State of Wisconsin

Part B Annual Performance Report

2011-2012

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

Office of Special Education Programs (OSEP)

By

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Overview of the Annual Performance Report Development

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

With this APR, WDPI has submitted actual target data, except where Office of Special Education Programs (OSEP) requires the state to use lag data, from FFY 2011 reporting period and other responsive APR information for Indicators 1, 2, 3, 4A, 4B, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 18, and 19; and information to address any deficiencies identified in the OSEP letter responding to WDPI's February 1, 2012, submission of the FFY 2010 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, and the Indicator 15 Worksheet. 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 / APR technical assistance conference calls with OSEP.

Stakeholder Involvement in the Development of the SPP and APR

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

In addition to working with Council, the WDPI Special Education Team worked collaboratively with the lead agency for Part C, the Department of Health Services (DHS); the WDPI Office of Educational Accountability; WDPI Content and Learning and Title I Teams; and the WDPI Applications Development Team for information technology support.

Public Reporting of Performance

WDPI annually reports to the public on the State's progress and slippage in meeting the measurable and rigorous targets found in the SPP by posting the APR on the department's website at http://sped.dpi.wi.gov/ in February. Presentations are given by WDPI at the Wisconsin Council of Administrators of Special Services (WCASS) and the annual State Superintendent's Conference on Special Education and Pupil Services Leadership Issues.

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

WDPI will post the performance results for each LEA on the department's website within 120 days after submitting the APR to OSEP. WDPI uses the procedural compliance self-assessment monitoring cycle to identify LEAs for Indicators 8 and 14 data collection. The State gathers monitoring data from one-fifth of the LEAs in the state through an LEA self-assessment of procedural requirements related to monitoring priority areas and SPP indicators. Over the course of the SPP, WDPI will monitor approximately 440 LEAs, including independent charter schools, the Wisconsin

Department of Health Services, and the Wisconsin Department of Corrections. In addition, WDPI monitors the Wisconsin Educational Services Program for the Deaf and Hard of Hearing and the Wisconsin Center for the Blind and Visually Impaired. Wisconsin's public agencies have been divided into five cohorts of approximately 88 agencies each. One cohort is monitored each year beginning with the 2006-2007 school year. Each cohort is developed to be representative of the state for such variables as disability categories, age, race, and gender. The cycle includes LEAs from rural and urban areas of the state, as well as small, medium, and large school districts. Milwaukee Public Schools, the only LEA with an average daily membership of over 50,000, is included each year. WDPI will not report to the public any information on performance that would result in the disclosure of personally identifiable information about individual children or where the available data is insufficient to yield statistically reliable information. WDPI will include the most recently available performance data on each LEA and the date the data were obtained. Furthermore, WDPI will collect and report on the performance of each LEA on each of the sampling indicators at least once during the first five years of the SPP. For all other indicators for which WDPI is required to report at the LEA level, WDPI will report annually on every LEA.

Monitoring Priority: FAPE in the LRE

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

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

Measurement:
States must report using the graduation rate calculation and timeline established by the Department under the Elementary and Secondary Education Act (ESEA).

FFY	Measurable and Rigorous Target
2010 (2010-2011)	**87% of students with disabilities will graduate with a regular diploma**

Actual Target Data for 2010-11:

2010-11 SY	Regular Diploma	Expected to Complete High School	Regular Diploma Graduation Rate
Students with Disabilities	**5,882**	**8,766**	**67.1%**
Students without Disabilities	**55,320**	**61,610**	**89.8%**
All Students	**61,202**	**70,376**	**87.0%**

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 2010-2011 for the FFY 2011 APR. The actual numbers used in the calculation are provided above. The State has used the adjusted cohort graduation rate required under the ESEA for reporting. Targets for this indicator are the same as the annual graduation rate targets under Title I of the ESEA. For FFY 2010, the State's graduation rate of

students with disabilities is 67.10%. This is a decrease of 12.65% from the previous year; however, the data are not directly comparable given different calculations used for FFY 2009 and FFY 2010. The state missed the target for this indicator.

The requirements for obtaining a regular diploma in Wisconsin are the same for students with disabilities and students without disabilities. A graduate is defined as a student who has met the requirements established by a school board for a prescribed course of study.

Wisconsin statute 118.33(1)(a) defines the requirements for receipt of a high school diploma as: except as provided in 118.33(1)(d) (see below), a school board may not grant a high school diploma to any pupil unless the pupil has earned:

1. In the high school grades, at least 4 credits of English including writing composition, 3 credits of social studies including state and local government, 2 credits of mathematics, 2 credits of science and 1.5 credits of physical education.
2. In grades 7 to 12, at least 0.5 credit of health education.

The state superintendent encourages school boards to require an additional 8.5 credits selected from any combination of vocational education, foreign languages, fine arts and other courses.

A school board may identify alternative means to satisfy academic performance criteria under its high school graduation policy. Whatever approaches a school board chooses, it should be clearly stated within the local school board graduation policy and followed by individualized education program (IEP) teams or other staff involved in decisions about a student's academic performance. Under Wisconsin statute 118.33(1)(d), a school board may grant a high school diploma to a pupil who has not satisfied the requirements under 118.33(1)(a) if all of the following apply:

1. The pupil was enrolled in an alternative education program, as defined in s. 115.28(7)(e)1.
2. The school board determines that the pupil has demonstrated a level of proficiency in the subjects listed in par. (a) equivalent to that which he or she would have attained if he or she had satisfied the requirements under par. (a).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2010-11:

There was slippage in the percent of youth with IEPs graduating from high school with a regular diploma when comparing FFY 2009 data with FFY 2010; however, results cannot be directly compared due to a change in the calculation. The slippage is primarily due to the fact that students with disabilities who take longer than four years to complete high school are not included in the numerator of the graduation rate calculation in FFY 2010.

When elected in April 2009, State Superintendent Dr. Tony Evers made improving the graduation rates of students in Wisconsin the focus of his Every Child a Graduate platform. As Dr. Evers has said:

> *Our education system works for most kids, but not all kids. Some learn differently or need support, while others need new challenges. Our mission is to prepare them all to succeed in further education and careers. To meet the needs of today's students, we must customize the student experience, adopting technologies and instruction in ways that meaningfully engage the digital generation.*

Two initiatives designed to positively impact graduation rates in Wisconsin are the Wisconsin Response to Intervention (RtI) Center and the Wisconsin Positive Behavioral Interventions and Supports (PBIS) Network. The RtI Center is dedicated to ensuring all students have equal access to supports for long-term academic and behavioral success. The Center's goal is to assist Wisconsin schools with putting into operation high-

quality instruction, balanced assessment and collaborative practices and systems. The RtI framework includes creating collaborative systems among educators; using data to make informed decisions about students, staff and resources; and providing a framework for seeking success for all students. In turn, schools are presented with a process to examine gaps in opportunity and learning, which will ultimately assist in building systems that allow every child to graduate. The Wisconsin PBIS Network provides support and technical assistance to Cooperative Educational Service Agencies (CESAs) and schools in implementing and sustaining PBIS. The goals of PBIS and the Network are to establish a positive school culture, increase academic performance, improve safety, and decrease problem behavior (http://rti.dpi.wi.gov/).

Additionally, WDPI continues to help Wisconsin LEAs better understand compliance requirements and promising practices in the area of postsecondary transition, including greater awareness of the elements of effective transition plans that help keep students with disabilities engaged and successful at the secondary level and beyond. Many districts are taking advantage of the training offered by WDPI and resources developed through the Wisconsin Statewide Transition Initiative (http://www.wsti.org/). This greater understanding of effective transition planning and implementation will increase student engagement and positively impact the rates of graduation of students with disabilities in Wisconsin.

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

State Performance Plan Improvement Activities			
School Improvement: Focused Review of Improvement Indicators (FRII) During the 2007-08 SY, WDPI began working to expand upon the successful focused monitoring model previously utilized to provide districts a mechanism for conducting a similar process of data analysis and improvement planning around the SPP improvement indicators of math achievement, preschool outcomes, parent involvement, and post-high school outcomes. WDPI will also be working with CESA based Regional Service Network (RSN) providers to employ various technical assistance options, including statewide summits. WDPI is currently building the infrastructure to execute and support this process with statewide implementation. WDPI believes this refined school improvement process will not only address the needs of both urban and rural districts, but it will continue to promote data driven decision making as well as identifying promising practices that can be acknowledged and disseminated statewide.			
Indicator and Category(s)	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2011**
1 A B C D E F G H	**School Improvement: Focused Review of Improvement Indicators (FRII)** During the 2007-08 SY, WDPI began working to expand upon the successful focused monitoring model previously utilized to provide districts a mechanism for conducting a similar process of data analysis and improvement planning around the SPP improvement indicators of math achievement, preschool outcomes, parent involvement, and post-high school outcomes. The main focus has been to	FRII Workgroup FRII Coordinator	During the 2011-2012 school year, the FRII development process was suspended as the WDPI worked on new data collection and management processes related to the ESEA Waiver and the State Superintendent's Agenda 2017. Once WDPI's Wisconsin Information System for Education (WISEdash) http://wise.dpi.wi.gov/wise_dashhome is further developed, work will be restarted to use this system to help districts disaggregate data by disability area and gain a clearer picture of progress in improving the rates of graduation by students with disabilities.

	build an effective infrastructure to execute and support this process with statewide implementation, as a "stand alone" process.		

Procedural Compliance Self-Assessment Process http://sped.dpi.wi.gov/sped_spp-selfassmt.
Each year the state gathers monitoring data from one-fifth of the LEAs in the state through an LEA self-assessment of procedural requirements related to monitoring priority areas and SPP indicators. LEAs conduct the self-assessment using a sample of student individualized education program (IEP) records. Each year, the cohort of districts is representative of the state considering such variables as disability categories, age, race, and gender. Milwaukee Public Schools, the only LEA with average daily membership of over 50,000, is included in the sample each year. WDPI will include every LEA in the state at least once during the course of the SPP. The self-assessment of procedural requirements includes data on each of the SPP indicators. LEAs report the self-assessment results to WDPI, along with planned corrective actions. LEAs are required to correct noncompliance as soon as possible, but no later than one year from identification. To assure valid and reliable data, WDPI provides web-based training in how to conduct the self-assessment, including how to create random samples for review. The self-assessment checklist includes standards for reviewing the procedural requirements. LEAs with noncompliance correct it through developing and implementing agency-wide corrective action plans. WDPI staff provide technical assistance and conducts periodic reviews of progress to ensure correction of noncompliance as soon as possible, but no later than one year from identification of noncompliance. Annually, WDPI reviews all LEA self-assessments and conducts validation activities on a portion of the LEA self-assessments. Based on its review, WDPI provides technical assistance to LEAs, which may result in revisions to their planned corrective actions. LEAs report the status of their corrective actions to ensure correction within one year of identification of the noncompliance. WDPI verifies that all noncompliance has been corrected within one year. LEAs failing to correct noncompliance within one year of identification are required to report the reasons and the specific steps that will be implemented to correct the noncompliance. These LEAs are assigned to a more intensive level of oversight.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
1 B C D	**Procedural Compliance Self-Assessment Process** The self-assessment of procedural requirements includes data on each of the SPP indicators including the number of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.	Procedural Compliance Self-Assessment Workgroup	During the 2011-2012 school year, one-fifth of LEAs completed the self-assessment process; WDPI conducted validation activities with 20% of the districts to ensure accurate data, and verification activities with all participating LEAs to ensure correction of identified noncompliance.

Wisconsin Statewide Transition Initiative (WSTI), (www.wsti.org)
WSTI is a state-wide systems change project that offers a comprehensive approach to providing transition services in the State of Wisconsin. WSTI utilizes a two-tiered service delivery model consisting of local school district Transition Action Teams and County Transition Advisory Councils. Point of Entry Manuals are developed for each CESA to identify county agency linkages. A project director, eight project-based transition consultants, and the WDPI transition consultant provide transition support services, information dissemination, and staff development to parents, education professionals, and community agency professionals throughout Wisconsin. WSTI participates in a state-wide transition

conference each year. Networking meetings in each CESA are used to provide Indicator 13 training. WSTI assists participating LEAs in using data from Indicators 1, 2, 13, and 14 to develop local improvement plans.

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
1 A B C D E G H J	**Wisconsin Statewide Transition Initiative (WSTI)- Statewide Training** Offered training statewide for districts on compliance standards.	WDPI Transition Consultant WDPI Assistant Director of Special Education WSTI Director Wisconsin Post High School Outcomes Survey (PHSOS) Coordinator FACETS Coordinator DHS Consultant DVR Representative	Transition Academy completed 10/20/2011: Focus for all sectionals was Mental Health and Transition WDPI and WSTI completed Indicator 13 Trainings offered on: 9/19/2011, 9/26/2011, 9/30/2011, 10/10/2011, 10/11/2011, 10/24/2011, 10/25/2011, and 10/31/2011. Covered I-13 Compliance and effective practice. 4 Transition e-Newsletters were developed and disseminated via the WSTI website. The e-Newsletter communicates information about Indicator 13 compliance, provides compliance and effective practice recommendations, and promotes technical assistance and resources. Statewide stakeholder workgroup updated and revised WDPI's "Opening Doors to Postsecondary Education and Training" guide. The Transition Coordinator Networking meetings were provided three times. The provide LEAs with current and up to date information regarding Indicator 13.
1 A B C D F	**Wisconsin Statewide Transition Initiative (WSTI)- Wisconsin Post High School Outcomes Survey (WPHSOS) –** Web-based activities and	WSTI Director Post Secondary Outcomes Survey Project Director	WSTI and WPHSOS continued to collaborate to develop and refine a web-based data analysis/school improvement process that allows districts to see the connection between and impact of Indicators 1, 2, 13, & 14 as they develop their school improvement plans. • A web-based data toolkit has been developed

G	resources developed to connect Indicators 1, 2, 13 & 14.		• A research driven web-based transition repository, www.tr4y.org has been developed.
1 A B C D E G J	**Wisconsin Statewide Transition Initiative (WSTI) – interagency collaboration** WDPI initiated activities to impact student graduation rates improved employment outcomes within transition efforts.	WDPI Transition Consultant	The interagency agreement workgroup including members from the Division of Vocational Rehabilitation, The Department of Health Services and Department of Public Instruction have updated/revised the Transition Action Guide (TAG) and posted electronically at http://dwd.wisconsin.gov/dvr/pdf_files/tag.pdf. Per the interagency agreement a 2010 Wisconsin Interagency Data paper was updated, disseminated and posted on agency websites http://sped.dpi.wi.gov/sped_transition
1 C D F G	**Wisconsin Statewide Transition Initiative (WSTI)- Participation in National Community of Practice on Transition** Participation in National Community of Practice on Transition.	WDPI Transition Consultant NASDSE	WDPI continues to participate in the National Community of Practice on Transition hosted by NASDSE at www.sharedwork.org WI rep participates on the monthly CoP calls. WI rep attended National CoT conference.

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

The mission of the RSN is to improve the quality of educational services to students with disabilities through a statewide network of

representatives from each CESA in cooperation with WDPI. Each RSN provides a comprehensive system of personnel development that unites communication, staff development, and leadership. The goals of the RSN include:

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
1 A B C D E G	Regional Services Network (RSN)	WDPI Special Education Administration WDPI RSN Grant Liaison WDPI Special Education Team Consultants CESA RSNs	The RSN project directors met eight times during the 2011-12 school year. Meeting agendas were organized around the areas of compliance with special education law, improving LEA performance on the State Performance Plan (SPP) indicators, and other special education initiatives. RSNs attend statewide meetings where the department provides updates regarding special education law and Wisconsin's progress on the SPP Indicators. The RSN WDPI liaisons worked internally with WDPI consultants to develop agendas which reflected the current needs of the WDPI to communication with the LEAs. Agenda items covered WPDI updates on the indicators and the grant projects that support those indicators. The information from these meetings was then disseminated to directors of special education (DSE) via CESA RSN meetings. Each RSN grant required the RSN project directors to hold five regional meetings within their respective CESAs. At these meetings, DSEs provided feedback and shared issues of concern with the RSNs. Topics have included but are not limited to: procedural compliance; Wisconsin Statewide Transition Initiative, Wisconsin Statewide Parent Education Initiative, assessment of students with disabilities, and Indicators 6,7, 8,12, and 13.

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
1 C D F	**Autism Project (http://sped.dpi.wi.gov/sped_autism)** For more than 10 years, WDPI has developed and conducted statewide trainings for school staff in the area of autism.	WDPI Autism Consultant Contracted Experts	In 2011-2012, five trainings were held in various locations throughout the state. Two basic-level trainings were offered for school staff with limited knowledge of educational programming for students with autism spectrum disorders. The basic-level trainings presented an overview of autism spectrum disorders and discussed topics such as functional behavioral assessment, classroom programming, sensory issues, and communication strategies. Three advanced-level trainings were offered for more experienced school staff. One advanced training presented information on effective strategies for assessment for eligibility and assessment for present skill levels; the second advanced-level training addressed issues around dealing with challenging behavior. The third advanced training was a new training that covered in-depth information in regards to the use of evidence based practices for instructional strategies for students with autism. Each of these trainings includes strategies for preventing suspensions and expulsions, obtaining a diploma, and increasing the graduation rates of students with autism. In addition, all trainings incorporated both low (visual schedules, social narratives) and high tech (IPAD, video modeling) examples. 310 school staff attended basic or advanced-level autism training during FFY 2011. School staff from many different disciplines attended the trainings including special education teachers, directors of special education, regular education teachers, paraprofessionals, occupational and physical therapists, social workers, psychologists and speech and language pathologists.

Schools Identified for Improvement (SIFI)/Districts Identified for Improvement (DIFI)

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
1 B D F H	**Schools Identified for Improvement (SIFI)/ Districts Identified for Improvement (DIFI)- Identification and Assistance** WDPI initiated activities to assist districts deemed to be DIFI.	Title I WDPI Urban Special Education Consultant	In 2011-2012 WDPI continued its work with Milwaukee Public Schools in creating a system of early intervening services as part of a larger Corrective Action Plan. Tier 2 interventions for Reading were implemented as well as the establishment of a Comprehensive Math Plan for all students K-12. Positive Behavior Supports (PBIS) continued to be expanded by cohorts from Tier 1 to Tiers 2 and 3. Exceed, a data management program, was put into place to capture information related to Responsive to Intervention implementation. Teachers were trained in using the data from Exceed to adjust their core teaching practices as well as identify students in need of interventions. Progress monitoring data on students receiving interventions was captured in Exceed as well. The Measures of Academic Progress was used as a screener K-8 three times per year. Screening data on reading and math was available to teaching and administrative staff. In grades 6-12 data from an Early Warning System was used as a screening tool to insure student progress towards graduation requirements.

Wisconsin Post High School Outcomes Survey (WPHSOS) www.posthighsurvey.org
Annually, from 1/5 of LEAs, WDPI collects data on post high school outcomes of youth with disabilities. Districts provide contact data of students the year prior to exit. St. Norbert College Survey Center (De Pere, Wisconsin) conducts a phone interview with former students one year after exiting. The survey center makes multiple attempts to survey former students. The WPHSOS provides training and technical assistance to St. Norbert and school districts to increase the accuracy of the data collected and utilized.

Indicator and	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011

Category(s)			
1 A B C D E F G	**Wisconsin Post High School Outcomes Survey (WPHSOS)** **To increase response rates and improve outcomes** • Response rates will increase • Indicator 14 outcomes will increase	Wisconsin PHSOS Director WI DPI Transition Consultant	Response Rates 89 LEAs were included in Self-Assessment Monitoring during the 2011-12 school year. Of those, 76 LEAs had secondary leaver population State response rate increased from 31% to 33%. To increase the response rate, several activities occurred during the 2011-12 school year a) LEAs were provided direct assistance in verifiying at least one working phone number for each leaver. b) LEAs were contacted when each leaver was attempted to be contacted and additional, current phone numbers were entered if located. c) A YouTube video was developed for youth to view while in high school by their teachers, and shared in a letter one year after exiting their secondary placelemt. d) Eleven transition coordinators in the Milwaukee Public School (MPS) district were trained to administer the post high interview. Interviews were conducted either by a phone call or an in-person interview. As a result, the response rate for MPS 13% to 31%. The transition coordinators indicated this was a rewarding experience and requested to continue to conduct their own interviews in future survey years. All statewide reports were written and are posted to the post high website (www.posthighsurvey.org) • 2011 Statewide GEDE Report • 2011 Statewide Summary Report • 2011 Statewide Report • 2011 Statewide Indicator 14 Report • 2011 District Indicator 14 Report • 2011 At-A-Glance2011 Supplemental Indicator 14 Report

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

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

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

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
1 A B C E F G H	**Wisconsin's Statewide Personnel Development Grant (SPDG)**: **Beginning Activities** SPDG initiated activities throughout the state.	SPDG Consultant	The grant consists of four hubs. Highlights of each hub are included below. Early Childhood Hub A Step Ahead packet has been revised, which helps parents with early childhood transitions. Integrated the Common Core State Standards with the Wisconsin Model Early Learning Standards (WMELS). Conducted forum for Early Childhood and Special Education Higher Education in September 2011. Conducted trainings on: EC transition in collaboration with the Department of Health Services (Part C); WMELS standards guide; WI Pyramid Model of Social-Emotional Competence; Positive Behavioral Interventions and Supports; and Response to Intervention. Wisconsin Professional Development Hub Conducted face-to-face visits with six School District Learning Zones provided training on the National Staff Development Council's new Standards for Professional Learning, and provided peer-to-peer support meetings. Developing the Parent Module for RtI and Family Engagement, in collaboration with the RtI/PBIS Center and Parent Advisory panels.

			Produced four professionally filmed RtI videos (elementary, middle, high school) to help schools and parents understand RtI. Transition Hub Technical assistance to the Milwaukee Public School District relative to using their Indicator 13 and 14 data, including training on the document Using Post High School Outcomes for Transition Planning; What Works: What 16,000 Students Are Telling Us about Transition to help in the improvement of transition services to youth; Predictor Rubric, Transition / Indicator 13 Rubric and the Drop-Out Prevention Rubric. Increased the number of parents and youth participating in leadership and personnel development opportunities by clarifying roles within the Transition Advisory Councils. The collaboration between the Departments of Public Instruction, Health Services and Vocational Rehabilitation, parents, and youth resulted in an interagency agreement and transition action guide development. Parent Leadership Hub Development and training on guidebook entitled "Serving on Groups that Make Decisions: A Guide for Families." The Spanish translation of the Guidebook was also completed. Collaborated with the Early Childhood Hub to support development of the CSEFEL (Center on Social and Emotional Foundations for Early Learning). A weekly Parent Leadership Hub Newsletter is sent to hundreds of subscribers. Institutes of Higher Education (IHE) Hub Four meetings of the IHE Hub Advisory Committee addressed planning the 2011 and 2012 IHE Summer Institutes. At the 2011 Summer Institute featured Dr. George Sugai on PBIS; 2012 Summer Institute will focus on RtI. In July 2011, mini-grants in the amount of $10,000 were awarded to 16 institutes of higher education. The purpose of these mini-grants is to change

			pre-service practice to improve outcomes for children with disabilities, including instruction in co-teaching classes, cross-training of regular and special education teacher candidates, and improved training of early childhood teacher candidates. For additional information about the SPDG, please visit http://sped.dpi.wi.gov/sped_wpds.

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
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 Statewide Discretionary Grant	The internal, cross-divisional WDPI workgroup continued to meet monthly. The purpose of the workgroup is to solidify messaging and provide guidance to the WI RtI Center and to the field through technical assistance tools. 900 Wisconsin educators attended the third annual RtI Summit. School and district teams learned about RtI systems and examined their plans for scaling up their local RtI systems through learning from other Wisconsin schools' implementation efforts, national keynote speakers, and preconference workshops. The Wisconsin RtI Center, an IDEA Discretionary Grant Project, continued to operate through the CESA Statewide Network. The purpose of the WI RtI Center is to coordinate and provide statewide professional development and technical assistance delivered regionally, as well as to gather, analyze and report RtI implementation data. The work of the WI RtI Center adheres to and operationalizes the messaging and guidance from WDPI. The WI RtI Center staff work under the direction of the WDPI and CESA Statewide Network and includes a director, an Academic Coordinator, a Research and Evaluation Coordinator, a Communications Specialist, a Coaching Coordinator, and 5.0 FTE Regional Technical Assistance Coordinators who provide regional technical assistance and training to schools, districts, and CESAs throughout the state.

			The WI RtI Center's website (www.wisconsinrticenter.org) provides technical assistance tools and resources, school-based examples, research, online professional development modules and access to in-person professional development registration. The website saw 38,322 visits; 19,599 new visitors; an average of 3.87 pages per visit; 49.53% of visits are new visitors; and 87% of visits are from Wisconsin locations. Other states that visited the WI RtI Center's website include Illinois, Minnesota, California, New York, Iowa, Texas, Michigan, Florida, and North Carolina. Four Statewide Leadership Team meetings were held, representing practitioners, WDPI, parent organizations, and professional organizations. One meeting was a joint meeting with the WI PBIS Network's statewide leadership team. Statewide RtI training data: • 186 school teams attended RtI Foundational Overviews • 62 school teams attended RtI Mapping trainings • 89 school teams attended screening and progress monitoring trainings • 46 educators attended a 6 day systems coaches training • 66 educators from 24 districts attended a gifted and talented supports training • 100 high school educators attended a high school implementation training • 30 conference session presentations • 5 school teams attended a three day universal reading review pilot training • 5 demonstration schools received intensive technical assistance on implementing their elementary reading RtI systems Statewide RtI implementation data: • 552 schools have submitted implementation data to the WI RtI Center, encompassing 159 districts • For mathematics, 27 schools have reported full implementation, 59 initial implementation, 89 infrastructure-building, and 96 purpose-building • For reading, 47 schools have reported full implementation150 initial implementation, 174 infrastructure-building, and 101 purpose-building

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

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

The Wisconsin Statewide PBIS Network provides technical assistance and coordinates professional development to help Wisconsin school districts establish and sustain PBIS within their respective schools. In addition, the project gathers, analyzes, and disseminates implementation data from all schools using PBIS services.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
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 Statewide Discretionary Grant	The Wisconsin PBIS Network, an IDEA Discretionary Grant Project, continued to operate through the Wisconsin RtI Center. The purpose of the WI PBIS Network is to coordinate and provide statewide professional development and technical assistance delivered regionally, as well as to gather, analyze and report PBIS implementation data. The work of the WI PBIS Network adheres to and operationalizes the messaging and guidance regarding PBIS from WDPI. A statewide PBIS Coordinator works under the direction of the WDPI, the CESA Statewide Network, and the Director of the Wisconsin RtI Center and works in collaboration with the PBIS Data and Evaluation Coordinator and Academic Coordinator for the WI RtI Center. 7.0 FTE Regional Technical Assistance Coordinators provide regional technical assistance and training to schools, districts, and CESAs throughout the state. The WI PBIS Network held a statewide conference for 675 educators, with a national keynote presentation and 40 breakout sectionals. Four Statewide Leadership Team meetings were held, representing practitioners, WDPI, parent organizations, professional organizations and community supports. One meeting was a joint meeting with the WI RtI Center statewide leadership team.

			The WI PBIS Network's website (www.wisconsinpbisnetwork.org) provides technical assistance tools and resources, school-based examples, research, online professional development modules and access to in-person professional development registration. The website saw 50,449 visits; 27,030 new visitors; visitors viewed an average of four pages per visit; 51.63% of visits were new visitors; and 77% of visits were from Wisconsin locations. Other states visiting the WI PBIS Network's website include Illinois, New York, Minnesota, Iowa, Michigan, California, Texas, North Carolina, and Missouri. Statewide PBIS training data: • 529 schools engaged in WI PBIS Network events • 17 Administrative Overviews • 1 District Summit • 20 New Coaches Orientation • 33 Tier one training cohorts • 8 Tiers 2 and 3 Administrative Overviews • 10 Tier 2 training cohorts • 40 Networking sessions • 20 Conference session presentations Statewide PBIS implementation data: • 212 districts with at least one school trained • 1,009 schools trained • 916 schools implementing • 518 schools implementing with fidelity • 426,148 students in trained schools • 231,257 students in schools implementing with fidelity Statewide PBIS outcome data: • Schools implementing PBIS saw a 6.33% decrease in suspensions • Schools implementing PBIS with fidelity saw a 15.96% decrease in suspensions
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 2011**
1	**Disproportionality Mini-**	Disproportionality	FFY 2011 Grants awarded to:

C F G	**grants** WDPI provides mini-grants to LEAs, disproportionality experts, and CESAs to address disproportionality at the local and regional level. The small grants ($5,000-$15,000) are for one year and awarded in the fall. Grant projects offer a unique product, process or tool that could be replicated in other districts or statewide. These products, and other products developed, are shared throughout the state and many of the products are on the WDPI Disproportionality website.	workgroup LEAs Disproportionality experts CESAs	Dr. Jeffrey Lewis, UW-Madison. Dr. Lewis provided onsite customized technical assistance to a district identified with significant disproportionality, based on race, in long-term suspensions and expulsions (Indicator 4B). In his work, "Through the Eyes of African American Girls: Using Participatory Action Research to Foster School and Civic Engagement," Dr. Lewis identified, engaged, and mobilized under-utilized resources in schools to strengthen relationships between students, particularly black females, and district staff. 1. The girls shared data, analysis and interpretation with "sympathetic listeners," individuals whom the girls trusted to listen with an ear toward what resonates, surprises, or moves the listener. 2. The second step involved the girls sharing the data with peers and their school community. 3. In the final step the girls took leadership to identify practices or polices to improve their school or community based on the data analysis and implications of the research. In " Creating Natural Circles of Support: Through the Eyes of African American Boys," Dr. Lewis identified, engaged, and mobilized under-utilized resources in schools to strengthen relationships between students, particularly black males, and district staff. The focus of the project with African American boys was an examination of their school related networks. The project involved the use of YPAR (Youth Participatory Action Research). The research activities entailed: 1. The requirement of the boys was to reflect and examine their experiences of support and non-support in order to illuminate their assets, needs. or challenges. The reflection encompassed discussing where and how they received instrumental and informational support, emotional support and identify other sources needed. 2. Using the YPAR process the boys identified sources where support was lacking and investigated how to use existing support networks to address areas of need. The next phase of the inquiry was a process of dissemination or data sharing with the goal of making recommendations for change. 3. The third step allowed the boys to host listening and discussion sessions at an African American male summit which brought together three district cohorts participating in CREATE training to share the findings and receive

			input of sympathetic listeners. 4. Finally, the boys developed a "circles of support" initiative to pilot with incoming ninth graders. The collective impact of the scholarship provided successful strategies and practices to target issues that directly influence disproportionate educational outcomes for African American students.

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 2011
1 A C F G	**Disproportionality Demonstration Grants** WDPI funds disproportionality demonstration grants. The purpose of these grants is to fund large scale and systems-wide projects with an explicit goal of creating tools or guides so other districts can replicate success reducing disproportionality in special education. Districts identified as having disproportionate over-representation and/or significant disproportionality (or district-led consortiums) competed for grants ranging from $25,000 to $50,000 to support their work on disproportionality. Highly competitive districts or district-led consortiums will have implemented a process or project specific to disproportionality – including projects in pilot status – and have data demonstrating that	Disproportionality workgroup LEAs CESAs	FFY 11 Grants awarded to: DeForest Area School District ($75,000) The purpose of the grant was to provide an alternate approach to a punitive discipline model and embrace a framework of solutions based on intervention that focuses on character, accountability, and restoring the damaged school culture. Throughout the course of action the student learns how their actions affected the other people involved. Solution Oriented Learning, Accountability, and Restoration (SOLAR) was developed in response to this need. SOLAR is an intervention model originated by the DeForest principal. The model combines research based education practices with human behavior theory. The grant resulted in the following: • Expanding and disseminating a replicable school-based restorative discipline format inspired by philosophy and practices of restorative justice, which puts repairing harm done to relationships and people above the need for assigning blame and dispensing punishment. • Exploring the connection with PBIS. • Using grant to build partnerships with other districts to create a network of SOLAR users. • Sharing strategies with other districts by (a) intra-district SOLAR trainers trained through a restorative practices certificate program; (b) SOLAR Implementation Guide for Schools; and (c) host a Great Lakes School Based Behavior

	the process or project is likely to reduce disproportionality, based on race, in special education. The district or consortium must have a clear and realistic plan to institutionalize the process or project, collect and analyze project-related data, and capture the process and/or project in a teachable format so other districts or consortiums can replicate such project or process. Priority Areas: • Large districts identified as having significant disproportionality based on more than one race and more than one disability category. The district's model for addressing disproportionality will focus on developing strategies that are effective in a highly-complex environment with traditional and compartmentalized educational services and systems. • Rural districts or district-led consortiums of small and rural districts that have been identified as disproportionate based on one race. The districts' model for addressing disproportionality will		Solutions Summit for other school district personnel. Eau Claire School District $46,363 The purpose of the project is to continue racial equity work in eliminating the racial disparities of achievement of students of color. Further, the project is interrelated with the following CREATE programs: District Equity Leadership Team (DELT), Needs Assessment, Beyond Diversity and Culturally Responsive Classroom Training. The project produced three products: 1. Development of a "walk through" checklist for administrators to use to assess culturally relevant practices in the areas of environment, interactions/relationships, instructional strategies and design and assessment to be utilized throughout the district. 2. Culturally relevant coaching of staff. 3. Development of "evidence menus" for the Guiding Questions to Distinguishing Cultural Mismatch (Dr. Lisa Bardon). The menus allow staff to answer each question objectively. Additionally, a DVD model was produced to model how to use the guiding questions. Madison Metropolitan School District $44,262 The purpose of the grant was to develop culturally responsive district practices to ensure students are provided appropriate core instruction and interventions prior to or in lieu of a referral for an IEP evaluation. Additionally, the district will benefit on how to effectively address disproportionality, understand, and use data and underlying factors and practices that contribute to disproportionality. The grant resulted in the following: • Professional development video series created for assessment within RtI • Covering topics: Assessment Literacy, formative assessment, measures

	focus on issues that affect a particular minority population within the context of a rural community.		of academic progress (MAP) in reading, math and language arts, and problem solving with data • Support Phase 3 & 4 of CHAT research study between MMSD and UW Madison • This study examines predictors and patterns of disproportionality. Long term outcome of study is to inform a district-wide systemic change effort to address disproportionality and improve culturally and linguistically diverse students' academic and social outcomes and family-school collaboration in MMSD. Phase 3 & 4 will study a Student Support Intervention Team in MMSD and transformational practices. • Final product: CHAT research publications, practitioner papers, research reports, and a practitioner manual.

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 2011
1 C D E F G H I	**CREATE COORDINATION (CESA 6)**	Disproportionality Workgroup Co Chairs CESAs LEAs National experts Approximately $890,000/yr	Statewide coordination and project management consisted of third-party evaluation and customized technical assistance to districts identified with disproportionate over-representation.

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

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
1 A B C D E F G H	Continued development of the FRII process. Pilot testing of the FRII process	FRII Coordinator Data Consultant DPI Assistant Director of Special Education FRII Workgroup FRII Pilot District Teams	During the 2011-2012 school year, the FRII development process was suspended as the WDPI worked on new data collection and management processes related to the ESEA Waiver and the State Superintendent's Agenda 2017. Once WDPI's Wisconsin Information System for Education (WISEdash) http://wise.dpi.wi.gov/wise_dashhome is further developed, work will be restarted to use this system to help districts disaggregate data by disability area and gain a clearer picture of progress in improving the rates of graduation by students with disabilities.

Internal Research Committee

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
1 A B C E F G	**Internal Research Committee:** Establish WDPI as a state leader in the support and facilitation of educational research and the use of data in order to indentify and share best practices that directly benefit the students and	WDPI Office of Educational Accountability, WDPI Student Services, Prevention and Wellness Team, WDPI Title I and School Support team, WDPI Data	The Internal Research Committee finished developing a Department-wide process for vetting and approving outside research requests, and the Special Education Team continues to be involved to the extent that research requests focus on Special Education topics. The Internal Committee nominated members for an External Research Committee who were then approved by the State Superintendent. The External Research Committee represents leadership in research and practice in the field and will provide feedback and input to the Department about research needs, specifically those that may inform changing teacher practice to improve student outcomes.

	schools of Wisconsin. Improve Educational Outcomes through: conducting and supporting research that provides evidence of best practices in teaching and learning;	Management and Reporting Team, WDPI Office of Legal Services Team, WDPI Special Education Team-Data Consultant	
1 A B C E F G	**Data Portal** Provide a unified and transparent data portal for use by stakeholders in Wisconsin education; Enable decision making informed by data, as evidenced by the work of RtI and LDS projects; seize opportunities afforded by new and existing technologies.	WDPI Office of Educational Accountability, WDPI Student Services, Prevention and Wellness Team, WDPI Title I and School Support team, WDPI Data Management and Reporting Team, WDPI Office of Legal Services Team, WDPI Special Education Team-Data Consultant	An internal team identified data elements to be included in a streamlined and integrated data display and analysis tool, called WISEdash. Representatives from the Special Education Team provided input, including information about SPP indicators and guiding questions specific to improving the outcomes of students with disabilities.

Program Support Teacher Meetings

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
1 C D	Offer statewide Autism PST meetings to discuss issues related to Autism and share	WDPI Autism Consultant	The Fall 2011 Autism Program Support Teachers (PST) meeting took place on September 22nd near Madison, WI. Information shared at this meeting included the Wisconsin Department of Public Instruction (WDPI) updates on

	resources to support programming and educators in the field.		bulletins and autism eligibility, CLTS waiver updates, guidance on use of seclusion and restraint, updates on alternate assessment and a presentation by Michelle Garcia Winner on Social Thinking and social communication interventions for students with autism. The Spring 2012 Autism PST meeting took place on March 29th, in Madison. Information shared at this meeting included WDPI updates on bulletins and autism eligibility, updates on the new Wisconsin Seclusion and Restraint Law, Alternate Assessment updates, best practice on working and collaborating with home based teams, overview of functional behavior assessment best practice, structured networking opportunities for educators around best practice interventions that address behaviors that interfere with learning, and a keynote presentation by Dr. June Groden on Self Management and Self Regulation strategies for students with autism as well as information about utilizing Positive Psychology to teach students with autism resiliency, optimism, humor, kindness, and self-efficacy.
1 C D	Offer statewide CD PST meetings to discuss issues related to CD and share resources to support programming and educators in the field.	WDPI CD Consultant CESA 6 Grant	The Fall 2010 Cognitive Disabilities Program Support Teacher Meeting was held September 22 in Wisconsin Dells. Information shared at this meeting included the WDPI updates, a presentation by Michelle Garcia Winner about Social Thinking & the Social Communication Profile; information about Seclusion and Restraint and updates on the Wisconsin Alternate Assessment for Students with Disabilities, Essential Elements, and Dynamic Learning Maps. The spring 2012 Cognitive Disabilities Program Support Teacher Meeting was held April 12, 2012 at the Crowne Plaza in Madison, WI. Information shared at the conference included: Curriculum, Standards, IEPs; Alternate ACCESS: Process, Procedure and Alternate Measures of Performance Indicators; and an update on the Common Core Essential Elements.
1 C D	Offer statewide EBD PST meetings on issues and resources related to EBD programs in the schools	WDPI EBD Consultant	Full Day meeting held on May 10, 2012. Agenda included the role of EBD teachers in schools implementing PBIS, an overview of Wisconsin 2011 Act 125 addressing seclusion and restraint, use of shortened school day in meeting student needs, and effective practices in functional behavioral assessment and behavior intervention plans. Updates and technical assistance were also provided through an email distribution list and workshop presentations on an as needed basis throughout the year.
1 C D	Offer statewide TBI PST meetings on issues/resources surrounding traumatic brain injuries in school age youth.	WDPI TBI Consultant	Statewide TBI PST meetings: 9/8/2011 Topics included: cognitive and behavioral correlates, TBI website

			review/update, and article review. 4/3/2012 Topics included: Concussion Bill, Academy of Certified Brain Injury Specialists (ACBIS) Certified Brain Injury Specialist (CBIS) training, specific brain trauma, school staff interventions, diagnostic evaluations, and cognitive rehab.
1 C D	Offer statewide program support teacher (PST) meetings to discuss topics and issues related to deaf and hard of hearing programming.	WESP-DHH Outreach Team WDPI consultants	During the 2011-12 school year two PST meetings were held for teachers of students who are deaf or hard of hearing and educational audiologists. The topic of the fall meeting was on technology for students who are deaf or hard of hearing. The December meeting focused on professional support with emphasis on Audiology, Critical Knowledge, Language and Literacy, and Self-Advocacy.
1 C D	Offer statewide Speech and Language (SL) Leadership/PST meetings to discuss topics and issues related to current SL practice in the public schools and share resources to support SL programming and service delivery. A state-wide SL leadership and PST network list-serve is maintained to update speech/language pathologists from a state-wide perspective.	WDPI Speech and Language Consultant CESA 6 Grant	Two meetings were held, one in the fall (10/21/11) and one in the spring (4/30/12). The October meeting addressed writing frequency and amount statements in the IEP so these elements meet procedural compliance. This meeting also introduced the RtI process and screening in Wisconsin public schools. Other agenda items included discussions around local issues, a DPI update of selected information bulletins, SLPs and the RtI process in Wisconsin public schools, and addressing the shortage of SLPs in the state. The April meeting consisted of a DPI compliance update and evidence based practice followed with a presentation by Kate McGinnity, Autism Consultant, Sharon Hammer, Psychotherapist, and Lisa Ladson, Educational and Behavioral Consultant entitled Using Video Technology and iPad Applications. The presentation was based on the book Lights! Camera! Autism! Using Video Technology to Enhance Lives, authored by these three presenters. As SLPs work with students on the autism spectrum as well as other students who have pragmatic language difficulties, the presentation provided participants with the use of visual technology to support their students. From iPads to iPhones, Flip videos, skyping, utilizing an iPad Touch as well as MP3 Players, participants were taught how to implement visual technology to support the unique needs of individual learners in real life situations. Follow-up to these meeting topics was provided using the SLP PST list-serve.
1 A	The Consultant for Specific Learning Disabilities holds two regional meetings to	WDPI Consultant for Specific Learning	DPI Consultants held both in-person and video conference-based trainings on the revised Wisconsin SLD Rule. In person trainings were held in every CESA and were focused on school, district and program leadership

B C D F	support practitioners in the field support students with SLD. Recent changes in SLD regulations, best practices, and technical assistance questions are addressed.	Disabilities.	personnel. In fall 2011, a training session on the WI SLD rule was broadcast from the Pyle Center on the UW-Madison campus to CESAs around the state.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

State Performance Plan Improvement Activities

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
1 A C D F	Autism Evidence Based Practice Mini-Grants	WDPI Autism Consultant	Given a foundational understanding of the unique neurology of students with autism, the Autism Evidence-Based Practice Mini-Grant project assists educators working in school-level teams to learn how to implement evidence-based practices to improve academic, social, and emotional skills of students with autism spectrum disorders and assist in the development of internal school-wide structures to promote continued learning and fidelity of implementation of evidence based practices. The mini-grants will fund school-level teams consisting of administrators, general education teachers, special education teachers, parents, and other instructional and non-instructional support staff to research, identify and implement evidence-based practices within their school. Teams will meet at

			least monthly within their school and will participate in statewide conference and/or meetings to provide professional development on the successes and challenges of evidence based practice implementation. This year, the mini-grant NOFA was developed as well as the work plan and applications to districts. A grant assessment and deliverables were identified as well as resources to support school sites. Grant sites were identified in July 2012 and a report on school level activities and grant outcomes for year one of this initiative will be provided in next year's APR.

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

Monitoring Priority: FAPE in the LRE

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

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

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

FFY	Measurable and Rigorous Target
2010 (2010-2011)	**No more than 2.29% of students with disabilities will drop out**

Actual Target Data for 2010-11:

2010-2011 SY Grades 7-12	Dropouts	Expected to Complete School Term	Dropout Rate
Students with Disabilities	**1,377**	**56,012**	**2.46%**
Students without Disabilities	**4,417**	**341,879**	**1.29%**
All Students	**5,794**	**397,891**	**1.46%**

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

As instructed in the Part B Indicator Measurement Table, Wisconsin is reporting data from 2010-2011 for the FFY 2011 APR. The actual numbers used in the calculation are provided above. As permitted, the state is choosing to report using the same data source and measurement that the State used for its FFY 2010 APR that was submitted on February 1, 2012. The percent of youth with IEPs dropping out of high school in 2010-2011 was 2.46% compared to 2.67% in 2009-2010. For 2010-2011, the State's percent of youth with IEPs dropping out of school decreased by 0.21% from the previous APR. The State missed the target for this indicator by 0.17%

Dropout data for all students in Wisconsin is collected through the Individual Student Enrollment System (ISES), which provides student-level data. The dropout rate for both students with disabilities and non-disabled students is calculated as the number of students in grades 7 through 12 who drop out of school during the given year, divided by the number of students expected to complete the school term in those grades.
In Wisconsin, a dropout is defined as a student who was enrolled in school at some time during the previous school year, was not enrolled at the reporting time of the current school year (third Friday in September), has not graduated from high school or completed a state- or district-approved educational program, and does not meet any of the following exclusionary conditions:

- transfer to another school district, private school, or state- or district-approved educational program;
- temporary absence due to expulsion, suspension, or school-excused illness;
- death.

Students who complete the spring semester of the previous school year but are not enrolled by the third Friday in September of the current school year are considered summer dropouts or "no shows." Summer dropouts are not counted as dropouts for the previous year. A dropout would be counted for the current school year if the student is not re-enrolled by the count date of the following school year.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2010-2011:

The dropout rate for FFY 2011 reporting is .21% lower than that rate reported for FFY 2010. The State made progress on this indicator.

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

Additionally, WDPI continues to help Wisconsin LEAs better understand compliance requirements and promising practices in the area of postsecondary transition, including greater awareness of the elements of effective transition plans that help keep students with disabilities engaged and successful at the secondary level and beyond. Many districts are taking advantage of the training offered by WDPI and resources developed through the Wisconsin Statewide Transition Initiative (http://www.wsti.org/). This greater understanding of effective transition planning and implementation will increase student engagement and decrease the dropout rate of students with disabilities in Wisconsin.

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

State Performance Plan Improvement Activities
School Improvement: Focused Review of Improvement Indicators (FRII) During the 2007-08 SY, WDPI began working to expand upon the successful focused monitoring model previously utilized to provide districts a mechanism for conducting a similar process of data analysis and improvement planning around the SPP improvement indicators of math achievement, preschool outcomes, parent involvement, and post-high school outcomes. WDPI will also be working with CESA based Regional Service Network (RSN) providers to employ various technical assistance options, including statewide summits. WDPI is currently building the

infrastructure to execute and support this process with statewide implementation. WDPI believes this refined school improvement process will not only address the needs of both urban and rural districts, but it will continue to promote data driven decision making as well as identifying promising practices that can be acknowledged and disseminated statewide.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
2 A B C D E F G H	**School Improvement: Focused Review of Improvement Indicators (FRII)** During the 2007-08 SY, WDPI began working to expand upon the successful focused monitoring model previously utilized to provide districts a mechanism for conducting a similar process of data analysis and improvement planning around the SPP improvement indicators of math achievement, preschool outcomes, parent involvement, and post-high school outcomes. The main focus has been to build an effective infrastructure to execute and support this process with statewide implementation, as a “stand alone” process.	FRII Workgroup FRII Coordinator	During the 2011-2012 school year, the FRII development process was suspended as the WDPI worked on new data collection and management processes related to the ESEA Waiver and the State Superintendent's Agenda 2017. Once WDPI's Wisconsin Information System for Education (WISEdash) http://wise.dpi.wi.gov/wise_dashhome is further developed, work will be restarted to use this system to help districts disaggregate data by disability area and gain a clearer picture of progress in decreasing drop out by students with disabilities.

Procedural Compliance Self-Assessment Process http://sped.dpi.wi.gov/sped_spp-selfassmt.
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 2011**
2 B C D	**Procedural Compliance Self-Assessment Process** The self-assessment of procedural requirements includes data on each of the SPP indicators including the number of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.	Procedural Compliance Self-Assessment Workgroup	During the 2011-2012 school year, one-fifth of LEAs completed the self-assessment process; WDPI conducted validation activities with 20% of the districts to ensure accurate data, and verification activities with all participating LEAs to ensure correction of identified noncompliance.

