR) for 2008

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2007 (7/1/07 to 6/30/08)	(a) # of Findings of noncompliance identified in FFY 2007 (7/1/07 to 6/30/08)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
Document and date the receipt of each referral.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	1	1
	Dispute Resolution: Complaints, Hearings			
Disclosure of personally identifiable information to non-district staff without parental consent (300.622).	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings	1	1	1
Proper response to request for student records for a student transferring to another district (300.323).	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings	1	1	1

Part B State Annual Performance Report (APR) for 2008

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2007 (7/1/07 to 6/30/08)	(a) # of Findings of noncompliance identified in FFY 2007 (7/1/07 to 6/30/08)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
Properly consulted with private school representatives regarding the proportionate share of federal funding and the provision of special education and related services to a student (300.134).	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings	1	1	1
Properly initiated and conducted meetings to develop, review or revise a services plan for a parentally placed private school student (300.137).	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings	1	1	1
Properly obtained consent when accessing public medical assistance benefits (300.154).	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings	1	1	1

Part B State Annual Performance Report (APR) for 2008

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2007 (7/1/07 to 6/30/08)	(a) # of Findings of noncompliance identified in FFY 2007 (7/1/07 to 6/30/08)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
Improperly determined that the Student is no longer eligible for special education and related services under the IDEA.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings	1	1	1
Sum the numbers down Column a and Column b			1538	1538
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			(b) / (a) X 100 =	100

SECTION A: WRITTEN, SIGNED COMPLAINTS	
(1) Total number of written, signed complaints filed	83
(1.1) Complaints with reports issued	59
(a) Reports with findings of noncompliance	45
(b) Reports within timeline	57
(c) Reports within extended timelines	1
(1.2) Complaints pending	1
(a) Complaints pending a due process hearing	1
(1.3) Complaints withdrawn or dismissed	23

SECTION B: MEDIATION REQUESTS	
(2) Total number of mediation requests received	80
(2.1) Mediations held	54
(a) Mediations held related to due process complaints	12
(i) Mediation agreements related to due process complaints	9
(b) Mediations held not related to due process complaints	42
(i) Mediation agreements not related to due process	41
(2.2) Mediations not held (including pending)	26

SECTION C: DUE PROCESS COMPLAINTS	
(3) Total number of due process complaints filed	33
(3.1) Resolution meetings	10
(a) Written Settlement agreements	6
(3.2) Hearings fully adjudicated	3
(a) Decisions within timeline (include expedited)	1
(b) Decisions within extended timeline	2
(3.3) Resolved without a hearing	17

SECTION D: EXPEDITED DUE PROCESS COMPLAINTS (RELATED TO DISCIPLINARY DECISION)	
(4) Total number of expedited due process complaints filed	2
(4.1) Resolution meetings	1
(a) Writen settlement agreements	1
(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*.

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

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

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

Directions for Filling Out the Survey:

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

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

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

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

General Information

27. Enter your child's birthday and year:

28. My child's grade in school is:

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

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

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

<p>30. 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**