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

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

Indicator and Category(s)	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2011**
2 A B C D E G H J	**Wisconsin Statewide Transition Initiative (WSTI)-Statewide Training** Offered training statewide for districts on compliance standards.	WDPI Transition Consultant WDPI Assistant Director of Special Education WSTI Director	Transition Academy completed 10/20/2011: Focus for all sectionals was Mental Health and Transition WDPI and WSTI completed Indicator 13 Trainings offered on: 9/19/2011, 9/26/2011, 9/30/2011, 10/10/2011, 10/11/2011, 10/24/2011, 10/25/2011, and 10/31/2011. Covered I-13 Compliance and effective practice. 4 Transition e-Newsletters were developed and disseminated via

		Wisconsin Post High School Outcomes Survey (PHSOS) Coordinator FACETS Coordinator DHS Consultant DVR Representative	the WSTI website. The e-Newsletter communicates information about Indicator 13 compliance, provides compliance and effective practice recommendations, and promotes technical assistance and resources. Statewide stakeholder workgroup updated and revised WDPI's "Opening Doors to Postsecondary Education and Training" guide. The Transition Coordinator Networking meetings were provided three times. The provide LEAs with current and up to date information regarding Indicator 13.
2 A B C D F G	**Wisconsin Statewide Transition Initiative (WSTI)-Wisconsin Post High School Outcomes Survey (WPHSOS) –** Web-based activities and resources developed to connect Indicators 1, 2, 13 & 14.	WSTI Director Post Secondary Outcomes Survey Project Director	WSTI and WPHSOS continued to collaborate to develop and refine a web-based data analysis/school improvement process that allows districts to see the connection between and impact of Indicators 1, 2, 13, & 14 as they develop their school improvement plans. • A web-based data toolkit has been developed • A research driven web-based transition repository, www.tr4y.org has been developed.
2 C D F G	**Wisconsin Statewide Transition Initiative (WSTI)-Participation in National Community of Practice on Transition** Participation in National Community of Practice on Transition.	WDPI Transition Consultant NASDSE	WDPI continues to participate in the National Community of Practice on Transition hosted by NASDSE at www.sharedwork.org WI rep participates on the monthly CoP calls. WI rep attended National CoT conference.
2 A B C D E G J	**Wisconsin Statewide Transition Initiative (WSTI) – interagency collaboration** WDPI initiated activities to impact student graduation rates improved employment outcomes within transition efforts.	WDPI Transition Consultant	The interagency agreement workgroup including members from the Division of Vocational Rehabilitation, The Department of Health Services and Department of Public Instruction have updated/revised the Transition Action Guide (TAG) and posted electronically at http://dwd.wisconsin.gov/dvr/pdf_files/tag.pdf Per the interagency agreement a 2010 Wisconsin Interagency Data paper was updated, disseminated and posted on agency

			websites http://sped.dpi.wi.gov/sped_transition

Autism Project, http://sped.dpi.wi.gov/sped_autism
For more than ten years, WDPI has developed and conducted statewide trainings for school staff in the area of autism. Four trainings are held annually in various locations throughout the state. Basic level trainings are offered for school staff with limited knowledge of educational programming for students with autism spectrum disorders. The basic level training presents an overview of autism spectrum disorders and discusses topics such as functional behavioral assessment, classroom programming, sensory issues, and communication strategies. Advanced level trainings are offered for more experienced school staff. The advanced training presents more complex information about issues in early childhood education of students with autism spectrum disorders. School staff from many different disciplines 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 2011
2 C D F	**Autism Project (http://sped.dpi.wi.gov/sped_autism)** For more than ten years, WDPI has developed and conducted statewide trainings for school staff in the area of autism.	WDPI Autism Consultant Contracted Experts	In 2011-2012, five trainings were held in various locations throughout the state. Two basic-level trainings were offered for school staff with limited knowledge of educational programming for students with autism spectrum disorders. The basic-level trainings presented an overview of autism spectrum disorders and discussed topics such as functional behavioral assessment, classroom programming, sensory issues, and communication strategies. Three advanced-level trainings were offered for more experienced school staff. One advanced training presented information on effective strategies for assessment for eligibility and assessment for present skill levels; the second advanced-level training addressed issues around dealing with challenging behavior. The third advanced training was a new training that covered in-depth information in regards to the use of evidence based practices for instructional strategies for students with autism. Each of these trainings includes strategies for preventing suspensions and expulsions, obtaining a diploma, and increasing the graduation rates of students with autism. In addition, all trainings incorporated both low (visual schedules, social narratives) and high tech (IPAD, video modeling) examples.

			310 school staff attended basic or advanced-level autism training during FFY 2011. School staff from many different disciplines attended the trainings including special education teachers, directors of special education, regular education teachers, paraprofessionals, occupational and physical therapists, social workers, psychologists and speech and language pathologists.

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

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

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
2 A B C D E G	Regional Services Network (RSN)	WDPI Special Education Administration WDPI RSN Grant Liaison WDPI Special Education Team Consultants CESA RSNs	The RSN project directors met eight times during the 2011-12 school year. Meeting agendas were organized around the areas of compliance with special education law, improving LEA performance on the State Performance Plan (SPP) indicators, and other special education initiatives. RSNs attend statewide meetings where the department provides updates regarding special education law and Wisconsin's progress on the SPP Indicators. The RSN WDPI liaisons worked internally with WDPI consultants to develop agendas which reflected the current needs of the WDPI to communication with the LEAs. Agenda items covered WPDI updates on the indicators and the grant projects that support those indicators. The information from these meetings was then disseminated to

			directors of special education (DSE) via CESA RSN meetings. Each RSN grant required the RSN project directors to hold five regional meetings within their respective CESAs. At these meetings, DSEs provided feedback and shared issues of concern with the RSNs. Topics have included but are not limited to: procedural compliance; Wisconsin Statewide Transition Initiative, Wisconsin Statewide Parent Education Initiative, assessment of students with disabilities, and Indicators 6,7, 8,12, and 13.

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 2011
2 B D F H	**Schools Identified for Improvement (SIFI)/ Districts Identified for Improvement (DIFI)-Identification and Assistance** WDPI initiated activities to assist districts deemed to be DIFI.	Title I WDPI Urban Special Education Consultant	In 2011-12 WDPI continued its work with Milwaukee Public Schools in creating a system of early intervening services as part of a larger Corrective Action Plan. Tier 2 interventions for Reading were implemented as well as the establishment of a Comprehensive Math Plan for all students K-12. Positive Behavior Supports (PBIS) continued to be expanded by cohorts from Tier 1 to Tiers 2 and 3. Exceed, a data management program, was put into place to capture information related to Responsive to Intervention implementation. Teachers were

			trained in using the data from Exceed to adjust their core teaching practices as well as identify students in need of interventions. Progress monitoring data on students receiving interventions was captured in Exceed as well. The Measures of Academic Progress was used as a screener K-8 three times per year. Screening data on reading and math was available to teaching and administrative staff. In grades 6-12 data from an Early Warning System was used as a screening tool to insure student progress towards graduation requirements.

Wisconsin Post High School Outcomes Survey (WPHSOS) www.posthighsurvey.org
Annually, from 1/5 of LEAs, WDPI collects data on post high school outcomes of youth with disabilities. Districts provide contact data of students the year prior to exit. St. Norbert College Survey Center (De Pere, Wisconsin) conducts a phone interview with former students one year after exiting. The survey center makes multiple attempts to survey former students. The WPHSOS provides training and technical assistance to St. Norbert and school districts to increase the accuracy of the data collected and utilized.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
2 A B C D E F G	**Wisconsin Post High School Outcomes Survey (WPHSOS)** **To increase response rates and improve outcomes** • Response rates will increase • Indicator 14 outcomes will increase	Wisconsin PHSOS Director WI DPI Transition Consultant	Response Rates 89 LEAs were included in Self-Assessment Monitoring during the 2011-12 school year. Of those, 76 LEAs had secondary leaver population State response rate increased from 31% to 33%. To increase the response rate, several activities occurred during the 2011-12 school year e) LEAs were provided direct assistance in verifiying at least one working phone number for each leaver. f) LEAs were contacted when each leaver was attempted to be contacted and additional, current phone numbers were entered if located. g) A YouTube video was developed for youth to view while in high school by their teachers, and shared in a letter one year after exiting their secondary placelemt. h) Eleven transition coordinators in the Milwaukee Public School (MPS) district were trained to administer the post high interview. Interviews were conducted either by a phone call or an in-person interview. As a result, the response rate for MPS 13% to 31%. The transition coordinators indicated this was a rewarding experience

			and requested to continue to conduct their own interviews in future survey years. All statewide reports were written and are posted to the post high website (www.posthighsurvey.org) • 2011 Statewide GEDE Report • 2011 Statewide Summary Report • 2011 Statewide Report • 2011 Statewide Indicator 14 Report • 2011 District Indicator 14 Report • 2011 At-A-Glance • 2011 Supplemental Indicator 14 Report

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

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

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

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
2 A B C E F	**Wisconsin's Statewide Personnel Development Grant (SPDG)**: **Beginning Activities** SPDG initiated activities throughout the state.	SPDG Consultant	The grant consists of four hubs. Highlights of each hub are included below. Early Childhood Hub A Step Ahead packet has been revised, which helps parents with

G H			early childhood transitions. Integrated the Common Core State Standards with the Wisconsin Model Early Learning Standards (WMELS). Conducted forum for Early Childhood and Special Education Higher Education in September 2011. Conducted trainings on: EC transition in collaboration with the Department of Health Services (Part C); WMELS standards guide; WI Pyramid Model of Social-Emotional Competence; Positive Behavioral Interventions and Supports; and Response to Intervention. Wisconsin Professional Development Hub Conducted face-to-face visits with six School District Learning Zones provided training on the National Staff Development Council's new Standards for Professional Learning, and provided peer-to-peer support meetings. Developing the Parent Module for RtI and Family Engagement, in collaboration with the RtI/PBIS Center and Parent Advisory panels. Produced four professionally filmed RtI videos (elementary, middle, high school) to help schools and parents understand RtI. Transition Hub Technical assistance to the Milwaukee Public School District relative to using their Indicator 13 and 14 data, including training on the document Using Post High School Outcomes for Transition Planning; What Works: What 16,000 Students Are Telling Us about Transition to help in the improvement of transition services to youth; Predictor Rubric, Transition / Indicator 13 Rubric and the Drop-Out Prevention Rubric. Increased the number of parents and youth participating in leadership and personnel development opportunities by clarifying roles within the Transition Advisory Councils.

			The collaboration between the Departments of Public Instruction, Health Services and Vocational Rehabilitation, parents, and youth resulted in an interagency agreement and transition action guide development. Parent Leadership Hub Development and training on guidebook entitled "Serving on Groups that Make Decisions: A Guide for Families." The Spanish translation of the Guidebook was also completed. Collaborated with the Early Childhood Hub to support development of the CSEFEL (Center on Social and Emotional Foundations for Early Learning). A weekly Parent Leadership Hub Newsletter is sent to hundreds of subscribers. Institutes of Higher Education (IHE) Hub Four meetings of the IHE Hub Advisory Committee addressed planning the 2011 and 2012 IHE Summer Institutes. At the 2011 Summer Institute featured Dr. George Sugai on PBIS; 2012 Summer Institute will focus on RtI. In July 2011, mini-grants in the amount of $10,000 were awarded to 16 institutes of higher education. The purpose of these mini-grants is to change pre-service practice to improve outcomes for children with disabilities, including instruction in co-teaching classes, cross-training of regular and special education teacher candidates, and improved training of early childhood teacher candidates. For additional information about the SPDG, please visit http://sped.dpi.wi.gov/sped_wpds.

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	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011

Category(s)			
2 A C F G	**Disproportionality Demonstration Grants** WDPI funds disproportionality demonstration grants. The purpose of these grants is to fund large scale and systems-wide projects with an explicit goal of creating tools or guides so other districts can replicate success reducing disproportionality in special education. Districts identified as having disproportionate over-representation and/or significant disproportionality (or district-led consortiums) competed for grants ranging from $25,000 to $50,000 to support their work on disproportionality. Highly competitive districts or district-led consortiums will have implemented a process or project specific to disproportionality – including projects in pilot status – and have data demonstrating that the process or project is likely to reduce disproportionality, based on race, in special education. The district or consortium must have a clear and realistic plan to institutionalize the process or project, collect and analyze project-related data, and capture the process and/or project in a teachable format so other districts or consortiums can replicate such project or process. Priority Areas: • Large districts identified as having significant disproportionality based on more than one race and more than one disability category. The district's model for addressing disproportionality will focus on developing strategies that are effective in a highly-complex	Disproportionality workgroup LEAs CESAs	FFY 11 Grants awarded to: DeForest Area School District ($75,000) The purpose of the grant was to provide an alternate approach to a punitive discipline model and embrace a framework of solutions based on intervention that focuses on character, accountability, and restoring the damaged school culture. Throughout the course of action the student learns how their actions affected the other people involved. Solution Oriented Learning, Accountability, and Restoration (SOLAR) was developed in response to this need. SOLAR is an intervention model originated by the DeForest principal. The model combines research based education practices with human behavior theory. The grant resulted in the following: • Expanding and disseminating a replicable school-based restorative discipline format inspired by philosophy and practices of restorative justice, which puts repairing harm done to relationships and people above the need for assigning blame and dispensing punishment. • Exploring the connection with PBIS. • Using grant to build partnerships with other districts to create a network of SOLAR users. • Sharing strategies with other districts by (a) intra-district SOLAR trainers trained through a restorative practices certificate program; (b) SOLAR Implementation Guide for Schools; and (c) host a Great Lakes School Based Behavior Solutions Summit for other school district personnel. Eau Claire School District $46,363 The purpose of the project is to continue racial equity work in eliminating the racial disparities of achievement of students of color. Further, the project is interrelated with the following

	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.		CREATE programs: District Equity Leadership Team (DELT), Needs Assessment, Beyond Diversity and Culturally Responsive Classroom Training. The project produced three products: 1. Development of a "walk through" checklist for administrators to use to assess culturally relevant practices in the areas of environment, interactions/relationships, instructional strategies and design and assessment to be utilized throughout the district. 2. Culturally relevant coaching of staff. 3. Development of "evidence menus" for the Guiding Questions to Distinguishing Cultural Mismatch (Dr. Lisa Bardon). The menus allow staff to answer each question objectively. Additionally, a DVD model was produced to model how to use the guiding questions. Madison Metropolitan School District $44,262 The purpose of the grant was to develop culturally responsive district practices to ensure students are provided appropriate core instruction and interventions prior to or in lieu of a referral for an IEP evaluation. Additionally, the district will benefit on how to effectively address disproportionality, understand, and use data and underlying factors and practices that contribute to disproportionality. The grant resulted in the following: • Professional development video series created for assessment within RtI • Covering topics: Assessment Literacy, formative assessment, measures of academic progress (MAP) in reading, math and language arts, and problem solving with data • Support Phase 3 & 4 of CHAT research study

			between MMSD and UW Madison • This study examines predictors and patterns of disproportionality. Long term outcome of study is to inform a district-wide systemic change effort to address disproportionality and improve culturally and linguistically diverse students' academic and social outcomes and family-school collaboration in MMSD. Phase 3 & 4 will study a Student Support Intervention Team in MMSD and transformational practices. • Final product: CHAT research publications, practitioner papers, research reports, and a practitioner manual.

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 2011
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 2011 Grants awarded to: Dr. Jeffrey Lewis, UW-Madison. Dr. Lewis provided onsite customized technical assistance to a district identified with significant disproportionality, based on race, in long-term suspensions and expulsions (Indicator 4B). In his work, "Through the Eyes of African American Girls: Using Participatory Action Research to Foster School and Civic Engagement," Dr. Lewis identified, engaged, and mobilized under-utilized resources in schools to strengthen relationships between students, particularly black females, and district staff. 1. The girls shared data, analysis and interpretation with "sympathetic listeners," individuals whom the girls trusted to listen with an ear toward what resonates, surprises, or moves the listener. 2. The second step involved the girls sharing the data with peers and their school community. 3. In the final step the girls took leadership to identify practices or polices to improve their school or community based on the data analysis and implications of the research. In " Creating Natural Circles of Support: Through the Eyes of African American Boys," Dr. Lewis identified, engaged, and

			mobilized under-utilized resources in schools to strengthen relationships between students, particularly black males, and district staff. The focus of the project with African American boys was an examination of their school related networks. The project involved the use of YPAR (Youth Participatory Action Research). The research activities entailed: 1. The requirement of the boys was to reflect and examine their experiences of support and non-support in order to illuminate their assets, needs. or challenges. The reflection encompassed discussing where and how they received instrumental and informational support, emotional support and identify other sources needed. 2. Using the YPAR process the boys identified sources where support was lacking and investigated how to use existing support networks to address areas of need. The next phase of the inquiry was a process of dissemination or data sharing with the goal of making recommendations for change. 3. The third step allowed the boys to host listening and discussion sessions at an African American male summit which brought together three district cohorts participating in CREATE training to share the findings and receive input of sympathetic listeners. 4. Finally, the boys developed a "circles of support" initiative to pilot with incoming ninth graders. The collective impact of the scholarship provided successful strategies and practices to target issues that directly influence disproportionate educational outcomes for African American students.

Response to Intervention (RtI)

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
2 A	**Wisconsin Response to Intervention Initiatives (RTI)**	RTI Internal Workgroup	The internal, cross-divisional WDPI workgroup continued to meet monthly. The purpose of the workgroup is to solidify messaging

B C D E F G H	Continuing work on statewide implementation of RTI.	Statewide Discretionary Grant	and provide guidance to the WI RtI Center and to the field through technical assistance tools. 900 Wisconsin educators attended the third annual RtI Summit. School and district teams learned about RtI systems and examined their plans for scaling up their local RtI systems through learning from other Wisconsin schools' implementation efforts, national keynote speakers, and preconference workshops. The Wisconsin RtI Center, an IDEA Discretionary Grant Project, continued to operate through the CESA Statewide Network. The purpose of the WI RtI Center is to coordinate and provide statewide professional development and technical assistance delivered regionally, as well as to gather, analyze and report RtI implementation data. The work of the WI RtI Center adheres to and operationalizes the messaging and guidance from WDPI. The WI RtI Center staff work under the direction of the WDPI and CESA Statewide Network and includes a director, an Academic Coordinator, a Research and Evaluation Coordinator, a Communications Specialist, a Coaching Coordinator, and 5.0 FTE Regional Technical Assistance Coordinators who provide regional technical assistance and training to schools, districts, and CESAs throughout the state. The WI RtI Center's website (www.wisconsinrticenter.org) provides technical assistance tools and resources, school-based examples, research, online professional development modules and access to in-person professional development registration. The website saw 38,322 visits; 19,599 new visitors; an average of 3.87 pages per visit; 49.53% of visits are new visitors; and 87% of visits are from Wisconsin locations. Other states that visited the WI RtI Center's website include Illinois, Minnesota, California, New York, Iowa, Texas, Michigan, Florida, and North Carolina. Four Statewide Leadership Team meetings were held, representing practitioners, WDPI, parent organizations, and professional organizations. One meeting was a joint meeting with the WI PBIS Network's statewide leadership team.

			Statewide RtI training data: • 186 school teams attended RtI Foundational Overviews • 62 school teams attended RtI Mapping trainings • 89 school teams attended screening and progress monitoring trainings • 46 educators attended a 6 day systems coaches training • 66 educators from 24 districts attended a gifted and talented supports training • 100 high school educators attended a high school implementation training • 30 conference session presentations • 5 school teams attended a three day universal reading review pilot training • 5 demonstration schools received intensive technical assistance on implementing their elementary reading RtI systems Statewide RtI implementation data: • 552 schools have submitted implementation data to the WI RtI Center, encompassing 159 districts • For mathematics, 27 schools have reported full implementation, 59 initial implementation, 89 infrastructure-building, and 96 purpose-building • For reading, 47 schools have reported full implementation150 initial implementation, 174 infrastructure-building, and 101 purpose-building

Positive Behavioral Interventions and Supports (PBIS)

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

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

The Wisconsin PBIS Network provides technical assistance and coordinates professional development through a trainer of trainer model to help

Wisconsin public school districts establish and sustain PBIS within their schools. In addition, the project gathers, analyzes, and disseminates implementation data from all schools utilizing PBIS services.			
Indicator and Category(s)	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2011**
2 A B C D E F G H	**Wisconsin Positive Behavior Interventions and Supports (PBIS)** Continuing work on statewide implementation of PBIS.	PBIS Internal Workgroup Statewide Discretionary Grant	The Wisconsin PBIS Network, an IDEA Discretionary Grant Project, continued to operate through the Wisconsin RtI Center. The purpose of the WI PBIS Network is to coordinate and provide statewide professional development and technical assistance delivered regionally, as well as to gather, analyze and report PBIS implementation data. The work of the WI PBIS Network adheres to and operationalizes the messaging and guidance regarding PBIS from WDPI. A statewide PBIS Coordinator works under the direction of the WDPI, the CESA Statewide Network and the Director of the Wisconsin RtI Center and works in collaboration with the PBIS Data and Evaluation Coordinator and Academic Coordinator for the WI RtI Center. 7.0 FTE Regional Technical Assistance Coordinators provide regional technical assistance and training to schools, districts, and CESAs throughout the state. The WI PBIS Network held a statewide conference for 675 educators, with a national keynote presentation and 40 breakout sectionals. Four Statewide Leadership Team meetings were held, representing practitioners, WDPI, parent organizations, professional organizations and community supports. One meeting was a joint meeting with the WI RtI Center statewide leadership team. The WI PBIS Network's website (www.wisconsinpbisnetwork.org) provides technical assistance tools and resources, school-based examples, research, online professional development modules and access to in-person professional development registration. The website saw 50,449 visits; 27,030 new visitors; visitors viewed an average of four pages per visit; 51.63% of visits were new visitors; and 77% of visits were from Wisconsin locations. Other states visiting the WI PBIS Network's website include

			Illinois, New York, Minnesota, Iowa, Michigan, California, Texas, North Carolina, and Missouri. Statewide PBIS training data: • 529 schools engaged in WI PBIS Network events • 17 Administrative Overviews • 1 District Summit • 20 New Coaches Orientation • 33 Tier one training cohorts • 8 Tiers 2 and 3 Administrative Overviews • 10 Tier 2 training cohorts • 40 Networking sessions • 20 Conference session presentations Statewide PBIS implementation data: • 212 districts with at least one school trained • 1,009 schools trained • 916 schools implementing • 518 schools implementing with fidelity • 426,148 students in trained schools • 231,257 students in schools implementing with fidelity Statewide PBIS outcome data: • Schools implementing PBIS saw a 6.33% decrease in suspensions. • Schools implementing PBIS with fidelity saw a 15.96% decrease in suspensions

Focused Performance Reviews

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

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
2 A B C D E F G H	Continued development of the FRII process. Pilot testing of the FRII process	FRII Coordinator Data Consultant DPI Assistant Director of Special Education FRII Workgroup FRII Pilot District Teams	During the 2011-2012 school year, the FRII development process was suspended as the WDPI worked on new data collection and management processes related to the ESEA Waiver and the State Superintendent's Agenda 2017. Once WDPI's Wisconsin Information System for Education (WISEdash) http://wise.dpi.wi.gov/wise_dashhome is further developed, work will be restarted to use this system to help districts disaggregate data by disability area and gain a clearer picture of progress in decreasing drop out by students with disabilities.

Internal Research Committee

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
2 A B C E F G	**Internal Research Committee:** Establish WDPI as a state leader in the support and facilitation of educational research and the use of data in order to indentify and share best practices that directly benefit the students and schools of Wisconsin. Improve Educational Outcomes through: conducting and supporting research that provides evidence of best practices in teaching	WDPI Office of Educational Accountability, WDPI Student Services, Prevention and Wellness Team, WDPI Title I and School Support team, WDPI Data	The Internal Research Committee finished developing a Department-wide process for vetting and approving outside research requests, and the Special Education Team continues to be involved to the extent that research requests focus on Special Education topics. The Internal Committee nominated members for an External Research Committee who were then approved by the State Superintendent. The External Research Committee represents leadership in research and practice in the field and will provide feedback and input to the Department about research needs, specifically those that may inform changing teacher practice to improve student outcomes.

	and learning;	Management and Reporting Team, WDPI Office of Legal Services Team, WDPI Special Education Team-Data Consultant	
2 A B C E F G	**Data Portal** Provide a unified and transparent data portal for use by stakeholders in Wisconsin education; Enable decision making informed by data, as evidenced by the work of RtI and LDS projects; seize opportunities afforded by new and existing technologies.	WDPI Office of Educational Accountability, WDPI Student Services, Prevention and Wellness Team, WDPI Title I and School Support team, WDPI Data Management and Reporting Team, WDPI Office of Legal Services Team, WDPI Special Education Team-Data Consultant	An internal team identified data elements to be included in a streamlined and integrated data display and analysis tool, called WISEdash. Representatives from the Special Education Team provided input, including information about SPP indicators and guiding questions specific to improving the outcomes of students with disabilities.

Program Support Teacher Meetings

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
2 C	Offer statewide Autism PST meetings to discuss issues related to Autism and	WDPI Autism Consultant	The Fall 2011 Autism Program Support Teachers (PST) meeting took place on September 22nd near Madison, WI. Information

D	share resources to support programming and educators in the field.		shared at this meeting included the Wisconsin Department of Public Instruction (WDPI) updates on bulletins and autism eligibility, CLTS waiver updates, guidance on use of seclusion and restraint, updates on alternate assessment and a presentation by Michelle Garcia Winner on Social Thinking and social communication interventions for students with autism. The Spring 2012 Autism PST meeting took place on March 29th, in Madison. Information shared at this meeting included WDPI updates on bulletins and autism eligibility, updates on the new Wisconsin Seclusion and Restraint Law, Alternate Assessment updates, best practice on working and collaborating with home based teams, overview of functional behavior assessment best practice, structured networking opportunities for educators around best practice interventions that address behaviors that interfere with learning, and a keynote presentation by Dr. June Groden on Self Management and Self Regulation strategies for students with autism as well as information about utilizing Positive Psychology to teach students with autism resiliency, optimism, humor, kindness, and self-efficacy.
2 C D	Offer statewide CD PST meetings to discuss issues related to CD and share resources to support programming and educators in the field.	WDPI CD Consultant CESA 6 Grant	The Fall 2010 Cognitive Disabilities Program Support Teacher Meeting was held September 22 in Wisconsin Dells. Information shared at this meeting included the WDPI updates, a presentation by Michelle Garcia Winner about Social Thinking & the Social Communication Profile; information about Seclusion and Restraint and updates on the Wisconsin Alternate Assessment for Students with Disabilities, Essential Elements, and Dynamic Learning Maps. The spring 2012 Cognitive Disabilities Program Support Teacher Meeting was held April 12, 2012 at the Crowne Plaza in Madison, WI. Information shared at the conference included: Curriculum, Standards, IEPs; Alternate ACCESS: Process, Procedure and Alternate Measures of Performance Indicators; and an update on the Common Core Essential Elements.
2 C D	Offer statewide EBD PST meetings on issues and resources related to EBD programs in the schools	WDPI EBD Consultant	Full Day meeting held on May 10, 2012. Agenda included the role of EBD teachers in schools implementing PBIS, an overview of Wisconsin 2011 Act 125 addressing seclusion and restraint, use of shortened school day in meeting student needs, and effective practices in functional behavioral assessment and behavior

			intervention plans. Updates and technical assistance were also provided through an email distribution list and workshop presentations on an as needed basis throughout the year.
2 C D	Offer statewide TBI PST meetings on issues/resources surrounding traumatic brain injuries in school age youth.	WDPI TBI Consultant	Statewide TBI PST meetings: 9/8/2011 Topics included: cognitive and behavioral correlates, TBI website review/update, and article review. 4/3/2012 Topics included: Concussion Bill, Academy of Certified Brain Injury Specialists (ACBIS) Certified Brain Injury Specialist (CBIS) training, specific brain trauma, school staff interventions, diagnostic evaluations, and cognitive rehab.
2 C D	Offer statewide program support teacher (PST) meetings to discuss topics and issues related to deaf and hard of hearing programming.	WESP-DHH Outreach Team WDPI consultants	During the 2011-12 school year two PST meetings were held for teachers of students who are deaf or hard of hearing and educational audiologists. The topic of the fall meeting was on technology for students who are deaf or hard of hearing. The December meeting focused on professional support with emphasis on Audiology, Critical Knowledge, Language and Literacy, and Self-Advocacy.
2 C D	Offer statewide Speech and Language (SL) Leadership/PST meetings to discuss topics and issues related to current SL practice in the public schools and share resources to support SL programming and service delivery. A state-wide SL leadership and PST network list-serve is maintained to update speech/language pathologists from a state-wide perspective.	WDPI Speech and Language Consultant CESA 6 Grant	Two meetings were held, one in the fall (10/21/11) and one in the spring (4/30/12). The October meeting addressed writing frequency and amount statements in the IEP so these elements meet procedural compliance. This meeting also introduced the RtI process and screening in Wisconsin public schools. Other agenda items included discussions around local issues, a DPI update of selected information bulletins, SLPs and the RtI process in Wisconsin public schools, and addressing the shortage of SLPs in the state. The April meeting consisted of a DPI compliance update and evidence based practice followed with a presentation by Kate McGinnity, Autism Consultant, Sharon Hammer, Psychotherapist, and Lisa Ladson, Educational and Behavioral Consultant entitled Using Video Technology and iPad Applications. The presentation was based on the book Lights! Camera! Autism! Using Video Technology to Enhance Lives, authored by these three presenters. As SLPs work with students on the autism spectrum as well as other students who have pragmatic language

			difficulties, the presentation provided participants with the use of visual technology to support their students. From iPads to iPhones, Flip videos, skyping, utilizing an iPad Touch as well as MP3 Players, participants were taught how to implement visual technology to support the unique needs of individual learners in real life situations. Follow-up to these meeting topics was provided using the SLP PST list-serve.
2 A B C D F	The Consultant for Specific Learning Disabilities holds two regional meetings to support practitioners in the field support students with SLD. Recent changes in SLD regulations, best practices, and technical assistance questions are addressed.	WDPI Consultant for Specific Learning Disabilities.	DPI Consultants held both in-person and video conference-based trainings on the revised Wisconsin SLD Rule. In person trainings were held in every CESA and were focused on school, district and program leadership personnel. In fall 2011, a training session on the WI SLD rule was broadcast from the Pyle Center on the UW-Madison campus to CESAs around the state.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

State Performance Plan Improvement Activities			
Autism Project, http://sped.dpi.wi.gov/sped_autism For more than ten years, WDPI has developed and conducted statewide trainings for school staff in the area of autism. Four trainings are held annually in various locations throughout the state. Basic level trainings are offered for school staff with limited knowledge of educational programming for students with autism spectrum disorders. The basic level training presents an overview of autism spectrum disorders and discusses topics such as functional behavioral assessment, classroom programming, sensory issues, and communication strategies. Advanced level trainings are offered for more experienced school staff. The advanced training presents more complex information about issues in early childhood education of students with autism spectrum disorders. School staff from many different disciplines attend the trainings including special education teachers, directors of special education, regular education teachers, paraprofessionals, occupational and physical therapists, social workers, psychologists and speech and language pathologists. Each of these trainings includes strategies for preventing suspensions and expulsions, obtaining a diploma, and increasing the graduation rates of students with autism.			
Indicator and Category(s)	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2011**

2 A C D F	Autism Evidence Based Practice Mini-Grants	WDPI Autism Consultant	Given a foundational understanding of the unique neurology of students with autism, the Autism Evidence-Based Practice Mini-Grant project assists educators working in school-level teams to learn how to implement evidence-based practices to improve academic, social, and emotional skills of students with autism spectrum disorders and assist in the development of internal school-wide structures to promote continued learning and fidelity of implementation of evidence based practices. The mini-grants will fund school-level teams consisting of administrators, general education teachers, special education teachers, parents, and other instructional and non-instructional support staff to research, identify and implement evidence-based practices within their school. Teams will meet at least monthly within their school and will participate in statewide conference and/or meetings to provide professional development on the successes and challenges of evidence based practice implementation. This year, the mini-grant NOFA was developed as well as the work plan and applications to districts. A grant assessment and deliverables were identified as well as resources to support school sites. Grant sites were identified in July 2012 and a report on school level activities and grant outcomes for year one of this initiative will be provided in next year's APR.

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 2011
2 C D E	CONSORTIUM ON RACIAL EQUITY IN PreK-12 Education (CESA 6)	Disproportionality Workgroup Co Chairs	Consortium on Racial Equity in PreK-12 Education (CESA 6) The Consortium combines the insight of Courageous Conversation with the power of Systemic Equity Leadership to assist six districts, ten CESAs,

F G H I		CESAs LEAs National experts Approximately $890,000/yr	and the DPI in analyzing their systems and exercising leadership to eliminate racial disparities. In the delivery of the Consortium program, critical race theory is blended with proven strategies for adult learning. CREATE hosted the last fall seminar on November 30, 2011, attended by four districts and facilitated by the Pacific Educational Group. Districts were applauded for their on-going efforts to adopt best practices, policies and procedures in their district to eradicate disproportionality. CREATE will continue to be available through other means to assist the districts in sustaining practices.

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

Monitoring Priority: FAPE in the LRE

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

A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup.

B. Participation rate for children with IEPs.

C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

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

Measurement:

A. AYP percent = [(# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size)] times 100.

B. Participation rate percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)]. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year

C. Proficiency rate percent = [(# of children with IEPs enrolled for a full academic year scoring at or above proficient) divided by the (total # of children with IEPs enrolled for a full academic year, calculated separately for reading and math)].

FFY	Measurable and Rigorous Target
2011 (2011-2012)	**Percent of districts meeting AYP in reading: 85%** **Percent of districts meeting AYP in math: 85%** **Participation rate for children in reading: 95%** **Participation rate for children in math: 95%** **Proficiency for children in reading: 19.8%** **Proficiency for children in math: 28.2%**

Actual Target Data for 2011-12:

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

The Wisconsin Department of Public Instruction (WDPI) applied for and was granted a waiver of the requirements to determine Adequate Yearly Progress for LEAs and schools as part of requesting ESEA flexibility. Because WDPI has an approved ESEA flexibility request that includes a waiver of determining AYP, the state used AMO data for accountability reporting under 3.A.2.

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

AMO at the *district* level for students with disabilities (SwD) in Reading and Math is determined by whether the district (a) met the minimum cell size of 20 SwD for each grade span and if so, whether it (b) met the AMO of 19.8% in Reading and 28.2% in Math for 2011-12. In order to miss AMO at the district level for the SwD subgroup in Reading or Math, a district must miss AMO for that subject in all relevant grade spans (e.g., all grade spans in which the district has tested students). For most Wisconsin districts, there are three relevant grade spans (elementary, middle, and high). Many districts are K-12 districts and thus have students tested in all three grade spans. A small number of districts, however, such as union high school districts or K-8 districts, have only two or even one relevant grade span for AMO purposes. The use of grade spans for determining AMO is unique to the district level. At the school level, no grade spans are used for accountability purposes.

2011-2012 Data:

Ninety-eight LEAs met the minimum cell size for students with disabilities in all relevant grade spans. Of these 98 LEAs, no LEA missed the AMO threshold for the students with disabilities subgroup in all grade spans.

Percent = # of districts, by subject, that met 2011-2012 AMO targets for SwD, divided by # of districts that met the minimum SwD cell size (20 full academic year (FAY) SwD tested) times 100.

Subject	# of Districts Meeting 2011-12 AMO Requirements	# of Districts Meeting Min. SwD Cell Size	% of Districts Meeting AMO Targets for Disability Subgroup
Reading	98	98	100%
Math	98	98	100%

B. Participation Rate

Please note: Wisconsin did not have any children with IEPs participating in alternate assessments against grade level standards for SY 2011-12.

Grade / Subject	# of Children with IEPs Participating in the Assessment	# of Children with IEPs	2011-12 Overall Participation Rate	Outcome
3rd Gr. Reading	8,144	8,247	99%	Met Target
3rd Gr. Math	8,188	8,247	99%	Met Target
4th Gr. Reading	8,549	8,667	99%	Met Target
4th Gr. Math	8,597	8,667	99%	Met Target
5th Gr. Reading	8,858	8,984	99%	Met Target
5th Gr. Math	8,903	8,984	99%	Met Target
6th Gr. Reading	8,708	8,820	99%	Met Target
6th Gr. Math	8,738	8,820	99%	Met Target
7th Gr. Reading	8,562	8,684	99%	Met Target
7th Gr. Math	8,593	8,684	99%	Met Target
8th Gr. Reading	8,519	8,660	98%	Met Target
8th Gr. Math	8,548	8,660	99%	Met Target
10th Gr. Reading	8,296	8,534	97%	Met Target
10th Gr. Math	8,304	8.534	97%	Met Target

Data Source: From Wisconsin Student Assessment System (WSAS) 2011-12 SY.

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

C. Performance Rates

Please note: Wisconsin did not have any children with IEPs participating in alternate assessments against grade level standards for SY 2011-12.

Grade / Subject	# of Children with IEPs Scoring at or Above Proficient Against Grade Level, Modified and Alternate Academic Achievement Standards	# of Children who Received a Valid Score and for whom a Proficiency Level was Assigned	2011-12 Overall Proficiency Rate
3rd Gr. Reading	1,402	8,144	17%
3rd Gr. Math	2,591	8,188	32%
4th Gr. Reading	1,435	8,549	17%
4th Gr. Math	2,570	8,597	30%
5th Gr. Reading	1,294	8,858	15%
5th Gr. Math	2,344	8,903	26%
6th Gr. Reading	1,177	8,708	14%
6th Gr. Math	1,748	8,738	20%
7th Gr. Reading	1,176	8,562	14%
7th Gr. Math	1,579	8,593	18%
8th Gr. Reading	950	8,519	11%
8th Gr. Math	1,367	8,548	16%
10th Gr. Reading	1,191	8,296	14%
10th Gr. Math	1,125	8,304	14%

Data Source: Wisconsin Student Assessment System (WSAS) 2011-12 SY.

In its application for flexibility under Title I of the ESEA, Wisconsin set ambitious but achievable annual measurable objectives in Reading and Math proficiency by subgroup. Wisconsin's approach to selecting AMOs was based on the following premise: in order for AMOs to be ambitious as well as achievable, targets must be set based on a combination of known data (i.e., What are the best schools able to accomplish?) and ambitious timelines that press a sense of urgency. Wisconsin's re-setting of proficiency is aligned with the National Assessment of Educational Progress (NAEP) proficiency levels. This sets an ambitious goal, and one that involves the need for rapid progress by groups that are traditionally under-achieving. For FFY 2011 reporting, the AMO for the students with disabilities subgroup in reading is 19.8%, increasing by 6% annually. For mathematics, the AMO for the students with disabilities subgroup is 28.2%, increasing by 7.4% annually. Wisconsin is reporting baseline data for 3C.

Data posted at: Wisconsin Information Network for Successful Schools (WINSS) website http://data.dpi.state.wi.us/data/.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY2011:

For FFY 2011, WDPI is reporting proficiency data for the students with disabilities subgroup that are aligned with the National Assessment of Educational Progress (NAEP). Roughly, the percentage of students identified as proficient based on the FFY 2011 reporting formula aligns with the percentage of students identified as advanced in previous years reporting. Thus the percentages appear to have declined, but in reality the bar has been set higher resulting in higher expectations for all students.

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

State Performance Plan Improvement Activities			
School Improvement: Focused Review of Improvement Indicators (FRII) During the 2007-08 SY, WDPI began working to expand upon the successful focused monitoring model previously utilized to provide districts a mechanism for conducting a similar process of data analysis and improvement planning around the SPP improvement indicators of math achievement, preschool outcomes, parent involvement, and post-high school outcomes. WDPI will also be working with CESA based Regional Service Network (RSN) providers to employ various technical assistance options, including statewide summits. WDPI is currently building the infrastructure to execute and support this process with statewide implementation. WDPI believes this refined school improvement process will not only address the needs of both urban and rural districts, but it will continue to promote data driven decision making as well as identifying promising practices that can be acknowledged and disseminated statewide.			
Indicator(s) and Category(s)	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2011**
3 A B C D E F G H	**School Improvement: Focused Review of Improvement Indicators (FRII)** During the 2007-08 SY, WDPI began working to expand upon the successful focused monitoring model previously utilized to provide districts a mechanism for conducting a similar process of data analysis and improvement planning around the SPP improvement indicators of math achievement, preschool outcomes, parent involvement, and post-high	FRII Workgroup FRII Coordinator	During the 2011-2012 school year, the FRII development process was suspended as the WDPI worked on new data collection and management processes related to the ESEA Waiver and the State Superintendent's Agenda 2017. Once WDPI's Wisconsin Information System for Education (WISEdash) http://wise.dpi.wi.gov/wise_dashhome is further developed, work will be restarted to use this system to help districts disaggregate data by disability area and gain a clearer picture of progress in improving academic achievement by students with disabilities.

	school outcomes. The main focus has been to build an effective infrastructure to execute and support this process with statewide implementation, as a "stand alone" process.		

Procedural Compliance Self-Assessment Process http://sped.dpi.wi.gov/sped_spp-selfassmt.
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 2011
3 B C D	**Procedural Compliance Self-Assessment Process** The self-assessment of procedural requirements includes data on each of the SPP indicators including the number of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet	Procedural Compliance Self-Assessment Workgroup	During the 2011-2012 school year, one-fifth of LEAs completed the self-assessment process; WDPI conducted validation activities with 20% of the districts to ensure accurate data, and verification activities with all participating LEAs to ensure correction of identified noncompliance.

	post-secondary goals.		

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 2011
3 B D F H	**Schools Identified for Improvement (SIFI)/ Districts Identified for Improvement (DIFI)-Identification and Assistance** WDPI initiated activities to assist districts deemed to be DIFI.	Title I WDPI Urban Special Education Consultant	In 2011-2012 WDPI continued its work with Milwaukee Public Schools in creating a system of early intervening services as part of a larger Corrective Action Plan. Tier 2 interventions for Reading were implemented as well as the establishment of a Comprehensive Math Plan for all students K-12. Positive Behavior Supports (PBIS) continued to be expanded by cohorts from Tier 1 to Tiers 2 and 3. Exceed, a data management program, was put into place to capture information related to Responsive to Intervention implementation. Teachers were trained in using the data from Exceed to adjust their core teaching practices as well as identify students in need of interventions. Progress monitoring data on students receiving interventions was

			captured in Exceed as well. The Measures of Academic Progress was used as a screener K-8 three times per year. Screening data on reading and math was available to teaching and administrative staff. In grades 6-12 data from an Early Warning System was used as a screening tool to insure student progress towards graduation requirements.

Math and Science Partnership Grants
State Superintendent Elizabeth Burmaster announced partnership grants that will help teachers learn new information in mathematics and science that will support increased student achievement. Grant activities will impact teachers in urban, suburban, and rural parts of the state. Projects will bring together mathematics and science teachers with science, technology, engineering, and mathematics faculty from state colleges and universities to expand teachers' subject matter knowledge. Many school districts participating in the partnership grant program have shown significant increases in the percentage of students who are proficient on state wide testing.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
3 C D F G H	**Math and Science Partnership Grants** The department continues to award projects that partner with high-need school districts and train more mathematics and science teachers. The goal is to deepen teachers' content knowledge of mathematics and science. Teachers in these districts learn new information in mathematics and science that will support increased student achievement. Projects bring together mathematics and science teachers with science, technology, engineering, and mathematics faculty from state colleges and universities to expand teachers' subject matter knowledge.	DPI Content and Learning Team	The partnership grants continue to be funded during the 2011-2012 school year. The grants continue to show positive results. Many school districts, who have been participating in the partnership grant program, have shown significant increases in the percentage of students who are proficient on state wide testing. Each spring the Department of Public Instruction (DPI) hosts a Title II, Part B, Mathematics and Science Partnership (MSP) meeting. MSP grant recipients are required to attend.

Wisconsin Response to Intervention Initiatives (RTI)
RtI integrates high quality instructional practices, continuous review of student progress, and collaboration to maximize student academic and behavioral achievement. Schools provide high quality core practices and use a multi-level system of support to identify students at risk for poor

learning outcomes or in need of additional challenge, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness. Wisconsin emphasizes using culturally responsive practices throughout an RtI system.			
Indicator(s) and Category(s)	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2011**
3 A B C D E F G H	**Wisconsin Response to Intervention Initiatives (RTI)** Continuing work on statewide implementation of RTI.	RTI Internal Workgroup Statewide Discretionary Grant	The internal, cross-divisional WDPI workgroup continued to meet monthly. The purpose of the workgroup is to solidify messaging and provide guidance to the WI RtI Center and to the field through technical assistance tools. 900 Wisconsin educators attended the third annual RtI Summit. School and district teams learned about RtI systems and examined their plans for scaling up their local RtI systems through learning from other Wisconsin schools' implementation efforts, national keynote speakers, and preconference workshops. The Wisconsin RtI Center, an IDEA Discretionary Grant Project, continued to operate through the CESA Statewide Network. The purpose of the WI RtI Center is to coordinate and provide statewide professional development and technical assistance delivered regionally, as well as to gather, analyze and report RtI implementation data. The work of the WI RtI Center adheres to and operationalizes the messaging and guidance from WDPI. The WI RtI Center staff work under the direction of the WDPI and CESA Statewide Network and includes a director, an Academic Coordinator, a Research and Evaluation Coordinator, a Communications Specialist, a Coaching Coordinator, and 5.0 FTE Regional Technical Assistance Coordinators who provide regional technical assistance and training to schools, districts, and CESAs throughout the state. The WI RtI Center's website (www.wisconsinrticenter.org) provides technical assistance tools and resources, school-based examples, research, online professional development modules and access to in-person professional development

			registration. The website saw 38,322 visits; 19,599 new visitors; an average of 3.87 pages per visit; 49.53% of visits are new visitors; and 87% of visits are from Wisconsin locations. Other states that visited the WI RtI Center's website include Illinois, Minnesota, California, New York, Iowa, Texas, Michigan, Florida, and North Carolina. Four Statewide Leadership Team meetings were held, representing practitioners, WDPI, parent organizations, and professional organizations. One meeting was a joint meeting with the WI PBIS Network's statewide leadership team. Statewide RtI training data: • 186 school teams attended RtI Foundational Overviews • 62 school teams attended RtI Mapping trainings • 89 school teams attended screening and progress monitoring trainings • 46 educators attended a 6 day systems coaches training • 66 educators from 24 districts attended a gifted and talented supports training • 100 high school educators attended a high school implementation training • 30 conference session presentations • 5 school teams attended a three day universal reading review pilot training • 5 demonstration schools received intensive technical assistance on implementing their elementary reading RtI systems Statewide RtI implementation data: • 552 schools have submitted implementation data to the WI RtI Center, encompassing 159 districts • For mathematics, 27 schools have reported full implementation, 59 initial implementation, 89 infrastructure-building, and 96 purpose-building • For reading, 47 schools have reported full implementation150 initial implementation, 174

			infrastructure-building, and 101 purpose-building

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

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

The Wisconsin PBIS Network provides technical assistance and coordinates professional development through a trainer of trainer model to help Wisconsin public school districts establish and sustain PBIS within their schools. In addition, the project gathers, analyzes and disseminates implementation data from all schools utilizing PBIS services.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
3 A B C D E F G H	**Wisconsin Positive Behavior Interventions and Supports (PBIS)** Continuing work on statewide implementation of PBIS	PBIS Internal Workgroup Statewide Discretionary Grant	The Wisconsin PBIS Network, an IDEA Discretionary Grant Project, continued to operate through the Wisconsin RtI Center. The purpose of the WI PBIS Network is to coordinate and provide statewide professional development and technical assistance delivered regionally, as well as to gather, analyze and report PBIS implementation data. The work of the WI PBIS Network adheres to and operationalizes the messaging and guidance regarding PBIS from WDPI. A statewide PBIS Coordinator works under the direction of the WDPI, the CESA Statewide Network and the Director of the Wisconsin RtI Center and works in collaboration with the PBIS Data and Evaluation Coordinator and Academic Coordinator for the WI RtI Center. 7.0 FTE Regional Technical Assistance Coordinators provide regional technical assistance and training to schools, districts, and CESAs throughout the state. The WI PBIS Network held a statewide conference for 675 educators, with a national keynote presentation and 40 breakout sectionals.

			Four Statewide Leadership Team meetings were held, representing practitioners, WDPI, parent organizations, professional organizations and community supports. One meeting was a joint meeting with the WI RtI Center statewide leadership team. The WI PBIS Network's website (www.wisconsinpbisnetwork.org) provides technical assistance tools and resources, school-based examples, research, online professional development modules and access to in-person professional development registration. The website saw 50,449 visits; 27,030 new visitors; visitors viewed an average of four pages per visit; 51.63% of visits were new visitors; and 77% of visits were from Wisconsin locations. Other states visiting the WI PBIS Network's website include Illinois, New York, Minnesota, Iowa, Michigan, California, Texas, North Carolina, and Missouri. Statewide PBIS training data: • 529 schools engaged in WI PBIS Network events • 17 Administrative Overviews • 1 District Summit • 20 New Coaches Orientation • 33 Tier one training cohorts • 8 Tiers 2 and 3 Administrative Overviews • 10 Tier 2 training cohorts • 40 Networking sessions • 20 Conference session presentations Statewide PBIS implementation data: • 212 districts with at least one school trained • 1,009 schools trained • 916 schools implementing • 518 schools implementing with fidelity • 426,148 students in trained schools • 231,257 students in schools implementing with fidelity Statewide PBIS outcome data: • Schools implementing PBIS saw a 6.33% decrease in suspensions.

			• Schools implementing PBIS with fidelity saw a 15.96% decrease in suspensions

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

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
3 B D E F H	**Assistive Technology Lending Center (ATLC)**	WDPI ATLC grant liaison and CESA 2 lending center staff	An evaluation from to collect data regarding the effectiveness of the AT device trial was used this year. Patrons evaluated the effectiveness of the AAC device trial on a scale from one to five with a rating of 1 being poor and a rating of 5 being very successful. An average success rating of 4 was reported by patrons for this year (baseline). Sixty-four educators trialed eighty-four AAC devices valued at $772,108.00 in twenty-nine districts from the ATLC collection during the 2011-2012 school year.

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
3 A B C E F G	**Internal Research Committee:** Establish WDPI as a state leader in the support and facilitation of educational research and the use of data in order to indentify and share best practices	WDPI Office of Educational Accountability, WDPI Student Services, Prevention and Wellness Team, WDPI Title I and School Support team, WDPI Data Management and Reporting Team,	The Internal Research Committee finished developing a Department-wide process for vetting and approving outside research requests, and the Special Education Team continues to be involved to the extent that research requests focus on Special Education topics. The Internal Committee nominated members for an External Research Committee who were then approved by the State Superintendent. The External Research Committee represents leadership in research and practice in the field and will provide feedback and input to the Department about research needs, specifically those that may inform changing teacher practice to improve student outcomes.

	that directly benefit the students and schools of Wisconsin. Improve Educational Outcomes through: conducting and supporting research that provides evidence of best practices in teaching and learning;	WDPI Office of Legal Services Team, WDPI Special Education Team-Data Consultant	
3 A B C E F G	**Data Portal** Provide a unified and transparent data portal for use by stakeholders in Wisconsin education; Enable decision making informed by data, as evidenced by the work of RtI and LDS projects; seize opportunities afforded by new and existing technologies.	WDPI Office of Educational Accountability, WDPI Student Services, Prevention and Wellness Team, WDPI Title I and School Support team, WDPI Data Management and Reporting Team, WDPI Office of Legal Services Team, WDPI Special Education Team-Data Consultant	An internal team identified data elements to be included in a streamlined and integrated data display and analysis tool, called WISEdash. Representatives from the Special Education Team provided input, including information about SPP indicators and guiding questions specific to improving the outcomes of students with disabilities.

Program Support Teacher Meetings

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011

3 C D	Offer statewide Autism PST meetings to discuss issues related to Autism and share resources to support programming and educators in the field.	WDPI Autism Consultant	The Fall 2011 Autism Program Support Teachers (PST) meeting took place on September 22nd near Madison, WI. Information shared at this meeting included the Wisconsin Department of Public Instruction (WDPI) updates on bulletins and autism eligibility, CLTS waiver updates, guidance on use of seclusion and restraint, updates on alternate assessment and a presentation by Michelle Garcia Winner on Social Thinking and social communication interventions for students with autism. The Spring 2012 Autism PST meeting took place on March 29th, in Madison. Information shared at this meeting included WDPI updates on bulletins and autism eligibility, updates on the new Wisconsin Seclusion and Restraint Law, Alternate Assessment updates, best practice on working and collaborating with home based teams, overview of functional behavior assessment best practice, structured networking opportunities for educators around best practice interventions that address behaviors that interfere with learning, and a keynote presentation by Dr. June Groden on Self Management and Self Regulation strategies for students with autism as well as information about utilizing Positive Psychology to teach students with autism resiliency, optimism, humor, kindness, and self-efficacy.
3 C D	Offer statewide CD PST meetings to discuss issues related to CD and share resources to support programming and educators in the field.	WDPI CD Consultant CESA 6 Grant	The Fall 2010 Cognitive Disabilities Program Support Teacher Meeting was held September 22 in Wisconsin Dells. Information shared at this meeting included the WDPI updates, a presentation by Michelle Garcia Winner about Social Thinking & the Social Communication Profile; information about Seclusion and Restraint and updates on the Wisconsin Alternate Assessment for Students with Disabilities, Essential Elements, and Dynamic Learning Maps. The spring 2012 Cognitive Disabilities Program Support Teacher Meeting was held April 12, 2012 at the Crowne Plaza in Madison, WI. Information shared at the conference included: Curriculum, Standards, IEPs; Alternate ACCESS: Process, Procedure and Alternate Measures of Performance Indicators; and an update on the Common Core Essential Elements.
3 C D	Offer statewide EBD PST meetings on issues and resources related to EBD programs in the	WDPI EBD Consultant	Full Day meeting held on May 10, 2012. Agenda included the role of EBD teachers in schools implementing PBIS, an overview of Wisconsin 2011 Act 125 addressing seclusion and restraint, use of shortened school day in meeting student needs, and effective practices in functional behavioral assessment and behavior

	schools		intervention plans. Updates and technical assistance were also provided through an email distribution list and workshop presentations on an as needed basis throughout the year.
3 C D	Offer statewide TBI PST meetings on issues/resources surrounding traumatic brain injuries in school age youth.	WDPI TBI Consultant	Statewide TBI PST meetings: 9/8/2011 Topics included: cognitive and behavioral correlates, TBI website review/update, and article review. 4/3/2012 Topics included: Concussion Bill, Academy of Certified Brain Injury Specialists (ACBIS) Certified Brain Injury Specialist (CBIS) training, specific brain trauma, school staff interventions, diagnostic evaluations, and cognitive rehab.
3 C D	Offer statewide program support teacher (PST) meetings to discuss topics and issues related to deaf and hard of hearing programming.	WESP-DHH Outreach Team WDPI consultants	During the 2011-12 school year two PST meetings were held for teachers of students who are deaf or hard of hearing and educational audiologists. The topic of the fall meeting was on technology for students who are deaf or hard of hearing. The December meeting focused on professional support with emphasis on Audiology, Critical Knowledge, Language and Literacy, and Self-Advocacy.
3 C D	Offer statewide Speech and Language (SL) Leadership/PST meetings to discuss topics and issues related to current SL practice in the public schools and share resources to support SL programming and service delivery. A state-wide SL leadership and PST network list-serve is maintained to update speech/language pathologists from a	WDPI Speech and Language Consultant CESA 6 Grant	Two meetings were held, one in the fall (10/21/11) and one in the spring (4/30/12). The October meeting addressed writing frequency and amount statements in the IEP so these elements meet procedural compliance. This meeting also introduced the RtI process and screening in Wisconsin public schools. Other agenda items included discussions around local issues, a DPI update of selected information bulletins, SLPs and the RtI process in Wisconsin public schools, and addressing the shortage of SLPs in the state. The April meeting consisted of a DPI compliance update and evidence based practice followed with a presentation by Kate McGinnity, Autism Consultant, Sharon Hammer, Psychotherapist, and Lisa Ladson, Educational and Behavioral Consultant entitled Using Video Technology and iPad Applications. The presentation was based on the book Lights! Camera! Autism! Using Video Technology to Enhance Lives, authored by these three presenters. As SLPs work with students on the autism spectrum as well as other students who have pragmatic language difficulties, the presentation

	state-wide perspective.		provided participants with the use of visual technology to support their students. From iPads to iPhones, Flip videos, skyping, utilizing an iPad Touch as well as MP3 Players, participants were taught how to implement visual technology to support the unique needs of individual learners in real life situations. Follow-up to these meeting topics was provided using the SLP PST list-serve.
3 A B C D F	The Consultant for Specific Learning Disabilities holds two regional meetings to support practitioners in the field support students with SLD. Recent changes in SLD regulations, best practices, and technical assistance questions are addressed.	WDPI Consultant for Specific Learning Disabilities.	DPI Consultants held both in-person and video conference-based trainings on the revised Wisconsin SLD Rule. In person trainings were held in every CESA and were focused on school, district and program leadership personnel. In fall 2011, a training session on the WI SLD rule was broadcast from the Pyle Center on the UW-Madison campus to CESAs around the state.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

WDPI applied for and was granted a waiver for flexibility under Title I of the ESEA. Proficiency targets for Indicator 3.C. are aligned with the AMOs for the students with disabilities subgroups in reading and mathematics.

State Performance Plan Improvement Activities
GSEG Grant on Alternate Assessments Based on Modified Achievement Standards (AA-MAS) 2007-2011 Wisconsin is participating in a GSEG grant entitled, “Multi-State GSEG Consortium Toward a Defensible AA-MAS”. This grant was awarded to the National Center on Educational Outcomes (NCEO) in October 2007. There are five states (Hawaii, South Dakota, South Carolina, Tennessee and Wisconsin) included in this consortium. The consortium will investigate the characteristics of the students who may qualify to participate in an alternate assessment based on modified academic achievement standards. Objectives of the grant include, gathering information about students who may qualify for AA-MAS, reviewing this information, developing guidelines for IEP teams with criteria for determining which students should be assessed, developing ways to change an existing assessment or develop a new assessment to better assess targeted students and dissemination, including resources of documented findings and suggestions for other states.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
3 A C D E	**GSEG Grant on Alternate Assessments Based on Modified Achievement Standards (AA-MAS) 2007-2011** Initiation of study.	WDPI Assessment Workgroup – AA-MAS (2%) National Center on Educational Outcomes (NCEO)	During the 2011-2012 school year, WDPI continued to work with NCEO during an extra no-cost extension of the grant. In August, a two-day training activity was provided to both special education and general education teachers regarding the use of Universal Design for Learning in the classroom to enhance the access to academic content by students with disabilities. However, the intent of the work was to continue the testing of the model of providing CESAs with funds to bring in a nationally known educational expert in differentiation of instruction, use of data to inform and improve instruction, and the effective use of instructional accommodations. Four different trainings were provided around the state, with teams from school districts required to develop Focused Approach Plans to address student needs, utilizing the grant-developed Focused Approach Plan Guide. Written instructions for developing a Focused Approach Plan were drafted. Once again, the results of this year's activities were shared nationally at the Council for Exceptional Children (CEC) National Conference, and at the OSEP Project Director's Meeting.

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

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion:

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

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

Measurement:

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

Include State's definition of "significant discrepancy."

FFY	Measurable and Rigorous Target
2010 **(2010-2011)**	4A. No more than 2.28% of districts will be identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year. 4B. 0% of districts will have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Actual Target Data for Indicator 4A (FFY 2010):

As instructed in the Part B Indicator Measurement Table, Wisconsin is reporting data from the 2010-2011 school year for the FFY 2011 APR.

School Year	# Districts with Significant Discrepancy	Total # of Districts	Percent of Districts with Significant Discrepancy
2010-11	4	442	.90%

Data Source: Individual Student Enrollment System (ISES)

Calculation for 4A (FFY 2010)

4/442 = 0.009049773
0.009049773 x 100 = 0.90% Statewide

The State examined the data for 2010-11, the year before the reporting year, as instructed by OSEP, to determine if significant discrepancies are occurring in the rates of long-term suspensions and expulsions of children with IEPs. The State's examination included the rates of suspensions and expulsions for children with IEPs among LEAs within the State.

Using the State's criteria, WDPI identified four LEAs, or .90%, with significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year during 2010-11. This percentage reflects a .45% increase (two LEAs) from the previous reporting period. The state met and exceeded the target by 1.38%. The minimum "n" size of four students with disabilities suspended/expelled for more than 10 days resulted in excluding 417 districts from the calculation. Of those 417 districts, 326 (78%) had no students with disabilities suspended or expelled for greater than 10 days.

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

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

For the four LEAs identified in 2010-11 with significant discrepancy, a review was conducted of the LEAs' policies, procedures, and practices that impact suspension and expulsion rates, including the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards as required by 34 CFR §300.170(b). WDPI then conducted additional data reviews and interviews using standard protocols. Based on the department's review, WDPI determined the policies, procedures, and practices were in compliance for three of the four LEAs identified with significant discrepancy. Noncompliance was identified in one of these districts. The LEA identified with noncompliance had policies and procedures that were in compliance, and therefore, no revisions were required. However, implementation of a requirement was in error. Consequently, WDPI required the LEA to revise its practices. WDPI will verify the district with noncompliance (1) is correctly implementing the specific regulatory requirements based on a review of updated data; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memorandum 09-02.

Report on the Status of Correction of 4A Noncompliance Identified in 2009-10

WDPI has verified correction of noncompliance for the one LEA identified with noncompliance in 2009-10 and reported in the FFY 2010 APR. The LEA had policies and procedures that were in compliance, and therefore, no revisions were required. However, implementation of a requirement was in error. Consequently, WDPI required the LEA to revise its practices and verified, consistent with OSEP Memorandum 09-02, within one year from the date of written notification that the LEA was correctly implementing the specific regulatory requirement based on a review of updated data; and had corrected the individual cases of noncompliance. To verify correction of each individual case of noncompliance, WDPI reviewed the student records and ensured the noncompliance was corrected. To verify the LEA is correctly implementing the regulatory requirement, WDPI reviewed updated data collected through on-site monitoring; WDPI selected and reviewed a reasonable sample of records to ensure 100% compliance.

Actual Target Data for Indicator 4B (FFY 2010):

As instructed in the Part B Indicator Measurement Table, Wisconsin is reporting data from the 2010-2011 school year for the FFY 2011 APR.

School Year	Total Number of Districts	Number of Districts with Significant Discrepancy by race or ethnicity	Number of Districts with policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements	Indicator 4B: Percent of Districts
2010-2011	442	5	0	0.00%

Data Source: Individual Student Enrollment System (ISES)

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

The State examined the data disaggregated by race and ethnicity for the year before the reporting year, as instructed by OSEP to determine if significant discrepancies are occurring in the rates of long-term suspensions and expulsions of children with IEPs. The State's examination included the rates of suspensions and expulsions for children with IEPs among LEAs within the State. Using the State's criteria, WDPI identified five LEAs with significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year during 2010-11. Three LEAs were identified with significant discrepancy for African-American students, one LEA was identified as having significant discrepancy for American Indian students, and one district was identified as having significant discrepancy for African American and American Indian students.

The minimum "n" size of four students with disabilities suspended/expelled for more than 10 days for a given race/ethnicity resulted in excluding 433 LEAs from the calculation for significant discrepancy. The total number of districts that did not meet the minimum "n" size was 433 LEAs. Of the 433 LEAs, 326 districts had no students with disabilities suspended/expelled for more than 10 days.

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

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

WDPI reviewed the five LEA's policies, procedures and practices related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, as required by 34 CFR §300.170(b). The State has *Model Local Educational Agency Special Education Policies and Procedures* for LEAs to meet their obligation to establish and implement special education requirements. WDPI also has sample forms and notices for use in the IEP team process to assist districts in complying with state (Chapter 115) and federal (IDEA) special education requirements. The sample forms and the model policies are posted on the Department's web site (http://sped.dpi.wi.gov/sped_forms06).

Annually, all LEAs in the state are required to report whether the district adopted without substantive modifications the State's *Model Local Educational Agency Special Education Policies and Procedures* and model IEP forms and notices for use in the IEP team process, or adopted locally developed special education policies and procedures and IEP forms and notices. LEAs that adopted locally developed or substantively modified special education policies and procedures or IEP forms and notices, submitted them to WDPI for review and approval. WDPI reviewed submissions for consistency with state and federal requirements. IEP forms and notices are an indicator of local practices. The *Model Local*

Educational Agency Special Education Policies and Procedures include policies and procedures regarding the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, as required by 34 CFR §300.170(b).

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

The five LEAs identified with significant discrepancy were required to complete a needs assessment related to policies, procedures, and practices that impact suspension and expulsion rates, including the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards and revise as necessary to ensure that policies, procedures, and practices comply with Part B, as required by 34 CFR 300.170(b).

Based on the State's review of the LEA's policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions, and supports and procedural safeguards to ensure compliance with IDEA pursuant to 34 CFR §300.107(b), WDPI identified noncompliance in one LEA. WDPI then conducted additional data reviews and interviews using standard protocols and determined there were no racial patterns of noncompliance. There was no evidence that the noncompliance contributed to the significant discrepancies, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten days in a school year for children with IEPs. WDPI, consequently, identified no districts with policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. The State met its target of 0% for Indicator 4B during 2010-11. WDPI will verify, consistent with OSEP Memorandum 09-02, the district identified with noncompliance has corrected all identified noncompliance.

Report on the Status of Correction of 4B Noncompliance Identified in 2009-10

WDPI has verified correction of noncompliance for the two LEAs identified with noncompliance in 2009-10 and reported in the FFY 2010 APR. The LEAs had policies and procedures that were in compliance, and therefore, no revisions were required. However, procedural requirements were not properly implemented. Consequently, WDPI required the LEA to revise its practices and, consistent with OSEP Memorandum 09-02, verified within one year from the date of written notification that the LEA was correctly implementing the specific regulatory requirement based on a review of updated data; and had corrected the individual case of noncompliance. To verify correction of each individual case of noncompliance, WDPI reviewed the student records and ensured the noncompliance was corrected. To verify the LEA is correctly implementing the regulatory requirements, WDPI reviewed updated data collected through on-site monitoring; WDPI selected and reviewed a reasonable sample of records to ensure 100% compliance.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2010-11 (4A and 4B):

State Performance Plan Improvement Activities			
School Improvement: Focused Review of Improvement Indicators (FRII) During the 2007-08 SY, WDPI began working to expand upon the successful focused monitoring model previously utilized to provide districts a mechanism for conducting a similar process of data analysis and improvement planning around the SPP improvement indicators of math achievement, preschool outcomes, parent involvement, and post-high school outcomes. WDPI will also be working with CESA based Regional Service Network (RSN) providers to employ various technical assistance options, including statewide summits. WDPI is currently building the infrastructure to execute and support this process with statewide implementation. WDPI believes this refined school improvement process will not only address the needs of both urban and rural districts, but it will continue to promote data driven decision making as well as identifying promising practices that can be acknowledged and disseminated statewide.			
Indicator(s) and Category(s)	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2011**
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 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	FRII Workgroup FRII Coordinator	During the 2011-2012 school year, the FRII development process was suspended as the WDPI worked on new data collection and management processes related to the ESEA Waiver and State Superintendent's Agenda 2017. Once WDPI's Wisconsin Information System for Education (WISEdash) http://wise.dpi.wi.gov/wise_dashhome is further developed, work will be restarted to use this system to help districts disaggregate data by disability area and gain a clearer picture of progress in reducing the rates of suspension and expulsion of students with disabilities.

	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.		

Procedural Compliance Self-Assessment Process http://sped.dpi.wi.gov/sped_spp-selfassmt.
Each year the Sate gathers monitoring data from one-fifth of the LEAs in the state through an LEA self-assessment of procedural requirements related to monitoring priority areas and SPP indicators. LEAs conduct the self-assessment using a sample of student individualized education program (IEP) records. Each year, the cohort of districts is representative of the state considering such variables as disability categories, age, race, and gender. Milwaukee Public Schools, the only LEA with average daily membership of over 50,000, is included in the sample each year. WDPI will include every LEA in the state at least once during the course of the SPP. The self-assessment of procedural requirements includes data on each of the SPP indicators. LEAs report the self-assessment results to WDPI, along with planned corrective actions. LEAs are required to correct noncompliance as soon as possible, but no later than one year from identification. To assure valid and reliable data, WDPI provides web-based training in how to conduct the self-assessment, including how to create random samples for review. The self-assessment checklist includes standards for reviewing the procedural requirements. LEAs with noncompliance correct it through developing and implementing agency-wide corrective action plans. WDPI staff provides technical assistance and conduct periodic reviews of progress to ensure correction of noncompliance as soon as possible, but no later than one year from identification of noncompliance. Annually, WDPI reviews all LEA self-assessments and conducts validation activities on a portion of the LEA self-assessments. Based on its review, WDPI provides technical assistance to LEAs, which may result in revisions to their planned corrective actions. LEAs report the status of their corrective actions to ensure correction within one year of identification of the noncompliance. WDPI verifies that all noncompliance has been corrected within one year. LEAs failing to correct noncompliance within one year of identification are required to report the reasons and the specific steps that will be implemented to correct the noncompliance. These LEAs are assigned to a more intensive level of oversight.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
4 B C D	**Procedural Compliance Self-Assessment Process** The self-assessment of procedural requirements includes data on each of the SPP indicators including the number of youth aged 16 and above with an IEP that includes	Procedural Compliance Self-Assessment Workgroup	During the 2011-2012 school year, one-fifth of LEAs completed the self-assessment process; WDPI conducted validation activities with 20% of the districts to ensure accurate data, and verification activities with all participating LEAs to ensure correction of identified noncompliance.

	coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.		

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

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

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
4 A B C D E G H J	**Wisconsin Statewide Transition Initiative (WSTI)- Statewide Training** Offered training statewide for districts on compliance standards.	WDPI Transition Consultant WDPI Assistant Director of Special Education WSTI Director Wisconsin Post High School Outcomes Survey (PHSOS) Coordinator FACETS Coordinator DHS Consultant DVR Representative	Transition Academy completed 10/20/2011: Focus for all sectionals was Mental Health and Transition WDPI and WSTI completed Indicator 13 Trainings offered on: 9/19/2011, 9/26/2011, 9/30/2011, 10/10/2011, 10/11/2011, 10/24/2011, 10/25/2011, and 10/31/2011. Covered I-13 Compliance and effective practice. 4 Transition e-Newsletters were developed and disseminated via the WSTI website. The e-Newsletter communicates information about Indicator 13 compliance, provides compliance and effective practice recommendations, and promotes technical assistance and resources. Statewide stakeholder workgroup updated and revised WDPI's "Opening Doors to Postsecondary Education and Training" guide.

			The Transition Coordinator Networking meetings were provided three times. The provide LEAs with current and up to date information regarding Indicator 13.
4 A B C D F G	**Wisconsin Statewide Transition Initiative (WSTI)- Wisconsin Post High School Outcomes Survey (WPHSOS) –** Web-based activities and resources developed to connect Indicators 1, 2, 13 & 14.	WSTI Director Post Secondary Outcomes Survey Project Director	WSTI and WPHSOS continued to collaborate to develop and refine a web-based data analysis/school improvement process that allows districts to see the connection between and impact of Indicators 1, 2, 13, & 14 as they develop their school improvement plans. • A web-based data toolkit has been developed • A research driven web-based transition repository, www.tr4y.org has been developed.
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 continues to participate in the National Community of Practice on Transition hosted by NASDSE at www.sharedwork.org WI rep participates on the monthly CoP calls. WI rep attended National CoT conference.
4 A B C D E G J	**Wisconsin Statewide Transition Initiative (WSTI)- New initiatives.** WDPI initiated new activities to impact student graduation rates with transition.	WDPI Transition Consultant	WDPI developed with stakeholder input the Postsecondary Transition Plan (PTP) for mandated use by all school districts in Wisconsin during the 2012-2013 school year to create the transition portion of the student's IEP and collect/report federal Indicator 13 data.

Autism Project, http://sped.dpi.wi.gov/sped_autism
For more than ten years, WDPI has developed and conducted statewide trainings for school staff in the area of autism. Four trainings are held annually in various locations throughout the state. Basic level trainings are offered for school staff with limited knowledge of educational programming for students with autism spectrum disorders. The basic level training presents an overview of autism spectrum disorders and discusses topics such as functional behavioral assessment, classroom programming, sensory issues, and communication strategies. Advanced level trainings are offered for more experienced school staff. The advanced training presents more complex information about issues in early childhood education of students with autism spectrum disorders. School staff from many different disciplines attend the trainings including special education teachers, directors of special education, regular education teachers, paraprofessionals, occupational and physical

therapists, social workers, psychologists and speech and language pathologists. Each of these trainings includes strategies for preventing suspensions and expulsions, obtaining a diploma, and increasing the graduation rates of students with autism.			
Indicator(s) and Category(s)	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2011**
4 C D F	**Autism Project (http://sped.dpi.wi.gov/sped_autism)** For more than ten years, WDPI has developed and conducted statewide trainings for school staff in the area of autism.	WDPI Autism Consultant Contracted Experts	In 2011-2012, five trainings were held in various locations throughout the state. Two basic-level trainings were offered for school staff with limited knowledge of educational programming for students with autism spectrum disorders. The basic-level trainings presented an overview of autism spectrum disorders and discussed topics such as functional behavioral assessment, classroom programming, sensory issues, and communication strategies. Three advanced-level trainings were offered for more experienced school staff. One advanced training presented information on effective strategies for assessment for eligibility and assessment for present skill levels; the second advanced-level training addressed issues around dealing with challenging behavior. The third advanced training was a new training that covered in-depth information in regards to the use of evidence based practices for instructional strategies for students with autism. Each of these trainings includes strategies for preventing suspensions and expulsions, obtaining a diploma, and increasing the graduation rates of students with autism. In addition, all trainings incorporated both low (visual schedules, social narratives) and high tech (IPAD, video modeling) examples. 310 school staff attended basic or advanced-level autism training during FFY 2011. School staff from many different disciplines attended the trainings including special education teachers, directors of special education, regular education teachers, paraprofessionals, occupational and physical therapists, social workers, psychologists and speech and language pathologists.
Regional Service Network (RSN), http://www.wi-rsn.org/			

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

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

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
4 A B C D E G	Regional Services Network (RSN)	WDPI Special Education Administration WDPI RSN Grant Liaison WDPI Special Education Team Consultants CESA RSNs	The RSN project directors met eight times during the 2011-12 school year. Meeting agendas were organized around the areas of compliance with special education law, improving LEA performance on the State Performance Plan (SPP) indicators, and other special education initiatives. RSNs attend statewide meetings where the department provides updates regarding special education law and Wisconsin's progress on the SPP Indicators. The RSN WDPI liaisons worked internally with WDPI consultants to develop agendas which reflected the current needs of the WDPI to communication with the LEAs. Agenda items covered WPDI updates on the indicators and the grant projects that support those indicators. The information from these meetings was then disseminated to directors of special education (DSE) via CESA RSN meetings. Each RSN grant required the RSN project directors to hold five regional meetings within their respective CESAs. At these meetings, DSEs provided feedback and shared issues of concern with the RSNs. Topics have included but are not limited to: procedural compliance; Wisconsin Statewide Transition

			Initiative, Wisconsin Statewide Parent Education Initiative, assessment of students with disabilities, and Indicators 6,7, 8,12, and 13.

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

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
4 B D F H	**Schools Identified for Improvement (SIFI)/ Districts Identified for Improvement (DIFI)-Identification and Assistance** WDPI initiated activities to assist districts deemed to be DIFI.	Title I WDPI Urban Special Education Consultant	In 2011-12 WDPI continued its work with Milwaukee Public Schools in creating a system of early intervening services as part of a larger Corrective Action Plan. Tier 2 interventions for Reading were implemented as well as the establishment of a Comprehensive Math Plan for all students K-12. Positive Behavior Supports (PBIS) continued to be expanded by cohorts from Tier 1 to Tiers 2 and 3. Exceed, a data management program, was put into place to capture information related to Responsive to Intervention implementation. Teachers were trained in using the data from Exceed to adjust their core teaching practices as well as identify students in need of interventions. Progress monitoring data on students receiving interventions was captured in Exceed as well. The Measures of Academic Progress was used as a screener K-8 three times per year. Screening data on reading and math was available to

			teaching and administrative staff. In grades 6-12 data from an Early Warning System was used as a screening tool to insure student progress towards graduation requirements.

Wisconsin Post High School Outcomes Survey (WPHSOS) www.posthighsurvey.org
Annually, from 1/5 of LEAs, WDPI collects data on post high school outcomes of youth with disabilities. Districts provide contact data of students the year prior to exit. St. Norbert College Survey Center (De Pere, Wisconsin) conducts a phone interview with former students one year after exiting. The survey center makes multiple attempts to survey former students. The WPHSOS provides training and technical assistance to St. Norbert and school districts to increase the accuracy of the data collected and utilized.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
4 A B C D E F G	**Wisconsin Post High School Outcomes Survey (WPHSOS)** **To increase response rates and improve outcomes** • Response rates will increase • Indicator 14 outcomes will increase	Wisconsin PHSOS Director WI DPI Transition Consultant	Response Rates 89 LEAs were included in Self-Assessment Monitoring during the 2011-12 school year. Of those, 76 LEAs had secondary leaver population State response rate increased from 31% to 33%. To increase the response rate, several activities occurred during the 2011-12 school year i) LEAs were provided direct assistance in verifiying at least one working phone number for each leaver. j) LEAs were contacted when each leaver was attempted to be contacted and additional, current phone numbers were entered if located. k) A YouTube video was developed for youth to view while in high school by their teachers, and shared in a letter one year after exiting their secondary placelemt. l) Eleven transition coordinators in the Milwaukee Public School (MPS) district were trained to administer the post high interview. Interviews were conducted either by a phone call or an in-person interview. As a result, the response rate for MPS 13% to 31%. The transition coordinators indicated this was a rewarding experience and requested to continue to conduct their own interviews in future survey years. All statewide reports were written and are posted to the post

			high website (www.posthighsurvey.org) • 2011 Statewide GEDE Report • 2011 Statewide Summary Report • 2011 Statewide Report • 2011 Statewide Indicator 14 Report • 2011 District Indicator 14 Report • 2011 At-A-Glance • 2011 Supplemental Indicator 14 Report

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 2011
4 A B C E F G H	**Wisconsin's Statewide Personnel Development Grant (SPDG)**: **Beginning Activities** SPDG initiated activities throughout the state.	SPDG Consultant	The grant consists of four hubs. Highlights of each hub are included below. Early Childhood Hub A Step Ahead packet has been revised, which helps parents with early childhood transitions. Integrated the Common Core State Standards with the Wisconsin Model Early Learning Standards (WMELS).

			Conducted forum for Early Childhood and Special Education Higher Education in September 2011. Conducted trainings on: EC transition in collaboration with the Department of Health Services (Part C); WMELS standards guide; WI Pyramid Model of Social-Emotional Competence; Positive Behavioral Interventions and Supports; and Response to Intervention. Wisconsin Professional Development Hub Conducted face-to-face visits with six School District Learning Zones provided training on the National Staff Development Council's new Standards for Professional Learning, and provided peer-to-peer support meetings. Developing the Parent Module for RtI and Family Engagement, in collaboration with the RtI/PBIS Center and Parent Advisory panels. Produced four professionally filmed RtI videos (elementary, middle, high school) to help schools and parents understand RtI. Transition Hub Technical assistance to the Milwaukee Public School District relative to using their Indicator 13 and 14 data, including training on the document Using Post High School Outcomes for Transition Planning; What Works: What 16,000 Students Are Telling Us about Transition to help in the improvement of transition services to youth; Predictor Rubric, Transition / Indicator 13 Rubric and the Drop-Out Prevention Rubric. Increased the number of parents and youth participating in leadership and personnel development opportunities by clarifying roles within the Transition Advisory Councils. The collaboration between the Departments of Public Instruction, Health Services and Vocational Rehabilitation, parents, and youth resulted in an interagency agreement

			and transition action guide development. Parent Leadership Hub Development and training on guidebook entitled "Serving on Groups that Make Decisions: A Guide for Families." The Spanish translation of the Guidebook was also completed. Collaborated with the Early Childhood Hub to support development of the CSEFEL (Center on Social and Emotional Foundations for Early Learning). A weekly Parent Leadership Hub Newsletter is sent to hundreds of subscribers. Institutes of Higher Education (IHE) Hub Four meetings of the IHE Hub Advisory Committee addressed planning the 2011 and 2012 IHE Summer Institutes. At the 2011 Summer Institute featured Dr. George Sugai on PBIS; 2012 Summer Institute will focus on RtI. In July 2011, mini-grants in the amount of $10,000 were awarded to 16 institutes of higher education. The purpose of these mini-grants is to change pre-service practice to improve outcomes for children with disabilities, including instruction in co-teaching classes, cross-training of regular and special education teacher candidates, and improved training of early childhood teacher candidates. For additional information about the SPDG, please visit http://sped.dpi.wi.gov/sped_wpds.
General supervision: activities related to significant discrepancies in suspension and expulsion rates. WDPI exercises its general supervisory authority to ensure compliance with 34 CFR § 300.170.			
Indicator(s) and Category(s)	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2011**
4 B	**Activities related to identification of significant**	WDPI Special Education Team staff,	In the Spring of 2012, the Wisconsin Department of Public Instruction (WDPI) reviewed data and identified districts with

	discrepancy – annual data review and notification of districts with significant discrepancy WDPI annually analyzes data to identify districts that meet the State definition of significant discrepancy, including based on race, in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year. Districts are notified if they have a significant discrepancy and of the required actions.	including data consultant	data demonstrating a significant discrepancy, including based on race and in the rates of suspension and expulsions of children with disabilities for greater than ten days in a school year. Districts were then notified via letter. WDPI reviewed their policies, procedures and practices for non-compliance as part of required activities prior to the annual CREATE Conference.
4 B	**Activities related to identification of significant discrepancy – LEA improvement plan** Districts identified with significant discrepancy, including based on race, in the rates of suspension and expulsion of children with disabilities for greater than 10 days in a school year are required to analyze their performance data and develop and submit an improvement plan.	WDPI Special Education Team staff	All districts identified with significant discrepancy submitted improvement plans, developed during required activities prior to the annual CREATE Conference. Because all districts were identified with significant discrepancy based on race, the districts used a needs assessment and an improvement plan developed by the National Center on Culturally Responsive Educational Systems (NCCRESt), which was revised using an online multi-year planning tool (funded by the Culturally Responsive Education for All: Training and Enhancement (CREATE)). All districts focused their improvement plans on discipline.
4 D	**Activities related to identification of significant discrepancy – technical assistance to districts** The State works with LEAs to improve performance. A	WDPI staff	Each district is assigned a WDPI staff member as their Local Performance Plan (LPP) consultant. These consultants provide ongoing technical assistance, including technical assistance specific to decreasing the number of students with disabilities suspended or expelled for greater than ten days in a school year, to districts.

	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. One WDPI consultant is assigned to each district identified for focused monitoring based on low graduation rates of students with disabilities. Following the onsite process, the consultant continues to provide technical assistance over a three-year period to help the district improve graduation results. Research shows a reduction in suspension and expulsion rates positively impacts graduation rates. If students are engaged in the learning process they are more likely to stay in school and graduate.		Disproportionality workgroup members received and responded to requests for technical assistance. Districts identified for Indicator 4B for more than one year are required to participate in technical assistance and professional development activities. For more detail regarding the activities from which districts could choose, see the description of CREATE (Indicators 9, 10).
4 C D	**WDPI Indicator 4 webpage** WDPI has established a webpage (http://sped.dpi.wi.gov/sped_spp-susp-exp) that provides information and resources for all districts and is especially beneficial to districts that have been identified as having significant discrepancy in the rates of suspensions and expulsions of children with	WDPI staff	Continued maintenance.

	disabilities for greater than ten days in a school year.		
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 discrepancies based on data.	WDPI staff	Districts were identified as having significant discrepancy based on race, in the rates of suspension and expulsion of children with disabilities for greater than 10 days in a school year. WDPI conducted a review of each districts' policies, procedures, and practices related to the development and implementation of IEPs, the use of positive behavior interventions and supports, and procedural safeguards. The districts have either adopted WDPIs model policies and or procedures or have submitted policies and procedures that have been reviewed and approved by WDPI staff. The districts have also either adopted the departments model IEP forms or use forms approved by WDPI. Further, all policies, procedures and practices are race neutral. Districts also use the disproportionality needs assessment developed by NCCRESt and/or the procedural compliance assessment process. For all identified noncompliance, the WDPI verifies correction of noncompliance consistent with OSEP Memorandum 09-02.

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

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
4 A B C D E	**Wisconsin Response to Intervention Initiatives (RTI)** Continuing work on statewide implementation of RTI.	RTI Internal Workgroup Statewide Discretionary Grant	The internal, cross-divisional WDPI workgroup continued to meet monthly. The purpose of the workgroup is to solidify messaging and provide guidance to the WI RtI Center and to the field through technical assistance tools. 900 Wisconsin educators attended the third annual RtI

F G H			Summit. School and district teams learned about RtI systems and examined their plans for scaling up their local RtI systems through learning from other Wisconsin schools' implementation efforts, national keynote speakers, and preconference workshops. The Wisconsin RtI Center, an IDEA Discretionary Grant Project, continued to operate through the CESA Statewide Network. The purpose of the WI RtI Center is to coordinate and provide statewide professional development and technical assistance delivered regionally, as well as to gather, analyze and report RtI implementation data. The work of the WI RtI Center adheres to and operationalizes the messaging and guidance from WDPI. The WI RtI Center staff work under the direction of the WDPI and CESA Statewide Network and includes a director, an Academic Coordinator, a Research and Evaluation Coordinator, a Communications Specialist, a Coaching Coordinator, and 5.0 FTE Regional Technical Assistance Coordinators who provide regional technical assistance and training to schools, districts, and CESAs throughout the state. The WI RtI Center's website (www.wisconsinrticenter.org) provides technical assistance tools and resources, school-based examples, research, online professional development modules and access to in-person professional development registration. The website saw 38,322 visits; 19,599 new visitors; an average of 3.87 pages per visit; 49.53% of visits are new visitors; and 87% of visits are from Wisconsin locations. Other states that visited the WI RtI Center's website include Illinois, Minnesota, California, New York, Iowa, Texas, Michigan, Florida, and North Carolina. Four Statewide Leadership Team meetings were held, representing practitioners, WDPI, parent organizations, and professional organizations. One meeting was a joint meeting with the WI PBIS Network's statewide leadership team.

			Statewide RtI training data: • 186 school teams attended RtI Foundational Overviews • 62 school teams attended RtI Mapping trainings • 89 school teams attended screening and progress monitoring trainings • 46 educators attended a 6 day systems coaches training • 66 educators from 24 districts attended a gifted and talented supports training • 100 high school educators attended a high school implementation training • 30 conference session presentations • 5 school teams attended a three day universal reading review pilot training • 5 demonstration schools received intensive technical assistance on implementing their elementary reading RtI systems Statewide RtI implementation data: • 552 schools have submitted implementation data to the WI RtI Center, encompassing 159 districts • For mathematics, 27 schools have reported full implementation, 59 initial implementation, 89 infrastructure-building, and 96 purpose-building • For reading, 47 schools have reported full implementation150 initial implementation, 174 infrastructure-building, and 101 purpose-building

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 2011
4 A C F	**Disproportionality Demonstration Grants** WDPI funds disproportionality demonstration grants. The	Disproportionality workgroup LEAs	FFY 11 Grants awarded to: DeForest Area School District ($75,000)

G	purpose of these grants is to fund large scale and systems-wide projects with an explicit goal of creating tools or guides so other districts can replicate success reducing disproportionality in special education. Districts identified as having disproportionate over-representation and/or significant disproportionality (or district-led consortiums) competed for grants ranging from $25,000 to $50,000 to support their work on disproportionality. Highly competitive districts or district-led consortiums will have implemented a process or project specific to disproportionality – including projects in pilot status – and have data demonstrating that the process or project is likely to reduce disproportionality, based on race, in special education. The district or consortium must have a clear and realistic plan to institutionalize the process or project, collect and analyze project-related data, and capture the process and/or project in a teachable format so other districts or consortiums can replicate such project or process. Priority Areas: • Large districts identified as having significant	CESAs	The purpose of the grant was to provide an alternate approach to a punitive discipline model and embrace a framework of solutions based on intervention that focuses on character, accountability, and restoring the damaged school culture. Throughout the course of action the student learns how their actions affected the other people involved. Solution Oriented Learning, Accountability, and Restoration (SOLAR) was developed in response to this need. SOLAR is an intervention model originated by the DeForest principal. The model combines research based education practices with human behavior theory. The grant resulted in the following: • Expanding and disseminating a replicable school-based restorative discipline format inspired by philosophy and practices of restorative justice, which puts repairing harm done to relationships and people above the need for assigning blame and dispensing punishment. • Exploring the connection with PBIS. • Using grant to build partnerships with other districts to create a network of SOLAR users. • Sharing strategies with other districts by (a) intra-district SOLAR trainers trained through a restorative practices certificate program; (b) SOLAR Implementation Guide for Schools; and (c) host a Great Lakes School Based Behavior Solutions Summit for other school district personnel. Eau Claire School District $46,363 The purpose of the project is to continue racial equity work in eliminating the racial disparities of achievement of students of color. Further, the project is interrelated with the following CREATE programs: District Equity Leadership Team (DELT), Needs Assessment, Beyond Diversity and Culturally Responsive Classroom Training.

	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.		The project produced three products: 1. Development of a "walk through" checklist for administrators to use to assess culturally relevant practices in the areas of environment, interactions/relationships, instructional strategies and design and assessment to be utilized throughout the district. 2. Culturally relevant coaching of staff. 3. Development of "evidence menus" for the Guiding Questions to Distinguishing Cultural Mismatch (Dr. Lisa Bardon). The menus allow staff to answer each question objectively. Additionally, a DVD model was produced to model how to use the guiding questions. Madison Metropolitan School District $44,262 The purpose of the grant was to develop culturally responsive district practices to ensure students are provided appropriate core instruction and interventions prior to or in lieu of a referral for an IEP evaluation. Additionally, the district will benefit on how to effectively address disproportionality, understand, and use data and underlying factors and practices that contribute to disproportionality. The grant resulted in the following: • Professional development video series created for assessment within RtI • Covering topics: Assessment Literacy, formative assessment, measures of academic progress (MAP) in reading, math and language arts, and problem solving with data • Support Phase 3 & 4 of CHAT research study between MMSD and UW Madison • This study examines predictors and patterns of

			disproportionality. Long term outcome of study is to inform a district-wide systemic change effort to address disproportionality and improve culturally and linguistically diverse students' academic and social outcomes and family-school collaboration in MMSD. Phase 3 & 4 will study a Student Support Intervention Team in MMSD and transformational practices. • Final product: CHAT research publications, practitioner papers, research reports, and a practitioner manual.
Disproportionality Mini-grants WDPI provides mini-grants to LEAs, disproportionality experts, and CESAs to address disproportionality at the local and regional level.			
Indicator(s) and Category(s)	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2011**
4 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 2011 Grants awarded to: Dr. Jeffrey Lewis, UW-Madison. Dr. Lewis provided onsite customized technical assistance to a district identified with significant disproportionality, based on race, in long-term suspensions and expulsions (Indicator 4B). In his work, "Through the Eyes of African American Girls: Using Participatory Action Research to Foster School and Civic Engagement," Dr. Lewis identified, engaged, and mobilized under-utilized resources in schools to strengthen relationships between students, particularly black females, and district staff. 1. The girls shared data, analysis and interpretation with "sympathetic listeners," individuals whom the girls trusted to listen with an ear toward what resonates, surprises, or moves the listener. 2. The second step involved the girls sharing the data with peers and their school community. 3. In the final step the girls took leadership to identify practices or polices to improve their school or community based on the data analysis and implications of the research. In " Creating Natural Circles of Support: Through the Eyes of African American Boys," Dr. Lewis identified, engaged, and

			mobilized under-utilized resources in schools to strengthen relationships between students, particularly black males, and district staff. The focus of the project with African American boys was an examination of their school related networks. The project involved the use of YPAR (Youth Participatory Action Research). The research activities entailed: 1. The requirement of the boys was to reflect and examine their experiences of support and non-support in order to illuminate their assets, needs. or challenges. The reflection encompassed discussing where and how they received instrumental and informational support, emotional support and identify other sources needed. 2. Using the YPAR process the boys identified sources where support was lacking and investigated how to use existing support networks to address areas of need. The next phase of the inquiry was a process of dissemination or data sharing with the goal of making recommendations for change. 3. The third step allowed the boys to host listening and discussion sessions at an African American male summit which brought together three district cohorts participating in CREATE training to share the findings and receive input of sympathetic listeners. 4. Finally, the boys developed a "circles of support" initiative to pilot with incoming ninth graders. The collective impact of the scholarship provided successful strategies and practices to target issues that directly influence disproportionate educational outcomes for African American students.
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 2011**
4 C	**ANNUAL CONFERENCE ON DISPROPORTIONALITY**	Disproportionality Workgroup Co Chairs	The annual conference was held April 24-26, 2012, at the Radisson Hotel and Conference Center (Green Bay, WI). A

D E F G H I	**(CESA 9)** The statewide conference enhances educators' understanding and application of research based, culturally responsive policies, procedures and practices.	CESAs LEAs National experts Approximately $890,000/yr	planning committee engaged in multiple sessions to organize and deliver conference activities. The entire conference experience was comprised of three separate events: a) Beyond Diversity training; b) Needs Assessment; and, c) the CREATE Conference. • A two day pre-conference option: Beyond Diversity II, provided training to sixty-nine participants at no cost. • The Needs Assessment was conducted by 81 participants from LEAs newly identified and / or continuing with significant disproportionality. The day encompassed a keynote presentation by Dr. Aydin Ball (UW-Madison) entitled, "District Level Strategies and Leadership"; the remainder of the day focused on districts spending time working with their school teams to evaluate their 2010-11 Annual Disproportionality Improvement Plan (ADIP) activities, review 2011-12 Focus Areas and Priorities, develop 2012-13 ADIP activities and select 2012-13 Professional Development Activities. • The CREATE Conference was a one-day event with two keynote presentations (Dr. Gary Howard, Dr. Anton Treuer) and multiple sectional offerings. 260 participants attended. • Conference webpage: http://www.createwisconsin.net/events/2012createconference.cfm

Positive Behavioral Interventions and Supports (PBIS)

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

PBIS is a systems model that guides schools to design, implement, and evaluate effective school-wide, classroom and student-specific behavioral/instructional plans. PBIS includes school-wide procedures and processes for: a) all students, staff, and all school settings, b)

specific settings within the school environment, c) individual classrooms and teachers, d) small group and simple student interventions for those at-risk, and e) individual student supports for students who have intensive and comprehensive needs across home, school, and community.

The Wisconsin PBIS Network provides technical assistance and coordinates professional development through a trainer of trainer model to help Wisconsin public school districts establish and sustain PBIS within their schools. In addition, the project gathers, analyzes and disseminates implementation data from all schools utilizing PBIS services

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
4 A B C D E F G H	**Wisconsin Positive Behavior Interventions and Supports (PBIS)**	PBIS Internal Workgroup Statewide Discretionary Grant	The Wisconsin PBIS Network, an IDEA Discretionary Grant Project, continued to operate through the Wisconsin RtI Center. The purpose of the WI PBIS Network is to coordinate and provide statewide professional development and technical assistance delivered regionally, as well as to gather, analyze and report PBIS implementation data. The work of the WI PBIS Network adheres to and operationalizes the messaging and guidance regarding PBIS from WDPI. A statewide PBIS Coordinator works under the direction of the WDPI, the CESA Statewide Network and the Director of the Wisconsin RtI Center and works in collaboration with the PBIS Data and Evaluation Coordinator and Academic Coordinator for the WI RtI Center. 7.0 FTE Regional Technical Assistance Coordinators provide regional technical assistance and training to schools, districts, and CESAs throughout the state. The WI PBIS Network held a statewide conference for 675 educators, with a national keynote presentation and 40 breakout sectionals. Four Statewide Leadership Team meetings were held, representing practitioners, WDPI, parent organizations, professional organizations and community supports. One meeting was a joint meeting with the WI RtI Center statewide leadership team. The WI PBIS Network's website

			(www.wisconsinpbisnetwork.org) provides technical assistance tools and resources, school-based examples, research, online professional development modules and access to in-person professional development registration. The website saw 50,449 visits; 27,030 new visitors; visitors viewed an average of four pages per visit; 51.63% of visits were new visitors; and 77% of visits were from Wisconsin locations. Other states visiting the WI PBIS Network's website include Illinois, New York, Minnesota, Iowa, Michigan, California, Texas, North Carolina, and Missouri. Statewide PBIS training data: • 529 schools engaged in WI PBIS Network events • 17 Administrative Overviews • 1 District Summit • 20 New Coaches Orientation • 33 Tier one training cohorts • 8 Tiers 2 and 3 Administrative Overviews • 10 Tier 2 training cohorts • 40 Networking sessions • 20 Conference session presentations Statewide PBIS implementation data: • 212 districts with at least one school trained • 1,009 schools trained • 916 schools implementing • 518 schools implementing with fidelity • 426,148 students in trained schools • 231,257 students in schools implementing with fidelity Statewide PBIS outcome data: • Schools implementing PBIS saw a 6.33% decrease in suspensions. • Schools implementing PBIS with fidelity saw a 15.96% decrease in suspensions

WDPI Disproportionality Workgroup
WDPI commits significant staff time and resources to addressing disproportionality. The Disproportionality Workgroup consists of eleven

Special Education Team staff members, as well as cross-agency staff who serve in an advisory capacity and assist with providing technical assistance. The workgroup is involved in analyzing data and identifying LEAs with disproportionate representation; reviewing policies, procedures, and practices; planning and conducting the Disproportionality Institute, updating information on the Disproportionality website, and issuing grants.			
Indicator and Category(s)	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2011**
4 I	**WDPI Disproportionality Workgroup** WDPI provides on-going targeted technical assistance and conducts monitoring activities with districts identified as having significant discrepancy, based on race. The workgroup also provides general technical assistance to other districts within the state and other pertinent stakeholders.	Disproportionality workgroup	Regular Meetings The purpose of the Disproportionality Workgroup is to address statewide concerns regarding the disproportionate numbers of students of color who may be inappropriately referred to and placed in special education and to increase state, regional, and local capacity to address issues of disproportionality. The Workgroup is involved in planning and implementing the activities below: • Development of Disproportionality Continuous Improvement Focused Monitoring (CIFM) system • Development of Technical Assistance Resources • Training on Disproportionality Data Analysis • Reviewing and Analyzing State and District Policies and Practices Workgroup members are listed at http://sped.dpi.wi.gov/sped_spp-disp-wkgp.
4 C D	**Disproportionality technical assistance to districts** WDPI offers training, technical assistance and webinars on cultural competency and other topics for the purpose of providing statewide technical assistance to LEAs.	Disproportionality workgroup members Special education team members (See CREATE for additional information)	Local Performance Plan (LPP) contacts receive and respond to requests for technical assistance. For a list of contacts, please see http://sped.dpi.wi.gov/sped_sepcontact. Disproportionality workgroup members receive and respond to requests for technical assistance. For a list of members, please see http://sped.dpi.wi.gov/sped_spp-disp-wkgp.
4	**WDPI Disproportionality**	Disproportionality	Maintenance and updates of webpage continued throughout

D	**webpage** WDPI has established a disproportionality webpage (http://sped.dpi.wi.gov/sped_cifms-disp) that provides information and resources for all districts, but is especially beneficial to districts that have been identified as having significant discrepancy, based on race.	workgroup	the year. Webpage: http://sped.dpi.wi.gov/sped_spp-disp

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

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

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

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
4 A B C D F H	Update and revise the Spanish Speaking section of the publication Linguistically Culturally Diverse (LCD) II	LCD Workgroup	During the last activity cycle the workgroup completed the first draft of the LCD: Spanish Speaking guide. This work was reviewed by the department's Bilingual/ESL Program staff along with members of the special education team. The feedback from these individuals was incorporated into the document. Part of the feedback was to expand the assessment chapter of the guide. The purpose of this guide is to provide IEP teams with a basic understanding and resources to appropriately differentiate language impairment

			from typical language development and second language acquisition. Although this guide focuses specifically on Spanish speaking students, many of the assessment practices spelled out in this guide can be followed for LCD students from other cultures. The guide is currently posted to the DPI web site for a feedback and comment period from practitioners in the field and is undergoing a peer review from the speech and language program support network.

Focused Performance Reviews

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

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
4 A B C D E F G H	Continued development of the FRII process. Pilot testing of the FRII process	FRII Coordinator Data Consultant DPI Assistant Director of Special Education FRII Workgroup FRII Pilot District Teams	During the 2011-2012 school year, the FRII development process was suspended as the WDPI worked on new data collection and management processes related to the ESEA Waiver and State Superintendent's Agenda 2017. Once WDPI's Wisconsin Information System for Education (WISEdash) http://wise.dpi.wi.gov/wise_dashhome is further developed, work will be restarted to use this system to help districts disaggregate data by disability area and gain a clearer picture of progress in reducing the rates of suspension and expulsion of students with disabilities.

Internal Research Committee

The WDPI Special Education Team works collaboratively with staff from other DPI Teams to set WDPI-wide education research agendas and

priorities. To positively impact on student outcomes, the committee works to create parameters for data-sharing with outside research organizations that are in-line with the advancement of education research and applicable federal and state laws, and to ensure that data and research products produced by WDPI are aligned with education priorities, are scientifically rigorous and meet standardized conventions.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
4 A B C E F G	**Internal Research Committee:** Establish WDPI as a state leader in the support and facilitation of educational research and the use of data in order to indentify and share best practices that directly benefit the students and schools of Wisconsin. Improve Educational Outcomes through: conducting and supporting research that provides evidence of best practices in teaching and learning;	WDPI Office of Educational Accountability, WDPI Student Services, Prevention and Wellness Team, WDPI Title I and School Support team, WDPI Data Management and Reporting Team, WDPI Office of Legal Services Team, WDPI Special Education Team-Data Consultant	The Internal Research Committee finished developing a Department-wide process for vetting and approving outside research requests, and the Special Education Team continues to be involved to the extent that research requests focus on Special Education topics. The Internal Committee nominated members for an External Research Committee who were then approved by the State Superintendent. The External Research Committee represents leadership in research and practice in the field and will provide feedback and input to the Department about research needs, specifically those that may inform changing teacher practice to improve student outcomes.
4 A B C E F G	**Data Portal** Provide a unified and transparent data portal for use by stakeholders in Wisconsin education; Enable decision making informed by data, as evidenced by the work of RtI and LDS projects; seize opportunities afforded by new and existing technologies.	WDPI Office of Educational Accountability, WDPI Student Services, Prevention and Wellness Team, WDPI Title I and School Support team, WDPI Data Management and Reporting Team, WDPI Office of Legal Services Team, WDPI Special Education Team-Data Consultant	An internal team identified data elements to be included in a streamlined and integrated data display and analysis tool, called WISEdash. Representatives from the Special Education Team provided input, including information about SPP indicators and guiding questions specific to improving the outcomes of students with disabilities.

Program Support Teacher Meetings

Each year, the program consultants on the Special Education Team design and host program support meetings for interested stakeholders, including parents, school district staff, educational administration, paraprofessionals, and higher education faculty. The overarching goal of

these program support meetings is to disseminate innovative information and current resources to the field. At these meetings, program consultants typically present information and training aimed at reducing the graduation gap and dropout rates. Specific topics include research-based strategies to increase student engagement, establish a positive school climate, increase options for student learning, and enhance staff knowledge and skills. These opportunities will continue in future years.			
Indicator(s) and Category(s)	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2011**
4 C D	Offer statewide Autism PST meetings to discuss issues related to Autism and share resources to support programming and educators in the field.	WDPI Autism Consultant	The Fall 2011 Autism Program Support Teachers (PST) meeting took place on September 22nd near Madison, WI. Information shared at this meeting included the Wisconsin Department of Public Instruction (WDPI) updates on bulletins and autism eligibility, CLTS waiver updates, guidance on use of seclusion and restraint, updates on alternate assessment and a presentation by Michelle Garcia Winner on Social Thinking and social communication interventions for students with autism. The Spring 2012 Autism PST meeting took place on March 29th, in Madison. Information shared at this meeting included WDPI updates on bulletins and autism eligibility, updates on the new Wisconsin Seclusion and Restraint Law, Alternate Assessment updates, best practice on working and collaborating with home based teams, overview of functional behavior assessment best practice, structured networking opportunities for educators around best practice interventions that address behaviors that interfere with learning, and a keynote presentation by Dr. June Groden on Self Management and Self Regulation strategies for students with autism as well as information about utilizing Positive Psychology to teach students with autism resiliency, optimism, humor, kindness, and self-efficacy.
4 C D	Offer statewide CD PST meetings to discuss issues related to CD and share resources to support programming and educators in the field.	WDPI CD Consultant CESA 6 Grant	The Fall 2010 Cognitive Disabilities Program Support Teacher Meeting was held September 22 in Wisconsin Dells. Information shared at this meeting included the WDPI updates, a presentation by Michelle Garcia Winner about Social Thinking & the Social Communication Profile; information about Seclusion and Restraint and updates on the Wisconsin Alternate Assessment for Students with Disabilities, Essential Elements, and Dynamic Learning Maps.

			The spring 2012 Cognitive Disabilities Program Support Teacher Meeting was held April 12, 2012 at the Crowne Plaza in Madison, WI. Information shared at the conference included: Curriculum, Standards, IEPs; Alternate ACCESS: Process, Procedure and Alternate Measures of Performance Indicators; and an update on the Common Core Essential Elements.
4 C D	Offer statewide EBD PST meetings on issues and resources related to EBD programs in the schools	WDPI EBD Consultant	Full Day meeting held on May 10, 2012. Agenda included the role of EBD teachers in schools implementing PBIS, an overview of Wisconsin 2011 Act 125 addressing seclusion and restraint, use of shortened school day in meeting student needs, and effective practices in functional behavioral assessment and behavior intervention plans. Updates and technical assistance were also provided through an email distribution list and workshop presentations on an as needed basis throughout the year.
4 C D	Offer statewide TBI PST meetings on issues/resources surrounding traumatic brain injuries in school age youth.	WDPI TBI Consultant	Statewide TBI PST meetings: 9/8/2011 Topics included: cognitive and behavioral correlates, TBI website review/update, and article review. 4/3/2012 Topics included: Concussion Bill, Academy of Certified Brain Injury Specialists (ACBIS) Certified Brain Injury Specialist (CBIS) training, specific brain trauma, school staff interventions, diagnostic evaluations, and cognitive rehab.
4 C D	Offer statewide program support teacher (PST) meetings to discuss topics and issues related to deaf and hard of hearing programming.	WESP-DHH Outreach Team WDPI consultants	During the 2011-12 school year two PST meetings were held for teachers of students who are deaf or hard of hearing and educational audiologists. The topic of the fall meeting was on technology for students who are deaf or hard of hearing. The December meeting focused on professional support with emphasis on Audiology, Critical Knowledge, Language and Literacy, and Self-Advocacy.
4 C D	Offer statewide Speech and Language (SL) Leadership/PST meetings to discuss topics and issues related to current SL practice in the public schools	WDPI Speech and Language Consultant CESA 6 Grant	Two meetings were held, one in the fall (10/21/11) and one in the spring (4/30/12). The October meeting addressed writing frequency and amount statements in the IEP so these elements meet procedural compliance. This meeting also introduced the RtI process and screening in Wisconsin

	and share resources to support SL programming and service delivery. A state-wide SL leadership and PST network list-serve is maintained to update speech/language pathologists from a state-wide perspective.		public schools. Other agenda items included discussions around local issues, a DPI update of selected information bulletins, SLPs and the RtI process in Wisconsin public schools, and addressing the shortage of SLPs in the state. The April meeting consisted of a DPI compliance update and evidence based practice followed with a presentation by Kate McGinnity, Autism Consultant, Sharon Hammer, Psychotherapist, and Lisa Ladson, Educational and Behavioral Consultant entitled Using Video Technology and iPad Applications. The presentation was based on the book Lights! Camera! Autism! Using Video Technology to Enhance Lives, authored by these three presenters. As SLPs work with students on the autism spectrum as well as other students who have pragmatic language difficulties, the presentation provided participants with the use of visual technology to support their students. From iPads to iPhones, Flip videos, skyping, utilizing an iPad Touch as well as MP3 Players, participants were taught how to implement visual technology to support the unique needs of individual learners in real life situations. Follow-up to these meeting topics was provided using the SLP PST list-serve.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
4 A C D F	Autism Evidence Based Practice Mini-Grants	WDPI Autism Consultant	Given a foundational understanding of the unique neurology of students with autism, the Autism Evidence-Based Practice Mini-Grant project assists educators working in school-level teams to learn how to implement evidence-based practices to improve academic, social, and emotional skills of students with autism spectrum disorders and assist in the development of internal school-wide structures to promote continued learning and fidelity of implementation of evidence based practices. The mini-grants will fund school-level teams consisting of administrators, general education teachers, special education teachers, parents, and other instructional and non-instructional support staff to research, identify and implement evidence-based practices within their school. Teams will meet at least monthly within their school and will participate in statewide conference and/or meetings to provide professional development on the successes and challenges of evidence based practice implementation. This year, the mini-grant NOFA was developed as well as the work plan and applications to districts. A grant assessment and deliverables were identified as well as resources to support school sites. Grant sites were identified in July 2012 and a report on school level activities and grant outcomes for year one of this initiative will be provided in next year's APR.

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
2011 (2011-2012)	Inside the regular class 80% of day: **62.5**% Inside the regular class less than 40% of day: **9.7**% In separate schools, residential facilities, or homebound/hospital placements: **0.95%**

Actual Target Data for 2011-12:

2011-12 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	**64,007**	**107,719**	**59.42%**
B. Percent of children with IEPs aged 6 through 21 served inside the regular class less than 40% of the day	**10,782**	**107,719**	**10.01%**
C. Percent of children with IEPs aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements	**1,292**	**107,719**	**1.20%**

Data Source: Part B, Individuals with Disabilities Education Act Implementation of FAPE Requirements 2011.

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 2011-12:

WDPI is making progress in meeting the targets set for this indicator. The State had a 3.31% increase in the percentage of children with IEPs aged 6 through 21 served inside the regular class 80% or more of the day, from 56.11% in the previous reporting period to 59.42% during this reporting period. There was a 0.55% 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 no change in the percentage of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements from the previous reporting period.

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

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

State Performance Plan Improvement Activities			
School Improvement: Focused Review of Improvement Indicators (FRII) During the 2007-08 SY, WDPI began working to expand upon the successful focused monitoring model previously utilized to provide districts a mechanism for conducting a similar process of data analysis and improvement planning around the SPP improvement indicators of math achievement, preschool outcomes, parent involvement, and post-high school outcomes. WDPI will also be working with CESA based Regional Service Network (RSN) providers to employ various technical assistance options, including statewide summits. WDPI is currently building the infrastructure to execute and support this process with statewide implementation. WDPI believes this refined school improvement process will not only address the needs of both urban and rural districts, but it will continue to promote data driven decision making as well as identifying promising practices that can be acknowledged and disseminated statewide.			
Indicator(s) and Category(s)	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2011**
5 A B C D E F G H	**School Improvement: Focused Review of Improvement Indicators (FRII)** During the 2007-08 SY, WDPI began working to expand upon the successful focused monitoring model previously utilized to provide districts a mechanism for conducting a similar process of data analysis and improvement planning around the SPP improvement indicators of math achievement, preschool outcomes, parent involvement, and post-high school outcomes. The main focus has been to build an effective infrastructure to execute and support this process with statewide implementation, as a “stand alone” process.	FRII Workgroup FRII Coordinator	During the 2011-2012 school year, the FRII development process was suspended as the WDPI worked on new data collection and management processes related to the ESEA Waiver and State Superintendent's Agenda 2017. Once WDPI's Wisconsin Information System for Education (WISEdash) http://wise.dpi.wi.gov/wise_dashhome is further developed, work will be restarted to use this system to help districts disaggregate data by disability area and gain a clearer picture of the impact of educational placement on the outcomes of students with disabilities.
High Cost Initiative As part of the Keeping the Promise initiative, the state superintendent set aside High-Cost Special Education Aid funds (IDEA discretionary			

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

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
5 A D J	The High Cost Aid Program has developed an online software claims process for roll out in 2010. Technical assistance materials were developed to support the online claims process.	Keeping the Promise Initiative WDPI Consultant	The High Cost Aid Program is a web-based claim system. Technical assistance continues to be updated and provided to districts on an ongoing basis. Based on the claim submittals, 129 LEAs received high cost aid payments for services provided to 994 students. The web-based data collection format, implemented in FFY 2009, allows for more efficient fiscal monitoring and ensures compliance with IDEA regulations and requirements.

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

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
5 C D F	**Autism Project** **(http://sped.dpi.wi.gov/sped_autism)** For more than 10 years, WDPI has developed and conducted statewide trainings for school staff in the area of autism.	WDPI Autism Consultant Contracted Experts	In 2011-2012, five trainings were held in various locations throughout the state. Two basic-level trainings were offered for school staff with limited knowledge of educational programming for students with autism spectrum disorders. The basic-level trainings presented an overview of autism spectrum disorders and discussed topics such as functional behavioral assessment, classroom programming, sensory

			issues, and communication strategies. Three advanced-level trainings were offered for more experienced school staff. One advanced training presented information on effective strategies for assessment for eligibility and assessment for present skill levels; the second advanced-level training addressed issues around dealing with challenging behavior. The third advanced training was a new training that covered in-depth information in regards to the use of evidence based practices for instructional strategies for students with autism. Each of these trainings includes strategies for preventing suspensions and expulsions, obtaining a diploma, and increasing the graduation rates of students with autism. In addition, all trainings incorporated both low (visual schedules, social narratives) and high tech (IPAD, video modeling) examples. 310 school staff attended basic or advanced-level autism training during FFY 2011. School staff from many different disciplines attended the trainings including special education teachers, directors of special education, regular education teachers, paraprofessionals, occupational and physical therapists, social workers, psychologists and speech and language pathologists.

Wisconsin's Annual Statewide Institute On Best Practices in Inclusive Education
The Annual State-Wide Institute on Best Practices in Inclusive Education is co-sponsored by the Department of Public Instruction, Cardinal Stritch University and the Inclusion Institute, Inc. The institute offers timely information on Best Practices in Inclusive Education, Differentiation, Autism Spectrum Disorders, Collaboration, Assistive Technology Supporting Inclusive Education, a Team Approach for Successful Inclusion and Stories of Elementary Inclusion: Fostering Belonging & Friendships.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
5 C D G	**Wisconsin's Annual Statewide Institute On Best Practices in Inclusive Education** The Annual Statewide Institute on Best Practices in Inclusive	Institute Staff WDPI Special Education Team Consultants	Wisconsin's 18th Annual Statewide Institute on Best Practices in Inclusive Education was held on July 25-27, 2011. Featured keynote speakers included internationally known inclusion expert Dr. Paula Kluth, author of "You're Going to Love This Kid" and "Joyful Learning." The second day's keynote speaker was Cindy Bentley, the subject of the

	Education is co-sponsored by the WDPI, Cardinal Stritch University, and the Inclusion Institute, Inc. This annual Institute was held on July 30–August 1, 2007. The program offered timely information on Best Practices in Inclusive Education, Differentiation, Autism Spectrum Disorders, and Collaboration.		inspiring biography "Cindy Bentley: Spirit of a Champion." Born with an intellectual disability, Cindy has taken a journey to independence and self-determination that led her to become the first athlete to serve on the board of directors of Special Olympics Wisconsin. The sessions at the Institute offered up- to-date information about issues and topics related to Inclusive Education. Additional topics included transition from school to work, Employment First, Think College, the impact of mental illness, early childhood, and inclusive practices, resources for parent involvement, the Common Core State Standards and the Wisconsin State Assessment System, successful inclusive programs, and differentiated instruction.

Creating the Good Life: Improving Outcomes for Students with Cognitive Disabilities
The First Annual State-wide Conference for educators working with students with cognitive disabilities was held on August 10-21, 2007 to address issues and current trends regarding inclusive practices. This conference is cosponsored by the Department of Public Instruction, Wisconsin's 12 Cooperative Educational Service Agencies and the University of Wisconsin-Oshkosh. The conference has provided educators with a variety of relevant topics including: Using Dance & Creative Movement to Enhance Instruction in Inclusive Classrooms; Inclusive Practices: Determining Where We Belong; Stories of Elementary Inclusion: Fostering Belonging and Friendships; Friendships with Non-Disabled Peers: Unlocking Opportunities for Students with Cognitive Disabilities; and Developing Best Practice Goals: Blending Transition, Post School Outcomes and General Education for Students with Disabilities.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
5 C D G	**Creating the Good Life: Improving Outcomes for Students with Cognitive Disabilities (CD)** The Annual Statewide Conference for educators working with students with cognitive disabilities was held on August 10-21, 2007 to address issues and currents trends regarding inclusive practices.	CESA #6 CESA #5 WDPI Special Education Team	2012 marks the first year that the WDPI hosted the Cognitive Disabilities Conference. The 2012 Cognitive Disabilities Conference titled, "Teaching and Instruction - Meeting the Academic Needs of Students with Cognitive Disabilities" was held August, 14-15, 2012 at the Madison Marriott West in Middleton, WI. Key note speakers included Dr. Penelope Hatch from the Center for Literacy and Disability Studies and the University of North Carolina, Chapel Hill (Literacy) and Dr. Chris Cain, Associate Professor, Mars Hill College, North Carolina (Mathematics). Alan Sheinker, Ed. D., Associate Project Director of the Dynamic Learning Maps Consortium also shared information from the Dynamic Learning Maps Consortium regarding alternate achievement standards and

			formative and summative alternate assessments being developed.

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 2011
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 conference held on April 26-27, 2012 included nationally known keynote speakers, topical sectionals, parent listening sessions, family fun night, and roundtable discussions on such topics as individualized service plans. The keynote speaker was selected to highlight self-determination in regards to students with disabilities and their parents. This year, the conference also provided an opportunity for a listening session where parents across Wisconsin were able to engage and interact with WI DPI as well as other parent assistance organizations (Disability Rights of WI and WI FACETS).

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 2011
5 A	**Data Collection – ISES** The Individual Student Enrollment System (ISES) was	WDPI Data Management and Reporting Team	All required data for Tables 1, 3, 4, and 5 are collected through the Wisconsin Student Locator System (WSLS) and Individual Student Enrollment System (ISES) data

	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.	Special Education Team Data Coordinator	collections. This has helped to eliminate duplication of effort and ease the data collection burden on LEAs. During the Fall 2011, a member of the Data Management and Reporting Team and a member of the Special Education Team developed materials for two training sessions specific to WSLS and ISES. Ones session was intended for district staff new to the WSLS and ISES applications and provided an overview of WS:S and the ISES data collections (discipline, year end, third Friday of September enrollment, October 1 Child Count, and Coursework Completion System) focusing on available training resources, help desk resources, and the basic data collection timeline. The other training session was for expert focused staff and focused on ISES updates and data quality. These sessions were made available through Live Meeting and the handouts from both are posted on the web for continued reference. In March 2012, a vendor training was held focusing on ISES updates for the upcoming school year. This training is posted on the web for continued reference. In addition, a member of the Data Management and Reporting Team and a member of the Special Education Team were asked to present at a number of conferences vendors held for their users. A presentation was also developed focusing on Using ISES Reports to Improve Data Quality. There are a number of progress and summary reports available within ISES, including reports specific to educational environment, which can be used to review data quality prior to submission of the ISES collections. This presentation is posted on the web for continued reference.
5 A B C G	**Cross-Department Data Workgroup** WDPI established a cross-department data workgroup consisting of members of the WDPI Special Education Team	WDPI Office of Educational Accountability, WDPI Applications Development Team, and the WDPI Data	Due to changes in staffing, this workgroup is currently not meeting.

	as well as the WDPI Data Management and Reporting Team.	Management and Reporting Team, Special Education Team Data Coordinator, Special Education Team Data Consultant	

Technical Assistance: Timely and Accurate Data
WDPI staff participates in national opportunities whenever possible in order to receive current information regarding data collection, reporting, and technical assistance for this indicator. In turn various WDPI teams work collaboratively to provide technical assistance to local school districts on how to report timely and accurate data in addition to technical assistance on how to meet the SPP targets for this indicator.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
5 A B	**National Technical Assistance** The WDPI accesses national technical assistance whenever possible.	Data Coordinator, Data Consultant, Assistant Director Special Education Team	DPI staff attended the OSEP Mega Conference and received current information regarding collection, reporting, and technical assistance for this indicator.

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

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
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 Statewide Discretionary Grant	The internal, cross-divisional WDPI workgroup continued to meet monthly. The purpose of the workgroup is to solidify messaging and provide guidance to the WI RtI Center and to the field through technical assistance tools. 900 Wisconsin educators attended the third annual RtI Summit. School and district teams learned about RtI systems and examined their plans for scaling up their local RtI systems through learning from other Wisconsin schools' implementation efforts, national keynote speakers, and

			preconference workshops. The Wisconsin RtI Center, an IDEA Discretionary Grant Project, continued to operate through the CESA Statewide Network. The purpose of the WI RtI Center is to coordinate and provide statewide professional development and technical assistance delivered regionally, as well as to gather, analyze and report RtI implementation data. The work of the WI RtI Center adheres to and operationalizes the messaging and guidance from WDPI. The WI RtI Center staff work under the direction of the WDPI and CESA Statewide Network and includes a director, an Academic Coordinator, a Research and Evaluation Coordinator, a Communications Specialist, a Coaching Coordinator, and 5.0 FTE Regional Technical Assistance Coordinators who provide regional technical assistance and training to schools, districts, and CESAs throughout the state. The WI RtI Center's website (www.wisconsinrticenter.org) provides technical assistance tools and resources, school-based examples, research, online professional development modules and access to in-person professional development registration. The website saw 38,322 visits; 19,599 new visitors; an average of 3.87 pages per visit; 49.53% of visits are new visitors; and 87% of visits are from Wisconsin locations. Other states that visited the WI RtI Center's website include Illinois, Minnesota, California, New York, Iowa, Texas, Michigan, Florida, and North Carolina. Four Statewide Leadership Team meetings were held, representing practitioners, WDPI, parent organizations, and professional organizations. One meeting was a joint meeting with the WI PBIS Network's statewide leadership team. Statewide RtI training data: • 186 school teams attended RtI Foundational Overviews

			• 62 school teams attended RtI Mapping trainings • 89 school teams attended screening and progress monitoring trainings • 46 educators attended a 6 day systems coaches training • 66 educators from 24 districts attended a gifted and talented supports training • 100 high school educators attended a high school implementation training • 30 conference session presentations • 5 school teams attended a three day universal reading review pilot training • 5 demonstration schools received intensive technical assistance on implementing their elementary reading RtI systems Statewide RtI implementation data: • 552 schools have submitted implementation data to the WI RtI Center, encompassing 159 districts • For mathematics, 27 schools have reported full implementation, 59 initial implementation, 89 infrastructure-building, and 96 purpose-building • For reading, 47 schools have reported full implementation150 initial implementation, 174 infrastructure-building, and 101 purpose-building

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

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

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011

5 A B C D E F G H	**Wisconsin Positive Behavior Interventions and Supports (PBIS)** Continuing work on statewide implementation of PBIS	PBIS Internal Workgroup Statewide Discretionary Grant	The Wisconsin PBIS Network, an IDEA Discretionary Grant Project, continued to operate through the Wisconsin RtI Center. The purpose of the WI PBIS Network is to coordinate and provide statewide professional development and technical assistance delivered regionally, as well as to gather, analyze and report PBIS implementation data. The work of the WI PBIS Network adheres to and operationalizes the messaging and guidance regarding PBIS from WDPI. A statewide PBIS Coordinator works under the direction of the WDPI, the CESA Statewide Network, and the Director of the Wisconsin RtI Center and works in collaboration with the PBIS Data and Evaluation Coordinator and Academic Coordinator for the WI RtI Center. 7.0 FTE Regional Technical Assistance Coordinators provide regional technical assistance and training to schools, districts, and CESAs throughout the state. The WI PBIS Network held a statewide conference for 675 educators, with a national keynote presentation and 40 breakout sectionals. Four Statewide Leadership Team meetings were held, representing practitioners, WDPI, parent organizations, professional organizations, and community supports. One meeting was a joint meeting with the WI RtI Center statewide leadership team. The WI PBIS Network's website (www.wisconsinpbisnetwork.org) provides technical assistance tools and resources, school-based examples, research, online professional development modules and access to in-person professional development registration. The website saw 50,449 visits; 27,030 new visitors; visitors viewed an average of four pages per visit; 51.63% of visits were new visitors; and 77% of visits were from Wisconsin locations. Other states visiting the WI PBIS Network's website include Illinois, New York, Minnesota, Iowa, Michigan, California, Texas, North Carolina, and Missouri.

			Statewide PBIS training data: • 529 schools engaged in WI PBIS Network events • 17 Administrative Overviews • 1 District Summit • 20 New Coaches Orientation • 33 Tier one training cohorts • 8 Tiers 2 and 3 Administrative Overviews • 10 Tier 2 training cohorts • 40 Networking sessions • 20 Conference session presentations Statewide PBIS implementation data: • 212 districts with at least one school trained • 1,009 schools trained • 916 schools implementing • 518 schools implementing with fidelity • 426,148 students in trained schools • 231,257 students in schools implementing with fidelity Statewide PBIS outcome data: • Schools implementing PBIS saw a 6.33% decrease in suspensions. • Schools implementing PBIS with fidelity saw a 15.96% decrease in suspensions

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

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
5 B	**Assistive Technology Lending Center (ATLC)**	WDPI ATLC grant liaison and CESA 2	An evaluation from to collect data regarding the effectiveness of the AT device trial was used this year.

D E F H		lending center staff	Patrons evaluated the effectiveness of the AAC device trial on a scale from one to five with a rating of 1 being poor and a rating of 5 being very successful. An average success rating of 4 was reported by patrons for this year (baseline). Sixty-four educators trialed eighty-four AAC devices valued at $772,108.00 in twenty-nine districts from the ATLC collection during the 2011-2012 school year.

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
5 C D	Offer statewide Autism PST meetings to discuss issues related to Autism and share resources to support programming and educators in the field.	WDPI Autism Consultant	The Fall 2011 Autism Program Support Teachers (PST) meeting took place on September 22nd near Madison, WI. Information shared at this meeting included the Wisconsin Department of Public Instruction (WDPI) updates on bulletins and autism eligibility, CLTS waiver updates, guidance on use of seclusion and restraint, updates on alternate assessment and a presentation by Michelle Garcia Winner on Social Thinking and social communication interventions for students with autism. The Spring 2012 Autism PST meeting took place on March 29th, in Madison. Information shared at this meeting included WDPI updates on bulletins and autism eligibility, updates on the new Wisconsin Seclusion and Restraint Law, Alternate Assessment updates, best practice on working and collaborating with home based teams, overview of functional behavior assessment best practice, structured networking opportunities for educators around best practice interventions that address behaviors that interfere with learning, and a keynote presentation by Dr. June Groden on Self Management and Self Regulation strategies for students with autism as well as information about utilizing Positive Psychology to teach students with autism resiliency,

			optimism, humor, kindness, and self-efficacy.
5 C D	Offer statewide CD PST meetings to discuss issues related to CD and share resources to support programming and educators in the field.	WDPI CD Consultant CESA 6 Grant	The Fall 2010 Cognitive Disabilities Program Support Teacher Meeting was held September 22 in Wisconsin Dells. Information shared at this meeting included the WDPI updates, a presentation by Michelle Garcia Winner about Social Thinking & the Social Communication Profile; information about Seclusion and Restraint and updates on the Wisconsin Alternate Assessment for Students with Disabilities, Essential Elements, and Dynamic Learning Maps. The spring 2012 Cognitive Disabilities Program Support Teacher Meeting was held April 12, 2012 at the Crowne Plaza in Madison, WI. Information shared at the conference included: Curriculum, Standards, IEPs; Alternate ACCESS: Process, Procedure and Alternate Measures of Performance Indicators; and an update on the Common Core Essential Elements.
5 C D	Offer statewide EBD PST meetings on issues and resources related to EBD programs in the schools	WDPI EBD Consultant	Full Day meeting held on May 10, 2012. Agenda included the role of EBD teachers in schools implementing PBIS, an overview of Wisconsin 2011 Act 125 addressing seclusion and restraint, use of shortened school day in meeting student needs, and effective practices in functional behavioral assessment and behavior intervention plans. Updates and technical assistance were also provided through an email distribution list and workshop presentations on an as needed basis throughout the year.
5 C D	Offer statewide TBI PST meetings on issues/resources surrounding traumatic brain injuries in school age youth.	WDPI TBI Consultant	Statewide TBI PST meetings: 9/8/2011 Topics included: cognitive and behavioral correlates, TBI website review/update, and article review. 4/3/2012 Topics included: Concussion Bill, Academy of Certified Brain Injury Specialists (ACBIS) Certified Brain Injury Specialist (CBIS) training, specific brain trauma, school staff interventions, diagnostic evaluations, and cognitive rehab.
5 C	Offer statewide program support teacher (PST) meetings	WESP-DHH Outreach Team	During the 2011-12 school year two PST meetings were held for teachers of students who are deaf or hard of

D	to discuss topics and issues related to deaf and hard of hearing programming.	WDPI consultants	hearing and educational audiologists. The topic of the fall meeting was on technology for students who are deaf or hard of hearing. The December meeting focused on professional support with emphasis on Audiology, Critical Knowledge, Language and Literacy, and Self-Advocacy.
5 C D	Offer statewide Speech and Language (SL) Leadership/PST meetings to discuss topics and issues related to current SL practice in the public schools and share resources to support SL programming and service delivery. A state-wide SL leadership and PST network list-serve is maintained to update speech/language pathologists from a state-wide perspective.	WDPI Speech and Language Consultant CESA 6 Grant	Two meetings were held, one in the fall (10/21/11) and one in the spring (4/30/12). The October meeting addressed writing frequency and amount statements in the IEP so these elements meet procedural compliance. This meeting also introduced the RtI process and screening in Wisconsin public schools. Other agenda items included discussions around local issues, a DPI update of selected information bulletins, SLPs and the RtI process in Wisconsin public schools, and addressing the shortage of SLPs in the state. The April meeting consisted of a DPI compliance update and evidence based practice followed with a presentation by Kate McGinnity, Autism Consultant, Sharon Hammer, Psychotherapist, and Lisa Ladson, Educational and Behavioral Consultant entitled Using Video Technology and iPad Applications. The presentation was based on the book Lights! Camera! Autism! Using Video Technology to Enhance Lives, authored by these three presenters. As SLPs work with students on the autism spectrum as well as other students who have pragmatic language difficulties, the presentation provided participants with the use of visual technology to support their students. From iPads to iPhones, Flip videos, skyping, utilizing an iPad Touch as well as MP3 Players, participants were taught how to implement visual technology to support the unique needs of individual learners in real life situations. Follow-up to these meeting topics was provided using the SLP PST list-serve.

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

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

research through transition services and are given the opportunity to work with WCBVI Outreach staff in a six-week Summer Employment Program to help prepare them for the adult world. A counselor is available at WSVH to meet with students to address behaviors that may lead to suspension or expulsion and help guide students in decision making. Students are given the opportunity to meet with the counselor one-on-one to help deal with other social issues.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
5 C D F G	Short Course Programs for Students who are blind or have low vision.	Short course teacher of the visually impaired (TVI) and orientation and mobility (O&M) instructor	Students who attend local educational agencies (LEAs) attended short courses to receive intensive instruction in the areas of the expanded core curriculum: compensatory skills, (including Braille and other communication modes, Orientation & Mobility, social interaction skills, independent living skills and personal management, career and vocational, educational, assistive technology, visual efficiency skills, skills of self-determination and advocacy skills). This allows students to gain needed skills while remaining in their least restrictive environment. Teachers attended along with their students to gain insight into strategies that can be used by LEA staff. Many family members also stayed on campus in order to learn along with their student participant. Short Course staff additionally offered short courses at the LEA location and also in family homes.
5 C D G E	Professional development opportunities are provided for teachers of the visually impaired to increase their ability to support students with visual impairment.	Regional Support Specialist and Professional Development Coordinator	Webinar Series: How to access materials for students who are blind or visually impaired, National Instructional Materials Accessibility Standard and Center, iDevices, Transition, Low Vision Devices, Bookreaders, Survey of Teacher Need and amount and level of service, O&M. 2-Credit Low Vision Course 2-Credit Course on Spatiotemporal Development of students who are blind or visually impaired (including those with multiple disabilities). Five Regional Leadership Meeting for vision professionals serving the PK-12 populations focusing on issues relevant to teaching students who are blind or visually impaired

			including evaluations, assessment, RTI, PBIS, high stakes testing and assistive technology.
5 C D F H	Transition to employment for students with visual impairments.	Transition Specialist and other WCBVI Outreach Staff	At the request of LEAs, WCBVI staff meet with students, families, caregivers and teachers to discuss transition elements specific to students who are blind or have low vision. Four day-long college fairs for students teachers and families with resources specifically related to visual impairment. Six-week residential employment program offering pre-employment skills, daily living, orientation and mobility, interviewing, and a four-week paid work experience.
5 C D E F G H	Professional development for Braille transcribers.	WCBVI Braillist certified in the Literary, Nemeth (Math code) and Format codes.	Twice/month certified Braillist offers training on new Braille Authority of North America (BANA) formatting requirements for literary Braille.
5 C D E F G H	Low Vision Clinic Low vision clinics provide information about students' functional use of their vision in the home and educational environment, allowing participants to receive information regarding accommodations that will be helpful in their lives and in order to access the educational curriculum.	Regional Support Specialist Parent Liaison O&M Instructor Technology Specialist Low Vision Therapist Contracted Ophthalmologists	Teachers, Family/Caregivers, and students with low vision attend the low vision clinics. Low vision clinics provide information about students' functional use of their vision in the home, community, and educational environment allowing participant to receive information regarding accommodations that will be helpful in their lives and in order to access the educational curriculum.
5 C	Refraction Clinics are offered to determine if glasses would be	Refraction Clinics	Teachers, Family/Caregivers, and students who are visually impaired, and who have additional disabilities that prohibit

D E F G H	beneficial. Some limited information regarding functional levels of vision may be obtained through the clinic's examination process and outreach staff will endeavor to obtain data to assist in developing strategies for working with those students in this population.	Outreach Staff	them from verbally communicating their vision needs, attend the refraction clinics. The purpose of the refraction clinics is to attempt to determine if glasses would be beneficial. Some limited information regarding functional level of vision may be obtained through the clinic's examination process and staff endeavors to obtain data and assist in developing strategies for working with those students in this population.
5 A B C D F G H	Silver Lake Teacher of the Visually Impaired Training Program	Contracted instructors WCBVI staff	Every aspect of teaching students who are blind or have low vision is taught through this program, allowing graduates to obtain a license to teach target population of students in Wisconsin.
5 C D F G H	Repository of Vision-Specific Materials Coordination The repository provides materials for teachers, interventionists, therapists, and family/care givers who have or support students who are blind or have low vision (including those with additional disabilities).	Outreach Director Accessible Instructional Materials Coordinator Braillists WCBVI Medial Specialist	WCBVI Outreach is responsible for the repository of materials made available through the American Printing House for the Blind (APH) and through other means. WCBVI staff maintains census documentation of eligibility for the collection of materials from APH. The repository provides materials for teachers, interventionists, therapists, and family/caregivers who have or support students who are blind or have low vision (including those with additional disabilities).
5 C D F G H	Technology Loan Program This program loans both low and high tech items to teachers of the visually impaired, orientation and mobility instructors, therapists, interventionists and family/caregivers. Some items	Instructional and Assistive Technology Specialist	This program loans both high- and low-technology items to teachers of the visually impaired, orientation and mobility instructors, therapists, interventionists and family/caregivers. Some items are loaned for the academic life of the student and some are loaned for evaluation purposes.

	are loaned for the academic life of the student and some are loaned for evaluation purposes.		
5 C D E G H	Braille Refresher Course - 1 graduate credit This is an overview of the rules of the Braille Code offered for teachers who are interested in refreshing their Braille skills and to learn new Braille formatting changes (new rules were issued by the Braille Authority of North America in 2009).	Outreach Director Contracted Staff	This one-credit course was offered during the FY 2011-12 school year. This course prepares teachers and potential teachers of the visually impaired to take the Wisconsin Braille Competency Exam required by WI statute for licensure.
5 E F H	Wisconsin Braille Competency Exam This examination is offered twice each year and teachers of the visually impaired must pass this examination in order to receive a license to teach students who are blind or visually impaired in Wisconsin.	Outreach Director Braillists Contracted Staff	This exam was offered twice during the year.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011.

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

suspensions and expulsions, obtaining a diploma, and increasing the graduation rates of students with autism.			
Indicator and Category(s)	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2011**
5 A C D F	Autism Evidence Based Practice Mini-Grants	WDPI Autism Consultant	Given a foundational understanding of the unique neurology of students with autism, the Autism Evidence-Based Practice Mini-Grant project assists educators working in school-level teams to learn how to implement evidence-based practices to improve academic, social, and emotional skills of students with autism spectrum disorders and assist in the development of internal school-wide structures to promote continued learning and fidelity of implementation of evidence based practices. The mini-grants will fund school-level teams consisting of administrators, general education teachers, special education teachers, parents, and other instructional and non-instructional support staff to research, identify and implement evidence-based practices within their school. Teams will meet at least monthly within their school and will participate in statewide conference and/or meetings to provide professional development on the successes and challenges of evidence based practice implementation. This year, the mini-grant NOFA was developed as well as the work plan and applications to districts. A grant assessment and deliverables were identified as well as resources to support school sites. Grant sites were identified in July 2012 and a report on school level activities and grant outcomes for year one of this initiative will be provided in next year's APR.

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

Monitoring Priority: FAPE in the LRE

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

A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and

B. Separate special education class, separate school or residential facility.

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

Measurement:

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

B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

FFY	Measurable and Rigorous Target
2011 (2011-2012)	A. N/A B. N/A

Actual Target Data for FFY 2011:

Not required to report.

State Performance Plan Improvement Activities

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

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
6 C D F	**Autism Project (http://sped.dpi.wi.gov/sped_autism)** For more than 10 years, WDPI has developed and conducted statewide trainings for school staff in the area of autism.	WDPI Autism Consultant Contracted Experts	In 2011-2012, five trainings were held in various locations throughout the state. Two basic-level trainings were offered for school staff with limited knowledge of educational programming for students with autism spectrum disorders. The basic-level trainings presented an overview of autism spectrum disorders and discussed topics such as functional behavioral assessment, classroom programming, sensory issues, and communication strategies. Three advanced-level trainings were offered for more experienced school staff. One advanced training presented information on effective strategies for assessment for eligibility and assessment for present skill levels; the second advanced-level training addressed issues around dealing with challenging behavior. The third advanced training was a new training that covered in-depth information in regards to the use of evidence based practices for instructional strategies for students with autism. Each of these trainings includes strategies for preventing suspensions and expulsions, obtaining a diploma, and increasing the graduation rates of students with autism. In addition, all trainings incorporated both low (visual schedules, social narratives) and high tech (IPAD, video modeling) examples. 310 school staff attended basic or advanced-level autism

			training during FFY 2011. 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.

Creating the Good Life: Improving Outcomes for Students with Cognitive Disabilities
The First Annual State-wide Conference for educators working with students with cognitive disabilities was held on August 10-21, 2007 to address issues and current trends regarding inclusive practices. This conference is cosponsored by the Department of Public Instruction, Wisconsin's 12 Cooperative Educational Service Agencies and the University of Wisconsin-Oshkosh. The conference has provided educators with a variety of relevant topics including: Using Dance & Creative Movement to Enhance Instruction in Inclusive Classrooms; Inclusive Practices: Determining Where We Belong; Stories of Elementary Inclusion: Fostering Belonging and Friendships; Friendships with Non-Disabled Peers: Unlocking Opportunities for Students with Cognitive Disabilities; and Developing Best Practice Goals: Blending Transition, Post School Outcomes and General Education for Students with Disabilities.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
6 C D G	**Creating the Good Life: Improving Outcomes for Students with Cognitive Disabilities (CD)** The Annual Statewide Conference for educators working with students with cognitive disabilities was held on August 10-21, 2007 to address issues and currents trends regarding inclusive practices.	CESA #6 CESA #5 WDPI Special Education Team	2012 marks the first year that the WDPI hosted the Cognitive Disabilities Conference. The 2012 Cognitive Disabilities Conference titled, "Teaching and Instruction - Meeting the Academic Needs of Students with Cognitive Disabilities" was held August, 14-15, 2012 at the Madison Marriott West in Middleton, WI. Key note speakers included Dr. Penelope Hatch from the Center for Literacy and Disability Studies and the University of North Carolina, Chapel Hill (Literacy) and Dr. Chris Cain, Associate Professor, Mars Hill College, North Carolina (Mathematics). Alan Sheinker, Ed. D., Associate Project Director of the Dynamic Learning Maps Consortium also shared information from the Dynamic Learning Maps Consortium regarding alternate achievement standards and formative and summative alternate assessments being developed.

The Circles Of Life Conference
The Circles of Life Conference is a WDPI sponsored event that has been in existence for 26 years. The annual conference is for families who have children of any age with disabilities or special health care needs and the professionals who support and provide services for them. *Circles of Life* is a unique opportunity to develop new skills, garner the latest information, and form lasting friendships. The conference includes nationally known keynote speakers, topical sectionals, parent listening sessions, family fun night, roundtable discussions on such topics as individualized service plans and serving adolescents with Asperger's Syndrome through social-communication intervention.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
6 C D G	**The Circles Of Life Conference** The Circles of Life Conference is a WDPI sponsored event that has been in existence for 26 years.	WDPI consultant	The conference held on April 26-27, 2012 included nationally known keynote speakers, topical sectionals, parent listening sessions, family fun night, and roundtable discussions on such topics as individualized service plans. The keynote speaker was selected to highlight self-determination in regards to students with disabilities and their parents. This year, the conference also provided an opportunity for a listening session where parents across Wisconsin were able to engage and interact with WI DPI as well as other parent assistance organizations (Disability Rights of WI and WI FACETS).

Wisconsin's Annual Statewide Institute On Best Practices in Inclusive Education
The Annual State-Wide Institute on Best Practices in Inclusive Education is co-sponsored by the Department of Public Instruction, Cardinal Stritch University, and the Inclusion Institute, Inc. The institute offers timely information on Best Practices in Inclusive Education, Differentiation, Autism Spectrum Disorders, Collaboration, Assistive Technology Supporting Inclusive Education, a Team Approach for Successful Inclusion and Stories of Elementary Inclusion: Fostering Belonging & Friendships.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
6 C D G	Wisconsin's Annual Statewide Institute on Best Practices in Inclusive Education Institute on Best Practices in Inclusive Education is co-sponsored by the WDPI, Cardinal Stritch University, and the Inclusion Institute, Inc. The program offered timely information on Best Practices in Inclusive Education, Differentiation, Autism Spectrum Disorders, and Collaboration.	Institute Staff WDPI Special Education Team Consultants	The Statewide Preschool Environments coordinator presented at this conference in Summer 2011 on early childhood special education itinerant service delivery options. The primary audience was Special Education Directors and 4K Coordinators.

Interagency Agreements
The Wisconsin Department of Public Instruction (WDPI) and the Wisconsin Department of Health Services (WDHS) have created an advisory workgroup to guide the revision of current state interagency agreements related to Part C and Part B. The plan for this work includes a meeting of primary state partners, regional focus groups to identify practice issues, and implementation and training on the revised interagency agreement. The intent is to utilize the state agreement as a template for local early intervention and early childhood special education programs to develop local agreements. The activities associated with transition between programs including referral, transition planning conferences, and development and implementation of IEP by the child's 3rd birthday are important aspects of the interagency agreements.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
6 A B E F G H E	**Interagency Agreements: Secondary** The secondary interagency agreement specifically addresses the implications of the primary agreement (see above) on Head Start, child care, parents, Tribal Nations, and other stakeholder groups. The existing agreement is operational. Completion of the new agreement will occur after Part C regulations have been finalized.	WDPI Internal Indicator 12 workgroup State Interagency Agreement Team WDPI Legal Services CESA 8 Culturally Responsive Education Grant	WDHS and WDPI continue to oversee the development of the Secondary interagency agreement which includes Head Start Regional Offices, Head Start Tribal Regional Office, Head Start Migrant Regional Offices, and Tribal Nations. Revisions to this agreement are also in progress. Activities funded by the Culturally Responsive Education Grant and awarded to Cooperative Educational Services Agency (CESA) 8, focus on reducing disproportionality and build upon other IDEA preschool discretionary grants with the goal of expanding relationships around transitions, preschool outcomes, and early educational environments.
6 A B E F G H E	**Interagency Agreements: Policy Bulletins** The department is working on an information update/bulletin to county Birth to 3 programs and LEAs for release when the interagency agreement is finalized in the near future.	WPDI Internal Indicator 12 workgroup Cross Department Team WDPI Legal Services	The contents of the four early childhood WDPI Bulletins (90.06, 98.09, 99.09, and 00.09) have been reviewed. A new environments / service delivery bulletin (10.03) is posted on the WDPI website. A new transition bulletin will be developed following an analysis of the Part C Regulations.

Training and Technical Assistance
Training and technical assistance for Indicator 6 Preschool Environments is offered to LEAs in Wisconsin by large trainings/.conferences, LEA and community trainings/technical assistance, web-based modules, and individual technical assistance. Topics covered during trainings and technical assistance includes: preschool environment reporting/codes, community-based preschool options, itinerant service delivery models, and best practices around inclusion for children with disabilities.

Indicator(s) and	Improvement Activity	Resources	Status of Improvement Activity

Category(s)	Description		FFY 2011
6 A B C D G I	ECSE Indicator trainings	Statewide Preschool Environments coordinator WDPI ECSE consultant	In 2011-2012, fifteen CESA-wide trainings and individualized LEA trainings were conducted. Approximately 450 LEA personnel participated in the CESA-wide trainings. The Indicator 6 section of this training focused on using the appropriate revised preschool environment codes.
6 A B C D	Monthly Indicator Calls	WDPI Administration and IDEA preschool grant funding	Monthly Indicator Web Conferences were conducted in the 2011-2012 school year. ECSE PSTs participated on this call and received Indicator 6 updates.
6 A B C D E F G	Workshops and/or presentations are done on an as needed basis to a variety of stakeholder groups.	WDPI Indicator B-6 consultant IDEA Preschool Discretionary Grant State and CESA coordinators RSN state and CESA coordinator	A workshop was conducted at the State Superintendent's Special Education Leadership Conference which included an overview of Indicators 6, 7, and 12. For Indicator 6, emphasis was placed on the changes to the Indicator 6 preschool enviornment codes.
6 D F G	Material development		During 2011-2012, the following training and technical assistance materials were developed: Preschool Environments Decision Tree (revised), Preschool Environments module with practice scenarios, The IEP Team (LINK module), and Quality Evaluation (LINK module).
6 D F G	Preschool Options website		The Preschool Options website (www.preschooloptions.org) has been revised to include current research, tips, and tools, EC initiatives, and resources related to best practices for

			inclusive education.

Program Support Teacher Meetings

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

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
6 C D	Offer statewide Early Childhood (EC) program support teacher (PST) meetings to discuss topics and issues related to early childhood special education programming, services, data collection, and indicators.	WDPI Early Childhood Special Education Consultant	Five PST meetings were held in 2011-2012 with CESA and Milwaukee Public School PSTs, Indicator coordinators, and WDPI staff. New information, grant updates, and training and technical assistance materials were the focus for these meetings.

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 2011
6 A	**Data Collection – ISES** The Individual Student Enrollment System (ISES) was first used for collecting Child Count and FAPE data during the 2007-08 SY. ISES collects individual student records for all students (students with and without disabilities) using a unique student identifier	WDPI Data Management and Reporting Team Special Education Team Data Coordinator	All required data for Tables 1, 3, 4, and 5 are collected through the Wisconsin Student Locator System (WSLS) and Individual Student Enrollment System (ISES) data collections. This has helped to eliminate duplication of effort and ease the data collection burden on LEAs. During the Fall 2011, a member of the Data Management and Reporting Team and a member of the Special Education Team developed materials for two training

	(number). The system is designed to improve the accuracy and efficiency of the federal data collection.		sessions specific to WSLS and ISES. Ones session was intended for district staff new to the WSLS and ISES applications and provided an overview of WS:S and the ISES data collections (discipline, year end, third Friday of September enrollment, October 1 Child Count, and Coursework Completion System) focusing on available training resources, help desk resources, and the basic data collection timeline. The other training session was for experfocused staff and focused on ISES updates and data quality. These sessions were made available through Live Meeting and the handouts from both are posted on the web for continued reference. In March 2012, a vendor training was held focusing on ISES updates for the upcoming school year. This training is posted on the web for continued reference. In addition, a member of the Data Management and Reporting Team and a member of the Special Education Team were asked to present at a number of conferences vendors held for their users. A presentation was also developed focusing on Using ISES Reports to Improve Data Quality. There are a number of progress and summary reports availalble within ISES, incuding reports specific to educational environment, that can be used to review data quality prior to submission of the ISES collections. This presentation is posted on the web for continued reference.
6 A B C G	**Cross-Department Data Workgroup** WDPI established a cross-department data workgroup consisting of members of the WDPI Special Education Team as well as the WDPI Data Management and Reporting Team.	WDPI Office of Educational Accountability, WDPI Applications Development Team, and the WDPI Data Management and Reporting Team, Special Education	Due to changes in staffing, this workgroup is currently not meeting.

		Team Data Coordinator, Special Education Team Data Consultant	

Technical Assistance: Timely and Accurate Data

WDPI staff participates in national opportunities whenever possible in order to receive current information regarding data collection, reporting, and technical assistance for this indicator. In turn various WDPI teams work collaboratively to provide technical assistance to local school districts on how to report timely and accurate data in addition to technical assistance on how to meet the SPP targets for this indicator.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
6 A B	**National Technical Assistance** The WDPI accesses national technical assistance whenever possible.	Data Coordinator, Data Consultant, Assistant Director Special Education Team	DPI staff attended the OSEP Mega Conference and received current information regarding collection, reporting, and technical assistance for this indicator.

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

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
6 C D F G	Short Course Programs for Students who are blind or have low vision.	Short course teacher of the visually impaired (TVI) and orientation and mobility (O&M) instructor	Students who attend local educational agencies (LEAs) attended short courses to receive intensive instruction in the areas of the expanded core curriculum: compensatory skills, (including Braille and other communication modes, Orientation & Mobility, social interaction skills, independent living skills and personal management, career and vocational, educational, assistive technology, visual efficiency skills, skills of self-determination and advocacy skills). This allows students to gain needed skills while

			remaining in their least restrictive environment. Teachers attended along with their students to gain insight into strategies that can be used by LEA staff. Many family members also stayed on campus in order to learn along with their student participant. Short Course staff additionally offered short courses at the LEA location and also in family homes.
6 C D G E	Professional development opportunities are provided for teachers of the visually impaired to increase their ability to support students with visual impairment.	Regional Support Specialist and Professional Development Coordinator	Webinar Series: How to access materials for students who are blind or visually impaired, National Instructional Materials Accessibility Standard and Center, iDevices, Transition, Low Vision Devices, Bookreaders, Survey of Teacher Need and amount and level of service, O&M. 2-Credit Low Vision Course 2-Credit Course on Spatiotemporal Development of students who are blind or visually impaired (including those with multiple disabilities). Five Regional Leadership Meeting for vision professionals serving the PK-12 populations focusing on issues relevant to teaching students who are blind or visually impaired including evaluations, assessment, RTI, PBIS, high stakes testing and assistive technology.
6 C D F H	Transition to employment for students with visual impairments.	Transition Specialist and other WCBVI Outreach Staff	At the request of LEAs, WCBVI staff meet with students, families, caregivers and teachers to discuss transition elements specific to students who are blind or have low vision. Four day-long college fairs for students teachers and families with resources specifically related to visual impairment. Six-week residential employment program offering pre-employment skills, daily living, orientation and mobility, interviewing, and a four-week paid work experience.

6 C D E F G H	Professional development for Braille transcribers.	WCBVI Braillist certified in the Literary, Nemeth (Math code) and Format codes.	Twice/month certified Braillist offers training on new Braille Authority of North America (BANA) formatting requirements for literary Braille.
6 C D E F G H	Low Vision Clinic Low vision clinics provide information about students' functional use of their vision in the home and educational environment, allowing participants to receive information regarding accommodations that will be helpful in their lives and in order to access the educational curriculum.	Regional Support Specialist Parent Liaison O&M Instructor Technology Specialist Low Vision Therapist Contracted Ophthalmologists	Teachers, Family/Caregivers, and students with low vision attend the low vision clinics. Low vision clinics provide information about students' functional use of their vision in the home, community, and educational environment allowing participant to receive information regarding accommodations that will be helpful in their lives and in order to access the educational curriculum.
6 C D E F G H	Refraction Clinics are offered to determine if glasses would be beneficial. Some limited information regarding functional levels of vision may be obtained through the clinic's examination process and outreach staff will endeavor to obtain data to assist in developing strategies for working with those students in this population.	Refraction Clinics Outreach Staff	Teachers, Family/Caregivers, and students who are visually impaired, and who have additional disabilities that prohibit them from verbally communicating their vision needs, attend the refraction clinics. The purpose of the refraction clinics is to attempt to determine if glasses would be beneficial. Some limited information regarding functional level of vision may be obtained through the clinic's examination process and staff endeavors to obtain data and assist in developing strategies for working with those students in this population.
6 A B C D	Silver Lake Teacher of the Visually Impaired Training Program	Contracted instructors WCBVI staff	Every aspect of teaching students who are blind or have low vision is taught through this program, allowing graduates to obtain a license to teach target population of students in Wisconsin.

F G H			
6 C D F G H	Repository of Vision-Specific Materials Coordination The repository provides materials for teachers, interventionists, therapists, and family/care givers who have or support students who are blind or have low vision (including those with additional disabilities).	Outreach Director Accessible Instructional Materials Coordinator Braillists WCBVI Medial Specialist	WCBVI Outreach is responsible for the repository of materials made available through the American Printing House for the Blind (APH) and through other means. WCBVI staff maintains census documentation of eligibility for the collection of materials from APH. The repository provides materials for teachers, interventionists, therapists, and family/caregivers who have or support students who are blind or have low vision (including those with additional disabilities).
6 C D F G H	Technology Loan Program This program loans both low and high tech items to teachers of the visually impaired, orientation and mobility instructors, therapists, interventionists and family/caregivers. Some items are loaned for the academic life of the student and some are loaned for evaluation purposes.	Instructional and Assistive Technology Specialist	This program loans both high- and low-technology items to teachers of the visually impaired, orientation and mobility instructors, therapists, interventionists and family/caregivers. Some items are loaned for the academic life of the student and some are loaned for evaluation purposes.
6 C D E G H	Braille Refresher Course - 1 graduate credit This is an overview of the rules of the Braille Code offered for teachers who are interested in refreshing their Braille skills and to learn new Braille formatting changes (new rules were issued by the Braille Authority of North America in 2009).	Outreach Director Contracted Staff	This one-credit course was offered during the FY 2011-12 school year. This course prepares teachers and potential teachers of the visually impaired to take the Wisconsin Braille Competency Exam required by WI statute for licensure.

6 E F H	Wisconsin Braille Competency Exam This examination is offered twice each year and teachers of the visually impaired must pass this examination in order to receive a license to teach students who are blind or visually impaired in Wisconsin.	Outreach Director Braillists Contracted Staff	This exam was offered twice during the year.

WESP-DHH Outreach

The number one identified need in Wisconsin for 200 children born per year with hearing loss and their families is increased access to appropriate intervention services provided by qualified professionals regarding the unique needs of infants, toddlers and preschoolers who have a hearing loss. Many families, statewide, cannot access services from early intervention professionals who lack resources in their communities and/or travel hours to connect with early intervention professionals who are knowledgeable about the needs of deaf and hard of hearing infants. In part, this is due to the relative low incidence of hearing loss, and the difficulty in serving a population through our current system of services provided by individual counties and/or school districts. In many cases, there is not a “critical mass” of children with hearing loss; a county or school district may only have one or two children in their program with hearing loss, which may not justify a full or even part-time staff member with the necessary training and breadth of knowledge necessary to serve this population. In addition, other factors may contribute to the lack of access to appropriate intervention services, including: 1)Lack of understanding of eligibility criteria as it applies to children with hearing loss; 2) lack of understanding and experience amongst service providers that infants and toddlers who are deaf and hard of hearing have a unique set of needs (including access to sign language and listening skills development strategies); and 3) even with enough resources to support a staff member, a void in qualified professionals that can support young children who are deaf or hard of hearing and their families.

Because our Birth to 3 and early childhood programs are not able to consistently provide intervention services from a provider who has a broad and in-depth understanding for the needs of children with hearing loss, there is a need to provide “supports” to our current system. Parents do not have access to the critical information that will assist them in making educated decisions about educational and communication options for their child and advocating for services that will support these choices. The Guide By Your Side Program (GBYS) will support the provision of this information. In addition, while the Deaf Mentor Program (DMP) addresses the need to support families who choose sign language as a primary communication mode, WI is not currently able to provide similar in-depth support for the needs of families who choose to develop listening and spoken language skills (LSLS), thus there is a need to provide LSLS supports to families through the Home Early Listening Program (HELP).

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
6 F	Early Childhood Program Support Teacher (EC PST) DHH initiative	WDPI Outreach staff	Hearing Loss 101 Training: 8/12 & 12/12 (12 hours): All CESA PSTs received training related to the basics of hearing loss; WI eligibility criteria for Special Education;

G		WDPI ECSE consultant CESA EC PSTs	tips/tools for engaging families and staff in IEP development; and technical assistance and resource contacts through the state related to educational supports for deaf, hard of hearing, and deaf-blind children. CESA Network Development: All PSTs engaged in outreach within their CESA regions. All PST's are now connected to their teachers of the DHH and Educational Audiologists (if they have any). Hearing Loss 101 Training-CESA Regions: Participants included: ECE special educators, Teachers of the DHH, Educational Audiologists, Special Education, and CESA Directors, Birth to 3 Providers, and Speech and Language Pathologists. Trainings occurred in the following CESAs: 2, 3, 4, 10,11 &12 Increased requests for WESP-DHH outreach consultations: Through the connections of this project, outreach referrals for children 3-6 have increased from 4 (2010-2011) to 9 (2011-2012).

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
6 C D G	The DLL Leadership Team and steering committee was formed in May and June 2010. The team is comprised of stakeholders from a variety of state organizations.	WDPI ECSE Consultant	Approximately 30 stakeholders met in September and December to discuss the direction of the Early Dual Language Learner Initiative (EDLLI). The leadership team identified the topics for training and technical assistance materials and reviewed and developed these materials. More information can be found at: http://ec.dpi.wi.gov/ec_ecinr and http://www.collaboratingpartners.com/curriculum-

			assessment-dual-language-learners.php 15 Facts and Tips documents regarding DLL were created and have been posted at: http://dpi.wi.gov/ec/ecinr.html. Topics include using interpreters effectively and ongoing assessment. Development of the first module was completed October 2011.
6 C D E F G	Development of DLL training and technical assistance materials.	WDPI ECSE Consultant EDLLI advisory team EDLLI steering committee various WDPI Consultants (ESL/Bilingual, Title I, etc)	The EDLLI Advisory team developed a 3-year plan and mission / vision statement in Spring 2012.

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

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
6 C D E	Provide support to initial Program Wide implementing sites in order to determine the training, supports and materials necessary for other sites to implement efficiently and	Wisconsin's Pyramid Model State Leadership team State coordinator	Wisconsin's 8 Part Pyramid Model training series (for early care and education providers) was edited to include: Wisconsin implementation examples and videos, linkages to Wisconsin's Model Early Learning Standards, inventories of practice and action planning to increase participant self-reflection and implementation. A trainer's script, session

	effectively.	Training Coordinator WDPI ECSE consultant	evaluations, and training data reporting were created or adjusted. One hundred members of Wisconsin's cross-disciplinary early childhood training and technical assistance cadre were trained in delivery of this new content. Based on interviews with external coaches and program directors, the Pyramid Model program wide application for 2010 sites was revised to emphasize elements of program readiness. Applying sites were given specific feedback on steps they might take to improve their readiness before beginning implementation. Staff completion of the new 8 part Pyramid Model training series is now considered an element of readiness for applying sites. Wisconsin's Pyramid Model Project and Training coordinator co-trained 7 new sites with CSEFEL faculty using training materials updated with Wisconsin examples. Wisconsin now has the capacity to train leadership teams in adoption of program wide implementation. Benchmark of Quality data indicates this cohort of leadership teams have 29% more indicators in place in spring of their first year, than cohort one did in spring of their first year. Coaches' face to face and web-based networking materials were developed and implemented throughout the year (one face to face networking and bi-monthly Coaches Connection web conference calls. Conference calls were recorded and archived for on-demand viewing. A Pyramid Model coaches only webpage was created on the Collaborating Partners (Wisconsin's Early Childhood training and technical assistance website). The site includes resources for both internal and external coaches to assist teams in program wide implementation. A web-based file sharing site was created for implementing sites to share resources and ideas that align with the Pyramid Model program wide Benchmarks of Quality. In collaboration with Wisconsin's PBIS network, the Pyramid Model Project and Training coordinators and external

			coaches were trained in the Team Initiated Problem Solving (TIPS) process. Plans are to integrate TIPS materials into future Pyramid Model program wide team leadership trainings.
6 A B E	Develop processes and systems to support data based decision making for Pyramid Model implementation	Wisconsin Pyramid Model State workgroups State coordinator Training Coordinator	Data collection and entry were emphasized at the 2011 Pyramid Model program wide leadership team training. Video clips of data entry procedures were produced and posted online to support coaches/teams. Plans are to increase this video library to include data analysis examples as well as provide enhanced support to external coaches in data analysis. Data entry and analysis using program, teacher, and child level data examples were topics in half of the bi-monthly Coaches Connection web based networking calls. The program wide application process for cohort 3 (to be trained in August, 2012) included identification of a data coordinator/analyst as a team member. In December, all program wide implementing sites received a data summary report with suggestions for analysis of their program, teacher, and child level data. Wisconsin's Pyramid Model Project and Training Coordinators networked with other Pyramid Model implementation states to discuss a web-based data reporting system to alleviate data submission challenges and allow external coaches/coordinators to more efficiently prepare data summaries for program wide implementing sites.
6 A B E F	Build state infrastructure to support program-wide implementation of the Pyramid Model for Social Emotional Competence in Young Children.	Wisconsin's Pyramid Model State Leadership team State coordinator Training Coordinator	Wisconsin's Pyramid Model State Leadership team, Project Director, and Training Coordinator maintained and expanded linkages to Wisconsin's Positive Behavioral Interventions and Supports (PBIS), Infant Mental Health certificate program, Young Star Quality Rating Improvement System, and Governor's Council on Early Childhood. All of these initiatives have social emotional competence/well-being as a priority and have representation on the Pyramid

		WDPI ECSE consultant	Model State Leadership team. Pyramid Model training in the state has expanded to include training in the Pyramid Model Infant/Toddler and Preschool parenting modules. A cross-representational training team was convened to edit/align the new Pyramid Model Home Visiting training series with Wisconsin practices and training content. The Department of Public instruction created four regional CESA level external coaching positions to support leadership teams and internal coaches from Pyramid Model program wide implementing sites.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011.

State Performance Plan Improvement Activities			
Data Collection and Analysis Enhancing quality of data has been an emphasis of the State. The Statewide Preschool Environments Coordinator works with MPS and Early Childhood Special Education PSTs to ensure Preschool Environment data are accurate and submitted timely.			
Indicator(s) and Category(s)	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2011**
6 A B D F H	Preschool Options grid	Statewide Preschool Environments coordinator WDPI ECSE consultant	In 2011-2012, the Statewide Preschool Environments coordinator developed a preschool options grid to collect preschool options within LEAs and share with Program Support Teachers (PSTs) and Directors of Special Education.
6 A	Data reviews	Statewide Preschool Environments	The Statewide Preschool Environments coordinator met with the Cooperative Educational Service Agency (CESA) PSTs

B D F H		coordinator WDPI ECSE consultant	and Milwaukee Public Schools PST to review preschool options grid data for each region. LEA preschool options were discussed and next steps for 2012-2013 were discussed. Preschool options grid data and preschool environment codes will be cross-referenced to assist with Indicator 6 data accuracy.

Training and Technical Assistance
Training and technical assistance for Indicator 6 Preschool Environments is offered to LEAs in Wisconsin by large trainings/.conferences, LEA and community trainings/technical assistance, web-based modules, and individual technical assistance. Topics covered during trainings and technical assistance includes: preschool environment reporting/codes, community-based preschool options, itinerant service delivery models, and best practices around inclusion for children with disabilities.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
6 A B D G	ECSE Leadership Conference for LEAs, IHEs, B-3, coaches, PSTs, and other ECSE leadership personnel	WDPI ECSE consultant Statewide Child Outcomes coordinator Early Transitions coordinator Preschool Environments coordinator ECSE PSTs	The first ECSE Leadership meeting was 2/9/12 and included 125 ECSE leadership personnel from LEAs, IHEs, regional coaches, PSTs, and Indicator coordinators. This conference focused on Indicators 6, 7, and 12, Child Find, dual language learners, Pyramid Model, and Response to Intervention.
6 A B C D G I	Development of Statewide Preschool Environment coordinator position	WDPI ECSE consultant Statewide Preschool Environments coordinator	The Statewide Preschool Environments coordinator position was developed during Summer 2011. The position was filled in the fall. 2011-2012 activities included: Indicator trainings, Indicator calls, data collection/analysis, and LEA technical assistance.

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

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

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
6 F G H I	Little PEANUTS Program	Program Coordinator Occupational Therapist Physical Therapist 2 Educational Specialist	Practices and Environments Addressing Needs Unique to Sensory Impairment. Two half-day/ week Early Childhood Program designed to support children who need developmental and diverse learning support.

WESP-DHH Outreach

The number one identified need in Wisconsin for 200 children born per year with hearing loss and their families is increased access to appropriate intervention services provided by qualified professionals regarding the unique needs of infants, toddlers and preschoolers who have a hearing loss. Many families, statewide, cannot access services from early intervention professionals who lack resources in their communities and/or travel hours to connect with early intervention professionals who are knowledgeable about the needs of deaf and hard of hearing infants. In part, this is due to the relative low incidence of hearing loss, and the difficulty in serving a population through our current system of services provided by individual counties and/or school districts. In many cases, there is not a “critical mass” of children with hearing loss; a county or school district may only have one or two children in their program with hearing loss, which may not justify a full or even part-time staff member with the necessary training and breadth of knowledge necessary to serve this population. In addition, other factors may contribute to the lack of access to appropriate intervention services, including: 1)Lack of understanding of eligibility criteria as it applies to children with hearing loss; 2) lack of understanding and experience amongst service providers that infants and toddlers who are deaf and hard of hearing have a unique set of needs (including access to sign language and listening skills development strategies); and 3) even with enough resources to support a staff member, a void in qualified professionals that can support young children who are deaf or hard of hearing and their families.

Because our Birth to 3 and early childhood programs are not able to consistently provide intervention services from a provider who has a broad

and in-depth understanding for the needs of children with hearing loss, there is a need to provide "supports" to our current system. Parents do not have access to the critical information that will assist them in making educated decisions about educational and communication options for their child and advocating for services that will support these choices. The Guide By Your Side Program (GBYS) will support the provision of this information. In addition, while the Deaf Mentor Program (DMP) addresses the need to support families who choose sign language as a primary communication mode, WI is not currently able to provide similar in-depth support for the needs of families who choose to develop listening and spoken language skills (LSLS), thus there is a need to provide LSLS supports to families through the Home Early Listening Program (HELP).

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
6 F G	Early Childhood Program Support Teacher (EC PST) DHH initiative	WDPI Outreach staff WDPI ECSE consultant CESA EC PSTs	Hearing Loss 101 Training: 8/12 & 12/12 (12 hours): All CESA PSTs received training related to the basics of hearing loss; WI eligibility criteria for Special Education; tips/tools for engaging families and staff in IEP development; and technical assistance and resource contacts through the state related to educational supports for deaf, hard of hearing, and deaf-blind children. CESA Network Development: All PSTs engaged in outreach within their CESA regions. All PST's are now connected to their teachers of the DHH and Educational Audiologists (if they have any). Hearing Loss 101 Training-CESA Regions: Participants included: ECE special educators, Teachers of the DHH, Educational Audiologists, Special Education, and CESA Directors, Birth to 3 Providers, and Speech and Language Pathologists. Trainings occurred in the following CESAs: 2, 3, 4, 10,11 &12 Increased requests for WESP-DHH outreach consultations: Through the connections of this project, outreach referrals for children 3-6 have increased from 4 (2010-2011) to 9 (2011-2012).

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.

Indicator(s) and	Improvement Activity	Resources	Status of Improvement Activity

Category(s)	Description		FFY 2011
6 C D	"Ready, Set, Go…Transition and Options" training principles form the basis of training and technical assistance materials, as well as provide information related to IEP goal development and placement. "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.	WDPI Special Education Director WDPI Consultants SPDG Hub Director WDPI Consultants IDEA Preschool Discretionary Grant State and CESA Coordinators FACETS	The Ready Set Go training was updated to reflect current IDEA changes. The distribution of the Ready Set Go training was limited due to the anticipated release of the Part C regulations. The work on Ready Set Go has since been re-initiated.

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

Monitoring Priority: FAPE in the LRE

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

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

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

C. Use of appropriate behaviors to meet their needs.

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

Measurement:

Outcomes:

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

Progress categories for A, B and C:

a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.

b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers =](# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

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

d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

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

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

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

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

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

FFY	Measurable and Rigorous Target
2011 **(2011-2012)**	**Outcome A1:** **79.6 %** of those children who entered or exited the program below age expectations in Outcome A substantially increased their rate of growth by the time they exited the program **Outcome A2:** **70.1%** of children were functioning within age expectations in Outcome A by the time they exited the program. **Outcome B1:** **82.5%** of those children who entered or exited the program below age expectations in Outcome B substantially increased their rate of growth by the time they exited the program. **Outcome B2:** **70.3%** of children were functioning within age expectations in Outcome B by the time they exited the program. **Outcome C1:** **82.4%** of those children who entered or exited the program below age expectations in Outcome C substantially increased their rate of growth by the time they exited the program. **Outcome C2:** **80.6%** of children were functioning within age expectations in Outcome C by the time they exited the program.

Actual Target Data for FFY 2011:

A. Positive social-emotional skills (including social relationships):	Number of children	% of children
a. Percent of children who did not improve functioning	8	0.6%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	150	12.0%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	227	18.2%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	426	34.2%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	436	35.0%
Total	1,247	100%

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Number of children	% of children
a. Percent of children who did not improve functioning	1	0.1%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	180	14.4%

c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	328	26.3%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	543	43.5%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	195	15.6%
Total	1,247	100%

C. Use of appropriate behaviors to meet their needs:	Number of children	% of children
a. Percent of children who did not improve functioning	4	0.3%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	98	7.9%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	151	12.1%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	366	29.4%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	628	50.4%
Total	1,247	100%

Summary Statements	% of children
Outcome A: Positive social-emotional skills (including social relationships)	
1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	**80.5%**
2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program.	**69.1%**
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)	
1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	**82.8%**
2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program.	**59.2%**
Outcome C: Use of appropriate behaviors to meet their needs	
1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	**83.5%**
2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program.	**79.7%**

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

For Outcome A, the State exceeded the target for Summary Statement 1 by 0.7% and missed the target for summary statement 2 by 1.0%. The state made progress of 1.2% for summary statement 1 relative to FFY 2010, and progress of 3.4% for summary statement 2.

For Outcome B, the State exceeded the target for Summary Statement 1 by 0.3%. This result represents progress of 2.1% from FFY 2010. The State missed the Summary Statement 2 target by 11.1%. This result represents progress from FFY 2010 of 4.5%.

For Outcome C, the State exceeded the target for Summary Statement 1 by 1.1%. This result represents progress from the previous year of 1.4%. The State missed the target for Summary Statement 2 by 0.9%. This represents progress from FFY 2010 of 1.1%.

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

State Performance Plan Improvement Activities

Data Collection and Reporting
Data is reported in the Indicator 7 application within the WDPI Special Education Web Portal. Data collection methods transitioned from a web-survey format to the Special Education Web Portal for child Outcomes reporting. This has enhanced the State's ability to monitor data, compile reports, and analyze data.

Training and resources documents, as well as a database user's guide have been developed and made available at: http://sped.dpi.wi.gov/sped_spp-preout and http://www.collaboratingpartners.com/disabilities-indicators-3-7-requirements-forms.php. Media site (webcast) presentations were developed to address each component of the data system. Training in data entry is part of the CESA-wide child outcomes training that is provided annually to LEA's who will be entering the Self-Assessment Compliance cycle in the upcoming cycle year. The Database User Guide is part of the training materials distributed at the annual CESA trainings.

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

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
7 A B	Indicator #7 (child outcomes) data is reported via the Special Education Web Portal. Enhancements are made to the Child Outcomes database as needed.	WDPI Data Personnel	LEAs used the Special Education Web Portal to enter child outcomes data throughout the 2011-2012 school year.

		WDPI ECSE Consultant Child Outcomes Coordinator WDPI Internal Outcomes workgroup	
7 C D	Training is conducted annually for each CESA, and targets LEAs scheduled to begin gathering child outcomes data in the upcoming year of the Self-Assessment Cycle. The training includes a database module and sample entries on the live database.	Child Outcomes Coordinator CESA Early Childhood Program Support Teachers (EC PST's) WDPI ECSE Consultant WDPI Internal Outcomes workgroup	Beginning July 1, 2011, Indicator 7 became an annual data collection and is no longer associated with the self-assessment cycle. All LEAs are required to collect child outcomes data on all children who enter early childhood special education for whom the LEA develops an initial IEP. LEAs are required to report this data in the Special Education Web Portal Child Outcomes Application. Data entry into the Special Education Web Portal was covered in 15 regional Indicator Trainings throughout the 2011-2012 school year.
7 B C D	Resources, including a Database User Guide and archived Mediasite webcasts, are available at: http://sped.dpi.wi.gov/sped_spp-preout and http://www.collaboratingpartners.com/disabilities-indicators-3-7-requirements-forms.php.	Child Outcomes Coordinator CESA 5 Website Technical Support WDPI ECSE Consultant	A training module was developed focusing on data reporting in the Special Education Web Portal Child Outcomes Application. The module is available on the WI DPI Indicator 7 web page.

7 B C D	Monthly data reviews are conducted by the Statewide Child Outcomes Coordinator to inform individualized technical assistance to LEAs.	Child Outcomes Coordinator EC PST's WDPI ECSE Consultant WDPI Data personnel WDPI Internal Outcomes workgroup	In the first week of each month, data is reviewed by the statewide coordinator and reports are given to the CESA Program Support Teachers for follow-up with LEAs. Monthly reports include: 1) Children who turned 6 who need exit data completed, and 2) LEAs who have not yet reported data in the current school year. The statewide coordinator follows up with LEAs who have incomplete or inaccurate data. From November 2011 to February 2012, the statewide coordinator conducted web conferences with each of the CESA PSTs to review data patterns for districts in the CESA region. Progress rating patterns from the 2010-2011 school year and the entry rating patterns in the 2011-2012 school year were reviewed. From this process, the need for additional technical assistance for some LEAs was identified. CESA PSTs provided this technical assistance during their LEA Child Outcomes Fidelity discussions. Through web conferences, entry rating patterns were reviewed with 20 LEAs with the largest number of children entered into the statewide data collection system. These data reviews and discussions served as an excellent foundation for looking at how LEA staff are conducting ongoing assessment and determining age-expected functioning, especially in the areas of S/L and SDD.

Training and Technical Assistance System

The Statewide Child Outcomes Coordinator position provides coordination of the statewide child outcome system. Guidance and support to the Coordinator comes from WDPI staff, the Wisconsin Birth-6 Special Education Leadership Team, and the WDPI/WDHS Child Outcomes Workgroup.

Wisconsin's Children Moving Forward, Wisconsin's child outcomes training materials, were developed with a Birth to Six perspective. The materials are reviewed and updated annually based on enhancements and/or new information presented by the National Early Childhood Technical Assistance Center (NECTAC) and the Early Childhood Outcomes (ECO) center. The training includes 1) History and Overview of the Statewide Child Outcomes system; 2) Overview of the Three Child Outcomes; 3) Basics of Ongoing Assessment Practices; 4) The Child

Outcomes Summary Form (COSF) / Decision Tree Rating Process; and 5) Data Entry. Materials have been developed to enhance communication and fidelity of the child outcomes process.

Annual trainings are provided at 12 CESAs. Both LEA staff and county B-3 staff are encouraged to attend the trainings, which are conducted by the Statewide Child Outcomes Coordinator, EC Program Support Teachers (PSTs), WDPI/WDHS Outcomes workgroup, and RESource B-3 T/TA staff. Individualized T/TA is provided to LEA's unable to attend the CESA-wide trainings and/or to provide follow-up in developing the LEA-specific child outcomes system. Additional workshops and/or presentations are done on an as needed basis to a variety of other stakeholder groups within the state including but not limited to: State Superintendent's Special Education Leadership Conference, WCASS, FACETS, WI RSN, FACETS, and the state Early Childhood Training and Technical Assistance Network.

A model for training, technical assistance, and professional development assure TA resources and follow-up activities has been adopted. The WI Personnel Development Model serves as the basis for integrating professional development to support training and technical assistance. This model is being addressed in the State Personnel Development Grant (SPDG) and the work scope reflects Wisconsin Model Early Learning Standards (as related to child outcomes) as one of three primary focus areas. The other areas are early educational environments and transition.

Monthly indicator calls are available for those providing direct support to LEAs and counties. This system of support utilizes PSTs in each CESA and Milwaukee Public Schools (MPS), as well as Birth to 3 RESource personnel, to ensure a coordinated Birth-6 Child Outcomes effort. Additionally, PSTs and the ECSE Consultant have meetings to sharing and update resources, policies, and procedures related to Outcomes.

Training and technical assistance documents can be found at WDPI's Indicator 7 webpage at: http://sped.dpi.wi.gov/sped_spp-preout.
The Wisconsin Early Childhood Collaborating Partners (WECCP) website serves as an informative website for general information and links to the WDPI web pages. Information on Indicator 7 may be found on this website at: http://www.collaboratingpartners.com/disabilities-indicators-3-7-about.php.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
7 B C	The Statewide Early Childhood Outcomes Coordinator position provides coordination of the statewide child outcome system.	Child Outcomes Coordinator	Coordinator role continues as in previous years with primary responsibility for development and implementation of training, progress monitoring and conducting individualized LEA data reviews.
7 A B C	The *Wisconsin's Children Moving Forward* – Child Outcomes training materials are reviewed and updated annually based on enhancements and/or new information learned from the National Early Childhood	State Child Outcomes Workgroup Child Outcomes Coordinator	In 2011-2012, updates to face-to-face training materials focused on enhancing data quality through accurate rating of the child using the Decision Tree and Child Outcome Summary Form. Additional child case studies using a variety of assessment tools were added to the training to provide more rating practice.

	Technical Assistance Center (NECTAC) and the Early Childhood Outcomes (ECO) center.	WDPI ECSE Consultant WDPI Internal Outcomes workgroup EC PSTs B-3 RESource Staff	
7 B C D F	New materials are developed as needed to enhance communication about this indicator and to enhance the fidelity of the child outcomes process.	State Child Outcomes Workgroup Statewide B-6 Leadership Team FACETS WDPI Internal Outcomes workgroup	New materials added this year included the following online modules: Overview of Early Childhood Indicators, The Rating Process, and Data Entry. Additional materials used in face-to-face training (that are also available online) included: The Bucket List, Rating Practice Worksheet and additional case study materials.
7 B C	Annual trainings are held at the CESAs. Individualized T/TA is provided to LEAs unable to attend the CESA-wide trainings and/or to provide follow-up in setting up the LEA child outcomes system.	Child Outcomes Coordinator EC PSTs WDPI ECSE Consultant	In 2011-2012, fifteen CESA-wide trainings and individualized LEA trainings were conducted. Approximately 450 LEA personnel participated in the CESA-wide trainings.
7 B C D F	Monthly Indicator Calls are done with EC PSTs, B-3 RESource staff, Head Start T/TA staff, and other WDPI staff to provide communication on resources and updates	WDPI & WDH staff Child Outcomes Coordinator	Monthly Indicator Web Conferences were conducted in the 2011-2012 school year. New content covered in this year's monthly conferences included: an introduction to data quality through review of data patterns (e.g. the 1-7 entry rating distribution and the percent of children by eligibility determination). The intent of this data review with CESA Program Support Teachers was to increase their knowledge of a quality rating process so they could provide technical assistance to LEAs within

	specifically on the early childhood indicators: #6 Preschool Settings #7 Child Outcomes #8 Parent Involvement #12 Part C to B Transition	B-3 RESource UW Waisman Center Staff Head Start T/TA Staff	their CESA regions.
7 C G	Quarterly meetings for sharing and updating of resources, policies and procedures are held with CESA and MPS PST's.	WDPI staffs Child Outcomes Coordinator EC PST's WDPI ECSE Consultant B-3 RESource	Five meetings were held in 2011-2012 with CESA and Milwaukee Public School PSTs, Indicator coordinators, and WDPI staff. Updated training materials and statewide data patterns were reviewed at these meetings.
7 C G	Workshops and/or presentations are done on an as needed basis to a variety of other stakeholder groups within the state including but not limited to: State Superintendent's Special Education Leadership Conference, WECPP, WCASS, FACETS, WI RSNs, FACETS, and the state Early Childhood Training and Technical Assistance Network	Child Outcomes Coordinator EC PST's WDPI Staff	A workshop was conducted at the State Superintendent's Special Education Leadership Conference which included an overview of Indicators 6, 7, and 12. For Indicator 7, emphasis was placed on the changes to the Indicator 7 system in WI including gathering data on all children entering the Part B system, and the clarification in the definition of "entry."
7 B C D G	The WI Personnel Development Model serves as the basis for integrating professional development to support training and technical assistance. This	Child Outcomes Coordinator SPDG EC Hub	The WI Personnel Development Model of training and follow-up technical assistance is implemented in WI by having ongoing CESA-wide trainings conducted throughout the year by the Early Childhood Special Education Indicator Coordinators. The coordinators conduct CESA-wide trainings across the state to ensure consistency of message. Follow-up technical assistance is then provided to individual LEAs by the CESA Program Support Teachers.

	model is being addressed in the State Personnel Development Grant (SPDG) and the work scope reflects Wisconsin Model Early Learning Standards (as related to child outcomes) as one of three primary focus areas.	WDPI ECSE Consultant	
7 B C G	Both the Wisconsin Early Childhood Collaborating Partners (WECCP) and WDPI Indicator 7 websites serve as an informative website for information related to Child Outcomes	CESA 5 Staff & Website Technical Support Child Outcomes Coordinator WDPI ECSE Consultant WDPI Internal Outcomes workgroup	New training modules developed included: An Overview of Early Childhood Indicators, The Rating Process, and Data Entry. The modules are available online.
7 C D	Online training module development	WDPI ECSE Consultant Child Outcomes Coordinator WDPI Internal Indicator 7 workgroup	New training modules developed included: An Overview of Early Childhood Indicators, The Rating Process, and Data Entry. The modules are available online.

Birth-to-Six Collaborative System
The WDPI and WDHS work together to enhance the Birth to Six Child Outcomes system. A cross-department Child Outcomes Workgroup consisting of staffs from WDHS, WDPI, UW Waisman Center, the Child Outcomes Coordinator, and a consultant working with the CESA 5 grant meet monthly to develop common expectations and understanding of child outcomes requirements and procedures and to assure a "Birth to Six" perspective. Collaboration is demonstrated in the various activities including but not limited to: development and periodic review of

a Q & A document, development of resource materials, training and technical assistance, and data analysis. A state B-6 Special Education Leadership group provides input to the Child Outcomes Coordinator and Workgroup on new processes, materials and statewide training. All recommendations from the aforementioned groups are discussed with WDPI and WDHS internal outcomes workgroups.

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

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

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
7 B C D E F G E	The Child Outcomes Workgroup meets monthly (or more as needed).	State Child Outcomes Workgroup	The state Child Outcomes workgroup consisting of staff from WDPI and WDHS and the Statewide Child Outcomes Coordinator met quarterly throughout 2011-2012. The process of conducting data reviews with LEAs was shared with WDHS staff.
7 B C D E	The Child Outcomes Q & A serves as the document that outlines current B-6 Child Outcomes policies and procedures. A review of existing procedures is ongoing as the system evolves as a joint project of the Birth to Six OSEP Child Outcomes system in Wisconsin. Revision of the Child Outcomes Q & A document is focused on providing consistency of procedures and messages between both WDPI and WDHS. Additional questions and answers have been	State Child Outcomes Workgroup WDPI Internal Outcomes workgroup	On July 1, 2011, WI changed from a sampling process to gathering Child Outcomes data for all children. Also on July 1, 2011, the definition of "entry" was clarified. Revisions were made to the Child Outcomes Q & A to reflect these changes. The Q & A is available online on the WDPI and Collaborating Partners websites.

	addressed as the system evolves.		
7 B C D E F	The Child Outcomes Fidelity Self-Assessment provides consistency of procedures and ensures fidelity of the process across the Birth-to-Six community.	Child Outcomes Workgroup EC PSTs WDPI staff	The Fidelity Self Assessment has been available to LEA and Birth to 3 staff for three years and use of the self-assessment has been promoted in face to face trainings. This year the CESA Program Support Teachers held individual Child Outcomes Fidelity conversations with approximately 75% of LEAs. From these discussions, follow-up training and technical assistance was planned and implemented. The follow-up technical assistance focused on accurate ratings of child outcomes, additional training in ongoing assessment, and the use of assessment tools (e.g. Teaching Strategies GOLD and the New Portage Guide).
7 G	WDHS and WDPI attend meetings of the Wisconsin Early Childhood Collaboration Partners State Action Team (WECCP) and the Early Learning Committee to assure involvement of the general education community.	Child Outcomes Coordinator WDPI staff	The Wisconsin Early Childhood Collaborating Partners State Action Team was dissolved in the 2011 - 2012 school year. Other existing collaborative workgroups assure involvement of the general education community.
7 G	An Interagency Agreement Workgroup developed and periodically update State Interagency Agreements, which describe the responsibilities of each department specific to implementing IDEA 2004 and State policy. Areas addressed include but not limited to: child find, transition, evaluation, environments, outcomes, service delivery, and professional development.	State Interagency Agreement Team Assistant Director WDPI Legal Services and staff	The Interagency Agreement Workgroup from WDPI and WDHS continues to meet on a regular basis to discuss issues related to Child Outcomes.

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

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

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
7 B E F G H	Training and technical assistance is utilized from NECTAC, ECO, and NCRRC to support the development and/or improvement of Indicator 7 policies and procedures.	WDPI staff Child Outcomes Coordinator	Wisconsin made use of technical assistance from ECO to make enhancements to the Child Outcomes Decision Tree and to use pivot tables for data analysis.
7 E	Technical assistance from ECO and NECTAC is accessed on an as needed basis.	Child Outcomes Coordinator WDPI ECSE Consultant	Wisconsin made use of technical assistance from ECO to make enhancements to the Child Outcomes Decision Tree and to use pivot tables for data analysis.

Evaluation and Quality Improvement

The WDPI and WDHS utilize a joint approach to improvement strategies related to B-7 and C-3 including data review, policy development, and refinement of procedures. A Birth to age six perspective is used whenever appropriate. The approaches will also be individualized based on the approaches used within the comprehensive WDPI and WDHS compliance and monitoring systems, while recognizing the unique differences within Part B and Part C.

Development of a fidelity checklist under the direction of a national expert Dr. Mary McLean, receipt of technical assistance from the NCRRC, NECTEC and ECO, and attendance at NECTAC/ECO Child and Family Outcomes conferences have been accessed in an effort to develop strategies to assure data quality, validity, and reliability.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
7 B D E H	The Child Outcomes Fidelity Self-Assessment was developed to support consistent processes being utilized across all LEAs and enhanced data quality statewide.	Child Outcomes Workgroup CESA EC PST's	The Fidelity Self Assessment has been available to LEA and Birth to 3 staff for three years and use of the self-assessment has been promoted in face to face trainings. This year the CESA Program Support Teachers held individual Child Outcomes Fidelity conversations with approximately 75% of LEAs. From these discussions, follow-up training and technical assistance was planned and implemented. The follow-up technical assistance focused on accurate child outcome ratings, ongoing assessment, and use of

			assessment tools (e.g. Teaching Strategies GOLD and the New Portage Guide).
7 B F H	Regional and/or national technical assistance is utilized whenever possible to enhance strategies that assure data quality, validity and reliability.	Child Outcomes Coordinator Child Outcomes consultant	The Child Outcomes Coordinator participated in the 2011 Child and Family Outcomes Conference in New Orleans and co-presented two workshop sessions. The Coordinator also participated in the ECO / NECTAC Data Communities of Practice (CoP) and Training/Technical Assistance CoP web conferences.

Data Analysis
Enhancing quality of the data, specifically thorough and accurate data, has been an emphasis of the state. The Statewide Child Outcomes Coordinator works with the Milwaukee Public School and CESA Early Childhood Program Support Teachers to ensure that accurate data is submitted.

Members of the Child Outcomes Workgroup analyzed the child outcome data to determine trends, data enhancements, and technical assistance needs. Staff members from WDPI and WDHS collaboratively analyzed Child Outcome data to assist in decisions on performance improvements and technical assistance.

Initial data analysis has begun looking at trends and/or patterns in the data related to CESA area, age of child at entry in the child outcomes system, length of time in service, and data outliers.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
7 A B D H	Child outcomes data is reviewed monthly to review complete and accurate reporting by LEA's.	Child Outcomes Coordinator CESA EC PST's	In the first week of each month, data is reviewed by the statewide coordinator and reports are given to the CESA Program Support Teachers for follow-up with LEAs. Monthly reports include: 1) Children who turned 6 who need exit data completed, and 2) LEAs who have not yet reported data in the current school year. The statewide coordinator follows up with LEAs, as needed.
7 A B F	Data analysis to identify trends and or patterns is done to inform training and technical assistance.	Child Outcomes Workgroup	In the fall of 2011, data from the 2010-2011 cycle year was reviewed for indicators of quality and/or possible "red-flag" patterns using the ECO Pattern Checking Guide.

H		CESA EC PST's	On July 1, 2011, enhancements were implemented on the statewide data collection system that asked LEAs to provide additional child information on race-ethnicity and eligibility determination. The addition of this information created enhanced ability to analyze data in more detail than in previous years. Consequently, beginning in November 2011 and continuing monthly, data was reviewed looking at the entry rating patterns by eligibility determination and at the percent of children in each eligibility category. This review led to further analysis of the entry rating pattern of children with a speech / language impairment and the pilot of a data review process.
7 A B F	National technical assistance from NECTAC and ECO is utilized whenever possible to enhance current data analysis processes being utilized.		Wisconsin made use of technical assistance from ECO to make enhancements to the Child Outcomes Decision Tree and to use pivot tables for data analysis.
7 A H	Data analysis pilot was developed and implemented.	Child Outcomes Coordinator WDPI Internal Indicator 7 workgroup	From November 2011 to February 2012, the statewide coordinator conducted web conferences with each of the CESA PSTs to review data patterns for districts in the CESA region. Progress rating patterns from the 2010-2011 school year and the entry rating patterns in the 2011-2012 school year were reviewed. From this process, the need for additional technical assistance for some LEAs was identified. CESA PSTs provided this technical assistance during their LEA Child Outcomes Fidelity discussions. Through web conferences, entry rating patterns were reviewed with 20 LEAs with the largest number of children entered into the statewide data collection system. These data reviews and discussions served as an excellent foundation for looking at how LEA staff are conducting ongoing assessment and determining age-expected functioning, especially in the areas of S/L and SDD.
7 A B E H	Reviewed and assessed current Child Outcomes policies, practices and system using the ECO self-assessment tool.	Statewide Child Outcomes workgroup	The ECO Self-Assessment Tool was used by the State Child Outcomes workgroup in the summer of 2011 to look at the Birth to 6 statewide system. The WDPI Stakeholder workgroup was introduced to the self-assessment tool in the fall of 2011.
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 2011
7 C D E F G	CULTURALLY RESPONSIVE EARLY CHILDHOOD PROJECT (CESA 8)		Tribal resource meetings were held to plan and coordinate efforts at the tribal community level with counties and districts to support the coordination of the inclusion of culturally responsive early childhood education and care practices for young Native American students with other statewide Early Childhood Initiatives: • November 3, 2011 • December 8, 2011 • February 27, 2012 January 10, 2012 – Assisted with MOU development between Menominee Nation and Gresham School District Early Childhood Trainings: • March 16, 2012 - Ages and Stages Questionnaire 3 Training and WI Pyramid Model. Attended by 40 participants • April 13, 2012 - Social-Emotional Training. Attended by 16 individuals, including Head Start contacts

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

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
7 F	In partnership with the Center on the Social	Wisconsin's SEFEL/	Implementation of the Pyramid Model for Social Emotional Competence is lead by a State Leadership team. The team develops an action plan

G	Emotional Foundations of Early Learning (CSEFEL), comprehensive, cross-disciplinary professional development to support professionals working to ensure social and emotional well-being of infant, young children and their families. Build state infrastructure to support program-wide implementation of the Pyramid Model for Social Emotional Competence in Young Children.	Pyramid Model leadership team, State Coordinator Training coordinator WDPI ECSE Consultant	and using a coordinator and workgroup structure, implements the plan. One hundred trainers from Wisconsin's cross disciplinary Early Childhood training and technical assistance cadre were trained to deliver a new 8 Part Pyramid Model training series and trainings in this content have begun. Wisconsin continues to adjust team training and coaches' training content to support sites in implementing the Pyramid Model across their program. Seven new sites were trained in this year's cohort. Coaches and other team members were invited to participate in web-based networking meetings to discuss implementation, ask questions, and share their implementation successes and challenges. The Pyramid Model State and Training Coordinators represent the Pyramid Model initiative on other state committee's including PBIS and the Early Childhood Professional Development committee. Information on the Pyramid Model initiative is shared through the Wisconsin Pyramid Model webpage on the state Collaborating Partners website. The page includes general information as well as secure pages for trainers and coaches to access materials.
7 C D E	Provide support to initial Program Wide implementing sites in order to determine the training, supports and materials necessary for other sites to implement efficiently and effectively.	Wisconsin's Pyramid Model State Leadership team State coordinator Training Coordinator WDPI ECSE consultant	Wisconsin's 8 Part Pyramid Model training series (for early care and education providers) was edited to include: Wisconsin implementation examples and videos, linkages to Wisconsin's Model Early Learning Standards, inventories of practice and action planning to increase participant self-reflection and implementation. A trainer's script, session evaluations, and training data reporting were created or adjusted. One hundred members of Wisconsin's cross-disciplinary early childhood training and technical assistance cadre were trained in delivery of this new content. Based on interviews with external coaches and program directors, the Pyramid Model program wide application for 2010 sites was revised to emphasize elements of program readiness. Applying sites were given specific feedback on steps they might take to improve their readiness before beginning implementation. Staff completion of the new 8 part Pyramid Model training series is now considered an element of readiness for applying sites.

			Wisconsin's Pyramid Model Project and Training coordinator co-trained 7 new sites with CSEFEL faculty using training materials updated with Wisconsin examples. Wisconsin now has the capacity to train leadership teams in adoption of program wide implementation. Benchmark of Quality data indicates this cohort of leadership teams have 29% more indicators in place in spring of their first year, than cohort one did in spring of their first year. Coaches' face to face and web-based networking materials were developed and implemented throughout the year (one face to face networking and bi-monthly Coaches Connection web conference calls. Conference calls were recorded and archived for on-demand viewing. A Pyramid Model coaches only webpage was created on the Collaborating Partners (Wisconsin's Early Childhood training and technical assistance website). The site includes resources for both internal and external coaches to assist teams in program wide implementation. A web-based file sharing site was created for implementing sites to share resources and ideas that align with the Pyramid Model program wide Benchmarks of Quality. In collaboration with Wisconsin's PBIS network, the Pyramid Model Project and Training coordinators and external coaches were trained in the Team Initiated Problem Solving (TIPS) process. Plans are to integrate TIPS materials into future Pyramid Model program wide team leadership trainings.
7 A B E	Develop processes and systems to support data based decision making for Pyramid Model implementation	Wisconsin Pyramid Model State workgroups State coordinator Training Coordinator	Data collection and entry were emphasized at the 2011 Pyramid Model program wide leadership team training. Video clips of data entry procedures were produced and posted online to support coaches/teams. Plans are to increase this video library to include data analysis examples as well as provide enhanced support to external coaches in data analysis. Data entry and analysis using program, teacher, and child level data examples were topics in half of the bi-monthly Coaches Connection web based networking calls.

			The program wide application process for cohort 3 (to be trained in August, 2012) included identification of a data coordinator/analyst as a team member. In December, all program wide implementing sites received a data summary report with suggestions for analysis of their program, teacher, and child level data. Wisconsin's Pyramid Model Project and Training Coordinators networked with other Pyramid Model implementation states to discuss a web-based data reporting system to alleviate data submission challenges and allow external coaches/coordinators to more efficiently prepare data summaries for program wide implementing sites.
7 A B E F	Build state infrastructure to support program-wide implementation of the Pyramid Model for Social Emotional Competence in Young Children.	Wisconsin's Pyramid Model State Leadership team State coordinator Training Coordinator WDPI ECSE consultant	Wisconsin's Pyramid Model State Leadership team, Project Director, and Training Coordinator maintained and expanded linkages to Wisconsin's Positive Behavioral Interventions and Supports (PBIS), Infant Mental Health certificate program, Young Star Quality Rating Improvement System, and Governor's Council on Early Childhood. All of these initiatives have social emotional competence/well-being as a priority and have representation on the Pyramid Model State Leadership team. Pyramid Model training in the state has expanded to include training in the Pyramid Model Infant/Toddler and Preschool parenting modules. A cross-representational training team was convened to edit/align the new Pyramid Model Home Visiting training series with Wisconsin practices and training content. The Department of Public instruction created four regional CESA level external coaching positions to support leadership teams and internal coaches from Pyramid Model program wide implementing sites.

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

Indicator and	Improvement Activity	Resources	Status of Improvement Activity

Category(s)	Description		FFY 2011
7 B D E F H	**Assistive Technology Lending Center (ATLC)**	WDPI ATLC grant liaison and CESA 2 lending center staff	An evaluation from to collect data regarding the effectiveness of the AT device trial was used this year. Patrons evaluated the effectiveness of the AAC device trial on a scale from one to five with a rating of 1 being poor and a rating of 5 being very successful. An average success rating of 4 was reported by patrons for this year (baseline). Sixty-four educators trialed eighty-four AAC devices valued at $772,108.00 in twenty-nine districts from the ATLC collection during the 2011-2012 school year.

WESP-DHH Outreach

The number one identified need in Wisconsin for 200 children born per year with hearing loss and their families is increased access to appropriate intervention services provided by qualified professionals regarding the unique needs of infants, toddlers and preschoolers who have a hearing loss. Many families, statewide, cannot access services from early intervention professionals who lack resources in their communities and/or travel hours to connect with early intervention professionals who are knowledgeable about the needs of deaf and hard of hearing infants. In part, this is due to the relative low incidence of hearing loss, and the difficulty in serving a population through our current system of services provided by individual counties and/or school districts. In many cases, there is not a “critical mass” of children with hearing loss; a county or school district may only have one or two children in their program with hearing loss, which may not justify a full or even part-time staff member with the necessary training and breadth of knowledge necessary to serve this population. In addition, other factors may contribute to the lack of access to appropriate intervention services, including: 1)Lack of understanding of eligibility criteria as it applies to children with hearing loss; 2) lack of understanding and experience amongst service providers that infants and toddlers who are deaf and hard of hearing have a unique set of needs (including access to sign language and listening skills development strategies); and 3) even with enough resources to support a staff member, a void in qualified professionals that can support young children who are deaf or hard of hearing and their families.

Because our Birth to 3 and early childhood programs are not able to consistently provide intervention services from a provider who has a broad and in-depth understanding for the needs of children with hearing loss, there is a need to provide “supports” to our current system. Parents do not have access to the critical information that will assist them in making educated decisions about educational and communication options for their child and advocating for services that will support these choices. The Guide By Your Side Program (GBYS) will support the provision of this information. In addition, while the Deaf Mentor Program (DMP) addresses the need to support families who choose sign language as a primary communication mode, WI is not currently able to provide similar in-depth support for the needs of families who choose to develop listening and spoken language skills (LSLS), thus there is a need to provide LSLS supports to families through the Home Early Listening Program (HELP).

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
7 F G	WESP-DHH Consultation	WDPI Outreach staff	The WESP-DHH Outreach Consultant staff provides consultation to school districts and Birth to 3 programs in order to improve services provided to children with hearing loss. In 2011-12, consultations were provided to 32 students, ages 6-21 from 27 LEAs. Consultations were provided to 25 children, ages Birth - 6, from 19 different LEA/Counties.
7	WESP-DHH	WDPI	The following trainings/professional development were completed during

F G	Trainings/Conferences: Local/Regional/Statewide Trainings related to supporting language, literacy, social emotional and cognitive/academic development for children who are deaf or hard of hearing.	Outreach staff	2011-12: WDBTAP Tips and Tools for Early Intervention 35 professionals; 1 family Summer Institute: 31 professionals ECE PST/DHH Project Training (statewide; CESA 2; CESA 12 - total 36 professionals) Deaf-Blind Family Weekend - 58 family members College Fair - 35 professionals GBYS/DMP Training - 60 Parent Guides/Deaf Mentors Annual November Deaf-Blind Training - 32 professionals Birth to 3 Wisline Training - 25 professionals CAPD Conference - 57 professionals Professional Conference 2012 - 119 professionals Family Conference - 449 family members Intertribal Child Care Association - 115 professionals; 5 family members DMP - Deaf-blind training - 8 professionals/Deaf Mentors PST/Regional Meetings - 60 professionals
7 C D F	Deaf Mentor Program	WDPI Outreach staff	Sign Language immersion program for children and families (in home) who want to learn ASL. Mentors work collaboratively with families, Birth to 3 programs and school districts. Focus on language and social emotional development. Program served 54 families.
7	Guide By Your Side	WDPI	In-home resources and support upon initial diagnosis of hearing loss in a

C D F	Program	Outreach staff	child and during transition from Part C to Part B. Family focus and support in identifying child's unique needs around language, social emotional, literacy and academic development. Program served 58 families.
7 C D F	Home Early Listening Program -Babies and Hearing Loss Notebook	WDPI Outreach staff	This program support assists families and providers in establishing a strong foundation in listening and spoken language skills in the child. The program was "on hold" during this year, due to staff vacancy. The "Babies and Hearing Loss Notebook" is distributed to new families who have children recently diagnosed with hearing loss, via the pediatric audiologists in WI. 104 "Babies and Hearing Loss Notebooks" were distributed.
7 F G	Early Childhood Program Support Teacher (EC PST) DHH initiative	WDPI Outreach staff WDPI ECSE consultant CESA EC PSTs	Hearing Loss 101 Training: 8/12 & 12/12 (12 hours): All CESA PSTs received training related to the basics of hearing loss; WI eligibility criteria for Special Education; tips/tools for engaging families and staff in IEP development; and technical assistance and resource contacts through the state related to educational supports for deaf, hard of hearing, and deaf-blind children. CESA Network Development: All PSTs engaged in outreach within their CESA regions. All PST's are now connected to their teachers of the DHH and Educational Audiologists (if they have any). Hearing Loss 101 Training-CESA Regions: Participants included: ECE special educators, Teachers of the DHH, Educational Audiologists, Special Education and CESA Directors, Birth to 3 Providers, and Speech and Language Pathologists. Trainings occurred in the following CESAs: 2, 3, 4, 10,11 &12 Increased requests for WESP-DHH outreach consultations: Through the connections of this project, outreach referrals for children 3-6 have increased from 4 (2010-2011) to 9 (2011-2012).

Young Dual Language Learners

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

competence.			
Indicator and Category(s)	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2011**
7 C D G	The DLL Leadership Team and steering committee was formed in May and June 2010. The team is comprised of stakeholders from a variety of state organizations.	WDPI ECSE Consultant	Approximately 30 stakeholders met in September and December to discuss the direction of the Early Dual Language Learner Initiative (EDLLI). The leadership team identified the topics for training and technical assistance materials and reviewed and developed these materials. More information can be found at: http://ec.dpi.wi.gov/ec_ecinr and http://www.collaboratingpartners.com/curriculum-assessment-dual-language-learners.php 15 Facts and Tips documents regarding DLL were created and have been posted at: http://ec.dpi.wi.gov/ec_ecinr. Topics include using interpreters effectively and ongoing assessment. Development of the first module was completed October 2011.
7 C D E F G	Development of DLL training and technical assistance materials.	WDPI ECSE Consultant EDLLI advisory team EDLLI steering committee various WDPI Consultants (ESL/Bilingual, Title I, etc)	The EDLLI Advisory team developed a 3-year plan and mission / vision statement in Spring 2012.

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

Indicator and	**Improvement Activity**	**Resources**	**Status of Improvement Activity**

Category(s)	Description		FFY 2011
7 C D	Offer statewide Early Childhood (EC) program support teacher (PST) meetings to discuss topics and issues related to early childhood special education programming, services, data collection, and indicators.	WDPI Early Childhood Special Education Consultant	Five PST meetings were held in 2011-2012 with CESA and Milwaukee Public School PSTs, Indicator coordinators, and WDPI staff. New information, grant updates, and training and technical assistance materials were the focus for these meetings.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

State Performance Plan Improvement Activities

Data Analysis
Enhancing quality of the data, specifically thorough and accurate data, has been an emphasis of the state. The Statewide Child Outcomes Coordinator works with the Milwaukee Public School and CESA Early Childhood Program Support Teachers to ensure that accurate data is submitted.

Members of the Child Outcomes Workgroup analyzed the child outcome data to determine trends, data enhancements, and technical assistance needs. Staff members from WDPI and WDHS collaboratively analyzed Child Outcome data to assist in decisions on performance improvements and technical assistance.

Initial data analysis has begun looking at trends and/or patterns in the data related to CESA area, age of child at entry in the child outcomes system, length of time in service, and data outliers.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
7 A B E F G H	Child Outcomes Stakeholder Workgroup provides input from LEA personnel in the Child Outcomes statewide policies and procedures.	Child Outcomes Stakeholder workgroup members Statewide Child Outcomes coordinator	A statewide Stakeholder Workgroup was formed in 2011-2012 with LEA personnel from four LEAs, a CESA PST, the statewide Child Outcomes coordinator and WDPI ECSE consultant. The workgroup meets quarterly to review how the the current system is working within LEAs and also the effectiveness of communication between the state and LEAs. Input from stakeholders has proven invaluable and several enhancements to current procedures and to the WDPI website and Collaborating Partners website were made based on the input from this workgroup.

		WDPI ECSE consultant	

Evaluation and Quality Improvement
The WDPI and WDHS utilize a joint approach to improvement strategies related to B-7 and C-3 including data review, policy development, and refinement of procedures. A Birth to age six perspective is used whenever appropriate. The approaches will also be individualized based on the approaches used within the comprehensive WDPI and WDHS compliance and monitoring systems, while recognizing the unique differences within Part B and Part C.

Development of a fidelity checklist under the direction of a national expert Dr. Mary McLean, receipt of technical assistance from the NCRRC, NECTEC and ECO, and attendance at NECTAC/ECO Child and Family Outcomes conferences have been accessed in an effort to develop strategies to assure data quality, validity, and reliability.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
7 A H	Data analysis pilot was developed and implemented.	Statewide Child Outcomes coordinator WDPI Internal Indicator 7 workgroup	From November 2011 to February 2012, the statewide coordinator conducted web conferences with each of the CESA PSTs to review data patterns for districts in the CESA region. Progress rating patterns from the 2010-2011 school year and the entry rating patterns in the 2011-2012 school year were reviewed. From this process, the need for additional technical assistance for some LEAs was identified. CESA PSTs provided this technical assistance during their LEA Child Outcomes Fidelity discussions. Through web conferences, entry rating patterns were reviewed with 20 LEAs with the largest number of children entered into the statewide data collection system. These data reviews and discussions served as an excellent foundation for looking at how LEA staff are conducting ongoing assessment and determining age-expected functioning, especially in the areas of S/L and SDD.
7 A B C D F H	Monthly Indicator Web conferences focused on Indicator 7 data collection and data quality.	WDPI ECSE consultant Statewide Child Outcomes coordinator ECSE PSTs	Monthly Indicator Web Conferences were conducted in the 2011-2012 school year. New content covered in this year's monthly conferences included: an introduction to data quality through review of data patterns (e.g. the 1-7 entry rating distribution and the percent of children by eligibility determination). The intent of this data review with CESA Program Support Teachers was to increase their knowledge of a quality rating process so they could provide technical assistance to LEAs within their CESA regions.

Training and Technical Assistance System
The Statewide Child Outcomes Coordinator position provides coordination of the statewide child outcome system. Guidance and support to the Coordinator comes from WDPI staff, the Wisconsin Birth-6 Special Education Leadership Team, and the WDPI/WDHS Child Outcomes

Workgroup.

Wisconsin's Children Moving Forward, Wisconsin's child outcomes training materials, were developed with a Birth to Six perspective. The materials are reviewed and updated annually based on enhancements and/or new information presented by the National Early Childhood Technical Assistance Center (NECTAC) and the Early Childhood Outcomes (ECO) center. The training includes 1) History and Overview of the Statewide Child Outcomes system; 2) Overview of the Three Child Outcomes; 3) Basics of Ongoing Assessment Practices; 4) The Child Outcomes Summary Form (COSF) / Decision Tree Rating Process; and 5) Data Entry. Materials have been developed to enhance communication and fidelity of the child outcomes process.

Annual trainings are provided at 12 CESAs. Both LEA staff and county B-3 staff are encouraged to attend the trainings, which are conducted by the Statewide Child Outcomes Coordinator, EC Program Support Teachers (PSTs), WDPI/WDHS Outcomes workgroup, and RESource B-3 T/TA staff. Individualized T/TA is provided to LEA's unable to attend the CESA-wide trainings and/or to provide follow-up in developing the LEA-specific child outcomes system. Additional workshops and/or presentations are done on an as needed basis to a variety of other stakeholder groups within the state including but not limited to: State Superintendent's Special Education Leadership Conference, WCASS, FACETS, WI RSN, FACETS, and the state Early Childhood Training and Technical Assistance Network.

A model for training, technical assistance, and professional development assure TA resources and follow-up activities has been adopted. The WI Personnel Development Model serves as the basis for integrating professional development to support training and technical assistance. This model is being addressed in the State Personnel Development Grant (SPDG) and the work scope reflects Wisconsin Model Early Learning Standards (as related to child outcomes) as one of three primary focus areas. The other areas are early educational environments and transition.

Monthly indicator calls are available for those providing direct support to LEAs and counties. This system of support utilizes PSTs in each CESA and Milwaukee Public Schools (MPS), as well as Birth to 3 RESource personnel, to ensure a coordinated Birth-6 Child Outcomes effort. Additionally, PSTs and the ECSE Consultant have meetings to sharing and update resources, policies, and procedures related to Outcomes.

Training and technical assistance documents can be found at WDPI's Indicator 7 webpage at: http://sped.dpi.wi.gov/sped_spp-preout.
The Wisconsin Early Childhood Collaborating Partners (WECCP) website serves as an informative website for general information and links to the WDPI web pages. Information on Indicator 7 may be found on this website at: http://www.collaboratingpartners.com/disabilities-indicators-3-7-about.php.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
7 A B C F H	Child Outcomes Stakeholder Workgroup provides input from LEA personnel in the Child Outcomes statewide policies and procedures.	Child Outcomes Stakeholder workgroup members Statewide Child Outcomes coordinator	A statewide Stakeholder Workgroup was formed in 2011-2012 with LEA personnel from four LEAs, a CESA PST, the statewide coordinator and WDPI section 619 coordinator. The workgroup meets quarterly to review how the current system is working within LEAs and also the effectiveness of communication between the state and LEAs. Input from stakeholders has proven invaluable and several enhancements to current procedures and to the WDPI website and Collaborating Partners website were made.

		WDPI ECSE consultant	
7 A B D G	ECSE Leadership Conference for LEAs, IHEs, B-3, coaches, PSTs, and other ECSE leadership personnel	WDPI ECSE consultant Statewide Child Outcomes coordinator Early Transitions coordinator Preschool Environments coordinator ECSE PSTs	The first ECSE Leadership meeting was 2/9/12 and included 125 ECSE leadership personnel from LEAs, IHEs, regional coaches, PSTs, and Indicator coordinators. This conference focused on Indicators 6, 7, and 12, Child Find, dual language learners, Pyramid Model, and Response to Intervention.

WESP-DHH Outreach

The number one identified need in Wisconsin for 200 children born per year with hearing loss and their families is increased access to appropriate intervention services provided by qualified professionals regarding the unique needs of infants, toddlers and preschoolers who have a hearing loss. Many families, statewide, cannot access services from early intervention professionals who lack resources in their communities and/or travel hours to connect with early intervention professionals who are knowledgeable about the needs of deaf and hard of hearing infants. In part, this is due to the relative low incidence of hearing loss, and the difficulty in serving a population through our current system of services provided by individual counties and/or school districts. In many cases, there is not a “critical mass” of children with hearing loss; a county or school district may only have one or two children in their program with hearing loss, which may not justify a full or even part-time staff member with the necessary training and breadth of knowledge necessary to serve this population. In addition, other factors may contribute to the lack of access to appropriate intervention services, including: 1)Lack of understanding of eligibility criteria as it applies to children with hearing loss; 2) lack of understanding and experience amongst service providers that infants and toddlers who are deaf and hard of hearing have a unique set of needs (including access to sign language and listening skills development strategies); and 3) even with enough resources to support a staff member, a void in qualified professionals that can support young children who are deaf or hard of hearing and their families.

Because our Birth to 3 and early childhood programs are not able to consistently provide intervention services from a provider who has a broad and in-depth understanding for the needs of children with hearing loss, there is a need to provide “supports” to our current system. Parents do not have access to the critical information that will assist them in making educated decisions about educational and communication options for their child and advocating for services that will support these choices. The Guide By Your Side Program (GBYS) will support the provision of this information. In addition, while the Deaf Mentor Program (DMP) addresses the need to support families who choose sign language as a

primary communication mode, WI is not currently able to provide similar in-depth support for the needs of families who choose to develop listening and spoken language skills (LSLS), thus there is a need to provide LSLS supports to families through the Home Early Listening Program (HELP).			
Indicator and Category(s)	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2011**
7 F G	Early Childhood Program Support Teacher (EC PST) DHH initiative	WDPI Outreach staff WDPI ECSE consultant CESA EC PSTs	Hearing Loss 101 Training: 8/12 & 12/12 (12 hours): All CESA PSTs received training related to the basics of hearing loss; WI eligibility criteria for Special Education; tips/tools for engaging families and staff in IEP development; and technical assistance and resource contacts through the state related to educational supports for deaf, hard of hearing, and deaf-blind children. CESA Network Development: All PSTs engaged in outreach within their CESA regions. All PST's are now connected to their teachers of the DHH and Educational Audiologists (if they have any). Hearing Loss 101 Training-CESA Regions: Participants included: ECE special educators, Teachers of the DHH, Educational Audiologists, Special Education, and CESA Directors, Birth to 3 Providers, and Speech and Language Pathologists. Trainings occurred in the following CESAs: 2, 3, 4, 10,11 &12 Increased requests for WESP-DHH outreach consultations: Through the connections of this project, outreach referrals for children 3-6 have increased from 4 (2010-2011) to 9 (2011-2012).
7 F G	Student Activities Teen Getaway Weekend College/Career Fair	WESP-DHH Outreach Staff	70 students participated in the Teen Getaway Weekend. 62 students attended the College/Career Fair.
7 D F	WISHES	WESP-DHH Outreach Staff	The WISHES program is a hearing aid loaner program. 13 children received loaner hearing aids/fm systems via this program.
7	WESP-DHH B-6 ARRA Funded Pilot: W. Region Redesign-Regional Services Coordinator	WDPI Outreach staff Regional Services Coordinator	Completed.

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

Monitoring Priority: FAPE in the LRE

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

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

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

FFY	Measurable and Rigorous Target
2011 (**2011-2012**)	**75.0% of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.**

Actual Target Data for 2011:
Based on the 2011-2012 distribution of proportionate agreement, 78.3% of respondent parents reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Based on this data, Wisconsin exceeded its target of 75% for FFY 2011.

Computational details are shown below:

a = (number of respondents that agree with performance measure with the lowest % agreement out of all performance measures for school age) = 1,172

b = (number of respondents that agree with performance measure with the lowest % agreement out of all performance measures for preschool) = 177

n1 = (number of respondents that completed surveys that answered the question for the lowest % agreement item out of all performance measures for school age) = 1,498

n2 = (number of respondents that completed surveys that answered the question for the lowest % agreement item out of all performance measures for preschool) = 225

N = (n1 + n2) = (total number of completed surveys that answered the items for lowest agreement of performance measures (n1 school age + n2 preschool) = 1,723.

78.3% = [1,349 respondent parents agreeing with the survey question with the lowest agreement out of all performance measures) divided by (1,723 respondent parents answering the question with the lowest agreement out of all performance measures)] times 100.

(a + b)/N x 100 = final combined indicator 8 parent survey for 2011-12 = 78.3%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011.

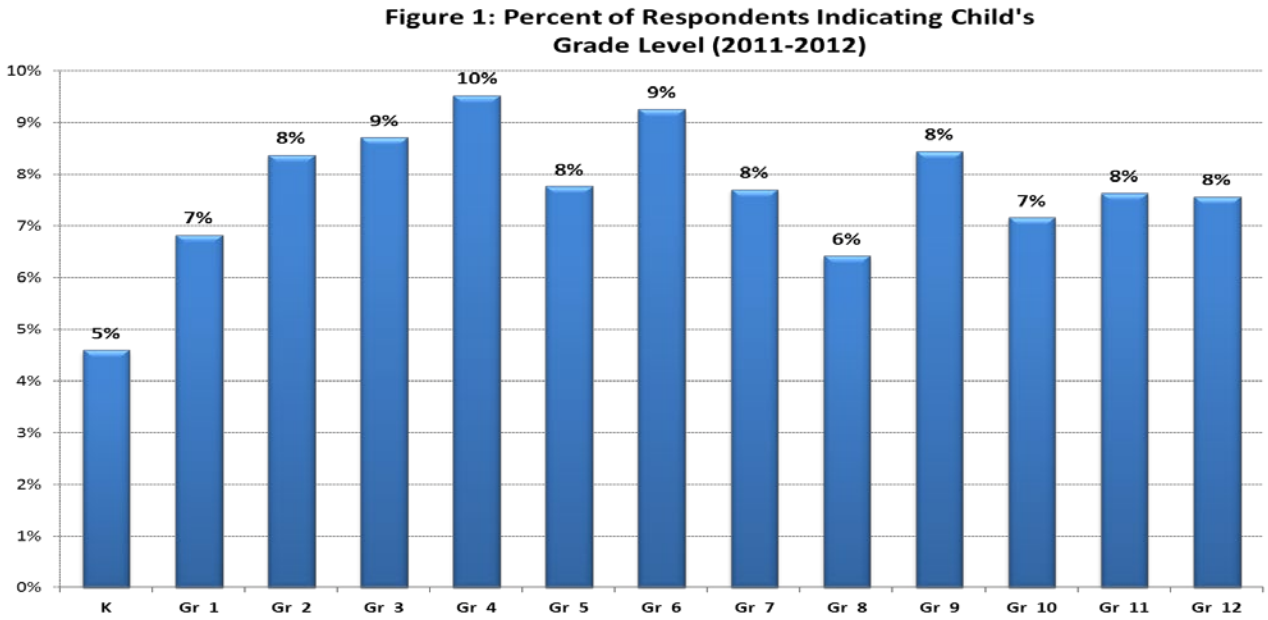
The indicator 8 result for FFY 2011 reporting represents improvement of .03% from FFY 2010. The state exceeded its target of 75% by 3.30% Progress may be attributed to the improvement activities listed below, the emphasis on increasing LEA response rates above the 20% minimum, and statewide focus on increasing parents' knowledge of options they have if they disagree with a decision of the school.

Indicator Narrative

Student Characteristics Indicated by Respondent: Grade

The 2011-2012 data were compiled from 1,755 parents and primary caregivers. This number represents a total of 1,526 parents who submitted a valid survey for the school age survey and 229 parents who submitted valid surveys for the preschool survey. Initially, the State selected a statewide sample of 4,798 potential respondents, yielding an estimated response rate of 36.58%, including valid surveys that were returned, but did not provide consent (N=121). This response rate can be compared with the average return of 27.9% for all States based on information obtained from the *School Age State Performance Plan/Annual Performance Report: 2010 Indicator* Analysis.

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



Student Characteristics Indicated by Respondent: Race and Ethnicity

In addition to examining grade level representation, an analysis was conducted to obtain an estimate of respondent demographics based on race and ethnicity. Table 1 summarizes the representation of children in race and ethnic categories in the school age and preschool respondent groups as reported by parents completing the survey. One thousand, four hundred and fifty-one (1,451) of the total number of respondents that submitted a valid school age survey (N =1,526) provided a response to this demographic item, yielding a response rate of 95%. Two-hundred and twenty-three (223) of the total number of respondents completing the preschool survey (N=229) did likewise, for a response rate of 97%.

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

Race/Ethnicity	School Age Survey (N =1,451)	Preschool Survey (N=223)
American Indian or Native Alaskan	2.6%	0.9%
Asian	1.6%	0.4%
Black or African American	7.3%	4.7%
Hispanic or Latino	6.6%	5.6%
Native Hawaiian or Pacific Islander	0.2%	0.0%
White	81.7%	88.5%

Few differences were found when the school age FFY 2011 results were compared to the FFY 2010 respondent sample. However, a slight decrease in the percentage in the ethnicity category of American Indian/Alaskan Native was noted, from 3.1% in FFY 2010 to 2.6% for the current FFY. Similarly, a slight decrease was also observed in the Hispanic or Latino category, where this group represented 7.3% of the FFY 2010 sample, whereas in the FFY 2011 sample, the percentage of respondents selecting this category was 6.6%. As shown in the table, the category of White represented the largest percentage of survey respondents at 81.7%, while the Native Hawaiian or Pacific Islander was the least selected category with a percentage of 0.2%.

Similar to what was observed for those who submitted a school age survey, the numbers of respondents completing the preschool survey identifying themselves as American Indian or Native Alaskan also showed a decrease, from 1.6% reported on the FFY 2010 preschool survey compared to 0.9% reflected in the FFY 2011 survey. No respondent selected the category of Native Hawaiian or Pacific Islander. This is the first APR report in which this ethnicity category was included. Previously, this ethnicity was categorized under “Asian or Pacific Islander.”

In both cases of the school age and preschool samples, the White ethnicity category comprised the majority of survey respondents, with 81.7% reported for school age and 88.5% for preschool. Each percentage represents a slight increase over the FFY 2010 sample of 80.9% and 86.3% reported for each school age and preschool respondent group, respectively.

Student Characteristics Indicated by Respondent: Disability Categories

Table 2 summarizes the representation of children in the school age and preschool respondent groups reported by parents based on disability category. One thousand, four hundred and twenty-three (1,423) of the 1,526 respondents of the school age survey responded to this demographic item (94%). For the preschool survey, 221 of the total number of respondents (229) did likewise (97%). When compared to what was reported by the school age FFY 2010 respondents, a moderate increase was noted in the percentages of students in the disability area of Specific Learning Disability, while a slight decrease was observed in the area of Speech/Language Impairment. However, none of these differences were considered to be outside the expected range. Thus, this finding is considered to be negligible in relation to identifying significant variability.

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

Disability	School Age Survey (N=1,423)	Preschool Survey (N=221)
Autism	10.0	6.8
Cognitive Disability	10.3	3.2
Emotional Behavioral Disability	9.6	1.8
Hearing Impairment	1.8	1.4
Orthopedic Impairment	0.6	0.9
Other Health Impairment	9.1	4.1
Significant Developmental Delay	3.0	6.8
Specific Learning Disability	31.0	3.2
Speech/Language Impairment	24.0	70.1
Traumatic Brain Injury	0.3	1.4
Visual Impairment	0.4	0.5

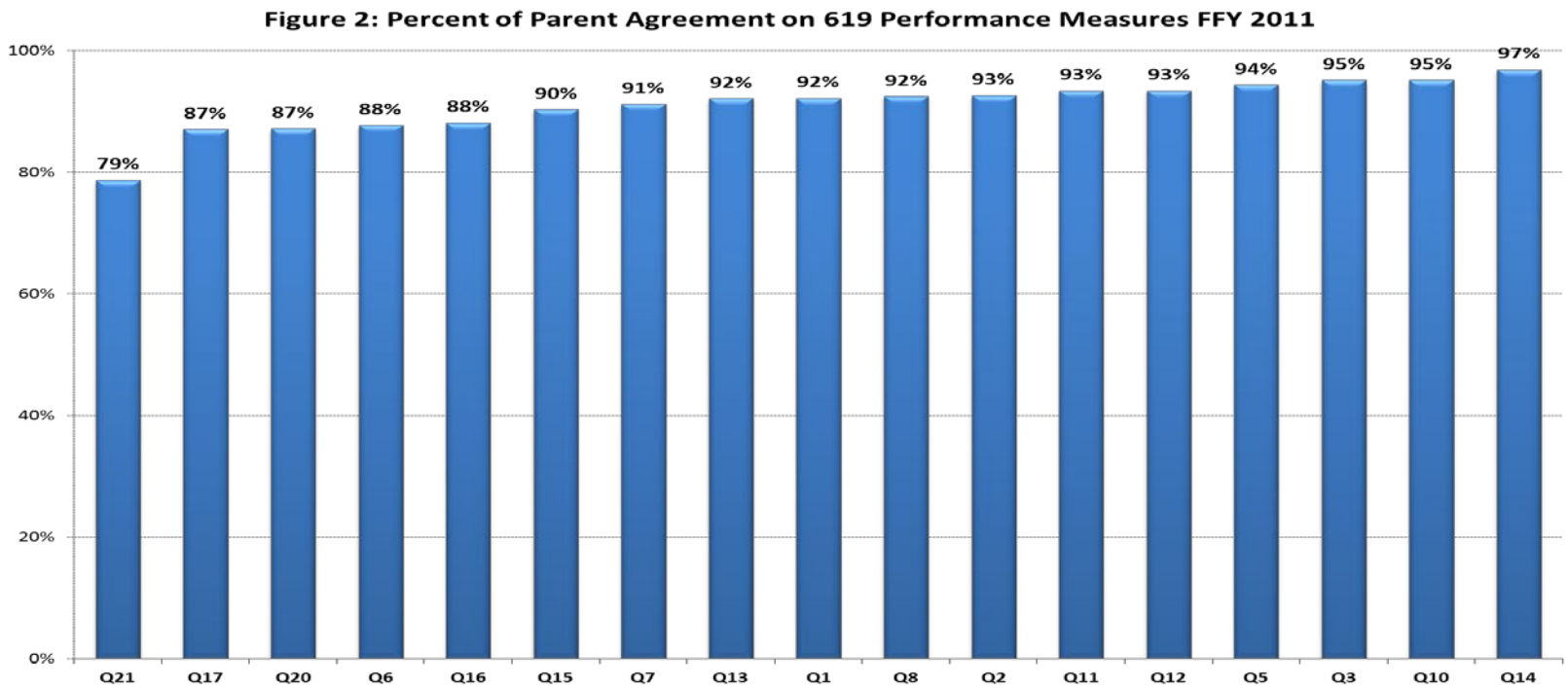
Similar results were observed for the preschool survey when compared current results to FFY 2010 data. There seemed to be little differences in most disability areas, with the exception of the numbers of children identified in the area of Other Health Impairment. In this case, less than one percent of respondents selected this categorical area, compared to the 4.10% that did so in the 2011 FFY reporting period.

Reliability Analysis

In addition to ascertaining the degree to which the current data are valid, the issue of reliability must also be addressed since both elements are critical in obtaining results which can be used for improvement planning. In order to analyze the reliability of these data, a Cronbach's Alpha analysis was conducted for the FFY 2011 school age and preschool data. This statistic serves as a measure of internal consistency—that is, how well the items in the survey are measuring a concept, in this case parent involvement. Reliability estimates can range from 1.0 to 0.0 (zero), where reliabilities close to 1.0 are considered to be very good, while estimates close to 0.0 represent very poor internal consistency. The reliability estimate calculated for the performance measures of the school age survey yielded an item reliability of .980, while the reliability estimate calculated for the performance measures for the preschool survey were calculated at .981. These estimates indicate that the survey has demonstrated a high level of reliability based on widely recognized standards of measurement.

Performance Measure Percentages

Figure 2 presents the distribution of percent respondent agreement across the set of items which constitute the statewide performance measures on the preschool survey. As shown, performance measures ranged from a low of 79% to a high of 97% with a median 92%. These results compare favorably with those found on the FFY 2010 survey where a Coefficient of Determination (r^2) of .65 was calculated. This coefficient is an indicator of "effect size," which estimates the magnitude of the relationship between the survey results of FFY 2010 and FFY 2011. Generally, any Coefficient of Determination greater than .60 (>.60) is considered to be "strong."



While a strong relationship magnitude of agreement was observed between the results of the FYY 2010 and FFY 2011 survey, two differences were noted as well. One was observed on the current survey where respondents were asked to rank the extent of their agreement with regard to being given options if they disagreed with a decision made by the preschool special education program. In FFY 2010, 85% of the respondents indicated their agreement with this item. In FFY 2011, that number fell to 79%, a six percentage point difference. As such, this item was the lowest ranking performance measure for FFY 2010 and remains so based on the FFY 2011 results.

Figure 3 shows the distribution of the percent of agreement across the set of performance measures included in the school age survey. A very strong magnitude of agreement was found between the FFY 2010 and the FFY 2011 data as reflected by a Coefficient of Determination of .97. Very little variability was noted in the agreement ratings and their relative rank order. When considering each performance measure separately, a low of 78% was found on one item and a high of 96% was observed on another, with the overall median calculated at 91%. Similar to FYY 2010, the lowest percentage of agreement found in the FFY 2011 data involved an item in which respondents expressed their level of agreement about the range of options available to parents if they disagreed with a decision of the school. Likewise, the item with the highest percentage of agreement was observed on an item which assessed the extent to which teachers and administrators respected the respondent's cultural heritage.

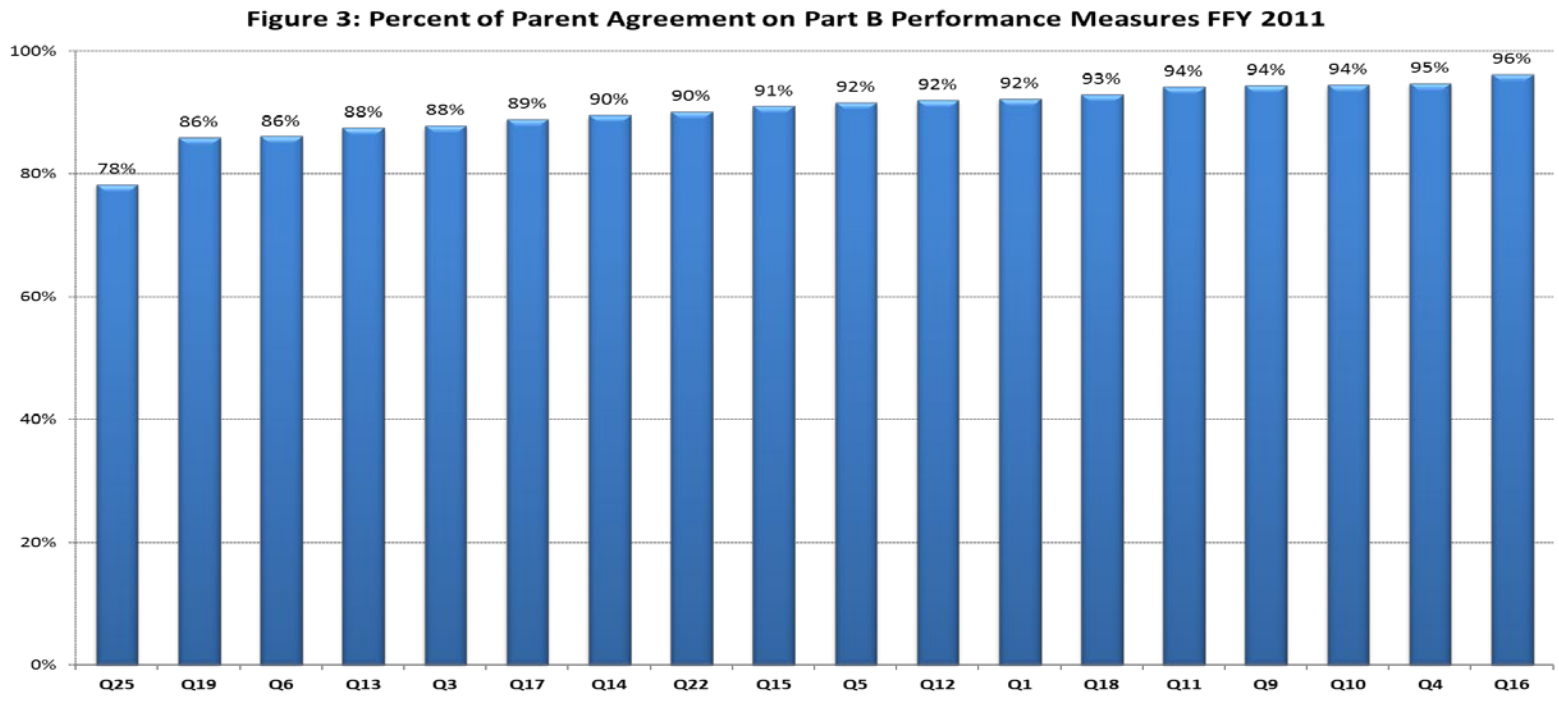


Table 3 represents the lowest and highest percent of agreement for performance measures selected from the preschool and school age survey. That is, based on the performance measures shown in Figures 2 and 3, the lowest to highest range of performance was recorded. As indicated earlier, the lowest percentage of agreement (79%) for the preschool survey was observed on an item which respondents were asked to rank the extent of their agreement with regard to being given options if they disagree with a decision made by the preschool special education program.

This was also found to be the case on the same item which appeared on the school age survey, where 78% agreed that the school gave them options if they disagree with a decision. In contrast, the highest rating of agreement was found on both school age and preschool survey items which asked respondents if teachers and administrators respected their cultural heritage. Ninety-seven percent (97%) of the preschool respondents indicated that their cultural heritage was respected, while 96% of those responding on behalf of school age indicated likewise.

Table 3: Lowest-Highest Percent of Agreement for the Performance Measures

Survey	*N*	*Lowest % Agreement of Performance Measure*	*Highest % Agreement of Performance Measure*
Preschool Survey	225	79	97
School Age Survey	1,498	78	96

State Performance Plan Improvement Activities

Wisconsin Statewide Parent-Educator Initiative (http://sped.dpi.wi.gov/sped_parent)
The Wisconsin Statewide Parent-Educator Initiative (WSPEI) is a WDPI state discretionary project that serves parents, educators, and others interested in parent-educator partnerships for children with disabilities. Two statewide coordinators and 27 parent liaisons, based in the Cooperative Educational Service Agencies (CESA), collaborate with LEA staff, more than 150 LEA-based parent liaisons, and staff from Wisconsin Family Assistance Center for Education Training and Support (WI FACETS) to facilitate positive relationships between staff and parents of children with disabilities. One of the goals of WSPEI is to help parents and school districts find or create the resources that will help them build positive working relationships that lead to shared decision making and children's learning. It supports increased sharing of information through networking meetings, conferences, person-to-person contact, and media.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
8 C	**Wisconsin Statewide Parent Educator Initiative (WSPEI) Group Training at Conferences** WDPI will cosponsor the Annual Parent Leadership Conference and the Milwaukee Latino Family Special Education Forum for families of students with disabilities in the	WSPEI consultant, Parent consultants, WSTI consultant	During FFY2011, parent-educator teams trained groups of educators and parents on effective parent involvement practices for schools. WSPEI collaborated with WI FACETS and other statewide parent organizations to provide trainings on a Response to Intervention (RTI) Parent Module as well as "Serving on Groups that Make Decisions: A guide for families." The Serving on Groups manual assists parents and family members to learn skills needed to actively participate on decision making teams. The Latino Forum was held and had over 100

	spring. WDPI will provide scholarships for parents to attend the annual statewide Transition Conference.		Spanish speaking families participate in special education related professional development and information. WDPI also cosponsored the WE Indians parent involvement group.
8 C	**Wisconsin Statewide Parent Educator Initiative (WSPEI) Group Training at Conferences** The Special Education and Pupil Services Leadership Conference will inform directors of special education and parent leaders about the practices measured in the Wisconsin Parent Involvement Survey, the results of the last survey, and successful parent involvement practices.	WSPEI consultant	WSPEI and WI DPI partnered with district Special Education Directors to present information to educators in regards to family engagement resources and programs. Highlights of the presentation were resources to help support Indicator 8, Parent Involvement, as well as Parents In Partnership and Youth in Partnership for Employment and Empowerment trainings.
8 C D	**Product development and dissemination** Current versions of the WDPI *Procedural Safeguards Notice*, *Special Education in Plain Language*, *Introduction to Special Education* and *Involving Families in Meeting Student Needs: A Guide for School Staff* will be disseminated to LEAs, families, and parent information organizations in print and electronic forms.	WSPEI consultant and Compliance consultant	During FFY 2011, WSPEI partnered with WI DPI to develop a dispute resolution resource titled "Communication Options for Families". This resource was disseminated to every WI public school district and was included as an additional form on an IEP software program that several districts utilize to develop IEPs. This document outlines parents rights in regards to mediation, facilitated IEPs, complaints and due process. In addition, the document encourages parents to problem solve locally with district special education directors and provides a communication tree for district contacts as well as statewide parent support organizations. WSPEI continued to disseminate WI DPI materials to families and educators including Special Education in Plain Language, Introduction to Special Education, and the Opening Doors transition series. Every district in Wisconsin is contacted and provided copies of these materials through WSPEI and is provided information on additional statewide special education resources such as parent record files, birth to 3 resources, and mediation brochures.
8 C D	**Product development and dissemination** Training for parents will be made available by WSPEI and WI FACETS in diverse media, including print,	WSPEI consultant and program area consultants	WSPEI and WI FACETS collaborated to train parents and parent leadership via monthly telephone training and 4 quarterly videoconference training meetings. Video conference topics included PBIS, assessment, legal issues, and Indicator 13 and 14 (transition).

	CD/DVD, online web casts, by telephone, by videoconferencing, and in person.		In coordination with the IDEA State Personnel Development Grant (SPDG), WSPEI and WI FACETS disseminated a weekly online newsletter listing current personnel development opportunities for parents and online parent resources to over 400 recipients. CESA recipients disseminated the information to LEAs and parents. Parent resources are archived on the SPDG website. Training was posted on WSPEI online training calendar and WI FACETS listserv.
8 D F	**Individualized LEA supports** The number of LEAs that identify a district parent liaison in conjunction with WSPEI will increase continuously. LEAs that have not identified a district parent liaison will identify a parent advisory representative or staff person who serves as a contact for special education parent information dissemination.	WSPEI consultant	In June 2012, WSPEI created a Parent Liaison training matrix as well as revised the criteria for district liaison identification. New criteria required that district liaisons are identified by district special education directors, provided regular contact with sped directors and WSPEI coordinators, and utilized WSPEI's online data system to report contacts and technical assistance within each district. With more rigorous criteria in place such that all liaisons receive the same training and expectations statewide, WSPEI began with a baseline of 72 District Family Engagement Liaisons. There is at least one liaison in each CESA in Wisconsin. WSPEI continues to have 100+ other contacts (those contacts not identified as a primary contact by the district but continue to receive professional development, information, and technical assistance from WSPEI). The 2012-13 NOFA for WSPEI included rigorous goals for district liaison training and identification utilizing this new framework.
8 A D H	**Individualized LEA supports** CESA parent liaisons, district parent liaisons, and WI FACETS staff and parent leaders will assist LEAs and district parents on request with gathering Parent Involvement Survey data for Indicator 8. Effective practices for reaching families will be evaluated and disseminated.	WSPEI consultant	WSPEI CESA parent liaisons and WSPEI district parent liaisons assisted LEAs with gathering Parent Involvement Survey data for Indicator 8. WSPEI CESA coordinators recorded contacts with every LEA in the self assessment cycle. Every district in Wisconsin with the exception of one (which was one survey below the requirement) met the response rate criteria for the 2012 Indicator 8 Parent Survey. 31 districts in self assessment were at or above 40% response rate (the minimum response rate requirement is 20%). 18 districts were above 50%, and 13 districts were above 75%. This is the best response rate data to date.
8 A D H	**Individualized LEA supports** LEAs will reach a survey return rate of 20% of their sample or 6 surveys, whichever is larger.	WSPEI consultant	WSPEI CESA parent liaisons and WSPEI district parent liaisons assisted LEAs with gathering Parent Involvement Survey data for Indicator 8. WSPEI CESA coordinators recorded contacts with every LEA in the self assessment cycle. Every district in Wisconsin with the exception of one (which was one survey below the requirement) met the response rate criteria for the 2012 Indicator 8 Parent Survey. 31 districts in self assessment were at or above 40% response rate (the

			minimum response rate requirement is 20%). 18 districts were above 50%, and 13 districts were above 75%. This is the best response rate data to date.
8 A D H	**Individualized LEA supports** Wisconsin schools and Wisconsin families use the resources of WSPEI and WI FACETS to help involve families and provide information about special education in the diverse ways that diverse families require.	WSPEI consultant	WSPEI services were documented to over 43,000 parents, educators, students, and agency staff in addition to collaborative information dissemination with partner agencies. WSPEI began development of a new web site that will be operational in FFY 2012. 152 parents and 82 youth completed intensive parent and youth leadership training, and 17 educators participated in at least one of the sessions.
8 C F	WSPEI Professional Development Resources	WSPEI Consultant	WSPEI along with WI FACETS worked together to provide a training of trainers for a technical guide created in the previous grant year titled Serving on Groups that Make Decisions. This guide helps family members learn how to serve as members on decision making groups. Continued training on this guide is planned for FFY 2012 and will be provided to other statewide parent organization leadership.

The Circles Of Life Conference
The Circles of Life Conference is a WDPI sponsored event that has been in existence for 26 years. The annual conference is for families who have children of any age with disabilities or special health care needs and the professionals who support and provide services for them. *Circles of Life* is a unique opportunity to develop new skills, garner the latest information, and form lasting friendships. The conference includes nationally known keynote speakers, topical sectionals, parent listening sessions, family fun night, roundtable discussions on such topics as individualized service plans and serving adolescents with Asperger's Syndrome through social-communication intervention.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
8 C G	**The Circles Of Life Conference** The Circles of Life Conference is a WDPI sponsored event that has been in existence for 26 years.	WDPI consultant	The conference held on April 26-27, 2012 included nationally known keynote speakers, topical sectionals, parent listening sessions, family fun night, and roundtable discussions on such topics as individualized service plans. The keynote speaker was selected to highlight self-determination in regards to students with disabilities and their parents. This year, the conference also provided an opportunity for a listening session where parents across Wisconsin were able to engage and interact with WI DPI as well as other parent assistance organizations (Disability Rights of WI and WI FACETS).

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)	Improvement Activity Description	Resources	Status of Improvement Activity

and Category(s)			FFY 2011
8 C D E F G H I	**AMERICAN INDIAN STUDENT ACHIEVEMENT NETWORK (AISAN)**	2008-2011 Disproportionality Workgroup Co Chairs CESAs LEAs National experts Approximately $890,000/yr	Districts with significant populations of American Indian students are collaborating to identify barriers to learning that limit American Indian students. This component establishes and invigorates an online community of practice for 25 school districts. Together these united districts will hold professional and training sessions to better serve the American Indian populations and their districts. Training Events: 1. Three-day event, "Accelerated Second Language Acquisition Training for Tribal Language Teachers" held in Bowler, WI. Content encompassed a unique instructional methodology presented by Dr. Stephen Greymorning, Arapaho language instructor at University of Montana. In attendance: forty-one individuals from twelve school districts including a contingent from Onamia School District in Minnesota. 2. Three sessions entitled "Make Language Learning FUN with Language Pal 2.0" were offered at the Wisconsin Indian Education Association Conference (WIEA). Presentation targeted at tribal language educators and arranged by the AISAN. In attendance: twenty-four participants. 3. Project Coordinator facilitated a session entitled, Wisconsin Tribal Language Consortium Meeting" at the WIEA conference. Session provided an overview of CREATE; AISAN project goals and objectives; timeline of activities; review of needs assessment; and information on a research-based policy brief concerning the relationship of tribal language & student achievement was disseminated. In attendance: nineteen tribal language educators. 4. Per favorable reviews, the "Accelerated Second Language Acquisition Training for Tribal Language Teachers" was offered to support the collaboration for the Menominee Language & Culture Commission and the Menominee Indian High School. AISAN funded four non-Menominee language teachers from four northern Wisconsin school districts to participate in training. 5. Project Coordinator and Tribal Ambassador arranged a workshop entitled, "From Theory To Practice: Transforming Your School To Empower Indigenous Student Success"

			presented by Dr. Michelle Pidgeon of Simon Fraser University. A workshop was part of the WIEA conference with twenty-six (26) in attendance. Dr. Pidgeon also delivered the keynote address. Other: Component Coordinator and Tribal Ambassador registered thirty-six (36) individuals from fifteen (15) school districts for the WIEA conference via special scholarships. Participants included tribal language educators and home-school coordinators. Tribal Ambassador facilitated a session entitled, "AISAN Network Meeting"; sixteen (16) participated. Tribal Ambassador established a chat group "Createaisan" to encourage an online community of practice. The Project Coordinator and Tribal Ambassador collaborated with the Great Lakes Inter-Tribal Council's (GLITC) birth to three early childhood program to discuss the future direction of the CREATE Culturally Responsive Early Childhood Project.

School Improvement: Focused Review of Improvement Indicators (FRII)
Wisconsin has developed a Continuous Improvement and Focused Monitoring System (CIFMS) to achieve positive results for children with disabilities in Wisconsin while ensuring continued procedural compliance with state and federal laws and regulations. WDPI involves stakeholders in the ongoing development of the CIFMS including the identification of priority areas for focused monitoring in Wisconsin. The CIFMS stakeholders analyzed statewide student outcome data to determine that improving graduation rates of students with disabilities should be a priority in Wisconsin. The CIFMS stakeholders identified student enrollment groups within the state from which a select number of school districts are identified for FM. WDPI uses trend data over a three-year period to identify districts for FM. The districts within each enrollment group most in need of improvement are selected for FM. During the 2009-2010 SY, WDPI expanded upon the successful focused monitoring model and incorporated materials to allow for the inclusion of all improvement indicators. This new process is called the Focused Review of Improvement Indicators (FRII).

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
8 A B C D E	**School Improvement: Focused Review of Improvement Indicators (FRII)** During the 2007-08 SY, WDPI began working to expand upon the successful focused monitoring model	FRII Workgroup FRII Coordinator	During the 2011-2012 school year, the FRII development process was suspended as the WDPI worked on new data collection and management processes related to the ESEA Waiver and the State Superintendent's Agenda 2017. Once WDPI's Wisconsin Information System for Education (WISEdash) http://wise.dpi.wi.gov/wise_dashhome is further developed, work will

F G H	previously utilized to provide districts a mechanism for conducting a similar process of data analysis and improvement planning around the SPP improvement indicators of math achievement, preschool outcomes, parent involvement, and post-high school outcomes. The main focus has been to build an effective infrastructure to execute and support this process with statewide implementation, as a "stand alone" process.		be restarted to use this system to help districts disaggregate data by disability area and gain a clearer picture of progress in improving the rates of satisfaction with the Special Education process by parents of students with disabilities.

Children Come First (CCF) Advisory Committee
The Children Come First (CCF) Advisory Committee is established in state statute and is a cabinet-level committee with members appointed by the Secretary of the Department of Health and Family Services. In its ninth year of operation, this council is committed to improving services for children with severe emotional disturbance. Its vision is to create a comprehensive, flexible array of services and natural supports ensuring that children with SED remain with their families and in the community. Its primary role is to provide counsel and oversight to these programs. The Assistant State Superintendent of the Division for Learning Support: Equity and Advocacy and the State Director of Special Education serve on this council. Children from all parts of the state are served through integrated services projects.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
8 B C D F G	Children Come First Advisory Committee	WDPI Administration	The Children Come First (CCF) Advisory Committee is established by Wisconsin Act 31, Statute 46.56 and its mission is to support collaborative systems of care for children and their families. For more information on Wisconsin's collaborative systems of care, please visit www.wicollaborative.org. The CCF advisory committee is a cross agency team which meets quarterly. WDPI has two members on this advisory committee- Stephanie Petska, State Director of Special Education and Carolyn Stanford Taylor, Assistant State Superintendent of the Division for Learning Support. The CCF advisory committee is committed to the development of Integrated Services Projects (ISPs) and Coordinated Services Team Initiatives (CSTs) for children with mental health needs and their families. The CCF advisory committee assesses how programs relate to other service coordination programs operating at the county or local level

			and take steps to work with other programs and services to avoid duplication of activities.

Focused Performance Reviews

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

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
8 A B C D E F G H	Continued development of the FRII process. Pilot testing of the FRII process	FRII Coordinator Data Consultant DPI Assistant Director of Special Education FRII Workgroup FRII Pilot District Teams	During the 2011-2012 school year, the FRII development process was suspended as the WDPI worked on new data collection and management processes related to the ESEA Waiver and the State Superintendent's Agenda 2017. Once WDPI's Wisconsin Information System for Education (WISEdash) http://wise.dpi.wi.gov/wise_dashhome is further developed, work will be restarted to use this system to help districts disaggregate data by disability area and gain a clearer picture of progress in improving the rates of satisfaction with the Special Education process by parents of students with disabilities.

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

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

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

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2010
8 A B C D E G	Regional Services Network (RSN)	WDPI Special Education Administration WDPI RSN Grant Liaison WDPI Special Education Team Consultants CESA RSNs	The RSN project directors met eight times during the 2011-12 school year. Meeting agendas were organized around the areas of compliance with special education law, improving LEA performance on the State Performance Plan (SPP) indicators, and other special education initiatives. RSNs attend statewide meetings where the department provides updates regarding special education law and Wisconsin's progress on the SPP Indicators. The RSN WDPI liaisons worked internally with WDPI consultants to develop agendas which reflected the current needs of the WDPI to communication with the LEAs. Agenda items covered WPDI updates on the indicators and the grant projects that support those indicators. The information from these meetings was then disseminated to directors of special education (DSE) via CESA RSN meetings. Each RSN grant required the RSN project directors to hold five regional meetings within their respective CESAs. At these meetings, DSEs provided feedback and shared issues of concern with the RSNs. Topics have included but are not limited to: procedural compliance; Wisconsin Statewide Transition Initiative, Wisconsin Statewide Parent Education Initiative, assessment of students with disabilities, and Indicators 6,7, 8,12, and 13.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

None.

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

Monitoring Priority: Disproportionality

Indicator 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
2011 **(2011-2012)**	**0%** of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

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

Because WDPI uses a three-year longitudinal analysis to identify LEAs with disproportionate representation, WDPI is using a bridging method to analyze its 618 data for the 2010-11 and 2011-12 school years. WDPI selected a single bridging methodology based on the characteristics of local populations as well as data processing capabilities. Beginning with the 2012-2013 school, WDPI will report using seven racial and ethnic categories and consider whether disproportionate representation of children in the "two or more races" category is occurring. WDPI will analyze data for the "two or more races" category in the same manner as it analyzes the other six racial and ethnic categories.

Definition of disproportionate representation:

1. **Risk Ratio of 2.0 or Greater**: In calculating the risk ratio for over-representation, WDPI uses the Westat technical assistance guidance for calculating disproportionality based on risk ratio: risk for racial/ethnic group for disability category / risk for comparison group for disability category.

2. **Calculating Risk**: Because white students have been the unit of comparison used by the National Research Council in their analysis of this issue, their risk level for the state is used as the comparison group for this second factor.

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

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

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

Once districts are identified based on data for disproportionate representation, district and department staff review policies, procedures, and practices used in identification to determine whether students are appropriately identified and that all policies, procedures, and practices are race neutral and in compliance with state special education law and part B of IDEA 2004. Districts are required to conduct a needs assessment and develop and implement an improvement plan to address disproportionate representation.

Actual Target Data for FFY 2011:

The percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification for FFY 2011 is 0%. The State met the FFY 2011 target of 0%.

Calculation

To determine the percent of districts, WDPI divided zero districts with disproportionate over-representation in special education and related services that was the result of inappropriate identification by 445, the total number of districts, times 100. The total number of districts includes 424 public school districts, 19 independent charter schools, the Department of Corrections, and the Department of Health Services. The percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification for FFY 2011 is 0%. The number of districts excluded in FFY 2011 because of the State's cell size is 308. The number of excluded districts is consistent with Wisconsin's demographic and geographic populations. Significant racial diversity occurs in distinct geographical regions; over 58% of districts have student populations that are greater than 90% white students.

WDPI elects to reach **all** districts, regardless of cell size, through a large, systems-change initiative funded with IDEA discretionary dollars. The initiative, called CREATE (Culturally Responsive Education for All: Training and Enhancement), is Wisconsin's technical assistance center on disproportionality. CREATE provides professional development and technical assistance to **all** districts. Under CREATE, nine distinct but related statewide components offer a scaffolding of technical assistance and professional development to districts (for example, District Equity Leadership Team, facilitated by PEG (Pacific Education Group); year-long trainings: Culturally Responsive Classroom Practices, Leadership Equity, facilitated by Dr. Shelley Zion at UC-Denver, for district teams; the Culturally Responsive Early Childhood Project, which focuses outreach efforts on programs that provide Tribal Birth to Three services, Child Care, School District, and Head Start Providers to improve culturally responsive Early Childhood practices; the Needs Assessment & Professional Development Strategic Plans, an assessment tool and support system to help schools identified as having disproportionality get started on the path to culturally responsive education.

FFY 2011 Findings of Noncompliance

During FFY 2011, WDPI identified eight districts with disproportionate over-representation in special education and related services based on data. Of the eight districts with disproportionate over-representation, two of the districts have disproportionate over-representation of American Indian students and six have disproportionate over-representation of African American students.

For six districts, WCPI did not identify any areas of noncompliance. WDPI determined the districts were in compliance with Part B by conducting a review of each districts' policies, procedures, and practices related to the requirements of 34 CFR 300.111, 300.201, and 300.301 through 300.311. Further, all policies, procedures, and practices are race neutral. The districts have either adopted WDPI's model policies and procedures or have submitted policies and procedures that have been reviewed and approved by WDPI staff. The districts also have either adopted the department's model IEP forms or use forms approved by WDPI. In determining eligibility for special education, the districts use state eligibility criteria. No IDEA complaints were filed against these seven districts – or complaints were filed but not substantiated – based on child find, evaluation, and eligibility requirements. The districts did not participate in the procedural compliance self-assessment or the districts did participate but were in compliance with child find, evaluation, and eligibility requirements.

For the remaining two districts, WDPI conducted a review of each districts' policies, procedures, and practices related to the requirements of 34 CFR 300.111, 300.201, and 300.301 through 300.311. 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. All policies, procedures, and practices are race neutral. Through the procedural compliance self-assessment, WDPI identified noncompliance with Part B evaluation requirements in these two districts. WDPI conducted additional data reviews and interviews using standard protocols. There were no

racial patterns of noncompliance. There was no evidence that the noncompliance related to evaluation requirements resulted in inappropriate identification. WDPI will verify consistent with OSEP Memorandum 09-02 the identified noncompliance has been corrected.

WDPI, consequently, determined there were no districts with disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.

Report on the Status of Correction of Noncompliance Identified in FFY 2010

During FFY 2010, WDPI identified noncompliance with Part B child find, evaluation, and/or eligibility requirements in four LEAs; however the noncompliance did not result in inappropriate identification and contribute to the district's disproportionate representation of racial and ethnic groups in special education and related services.

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

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

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 2011**
9,10 I	**WDPI Disproportionality Workgroup** WDPI provides on-going targeted technical assistance	Disproportionality workgroup	Regular meetings The purpose of the Disproportionality Workgroup is to address statewide concerns regarding the disproportionate numbers of students of color who

	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.		may be inappropriately referred to and placed in special education and to increase state, regional, and local capacity to address issues of disproportionality. The Workgroup is involved in planning and implementing the activities below: • Development of Disproportionality Continuous Improvement Focused Monitoring (CIFM) system • Development of Technical Assistance Resources • Training on Disproportionality Data Analysis • Reviewing and Analyzing State and District Policies and Practices Workgroup members are listed at http://sped.dpi.wi.gov/sped_spp-disp-wkgp.
9, 10 A B C D E	**Annual data review and notification of districts with disproportionate representation** WDPI annually informs districts that meet the State definition of disproportionate representation. WDPI reviews their policies, procedures, and practices to determine whether the disproportionate representation is based on inappropriate identification. WDPI provides technical assistance to districts close to meeting the state criteria for disproportionate representation through resource information and training opportunities	Disproportionality workgroup	Districts were notified they have disproportionate representation and required to attend the CREATE pre-conference where they participated in a review of their district's policies, procedures and practices and the development of a strategic plan to address disproportionality.
9, 10 C D	**Technical assistance to districts** WDPI offers training, technical assistance and webinars on	Disproportionality workgroup members	Local Performance Plan (LPP) contacts receive and respond to requests for technical assistance. For a list of contacts, please see http://sped.dpi.wi.gov/sped_sepcontact. Disproportionality workgroup members receive and respond to requests

	eligibility criteria, cultural competency, and other topics for the purpose of providing statewide technical assistance to LEAs.	Special education team members CREATE (see below for additional information)	for technical assistance. For a list of members, please see http://sped.dpi.wi.gov/sped_spp-disp-wkgp.
9,10 D	**WDPI Disproportionality webpage** WDPI has established a disproportionality webpage (http://sped.dpi.wi.gov/sped_spp-disp) that provides information and resources for all districts, but is especially beneficial to districts that have been identified as having disproportionate representation.	Disproportionality workgroup	Maintenance and updates of webpage continued throughout the year. Webpage: http://sped.dpi.wi.gov/sped_spp-disp

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

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
9,10 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	Disproportionality workgroup LEAs Disproportionality experts CESAs	FFY 2011 Grants awarded to: Dr. Jeffrey Lewis, UW-Madison. Dr. Lewis provided onsite customized technical assistance to a district identified with significant disproportionality, based on race, in long-term suspensions and expulsions (Indicator 4B). In his work, "Through the Eyes of African American Girls: Using Participatory Action Research to Foster School and Civic Engagement," Dr. Lewis identified, engaged, and mobilized under-utilized resources in schools to strengthen relationships between students, particularly black females, and district staff. 1. The girls shared data, analysis and interpretation with "sympathetic listeners," individuals whom the girls trusted to listen with an ear toward

	throughout the state and many of the products are on the WDPI Disproportionality website.		what resonates, surprises, or moves the listener. 2. The second step involved the girls sharing the data with peers and their school community. 3. In the final step the girls took leadership to identify practices or polices to improve their school or community based on the data analysis and implications of the research. In " Creating Natural Circles of Support: Through the Eyes of African American Boys," Dr. Lewis identified, engaged, and mobilized under-utilized resources in schools to strengthen relationships between students, particularly black males, and district staff. The focus of the project with African American boys was an examination of their school related networks. The project involved the use of YPAR (Youth Participatory Action Research). The research activities entailed: 1. The requirement of the boys was to reflect and examine their experiences of support and non-support in order to illuminate their assets, needs. or challenges. The reflection encompassed discussing where and how they received instrumental and informational support, emotional support and identify other sources needed. 2. Using the YPAR process the boys identified sources where support was lacking and investigated how to use existing support networks to address areas of need. The next phase of the inquiry was a process of dissemination or data sharing with the goal of making recommendations for change. 3. The third step allowed the boys to host listening and discussion sessions at an African American male summit which brought together three district cohorts participating in CREATE training to share the findings and receive input of sympathetic listeners. 4. Finally, the boys developed a "circles of support" initiative to pilot with incoming ninth graders. The collective impact of the scholarship provided successful strategies and practices to target issues that directly influence disproportionate educational outcomes for African American students.
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	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2011**

Category(s)			
9, 10 A C F G	**Disproportionality Demonstration Grants** WDPI funds disproportionality demonstration grants. The purpose of these grants is to fund large scale and systems-wide projects with an explicit goal of creating tools or guides so other districts can replicate success reducing disproportionality in special education. Districts identified as having disproportionate over-representation and/or significant disproportionality (or district-led consortiums) competed for grants ranging from $25,000 to $50,000 to support their work on disproportionality. Highly competitive districts or district-led consortiums will have implemented a process or project specific to disproportionality – including projects in pilot status – and have data demonstrating that the process or project is likely to reduce disproportionality, based on race, in special education. The district or consortium must have a clear and realistic plan to institutionalize the process or project, collect and analyze project-related data, and capture the process and/or project in a teachable format so other districts or consortiums can replicate such project or process.	Disproportionality workgroup LEAs CESAs	FFY 11 Grants awarded to: DeForest Area School District ($75,000) The purpose of the grant was to provide an alternate approach to a punitive discipline model and embrace a framework of solutions based on intervention that focuses on character, accountability, and restoring the damaged school culture. Throughout the course of action the student learns how their actions affected the other people involved. Solution Oriented Learning, Accountability, and Restoration (SOLAR) was developed in response to this need. SOLAR is an intervention model originated by the DeForest principal. The model combines research based education practices with human behavior theory. The grant resulted in the following: • Expanding and disseminating a replicable school-based restorative discipline format inspired by philosophy and practices of restorative justice, which puts repairing harm done to relationships and people above the need for assigning blame and dispensing punishment. • Exploring the connection with PBIS. • Using grant to build partnerships with other districts to create a network of SOLAR users. • Sharing strategies with other districts by (a) intra-district SOLAR trainers trained through a restorative practices certificate program; (b) SOLAR Implementation Guide for Schools; and (c) host a Great Lakes School Based Behavior Solutions Summit for other school district personnel. Eau Claire School District $46,363 The purpose of the project is to continue racial equity work in eliminating the racial disparities of achievement of students of color. Further, the project is interrelated with the following CREATE programs: District Equity Leadership Team (DELT), Needs Assessment, Beyond Diversity and Culturally Responsive Classroom Training.

	Priority Areas: • Large districts identified as having significant disproportionality based on more than one race and more than one disability category. The district's model for addressing disproportionality will focus on developing strategies that are effective in a highly-complex environment with traditional and compartmentalized educational services and systems. • Rural districts or district-led consortiums of small and rural districts that have been identified as disproportionate based on one race. The districts' model for addressing disproportionality will focus on issues that affect a particular minority population within the context of a rural community.		The project produced three products: 1. Development of a "walk through" checklist for administrators to use to assess culturally relevant practices in the areas of environment, interactions/relationships, instructional strategies and design and assessment to be utilized throughout the district. 2. Culturally relevant coaching of staff. 3. Development of "evidence menus" for the Guiding Questions to Distinguishing Cultural Mismatch (Dr. Lisa Bardon). The menus allow staff to answer each question objectively. Additionally, a DVD model was produced to model how to use the guiding questions. Madison Metropolitan School District $44,262 The purpose of the grant was to develop culturally responsive district practices to ensure students are provided appropriate core instruction and interventions prior to or in lieu of a referral for an IEP evaluation. Additionally, the district will benefit on how to effectively address disproportionality, understand, and use data and underlying factors and practices that contribute to disproportionality. The grant resulted in the following: • Professional development video series created for assessment within RtI • Covering topics: Assessment Literacy, formative assessment, measures of academic progress (MAP) in reading, math and language arts, and problem solving with data • Support Phase 3 & 4 of CHAT research study between MMSD and UW Madison • This study examines predictors and patterns of disproportionality. Long term outcome of study is to inform a district-wide systemic change effort to address disproportionality and improve culturally and linguistically diverse students' academic and social outcomes and family-school collaboration in MMSD. Phase 3 & 4 will study a Student Support Intervention Team in MMSD and transformational

			practices. • Final product: CHAT research publications, practitioner papers, research reports, and a practitioner manual.

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

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
9, 10 A B C D E F G H	**Wisconsin Response to Intervention Initiatives (RTI)** Continuing work on statewide implementation of RTI.	RTI Internal Workgroup Statewide Discretionary Grant	The internal, cross-divisional WDPI workgroup continued to meet monthly. The purpose of the workgroup is to solidify messaging and provide guidance to the WI RtI Center and to the field through technical assistance tools. 900 Wisconsin educators attended the third annual RtI Summit. School and district teams learned about RtI systems and examined their plans for scaling up their local RtI systems through learning from other Wisconsin schools' implementation efforts, national keynote speakers, and preconference workshops. The Wisconsin RtI Center, an IDEA Discretionary Grant Project, continued to operate through the CESA Statewide Network. The purpose of the WI RtI Center is to coordinate and provide statewide professional development and technical assistance delivered regionally, as well as to gather, analyze and report RtI implementation data. The work of the WI RtI Center adheres to and operationalizes the messaging and guidance from WDPI. The WI RtI Center staff work under the direction of the WDPI and CESA Statewide Network and includes a director, an Academic Coordinator, a Research and Evaluation Coordinator, a Communications Specialist, a Coaching Coordinator, and 5.0 FTE Regional Technical Assistance Coordinators who provide regional technical assistance and training to schools, districts, and CESAs throughout the state. The WI RtI Center's website (www.wisconsinrticenter.org) provides

			technical assistance tools and resources, school-based examples, research, online professional development modules and access to in-person professional development registration. The website saw 38,322 visits; 19,599 new visitors; an average of 3.87 pages per visit; 49.53% of visits are new visitors; and 87% of visits are from Wisconsin locations. Other states that visited the WI RtI Center's website include Illinois, Minnesota, California, New York, Iowa, Texas, Michigan, Florida, and North Carolina. Four Statewide Leadership Team meetings were held, representing practitioners, WDPI, parent organizations, and professional organizations. One meeting was a joint meeting with the WI PBIS Network's statewide leadership team. Statewide RtI training data: • 186 school teams attended RtI Foundational Overviews • 62 school teams attended RtI Mapping trainings • 89 school teams attended screening and progress monitoring trainings • 46 educators attended a 6 day systems coaches training • 66 educators from 24 districts attended a gifted and talented supports training • 100 high school educators attended a high school implementation training • 30 conference session presentations • 5 school teams attended a three day universal reading review pilot training • 5 demonstration schools received intensive technical assistance on implementing their elementary reading RtI systems Statewide RtI implementation data: • 552 schools have submitted implementation data to the WI RtI Center, encompassing 159 districts • For mathematics, 27 schools have reported full implementation, 59 initial implementation, 89 infrastructure-building, and 96 purpose-building • For reading, 47 schools have reported full implementation150 initial implementation, 174 infrastructure-building, and 101 purpose-building

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

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

The Wisconsin PBIS Network provides technical assistance and coordinates professional development through a trainer of trainer model to help Wisconsin public school districts establish and sustain PBIS within their schools. In addition, the project gathers, analyzes and disseminates implementation data from all schools utilizing PBIS services.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
9, 10 A B C D E F G H	**Wisconsin Positive Behavior Interventions and Supports (PBIS)**	PBIS Internal Workgroup Statewide Discretionary Grant	The Wisconsin PBIS Network, an IDEA Discretionary Grant Project, continued to operate through the Wisconsin RtI Center. The purpose of the WI PBIS Network is to coordinate and provide statewide professional development and technical assistance delivered regionally, as well as to gather, analyze and report PBIS implementation data. The work of the WI PBIS Network adheres to and operationalizes the messaging and guidance regarding PBIS from WDPI. A statewide PBIS Coordinator works under the direction of the WDPI, the CESA Statewide Network and the Director of the Wisconsin RtI Center and works in collaboration with the PBIS Data and Evaluation Coordinator and Academic Coordinator for the WI RtI Center. 7.0 FTE Regional Technical Assistance Coordinators provide regional technical assistance and training to schools, districts, and CESAs throughout the state. The WI PBIS Network held a statewide conference for 675 educators, with a national keynote presentation and 40 breakout sectionals. Four Statewide Leadership Team meetings were held, representing practitioners, WDPI, parent organizations, professional organizations and community supports. One meeting was a joint meeting with the WI RtI Center statewide leadership team.

			The WI PBIS Network's website (www.wisconsinpbisnetwork.org) provides technical assistance tools and resources, school-based examples, research, online professional development modules and access to in-person professional development registration. The website saw 50,449 visits; 27,030 new visitors; visitors viewed an average of four pages per visit; 51.63% of visits were new visitors; and 77% of visits were from Wisconsin locations. Other states visiting the WI PBIS Network's website include Illinois, New York, Minnesota, Iowa, Michigan, California, Texas, North Carolina, and Missouri. Statewide PBIS training data: • 529 schools engaged in WI PBIS Network events • 17 Administrative Overviews • 1 District Summit • 20 New Coaches Orientation • 33 Tier one training cohorts • 8 Tiers 2 and 3 Administrative Overviews • 10 Tier 2 training cohorts • 40 Networking sessions • 20 Conference session presentations Statewide PBIS implementation data: • 212 districts with at least one school trained • 1,009 schools trained • 916 schools implementing • 518 schools implementing with fidelity • 426,148 students in trained schools • 231,257 students in schools implementing with fidelity Statewide PBIS outcome data: • Schools implementing PBIS saw a 6.33% decrease in suspensions. • Schools implementing PBIS with fidelity saw a 15.96% decrease in suspensions
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 2011
9,10 C D E F G H I	**CREATE NEWSLETTER** The CREATE E- Newsletter is a free monthly publication containing the latest research on promising practices in culturally responsive education, news, resources, professional development and training opportunities. The CREATE E-Newsletter informs teachers, administrators, and district leaders of CREATE projects and news from across the nation.	2008-2011 Disproportionality Workgroup Co Chairs CESAs LEAs National experts Approximately $890,000/yr	Published for ten consecutive months beginning in August, • Newsletter has grown to 722 subscribers; 186 new subscribers for the fiscal year. • The CREATE Facebook page increased to 45 followers. • The CREATE Twitter account grew to 246 followers. • Approximately 80% of the CREATE homepage visits were new. Throughout the year the most popular pages viewed included: CREATE Conference Registration, Culturally Responsive Classroom Practices, E-newsletter, Events Calendar, District Practices.
9, 10 C D E F G H I	**CREATE COORDINATION (CESA 6)**	Disproportionality Workgroup Co Chairs CESAs LEAs National experts Approximately $890,000/yr	Statewide coordination and project management consisted of third-party evaluation and customized technical assistance to districts identified with disproportionate over-representation.
9, 10 C D E F G H I	**ANNUAL CONFERENCE ON DISPROPORTIONALITY (CESA 9)** The statewide conference enhances educators' understanding and application of research based, culturally responsive policies, procedures	Disproportionality Workgroup Co Chairs CESAs LEAs National experts	The annual conference was held April 24-26, 2012, at the Radisson Hotel and Conference Center (Green Bay, WI). A planning committee engaged in multiple sessions to organize and deliver conference activities. The entire conference experience was comprised of three separate events: a) Beyond Diversity training; b) Needs Assessment; and, c) the CREATE Conference. • A two day pre-conference option: Beyond Diversity II, provided training to sixty-nine participants at no cost.

	and practices.	Approximately $890,000/yr	• The Needs Assessment was conducted by 81 participants from LEAs newly identified and / or continuing with significant disproportionality. The day encompassed a keynote presentation by Dr. Aydin Ball (UW-Madison) entitled, "District Level Strategies and Leadership"; the remainder of the day focused on districts spending time working with their school teams to evaluate their 2010-11 Annual Disproportionality Improvement Plan (ADIP) activities, review 2011-12 Focus Areas and Priorities, develop 2012-13 ADIP activities and select 2012-13 Professional Development Activities. • The CREATE Conference was a one-day event with two keynote presentations (Dr. Gary Howard, Dr. Anton Treuer) and multiple sectional offerings. 260 participants attended. • Conference webpage: http://www.createwisconsin.net/events/2012createconference.cfm
9, 10 C D E F G	CULTURALLY RESPONSIVE EARLY CHILDHOOD PROJECT (CESA 8)		Tribal resource meetings were held to plan and coordinate efforts at the tribal community level with counties and districts to support the coordination of the inclusion of culturally responsive early childhood education and care practices for young Native American students with other statewide Early Childhood Initiatives: • November 3, 2011 • December 8, 2011 • February 27, 2012 January 10, 2012 – Assisted with MOU development between Menominee Nation and Gresham School District Early Childhood Trainings: • March 16, 2012 - Ages and Stages Questionnaire 3 Training and WI Pyramid Model. Attended by 40 participants

			• April 13, 2012 - Social-Emotional Training. Attended by 16 individuals, including Head Start contacts
9, 10 C D E F G H I	**AMERICAN INDIAN STUDENT ACHIEVEMENT NETWORK (AISAN)**	2008-2011 Disproportionality Workgroup Co Chairs CESAs LEAs National experts Approximately $890,000/yr	Districts with significant populations of American Indian students are collaborating to identify barriers to learning that limit American Indian students. This component establishes and invigorates an online community of practice for 25 school districts. Together these united districts will hold professional and training sessions to better serve the American Indian populations and their districts. Training Events: 1. Three-day event, "Accelerated Second Language Acquisition Training for Tribal Language Teachers" held in Bowler, WI. Content encompassed a unique instructional methodology presented by Dr. Stephen Greymorning, Arapaho language instructor at University of Montana. In attendance: forty-one individuals from twelve school districts including a contingent from Onamia School District in Minnesota. 2. Three sessions entitled "Make Language Learning FUN with Language Pal 2.0" were offered at the Wisconsin Indian Education Association Conference (WIEA). Presentation targeted at tribal language educators and arranged by the AISAN. In attendance: twenty-four participants. 3. Project Coordinator facilitated a session entitled, Wisconsin Tribal Language Consortium Meeting" at the WIEA conference. Session provided an overview of CREATE; AISAN project goals and objectives; timeline of activities; review of needs assessment; and information on a research-based policy brief concerning the relationship of tribal language & student achievement was disseminated. In attendance: nineteen tribal language educators. 4. Per favorable reviews, the "Accelerated Second Language Acquisition Training for Tribal Language Teachers" was offered to support the collaboration for the Menominee Language & Culture Commission and the Menominee Indian High School. AISAN funded four non-Menominee language teachers from four northern Wisconsin school districts to participate in training. 5. Project Coordinator and Tribal Ambassador arranged a workshop entitled, "From Theory To Practice: Transforming Your School To Empower Indigenous Student Success" presented by Dr.

			Michelle Pidgeon of Simon Fraser University. A workshop was part of the WIEA conference with twenty-six (26) in attendance. Dr. Pidgeon also delivered the keynote address. Other: Component Coordinator and Tribal Ambassador registered thirty-six (36) individuals from fifteen (15) school districts for the WIEA conference via special scholarships. Participants included tribal language educators and home-school coordinators. Tribal Ambassador facilitated a session entitled, "AISAN Network Meeting"; sixteen (16) participated. Tribal Ambassador established a chat group "Createaisan" to encourage an online community of practice. The Project Coordinator and Tribal Ambassador collaborated with the Great Lakes Inter-Tribal Council's (GLITC) birth to three early childhood program to discuss the future direction of the CREATE Culturally Responsive Early Childhood Project.
9,10 C D E F G H I	**LEADERSHIP FOR EDUCATIONAL EQUITY (CESA 1)**		Leadership for Educational Equity Staff from CESA 1 coordinated and implemented a training plan for Leadership for Educational Equity during the 2010-2011 school year. Teams of both general and special educators from up to five districts (identified as having disproportionality in special education referral, identification, or placement for students who are culturally and/or linguistically diverse) attend the trainings which will occur four times during the school year. The goals of the project are: • Develop the capacity of the district leadership teams to provide leadership around issues of educational equity. • Support teams to examine policies, procedures, and practices and develop and implement a plan to reduce or eliminate disproportionality and ensure educational achievement for all students. Dr. Shelley Zion, Executive Director of Continuing Education and Professional Development at the University of Colorado-Denver, is lead trainer for this project. Dr. Zion's responsibilities include helping teachers

			to understand the influence of culture, class, power, and privilege on curriculum, pedagogy, and classroom practices.
9,10 C D E F G H I	**CULTURALLY RESPONSIVE CLASSROOM PRACTICES (CESA 1)** Designed specifically for classroom teachers and administrators, this training process focuses on: culture, diversity, power, and privilege. Sessions help participants identify culturally and linguistically diverse backgrounds.		• Twelve (12) districts were identified through the needs assessment process as interested in CRCP; all were contacted and sent a participant letter. • Nine (9) districts confirmed participation. • Three (3) cohorts were established; total of 140 participants. • Graduate level course credit was offered to each of the cohorts through the Wisconsin Education Initiative (WEI) for participation in the training. Seven (7) participants completed the credit requirements. • The CREATE Leadership for Educational Equity training was offered to districts identified through the needs assessment process; all were contacted and sent a participant letter. The opportunity was extended to four (4) additional districts who expressed interest in the training. The district building level teams required a commitment of six to eight participants from each district. A total of thirteen participants from three districts received the training.
9,10 C D E F G H I	**PROFESSIONAL DEVELOPMENT OPPORTUNIITIES** These academies are developed to share best practices and new approaches in reaching students from diverse backgrounds.		Two professional development opportunities were implemented to address the identified needs of participating CREATE districts. 1. "Culturally Responsive Practices Within a PBIS System"; event was rescheduled due to inclement weather. Nineteen participants attended and rated the event as good overall and useful to their practice. 2. "Addressing Culturally Responsiveness Through RtI"; Seventeen participants attended and rated the event as good overall, content useful, meeting their expectations and relevant to their teaching. General comments for both presentations suggested the topics needs to be expanded to share more information. *A Moodle site was launched for participating CREATE districts. The site provided an opportunity for on-going personal growth of teachers, administrators and other personnel. The information posted related to the

			work of CREATE and the professional development topics offered. Future plans include transitioning the information from the Moodle site to a WIKI site and attempting to make it more accessible for the participating CREATE districts and other interested school personnel around the state of Wisconsin.
9,10 A B C D E F G H	**NEEDS ASSESSMENT** A core part of the CREATE initiative that addresses Wisconsin school districts that have been identified as having significant disproportionality. Schools are invited to assemble a team to complete a needs assessment on district practices that affect students of different backgrounds. The district Needs Assessment team identifies practices and policies that may be contributing to disproportionality. Based on the Needs Assessment, the district team will make recommendations for future professional development offerings.		• Coordinated the Pre-Conference Needs Assessment portion of the CREATE Conference. • Nine districts attended the Pre-Conference Needs Assessment; seven districts were newly identified with disproportionality. • Twenty-one districts received technical assistance, materials and individual assistance to complete ADIP. • Products were developed: "Script" to guide the technical assistance phone calls and emails to ensure districts received consistent information; revised the on-line recording and reporting website features; revised the ADIP to improve the understanding and use of the CREATE needs assessment website. 2012-13 activities will include working to foster continued work in effective practices. Proposed activities are to provide individual assistance to districts throughout the school year and conduct a mid-year check-in to ensure districts are using the ADIP to guide their improvement planning.

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

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

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

The workgroup found the guides to contain outdated terminology regarding the various cultures described in the guides. This language was determined to be insulting in today's environment. As a result the guides were removed from publication sales. However, it was determined that

the information regarding language, dialects and sound system of typically developing English Language Learners from the various populations identified was a continued need. As a result the normal development of the groups identified will be updated. The first section to be updated will be the section in the LCD guide regarding the language, dialects and sound system of typically developing Spanish speaking children.			
Indicator(s) and Category(s)	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2011**
9, 10 A B C D F H	Update and revise the Spanish Speaking section of the publication Linguistically Culturally Diverse (LCD) II	LCD Workgroup	During the last activity cycle the workgroup completed the first draft of the LCD: Spanish Speaking guide. This work was reviewed by the department's Bilingual/ESL Program staff along with members of the special education team. The feedback from these individuals was incorporated into the document. Part of the feedback was to expand the assessment chapter of the guide. The purpose of this guide is to provide IEP teams with a basic understanding and resources to appropriately differentiate language impairment from typical language development and second language acquisition. Although this guide focuses specifically on Spanish speaking students, many of the assessment practices spelled out in this guide can be followed for LCD students from other cultures. The guide is currently posted to the DPI web site for a feedback and comment period from practitioners in the field and is undergoing a peer review from the speech and language program support network.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

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 2011**
9, 10 C D E F G H	CONSORTIUM ON RACIAL EQUITY IN PreK-12 Education (CESA 6)	Disproportionality Workgroup Co Chairs CESAs LEAs	Consortium on Racial Equity in PreK-12 Education (CESA 6) The Consortium combines the insight of Courageous Conversation with the power of Systemic Equity Leadership to assist six districts, ten CESAs, and the DPI in analyzing their systems and exercising leadership to eliminate racial disparities. In the delivery of the Consortium program, critical race theory is blended with proven strategies for adult learning.

I		National experts Approximately $890,000/yr	CREATE hosted the last fall seminar on November 30, 2011, attended by four districts and facilitated by the Pacific Educational Group. Districts were applauded for their on-going efforts to adopt best practices, policies and procedures in their district to eradicate disproportionality. CREATE will continue to be available through other means to assist the districts in sustaining practices.

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
2011 **(2011-2012)**	**0%** of districts will have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification.

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

Because WDPI uses a three-year longitudinal analysis to identify LEAs with disproportionate representation, WDPI is using a bridging method to analyze its 618 data for the 2010-11 and 2011-12 school years. WDPI selected a single bridging methodology based on the characteristics of local populations as well as data processing capabilities. Beginning with the 2012-2013 school, WDPI will report using seven racial and ethnic categories and consider whether disproportionate representation of children in the “two or more races” category is occurring. WDPI will analyze data for the “two or more races” category in the same manner as it analyzes the other six racial and ethnic categories.

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

1. **Risk Ratio of 2.0 or Greater**: In calculating the risk ratio for over-representation, WDPI uses the Westat technical assistance guidance for calculating disproportionality based on risk ratio: risk for racial/ethnic group for disability category / risk for comparison group for disability category.

2. **Calculating Risk**: Because white students have been the unit of comparison used by the National Research Council in their analysis of this issue, their risk level for the state is used as the comparison group for this second factor.

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

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

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

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

Once districts are identified based on data for disproportionate representation, district and department staff review policies, procedures, and practices used in identification to determine whether students are appropriately identified and that all policies, procedures, and practices are race neutral and in compliance with state special education law and part B of IDEA 2004. Districts are required to conduct a needs assessment and develop and implement an improvement plan to address disproportionate representation.

Actual Target Data for FFY 2011:

The percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification for FFY 2011 is 0%. The State met its FFY 2011 target of 0%.

Calculation

To determine the percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories, WDPI divided 0 by 445, the total number of LEAs, times 100. The total number of LEAs includes 424 public school districts, 19 independent charter schools, the Department of Corrections, and the Department of Health Services. The percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification for FFY 2011 is 0%. The number of districts excluded in FFY 2011 because of the State's cell size is 308. The number of excluded districts is consistent with Wisconsin's demographic and geographic populations. Significant racial diversity occurs in distinct geographical regions; over 58% of our districts have student populations that are greater than 90% white students.

WDPI elected to reach **all** districts, regardless of cell size, through a large, systems-change initiative funded with IDEA discretionary dollars. The initiative, called CREATE (Culturally Responsive Education for All: Training and Enhancement), is Wisconsin's technical assistance center on disproportionality. CREATE provides professional development and technical assistance to **all** districts. Under CREATE, nine distinct but related statewide components offer a scaffolding of technical assistance and professional development to districts (for example, District Equity Leadership Team, facilitated by PEG (Pacific Education Group); year-long trainings: Culturally Responsive Classroom Practices, Leadership Equity, facilitated by Dr. Shelley Zion at UC-Denver, for district teams; the Culturally Responsive Early Childhood Project, which focuses outreach efforts on programs that provide Tribal Birth to Three services, Child Care, School District, and Head Start Providers to improve culturally responsive Early Childhood practices; the Needs Assessment & Professional Development Strategic Plans, an assessment tool and support system to help schools identified as having disproportionality get started on the path to culturally responsive education.

During FFY 2011, WDPI identified 27 districts with disproportionate over-representation in one or more special education disability categories. Of these districts, 16 were identified as having disproportionate over-representation of African American students in a special education disability category; six districts were identified as having disproportionate over-representation of American Indian students, and two districts was identified as having disproportionate over-representation of Hispanic students. Two districts were identified with over-representation of both African American students and American Indian students, and one district was identified with over-representation of African American and Hispanic students.

In its review of the policies, procedures, and practices, the Department did not identify any areas of noncompliance with Part B for 22 of the identified LEAs. WDPI determined the districts were in compliance with Part B by conducting a review of each districts' policies, procedures, and practices related to the requirements of 34 CFR 300.111, 300.201, and 300.301 through 300.311. Further, all policies, procedures and practices are race neutral. The districts have either adopted WDPI's model policies and procedures or have submitted policies and procedures that have been reviewed and approved by WDPI staff. The districts also have either adopted the Department's model IEP forms or use forms approved by WDPI. In determining eligibility for special education, the districts use state eligibility criteria. No IDEA complaints were filed against these 22 districts – or complaints were filed but not substantiated – based on child find, evaluation, and eligibility requirements. The districts did not participate in the procedural compliance self-assessment or the districts did participate but were in compliance with child find, evaluation, and eligibility requirements.

For the remaining five districts, WDPI identified noncompliance with Part B in the areas of child find, evaluation, and/or eligibility requirements. WDPI conducted a review of each districts' policies, procedures, and practices related to the requirements of 34 CFR 300.111, 300.201, and 300.301 through 300.311. All policies, procedures, and practices are race neutral. The districts have either adopted WDPI's model policies and procedures or have submitted policies and procedures that have been reviewed and approved by WDPI staff. The districts also have either adopted the department's model IEP forms or use forms approved by WDPI. In determining eligibility for special education, the districts use state eligibility criteria. However, these five districts were found in noncompliance through the following: (1) a substantiated IDEA complaint based on child find, evaluation, and/or eligibility requirements and/or (2) student-specific errors based on child find, evaluation, and/or eligibility requirements determined through the procedural compliance self-assessment.

For these five districts, WDPI conducted additional data reviews and interviews using standard protocols. There were no racial patterns of noncompliance. There was no evidence that the noncompliance resulted in inappropriate identification for the student-specific errors. WDPI will verify consistent with OSEP Memorandum 09-02 the identified noncompliance has been corrected.

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

Report on the Status of Correction of Noncompliance Identified in FFY 2010

During FFY 2010, WDPI identified six districts with noncompliance with Part B in the areas of child find, evaluation, and/or eligibility requirements. These six districts were found in noncompliance through the following: (1) a substantiated IDEA complaint based on child find, evaluation, and/or eligibility requirements and/or (2) student-specific errors based on child find, evaluation, and/or eligibility requirements determined through the procedural compliance self-assessment; however, the noncompliance did not result in inappropriate identification that contributed to disproportionate representation of racial and ethnic groups in specific disability categories.

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

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

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 2011**
9,10 I	**WDPI Disproportionality Workgroup** WDPI provides on-going targeted technical assistance and conducts monitoring activities with districts identified as having disproportionate representation (both under-representation and over-representation) that is a result of inappropriate identification. The workgroup also provides general technical assistance to other districts within the state and other pertinent stakeholders.	Disproportionality workgroup	Regular meetings The purpose of the Disproportionality Workgroup is to address statewide concerns regarding the disproportionate numbers of students of color who may be inappropriately referred to and placed in special education and to increase state, regional, and local capacity to address issues of disproportionality. The Workgroup is involved in planning and implementing the activities below: • Development of Disproportionality Continuous Improvement Focused Monitoring (CIFM) system • Development of Technical Assistance Resources • Training on Disproportionality Data Analysis • Reviewing and Analyzing State and District Policies and Practices Workgroup members are listed at http://sped.dpi.wi.gov/sped_spp-disp-wkgp.
9, 10 A B C D E	**Annual data review and notification of districts with disproportionate representation** WDPI annually informs districts that meet the State definition of disproportionate representation. WDPI reviews their policies, procedures, and practices to determine whether the disproportionate representation is based on inappropriate identification.	Disproportionality workgroup	Districts were notified they have disproportionate representation and required to attend the CREATE pre-conference where they participated in a review of their district's policies, procedures and practices and the development of a strategic plan to address disproportionality.

	WDPI provides technical assistance to districts close to meeting the state criteria for disproportionate representation through resource information and training opportunities		
9, 10 C D	**Technical assistance to districts** WDPI offers training, technical assistance and webinars on eligibility criteria, cultural competency, and other topics for the purpose of providing statewide technical assistance to LEAs.	Disproportionality workgroup members Special education team members CREATE (see below for additional information)	Local Performance Plan (LPP) contacts receive and respond to requests for technical assistance. For a list of contacts, please see http://sped.dpi.wi.gov/sped_sepcontact. Disproportionality workgroup members receive and respond to requests for technical assistance. For a list of members, please see http://sped.dpi.wi.gov/sped_spp-disp-wkgp
9,10 D	**WDPI Disproportionality webpage** WDPI has established a disproportionality webpage (http://sped.dpi.wi.gov/sped_spp-disp-wkgp) that provides information and resources for all districts, but is especially beneficial to districts that have been identified as having disproportionate representation.	Disproportionality workgroup	Maintenance and updates of webpage continued throughout the year. Webpage: http://sped.dpi.wi.gov/sped_spp-disp-wkgp

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

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
9,10 C F G	**Disproportionality Mini-grants** WDPI provides mini-grants to LEAs, disproportionality experts, and CESAs to address disproportionality at the local and	Disproportionality workgroup LEAs Disproportionality experts	FFY 2011 Grants awarded to: Dr. Jeffrey Lewis, UW-Madison. Dr. Lewis provided onsite customized technical assistance to a district

	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.	CESAs	identified with significant disproportionality, based on race, in long-term suspensions and expulsions (Indicator 4B). In his work, "Through the Eyes of African American Girls: Using Participatory Action Research to Foster School and Civic Engagement," Dr. Lewis identified, engaged, and mobilized under-utilized resources in schools to strengthen relationships between students, particularly black females, and district staff. 1. The girls shared data, analysis and interpretation with "sympathetic listeners," individuals whom the girls trusted to listen with an ear toward what resonates, surprises, or moves the listener. 2. The second step involved the girls sharing the data with peers and their school community. 3. In the final step the girls took leadership to identify practices or polices to improve their school or community based on the data analysis and implications of the research. In " Creating Natural Circles of Support: Through the Eyes of African American Boys," Dr. Lewis identified, engaged, and mobilized under-utilized resources in schools to strengthen relationships between students, particularly black males, and district staff. The focus of the project with African American boys was an examination of their school related networks. The project involved the use of YPAR (Youth Participatory Action Research). The research activities entailed: 1. The requirement of the boys was to reflect and examine their experiences of support and non-support in order to illuminate their assets, needs. or challenges. The reflection encompassed discussing where and how they received instrumental and informational support, emotional support and identify other sources needed. 2. Using the YPAR process the boys identified sources where support was lacking and investigated how to use existing support networks to address areas of need. The next phase of the inquiry was a process of dissemination or data sharing with the goal of making recommendations for change. 3. The third step allowed the boys to host listening and discussion sessions at an African American male summit which brought together three district cohorts participating in CREATE training to share the findings and receive input of sympathetic listeners. 4. Finally, the boys developed a "circles of support" initiative to pilot with incoming ninth graders.

			The collective impact of the scholarship provided successful strategies and practices to target issues that directly influence disproportionate educational outcomes for African American students.

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 2011
9, 10 A C F G	**Disproportionality Demonstration Grants** WDPI funds disproportionality demonstration grants. The purpose of these grants is to fund large scale and systems-wide projects with an explicit goal of creating tools or guides so other districts can replicate success reducing disproportionality in special education. Districts identified as having disproportionate over-representation and/or significant disproportionality (or district-led consortiums) competed for grants ranging from $25,000 to $50,000 to support their work on disproportionality. Highly competitive districts or district-led consortiums will have implemented a process or project specific to disproportionality – 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	Disproportionality workgroup LEAs CESAs	FFY 11 Grants awarded to: DeForest Area School District ($75,000) The purpose of the grant was to provide an alternate approach to a punitive discipline model and embrace a framework of solutions based on intervention that focuses on character, accountability, and restoring the damaged school culture. Throughout the course of action the student learns how their actions affected the other people involved. Solution Oriented Learning, Accountability, and Restoration (SOLAR) was developed in response to this need. SOLAR is an intervention model originated by the DeForest principal. The model combines research based education practices with human behavior theory. The grant resulted in the following: • Expanding and disseminating a replicable school-based restorative discipline format inspired by philosophy and practices of restorative justice, which puts repairing harm done to relationships and people above the need for assigning blame and dispensing punishment. • Exploring the connection with PBIS. • Using grant to build partnerships with other districts to create a network of SOLAR users. • Sharing strategies with other districts by (a) intra-district SOLAR trainers trained through a restorative practices certificate program; (b) SOLAR Implementation Guide for Schools; and (c) host a Great Lakes School Based Behavior Solutions Summit for other school district

	district or consortium must have a clear and realistic plan to institutionalize the process or project, collect and analyze project-related data, and capture the process and/or project in a teachable format so other districts or consortiums can replicate such project or process. Priority Areas: • Large districts identified as having significant disproportionality based on more than one race and more than one disability category. The district's model for addressing disproportionality will focus on developing strategies that are effective in a highly-complex environment with traditional and compartmentalized educational services and systems. • Rural districts or district-led consortiums of small and rural districts that have been identified as disproportionate based on one race. The districts' model for addressing disproportionality will focus on issues that affect a particular minority population within the context of a rural community.		personnel. Eau Claire School District $46,363 The purpose of the project is to continue racial equity work in eliminating the racial disparities of achievement of students of color. Further, the project is interrelated with the following CREATE programs: District Equity Leadership Team (DELT), Needs Assessment, Beyond Diversity and Culturally Responsive Classroom Training. The project produced three products: 1. Development of a "walk through" checklist for administrators to use to assess culturally relevant practices in the areas of environment, interactions/relationships, instructional strategies and design and assessment to be utilized throughout the district. 2. Culturally relevant coaching of staff. 3. Development of "evidence menus" for the Guiding Questions to Distinguishing Cultural Mismatch (Dr. Lisa Bardon). The menus allow staff to answer each question objectively. Additionally, a DVD model was produced to model how to use the guiding questions. Madison Metropolitan School District $44,262 The purpose of the grant was to develop culturally responsive district practices to ensure students are provided appropriate core instruction and interventions prior to or in lieu of a referral for an IEP evaluation. Additionally, the district will benefit on how to effectively address disproportionality, understand, and use data and underlying factors and practices that contribute to disproportionality. The grant resulted in the following: • Professional development video series created for

			assessment within RtI • Covering topics: Assessment Literacy, formative assessment, measures of academic progress (MAP) in reading, math and language arts, and problem solving with data • Support Phase 3 & 4 of CHAT research study between MMSD and UW Madison • This study examines predictors and patterns of disproportionality. Long term outcome of study is to inform a district-wide systemic change effort to address disproportionality and improve culturally and linguistically diverse students' academic and social outcomes and family-school collaboration in MMSD. Phase 3 & 4 will study a Student Support Intervention Team in MMSD and transformational practices. • Final product: CHAT research publications, practitioner papers, research reports, and a practitioner manual.

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

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
9, 10 A B C D E F G H	**Wisconsin Response to Intervention Initiatives (RTI)** Continuing work on statewide implementation of RTI.	RTI Internal Workgroup Statewide Discretionary Grant	The internal, cross-divisional WDPI workgroup continued to meet monthly. The purpose of the workgroup is to solidify messaging and provide guidance to the WI RtI Center and to the field through technical assistance tools. 900 Wisconsin educators attended the third annual RtI Summit. School and district teams learned about RtI systems and examined their plans for scaling up their local RtI systems through learning from other Wisconsin schools' implementation efforts, national keynote speakers, and preconference workshops. The Wisconsin RtI Center, an IDEA Discretionary Grant Project, continued to operate through the CESA Statewide Network. The purpose of the WI RtI Center is to coordinate and provide statewide professional development and technical assistance delivered regionally,

			as well as to gather, analyze and report RtI implementation data. The work of the WI RtI Center adheres to and operationalizes the messaging and guidance from WDPI. The WI RtI Center staff work under the direction of the WDPI and CESA Statewide Network and includes a director, an Academic Coordinator, a Research and Evaluation Coordinator, a Communications Specialist, a Coaching Coordinator, and 5.0 FTE Regional Technical Assistance Coordinators who provide regional technical assistance and training to schools, districts, and CESAs throughout the state. The WI RtI Center's website (www.wisconsinrticenter.org) provides technical assistance tools and resources, school-based examples, research, online professional development modules and access to in-person professional development registration. The website saw 38,322 visits; 19,599 new visitors; an average of 3.87 pages per visit; 49.53% of visits are new visitors; and 87% of visits are from Wisconsin locations. Other states that visited the WI RtI Center's website include Illinois, Minnesota, California, New York, Iowa, Texas, Michigan, Florida, and North Carolina. Four Statewide Leadership Team meetings were held, representing practitioners, WDPI, parent organizations, and professional organizations. One meeting was a joint meeting with the WI PBIS Network's statewide leadership team. Statewide RtI training data: • 186 school teams attended RtI Foundational Overviews • 62 school teams attended RtI Mapping trainings • 89 school teams attended screening and progress monitoring trainings • 46 educators attended a 6 day systems coaches training • 66 educators from 24 districts attended a gifted and talented supports training • 100 high school educators attended a high school implementation training • 30 conference session presentations • 5 school teams attended a three day universal reading review pilot training

			• 5 demonstration schools received intensive technical assistance on implementing their elementary reading RtI systems Statewide RtI implementation data: • 552 schools have submitted implementation data to the WI RtI Center, encompassing 159 districts • For mathematics, 27 schools have reported full implementation, 59 initial implementation, 89 infrastructure-building, and 96 purpose-building • For reading, 47 schools have reported full implementation150 initial implementation, 174 infrastructure-building, and 101 purpose-building

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

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

The Wisconsin PBIS Network provides technical assistance and coordinates professional development through a trainer of trainer model to help Wisconsin public school districts establish and sustain PBIS within their schools. In addition, the project gathers, analyzes, and disseminates implementation data from all schools utilizing PBIS services.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
9, 10 A B C D E F G	**Wisconsin Positive Behavior Interventions and Supports (PBIS)**	PBIS Internal Workgroup Statewide Discretionary Grant	The Wisconsin PBIS Network, an IDEA Discretionary Grant Project, continued to operate through the Wisconsin RtI Center. The purpose of the WI PBIS Network is to coordinate and provide statewide professional development and technical assistance delivered regionally, as well as to gather, analyze and report PBIS implementation data. The work of the WI PBIS Network adheres to and operationalizes the messaging and guidance regarding PBIS from WDPI. A statewide PBIS Coordinator works under the direction of the WDPI,

H			the CESA Statewide Network and the Director of the Wisconsin RtI Center and works in collaboration with the PBIS Data and Evaluation Coordinator and Academic Coordinator for the WI RtI Center. 7.0 FTE Regional Technical Assistance Coordinators provide regional technical assistance and training to schools, districts, and CESAs throughout the state. The WI PBIS Network held a statewide conference for 675 educators, with a national keynote presentation and 40 breakout sectionals. Four Statewide Leadership Team meetings were held, representing practitioners, WDPI, parent organizations, professional organizations and community supports. One meeting was a joint meeting with the WI RtI Center statewide leadership team. The WI PBIS Network's website (www.wisconsinpbisnetwork.org) provides technical assistance tools and resources, school-based examples, research, online professional development modules and access to in-person professional development registration. The website saw 50,449 visits; 27,030 new visitors; visitors viewed an average of four pages per visit; 51.63% of visits were new visitors; and 77% of visits were from Wisconsin locations. Other states visiting the WI PBIS Network's website include Illinois, New York, Minnesota, Iowa, Michigan, California, Texas, North Carolina, and Missouri. Statewide PBIS training data: • 529 schools engaged in WI PBIS Network events • 17 Administrative Overviews • 1 District Summit • 20 New Coaches Orientation • 33 Tier one training cohorts • 8 Tiers 2 and 3 Administrative Overviews • 10 Tier 2 training cohorts • 40 Networking sessions • 20 Conference session presentations Statewide PBIS implementation data: • 212 districts with at least one school trained

			• 1,009 schools trained • 916 schools implementing • 518 schools implementing with fidelity • 426,148 students in trained schools • 231,257 students in schools implementing with fidelity Statewide PBIS outcome data: • Schools implementing PBIS saw a 6.33% decrease in suspensions. • Schools implementing PBIS with fidelity saw a 15.96% decrease in suspensions

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 2011
9,10 C D E F G H I	**CREATE NEWSLETTER** The CREATE E- Newsletter is a free monthly publication containing the latest research on promising practices in culturally responsive education, news, resources, professional development and training opportunities. The CREATE E-Newsletter informs teachers, administrators, and district leaders of CREATE projects and news from across the nation.	2008-2011 Disproportionality Workgroup Co Chairs CESAs LEAs National experts Approximately $890,000/yr	Published for ten consecutive months beginning in August, • Newsletter has grown to 722 subscribers; 186 new subscribers for the fiscal year. • The CREATE Facebook page increased to 45 followers. • The CREATE Twitter account grew to 246 followers. • Approximately 80% of the CREATE homepage visits were new. • Throughout the year the most popular pages viewed included: CREATE Conference Registration, Culturally Responsive Classroom Practices, E-newsletter, Events Calendar, District Practices.
9, 10 C D E F G	**CREATE COORDINATION (CESA 6)**	Disproportionality Workgroup Co Chairs CESAs	Statewide coordination and project management consisted of third-party evaluation and customized technical assistance to districts identified with disproportionate over-representation.

H I		LEAs National experts Approximately $890,000/yr	
9, 10 C D E F G H I	**ANNUAL CONFERENCE ON DISPROPORTIONALITY (CESA 9)** The statewide conference enhances educators' understanding and application of research based, culturally responsive policies, procedures and practices.	Disproportionality Workgroup Co Chairs CESAs LEAs National experts Approximately $890,000/yr	The annual conference was held April 24-26, 2012, at the Radisson Hotel and Conference Center (Green Bay, WI). A planning committee engaged in multiple sessions to organize and deliver conference activities. The entire conference experience was comprised of three separate events: a) Beyond Diversity training; b) Needs Assessment; and, c) the CREATE Conference. • A two day pre-conference option: Beyond Diversity II, provided training to sixty-nine participants at no cost. • The Needs Assessment was conducted by 81 participants from LEAs newly identified and / or continuing with significant disproportionality. The day encompassed a keynote presentation by Dr. Aydin Ball (UW-Madison) entitled, "District Level Strategies and Leadership"; the remainder of the day focused on districts spending time working with their school teams to evaluate their 2010-11 Annual Disproportionality Improvement Plan (ADIP) activities, review 2011-12 Focus Areas and Priorities, develop 2012-13 ADIP activities and select 2012-13 Professional Development Activities. • The CREATE Conference was a one-day event with two keynote presentations (Dr. Gary Howard, Dr. Anton Treuer) and multiple sectional offerings. 260 participants attended. • Conference webpage: http://www.createwisconsin.net/events/2012createconference.cfm
9, 10 C D E	CULTURALLY RESPONSIVE EARLY CHILDHOOD PROJECT (CESA 8)		Tribal resource meetings were held to plan and coordinate efforts at the tribal community level with counties and districts to support the coordination of the inclusion of culturally responsive early childhood education and care practices for young Native American students with

F G			other statewide Early Childhood Initiatives: • November 3, 2011 • December 8, 2011 • February 27, 2012 January 10, 2012 – Assisted with MOU development between Menominee Nation and Gresham School District Early Childhood Trainings: • March 16, 2012 - Ages and Stages Questionnaire 3 Training and WI Pyramid Model. Attended by 40 participants • April 13, 2012 - Social-Emotional Training. Attended by 16 individuals, including Head Start contacts
9, 10 C D E F G H I	**AMERICAN INDIAN STUDENT ACHIEVEMENT NETWORK (AISAN)**	2008-2011 Disproportionality Workgroup Co Chairs CESAs LEAs National experts Approximately $890,000/yr	Districts with significant populations of American Indian students are collaborating to identify barriers to learning that limit American Indian students. This component establishes and invigorates an online community of practice for 25 school districts. Together these united districts will hold professional and training sessions to better serve the American Indian populations and their districts. Training Events: 1. Three-day event, "Accelerated Second Language Acquisition Training for Tribal Language Teachers" held in Bowler, WI. Content encompassed a unique instructional methodology presented by Dr. Stephen Greymorning, Arapaho language instructor at University of Montana. In attendance: forty-one individuals from twelve school districts including a contingent from Onamia School District in Minnesota. 2. Three sessions entitled "Make Language Learning FUN with Language Pal 2.0" were offered at the Wisconsin Indian Education Association Conference (WIEA). Presentation targeted at tribal language educators and arranged by the AISAN. In attendance: twenty-four participants. 3. Project Coordinator facilitated a session entitled, Wisconsin

			Tribal Language Consortium Meeting" at the WIEA conference. Session provided an overview of CREATE; AISAN project goals and objectives; timeline of activities; review of needs assessment; and information on a research-based policy brief concerning the relationship of tribal language & student achievement was disseminated. In attendance: nineteen tribal language educators. 4. Per favorable reviews, the "Accelerated Second Language Acquisition Training for Tribal Language Teachers" was offered to support the collaboration for the Menominee Language & Culture Commission and the Menominee Indian High School. AISAN funded four non-Menominee language teachers from four northern Wisconsin school districts to participate in training. 5. Project Coordinator and Tribal Ambassador arranged a workshop entitled, "From Theory To Practice: Transforming Your School To Empower Indigenous Student Success" presented by Dr. Michelle Pidgeon of Simon Fraser University. A workshop was part of the WIEA conference with twenty-six (26) in attendance. Dr. Pidgeon also delivered the keynote address. Other: Component Coordinator and Tribal Ambassador registered thirty-six (36) individuals from fifteen (15) school districts for the WIEA conference via special scholarships. Participants included tribal language educators and home-school coordinators. Tribal Ambassador facilitated a session entitled, "AISAN Network Meeting"; sixteen (16) participated. Tribal Ambassador established a chat group "Createaisan" to encourage an online community of practice. The Project Coordinator and Tribal Ambassador collaborated with the Great Lakes Inter-Tribal Council's (GLITC) birth to three early childhood program to discuss the future direction of the CREATE Culturally Responsive Early Childhood Project.
9,10 C	**LEADERSHIP FOR EDUCATIONAL EQUITY (CESA**		Leadership for Educational Equity Staff from CESA 1 coordinated and implemented a training plan for Leadership for Educational Equity

D E F G H I	**1)**		during the 2010-2011 school year. Teams of both general and special educators from up to five districts (identified as having disproportionality in special education referral, identification, or placement for students who are culturally and/or linguistically diverse) attend the trainings which will occur four times during the school year. The goals of the project are: • Develop the capacity of the district leadership teams to provide leadership around issues of educational equity. • Support teams to examine policies, procedures and practices and develop and implement a plan to reduce or eliminate disproportionality and ensure educational achievement for all students. Dr. Shelley Zion, Executive Director of Continuing Education and Professional Development at the University of Colorado-Denver, is lead trainer for this project. Dr. Zion's responsibilities include helping teachers to understand the influence of culture, class, power, and privilege on curriculum, pedagogy, and classroom practices.
9,10 C D E F G H I	**CULTURALLY RESPONSIVE CLASSROOM PRACTICES (CESA 1)** Designed specifically for classroom teachers and administrators, this training process focuses on: culture, diversity, power, and privilege. Sessions help participants identify culturally and linguistically diverse backgrounds.		• Twelve (12) districts were identified through the needs assessment process as interested in CRCP; all were contacted and sent a participant letter. • Nine (9) districts confirmed participation. • Three (3) cohorts were established; total of 140 participants. • Graduate level course credit was offered to each of the cohorts through the Wisconsin Education Initiative (WEI) for participation in the training. Seven (7) participants completed the credit requirements. The CREATE Leadership for Educational Equity training was offered to districts identified through the needs assessment process; all were contacted and sent a participant letter. The opportunity was extended to four (4) additional districts who expressed interest in the training. The district building level teams required a commitment of six to eight participants from each district. A total of thirteen participants from three districts received the training.

9,10 C D E F G H I	**PROFESSIONAL DEVELOPMENT OPPORTUNIITIES** These academies are developed to share best practices and new approaches in reaching students from diverse backgrounds.		Two professional development opportunities were implemented to address the identified needs of participating CREATE districts. 3. "Culturally Responsive Practices Within a PBIS System"; event was rescheduled due to inclement weather. Nineteen participants attended and rated the event as good overall and useful to their practice. 4. "Addressing Culturally Responsiveness Through RtI"; Seventeen participants attended and rated the event as good overall, content useful, meeting their expectations and relevant to their teaching. General comments for both presentations suggested the topics needs to be expanded to share more information. *A Moodle site was launched for participating CREATE districts. The site provided an opportunity for on-going personal growth of teachers, administrators and other personnel. The information posted related to the work of CREATE and the professional development topics offered. Future plans include transitioning the information from the Moodle site to a WIKI site and attempting to make it more accessible for the participating CREATE districts and other interested school personnel around the state of Wisconsin.
9,10 A B C D E F G H	**NEEDS ASSESSMENT** A core part of the CREATE initiative that addresses Wisconsin school districts that have been identified as having significant disproportionality. Schools are invited to assemble a team to complete a needs assessment on district practices that affect students of different backgrounds. The district Needs Assessment team identifies practices and policies that may be contributing to disproportionality. Based on the Needs Assessment, the district team will make recommendations for future professional development		• Coordinated the Pre-Conference Needs Assessment portion of the CREATE Conference. • Nine districts attended the Pre-Conference Needs Assessment; seven districts were newly identified with disproportionality. • Twenty-one districts received technical assistance, materials and individual assistance to complete ADIP. • Products were developed: "Script" to guide the technical assistance phone calls and emails to ensure districts received consistent information; revised the on-line recording and reporting website features; revised the ADIP to improve the understanding and use of the CREATE needs assessment website. 2012-13 activities will include working to foster continued work in effective practices. Proposed activities are to provide individual assistance to districts throughout the school year and conduct a mid-year check-in to ensure districts are using the ADIP to guide their

	offerings.		improvement planning.

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

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

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

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
9 and 10 A B C D F H	Update and revise the Spanish Speaking section of the publication Linguistically Culturally Diverse (LCD) II	LCD Workgroup	During the last activity cycle the workgroup completed the first draft of the LCD: Spanish Speaking guide. This work was reviewed by the department's Bilingual/ESL Program staff along with members of the special education team. The feedback from these individuals was incorporated into the document. Part of the feedback was to expand the assessment chapter of the guide. The purpose of this guide is to provide IEP teams with a basic understanding and resources to appropriately differentiate language impairment from typical language development and second language acquisition. Although this guide focuses specifically on Spanish speaking students, many of the assessment practices spelled out in this guide can be followed for LCD students from other cultures. The guide is currently posted to the DPI web site for a feedback and comment period from practitioners in the field and is undergoing a peer review from the speech and language program support network.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011

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 2011**
9, 10 C D E F G H I	CONSORTIUM ON RACIAL EQUITY IN PreK-12 Education (CESA 6)	Disproportionality Workgroup Co Chairs CESAs LEAs National experts Approximately $890,000/yr	Consortium on Racial Equity in PreK-12 Education (CESA 6) The Consortium combines the insight of Courageous Conversation with the power of Systemic Equity Leadership to assist six districts, ten CESAs, and the DPI in analyzing their systems and exercising leadership to eliminate racial disparities. In the delivery of the Consortium program, critical race theory is blended with proven strategies for adult learning. CREATE hosted the last fall seminar on November 30, 2011, attended by four districts and facilitated by the Pacific Educational Group. Districts were applauded for their on-going efforts to adopt best practices, policies and procedures in their district to eradicate disproportionality. CREATE will continue to be available through other means to assist the districts in sustaining practices.

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
2011 **(2011-2012)**	**100%** of children with parental consent to evaluate, were evaluated and eligibility determined within 60 days

Actual Target Data for FFY 2011:

The State uses its *Procedural Compliance Self-Assessment to* collect data on this indicator. For FFY 2011, ninety-three 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 2011 was 98.91%. The State made progress on this indicator and has demonstrated substantial compliance. Trend data show continual progress toward meeting the target goal of 100%. The slope estimate of indicator 11 data from 2006-2010 is 1.53, demonstrating positive upward progress, over time, from the FFY 2005 baseline of 88.41%.

a. # of children for whom parental consent to evaluate was received:	9,627
b. # determined not eligible whose evaluations and eligibility determinations were completed within 60 days:	3,711
c. # determined eligible whose evaluations and eligibility determinations were completed within 60 days	5,811
Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation in FFY 2010.	98.91%

Formula:
Percent = b + c divided by a times 100.
(3,711 + 5,811) ÷ 9,627 x 100 = 98.91%

The number of cases evaluated within the 60 days include cases meeting the 60-day time limit requirement at 34 CFR 300.301(c)(1) and the exceptions at 34 CFR 300.301(d) and 34 CFR 300.309(c). The range of days beyond the 60-day time line is one (1) calendar day to 84 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, 80.77% did so within 30 calendar days or less beyond the 60-day time line. Reasons for the delays include: staff unavailable, parent unavailable, scheduling problems, additional testing required, and timeline calculation errors.

Correction of FFY 2010 Findings of Noncompliance:
Level of compliance (actual target data) State reported for FFY 2010 for this indicator: 97.67%

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

Consistent with OSEP memo 09-02, WDPI verified each LEA with noncompliance identified in FFY 2010: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data subsequently collected through on-site monitoring; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA.

To verify each instance of individual student noncompliance was corrected, WDPI staff reviewed a randomly drawn sample of initial evaluation records of students who were in the LEA's original P*rocedural Compliance Self-Assessment* sample submitted during the 2010-11 school year and whose evaluations were not completed within 60 days. The size of the sample of records reviewed was dependent upon the size of the district, the number of noncompliant files, and whether the students were still within the jurisdiction of the LEA. Each record was reviewed to verify the evaluation was completed, although late. In instances when students were found eligible for special education services each record was reviewed to ensure compensatory services had been considered. All records demonstrated the evaluation(s) had been completed and compensatory services had been considered. WDPI determined, based on this review of records, each individual instance of noncompliance has been corrected.

To verify current compliance, WDPI staff examined a separate sample of current student records. LEAs provided the WDPI with a list of students whose initial evaluations were completed during a specified time period. For each student on the list, LEAs were directed to indicate the date parental consent was received and the date the evaluation was completed. From this list WDPI selected records for a specific number of students with the most recently completed initial evaluations. The exact number of records to be submitted for review was determined by the WDPI and was dependent upon the size of the LEA and the number of initial evaluations completed by the LEA as reported on its original *Procedural Compliance Self-Assessment* report submitted during the 2010-11 school year. WDPI staff reviewed the records to determine whether the evaluations were completed within 60 days of receiving parental consent. If all reviewed evaluations were completed within the required timeline, WDPI determined the LEA is currently in compliance.

If one or more of the evaluations were not completed within 60 days, WDPI staff reviewed the regulatory requirement with the LEA, and for students, who had been found eligible for special education and related services, directed correction of the error(s) within 20 days. Correction involved submission of evidence that the LEA had considered compensatory services by holding an IEP team meeting or with the agreement of the parent: (1) developed a written document to amend or modify the student's IEP to reflect compensatory services or (2) discussed with the student's parent and documented an agreement that no compensatory services were necessary. The LEA submitted the corrected record(s) for review. WDPI staff reviewed the record(s) to verify correction.

In addition, when one or more evaluations were not completed within 60 days, the LEA then submitted a new separate sample of the next new initial evaluation records generated within a given timeframe after making the previous corrections. These records were then reviewed by WDPI staff to verify that the evaluations had been completed within 60 days. In the event that one or more of the records did not meet the regulatory requirement, the process continued until the LEA corrected each individual case of noncompliance, and the LEA was found in current compliance.

Following these two-pronged verification procedures, which are consistent with OSEP Memo 09-02, the WDPI determined all LEAs found in noncompliance during FFY 2010 have corrected each individual case of noncompliance and are currently in compliance with 34 CFR 300.301(c) and the exceptions at 34 CFR 300.301(d) and 34 CFR 300.309(c).

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that occurred for FFY 2011:

FFY 2011 data represent progress of 1.24% relative to data reported in the FFY 2010 APR. Trend data from this indicator confirm that WDPI continues to make progress toward meeting the target for this indicator and is in substantial compliance. WDPI has reviewed and revised its improvement activities.

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 2011**
11 C D E	**Procedural Compliance Self-Assessment** Annually review and revise (if needed) the self-assessment standards and directions to clarify exceptions.	Procedural Compliance Self-Assessment Workgroup	WDPI's procedural compliance workgroup annually reviews the self-assessment standards and directions and makes necessary revisions.
11 C	**Procedural Compliance Self-Assessment - Training** Training on standards and directions.	Procedural Compliance Self-Assessment Workgroup Regional Service Network (RSN) Directors	All training materials are annually reviewed, including webcasts. Training materials are made available to districts in the fall. During FFY 2011, Standards and directions were reviewed with all special education staff during a two-day training session.
11 C D G	**Procedural Compliance Self-Assessment – Regional Service Network (RSN) Involvement** Revise the RSN grant to provide LEA training and technical assistance on procedural requirements related to Indicator 11 and the development of	RSN Consultant and RSN Directors	The Regional Services Network (RNS) grants were revised to reflect priorities. This will continue in each year of the cycle.

	LEA systems of internal controls.		
11 C D G	**Procedural Compliance Self-Assessment – Regional Service Network (RSN) Involvement** Provide regular updates to the RSNs.	Procedural Compliance Self-Assessment Workgroup	Updates provided at statewide RSN meetings during FFY 2011. Update meetings ongoing.
11 C D G	**Procedural Compliance Self-Assessment – Regional Service Network (RSN) Involvement** RSN's provide support to the districts going through the current year cycle.	RSN Directors	Each of the 12 Cooperative Educational Services Agencies (CESAs) provide focused regional trainings and support for LEAs. This continues in each year of the cycle.
11 A	**Procedural Compliance Self-Assessment** LEAs report the self-assessment results to WDPI, along with planned corrective actions.	Procedural Compliance Self-Assessment Workgroup	LEAs reported results in December.
11 A B D E	**Procedural Compliance Self-Assessment Validation** WDPI validates through onsite visits in a sample of LEAs that the Procedural Compliance Self-Assessment was conducted as specified and the data provided is valid and reliable. WDPI reviews the data reported, and selects a reasonable sample of IEPs to determine if the data entered are correct.	Procedural Compliance Self-Assessment Workgroup	WDPI conducted validation activities January through March. Validation activities continue in each year of the cycle.
11 B	**Procedural Compliance Self-Assessment Notification** Regardless of the specific level of noncompliance, WDPI notifies the LEA in writing of the noncompliance, and of the requirement that the noncompliance be corrected as soon as possible, but in no case more than one year from identification. Districts with identified non-compliance, including noncompliance related to the 60-day timeline for determining special education eligibility, are required to develop and implement a corrective action plan that is reported through the procedural compliance self-assessment process.	Procedural Compliance Self-Assessment Workgroup	WDPI notified LEAs of noncompliance in January 2012. Written notification of noncompliance to applicable LEAs will continue in each of the cycle.
11	**Procedural Compliance Self-Assessment**	Procedural	All LEAs participating in the self-assessment submit

B	**Assurance** The self-assessment process requires districts to have an internal district control system that further ensures future compliance with this requirement.	Compliance Self-Assessment Workgroup	this assurance in February.
11 C	**Procedural Compliance Self-Assessment Bulletin** WDPI will prepare and distribute a bulletin on the results of the *Procedural Compliance Self-Assessment.*	Procedural Compliance Self-Assessment Workgroup	Information regarding the 60-day timeline is provided on the WDPI website. A timeline chart was developed during FFY 2011, which was also posted on the WDPI website.
11 C D	**Procedural Compliance Self-Assessment** After the reports are submitted, WDPI staff contact LEAs to ensure accurate application of exceptions to 60-day timeline.	Procedural Compliance Workgroup	The PCSA Workgroup annually reviews reports and contacts LEAs to ensure accurate application of exceptions. This activity was conducted during FFY 2011.

Model Local Educational Agency Special Education Policies and Procedures
As a condition of funding under the Individuals with Disabilities Education Act (IDEA), local educational agencies are required to establish written policies and procedures for implementing federal special education laws. In addition, Wisconsin law requires local educational agencies to establish written policies and procedures for implementing state and federal special education requirements. WDPI developed *Model Local Educational Agency Special Education Policies and Procedures* to help local educational agencies meet their obligation to establish and implement special education requirements. A local educational agency may establish special education requirements by adopting the model policies and procedures. The document may also be used as a reference tool and for staff development activities to promote understanding of and compliance with special education requirements. All LEAs assured the department that they have adopted the model policies and procedures or submitted locally developed policies and procedures to the WDPI for review and approval. Annually, LEAs assure the department they have not substantively revised their LEA policies and procedures or they submit the revisions for approval.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
11 E	**Model Local Educational Agency Special Education Policies and Procedures** WDPI developed *Model Local Educational Agency Special Education Policies and Procedures* to help LEAs meet their obligation to establish and implement special education requirements.	Procedural Compliance Self-Assessment Workgroup	The Model LEA Policies and Procedures are available on the WDPI website at http://sped.dpi.wi.gov/sped_form_int.
11 E	**Model Local Educational Agency Special Education Policies and Procedures** All LEAs are required to assure the department that they have adopted the model policies and procedures or submit locally developed policies	Procedural Compliance Self-Assessment Workgroup	Completed initial review in Spring 2008. Local Education Agencies (LEAs) must continue to submit substantive changes for review. Each year as an Additional Data Element in their Local

	and procedures to the WDPI for review and approval.		Performance Plan (LPP), Wisconsin Directors of Special Education acknowledge their understanding of their affirmative duty to submit policies and procedures with substantive modifications to Wisconsin Department of Public Instruction (WDPI) for review.
11 A B D E I	**Procedural Compliance Self-Assessment Verification – Revised Procedures** After the activities in the corrective action plan are completed, WDPI staff verifies that this noncompliance has been corrected. WDPI verifies that each child-specific error is corrected and that each LEA is in current compliance. To verify correction of child specific errors, WDPI selects a reasonable sample of students whose evaluations were not completed within 60 days. Each record is reviewed to ensure the evaluation was completed, eligibility determined, and compensatory services were considered. 100% of the records must be corrected. To verify current compliance, WDPI reviews updated data, including review of current records. Updated data must demonstrate 100% compliance with the 60-day timeline. WDPI selects all files reviewed. Throughout the self-assessment process, WDPI staff provides technical assistance, and works with the LEA to ensure correction of noncompliance as soon as possible, but no later than one year after identification.	Office Operations Associate(s) LPP Consultants	This process was maintained and implemented during the FFY 2011. See Indicator 15 for more information.

Sample IEP Forms

WDPI provides sample forms and notices for use in the individualized education program (IEP) team process to assist districts in complying with state (Chapter 115) and federal (IDEA) special education requirements, including the 60-day time limit. All LEAs are required to assure WDPI they have adopted the model forms and notices or submit their locally developed forms to the department for review and approval. WDPI requires LEAs to submit for review subsequent substantive modifications to their forms.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
11	**Sample IEP Forms**	Procedural	Sample forms and reference materials continue to be

E	WDPI provides sample forms and notices for use in the IEP team process to assist districts in complying with state (Chapter 115) and federal (IDEA) special education requirements. The sample forms and the reference materials posted on the department's web site (http://sped.dpi.wi.gov/sped_forms06) have been updated to reflect changes in the Individuals with Disabilities Education Improvement Act of 2004 that became effective July 1, 2005, and the 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.	Compliance Self-Assessment Workgroup	available on the WDPI website at http://sped.dpi.wi.gov/sped_form_int.
11 E	**Sample IEP Forms** LEAs are required to submit an assurance that they have adopted the WDPI Model IEP Forms or submit their LEA forms to WDPI for review.	Procedural Compliance Self-Assessment Workgroup	Each year, as an Additional Data Element in their Local Performance Plan, Directors of Special Education acknowledge their understanding of their affirmative duty to submit forms to WDPI for review. Assurances were submitted in FFY 2011.
11 E	**Sample IEP Forms** WDPI will develop and disseminate guidance on the model IEP forms and IEP team process.	Procedural Compliance Self-Assessment Workgroup	WDPI reviewed and revised its guide to special education forms in FFY 2011. It continues to be posted on the WDPI website.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011

State Performance Plan Improvement Activities
Model Local Educational Agency Special Education Policies and Procedures As a condition of funding under the Individuals with Disabilities Education Act (IDEA), local educational agencies are required to establish written policies and procedures for implementing federal special education laws. In addition, Wisconsin law requires local educational agencies to establish written policies and procedures for implementing state and federal special education requirements. WDPI developed *Model Local Educational Agency Special Education Policies and Procedures* to help local educational agencies meet their obligation to establish and implement special education requirements. A local educational agency may establish special education requirements by adopting the model policies and procedures. The document may also be used as a reference tool and for staff development activities to promote understanding of

and compliance with special education requirements. All LEAs assured the department that they have adopted the model policies and procedures or submitted locally developed policies and procedures to the WDPI for review and approval. Annually, LEAs assure the department they have not substantively revised their LEA policies and procedures or they submit the revisions for approval.			
Indicator(s) and Category(s)	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2011**
11 C D	**State-Wide Bulletin** WDPI will develop a state-wide bulletin on the 60 day time-line requirement that will be disseminated to all LEAs.	Procedural Compliance Self-Assessment Workgroup	WDPI disseminated information to all LEAs through it website, and developed a chart for districts to use in meeting the 60 day time.

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
2011 **(2011-2012)**	**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 2011-2012:

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:	3,716
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays:	478
c. # of those found eligible who have an IEP developed and implemented by their third birthdays:	2,694

d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services:	413
e. # of children who were referred to Part C less than 90 days before their third birthdays	110
Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	**99.23%**

*(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: 2,694 / (3,716-478-413-110) = 99.23%

During FFY 2011, 99.23% of children referred by Part C prior to age 3, who were found eligible for Part B, had an IEP developed and implemented by their third birthdays.

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

7	Eligibility not determined
0	Determined to be NOT eligible after the third birthdays.
14	Found eligible and had an IEP developed and implemented after their third birthday.

Data Source: Program Participation System (PPS)

The range of days beyond the 3rd birthday when eligibility was determined and the IEP developed was four (4) to 112 days.

The reasons for the delays for the 21 children that did not meet the transition timeline include:

- For 6 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 15 children, other reasons included scheduling conflicts, unavailability of staff, and staff unaware of IDEA requirements.

Status of Correction of Noncompliance identified in FFY 2010

WDPI made no findings of noncompliance in FFY 2010. All LEAs immediately (i.e., before the State issued a finding) corrected noncompliance and provided documentation of such correction.

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

submitted a copy of the student's IEP to WDPI to demonstrate the LEA had completed the eligibility determination or developed and implemented the IEP, although late, for any child for whom the required action was not timely. WDPI reviewed each child's record to verify correction.

To verify current compliance, WDPI reviewed quarterly progress data in PPS for districts with FFY 2010 noncompliance. LEAs were required to demonstrate 100% of children referred by Part C prior to age 3, who were found ineligible had eligibility determinations prior to their third birthday or who were found eligible for Part B, had an IEP developed and implemented by their third birthdays. Based on a review of updated data, WDPI has verified each LEA with noncompliance in FFY 2010 is correctly implementing the requirement.

Discussion of Improvement Activities Completed and Explanation of Progress that occurred for FFY2011:

The increase in Indicator 12 from 99.03% in FFY 2010 to 99.23% in 2011 represents progress of 0.20%. WDPI implemented the improvement activities as outlined in the SPP including the activities further described in the following table.

State Performance Plan Improvement Activities			
Interagency Agreements The Wisconsin Department of Public Instruction (WDPI) and the Wisconsin Department of Health Services (WDHS) have created an advisory workgroup to guide the revision of current state interagency agreements related to Part C and Part B. The plan for this work includes a meeting of primary state partners, regional focus groups to identify practice issues, and implementation and training on the revised interagency agreement. The intent is to utilize the state agreement as a template for local early intervention and early childhood special education programs to develop local agreements. The activities associated with transition between programs including referral, transition planning conferences, and development and implementation of IEP by the child's 3rd birthday are important aspects of the interagency agreements.			
Indicator(s) and Category(s)	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2011**
12 A B E F G H E	**Interagency Agreements: Primary** The Interagency Agreement Workgroup, with members from WDPI and WDHS, is preparing a new state interagency agreement that describes the responsibilities of each department specific to implementing IDEA 2004 and state policy.	WDPI Internal Indicator 12 workgroup (Assistant Director, Data Consultant, ECSE Consultant, EC Consultant, Compliance Consultant, Data Coordinator)	Staff from WDHS and WDPI continue to oversee the interagency agreement work related to the Primary agreement between WDHS and WDPI. The development of specific policies and procedures has been the focus of work during the 2011-2012 school year. Policies and procedures are being updated to reflect the revised Part C Regulations. A separate interagency agreement continues to be in place to clarify the WDPI and WDHS roles and responsibilities regarding the development and maintenance of the online referral process and data collection system - Program Participation System (PPS). LEAs and local Birth to 3 agencies continued to meet during the 2011-2012 school year to review interagency agreements. WDPI technical assistance

	Areas addressed include, but are not limited to: Child Find, transition, evaluation, environments, outcomes, service delivery, and professional development. Completion of a revised interagency agreement will occur after Part C regulations have been finalized. Preliminary discussions have occurred related to dissemination.	State Interagency Agreement Team CESA 7 IDEA Preschool Discretionary Grant Program Support Teacher (PST) WDPI Legal Services Cross Department Transition team	partners (i.e. RESource, early childhood program support teachers, Regional Service Network Project Directors) have helped to facilitate these meetings between LEAs and their county Birth to 3 agencies
12 A B E F G H E	**Interagency Agreements: Secondary** The secondary interagency agreement specifically addresses the implications of the primary agreement (see above) on Head Start, child care, parents, Tribal Nations, and other stakeholder groups. The existing agreement is operational. Completion of the new agreement will occur after Part C regulations have been finalized.	WDPI Internal Indicator 12 workgroup State Interagency Agreement Team WDPI Legal Services CESA 8 Culturally Responsive Education Grant	WDHS and WDPI continue to oversee the development of the Secondary interagency agreement which includes Head Start Regional Offices, Head Start Tribal Regional Office, Head Start Migrant Regional Offices, and Tribal Nations. Revisions to this agreement are also in progress. Activities funded by the Culturally Responsive Education Grant and awarded to Cooperative Educational Services Agency (CESA) 8, focus on reducing disproportionality and build upon other IDEA preschool discretionary grants with the goal of expanding relationships around transitions, preschool outcomes, and early educational environments.
12 A B E	**Interagency Agreements: Policy Bulletins** The department is	WPDI Internal Indicator 12 workgroup	The contents of the four early childhood WDPI Bulletins (90.06, 98.09, 99.09, and 00.09) have been reviewed. A new environments / service delivery bulletin (10.03) is posted on the WDPI website. A new transition bulletin will be developed following an analysis of the Part C Regulations.

F G H E	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.	Cross Department Team WDPI Legal Services	

Collaboration with WDHS (Part C)
WDPI and WDHS are committed to a joint effort to improve the transition of children between Part C and Part B 619. These efforts include activities which range from state infrastructure and policy initiatives to support and professional development at the local level.

WDPI works collaboratively with WDHS to provide training on accurate reporting of exit codes. WDPI will notify LEAs in the 18 counties described earlier and will provide training on the requirement to ensure all children found eligible have an IEP developed and implemented by their third birthdays.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
12 A B C D E F G H E	**Collaboration between Part B, Part C, and other Early Childhood Stakeholders** WDPI and WDHS took a comprehensive approach to services and included the involvement of the larger early childhood community that may also participate in transition, specifically 4-year-old Kindergarten, Child Care and Head Start.	WDPI Internal Indicator 12 workgroup Cross Department Transition team WI Early Childhood Collaborating Partners State Professional Development Grant	WDPI continued to collaborate with early childhood partners on transition from Part C to Part B. Collaboration focused on data collection, data analysis, training/technical assistance, and interagency agreements.
12 A B	Early Transitions Coordinator position created and filled.	WDPI Internal Indicator 12 workgroup	A full time Early Transitions Coordinator was hired and has been in place throughout the 2011-2012 school year.

C D E G I		WDPI ECSE Consultant Early Transitions Coordinator	
12 A B C D E G	Development of Birth to 6 Collaborative Transition team.	WDPI ECSE Consultant Early Transitions Coordinator WDHS staff	A Birth to 6 Collaborative Transition team was developed and has met regularly since its inception. The team discusses issues that are integral to successful transitions, including: troubleshooting problems, reporting system issues, joint development of materials, and general relationship issues between Part C providers and Part B providers in the field.
12 C D E	WDHS and WDPI co-developed training/technical assistance on recent Opt-out policy	WDPI Internal Indicator 12 workgroup Early Transitions Coordinator WDHS staff	WDPI has continued to update training materials and to provide technical assistance as related to the Opt-out policy. This training was focused on school district personnel for the 2011-2012 school year, in an effort to provide guidance on Birth to 3 procedures and processes.

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

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
12 A B C D E F G H	Districts that do not meet the required target of 100% for this indicator were directed to submit a plan to improve their performance. These plans included the district analysis of the reason for delays in the	WDPI Internal Indicator 12 workgroup Cross Department Transition team	WDPI made no findings of noncompliance because LEAs immediately (i.e., before the State issued a finding) corrected noncompliance and provided documentation of such correction. LEAs that were unable to meet Indicator 12 for FFY 2011 were, nevertheless, required to submit an improvement plan electronically through the Special Education Web Portal and provide evidence of child specific and current compliance. The Transitions Coordinator reviewed those plans and provided appropriate technical assistance, ranging from phone contact to on-site visits, as well as training on indicator specific requirements for some LEAs. Results of the improvement plan were shared with the internal DPI Indicator 12 team. WDPI validated the data. In addition,

	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.		WDPI validates the data in PPS is accurate.
12 A B C D E G	Early Transitions Coordinator position created and filled	WDPI Internal Indicator 12 workgroup WDPI ECSE Consultant Early Transitions Coordinator	A full time Early Transitions Coordinator was hired and has been in place throughout FFY 2011.

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 2011

12 C D	**State Provided Training and Technical Assistance** WDPI adopted a model for training, technical assistance and professional development to assure positive outcomes.	SPDG Hub Director and Coordinators	The WI Personnel Development Model of training and follow-up technical assistance is implemented in WI through ongoing CESA-wide trainings conducted throughout the year by the Early Childhood Indicator Coordinators. The coordinators conduct the CESA-wide trainings across the state to ensure consistency of message. Follow-up technical assistance is then provided to individual LEAs by the CESA program support teachers.
12 C D E	**State Provided Training and Technical Assistance: Access to resources and materials** WDPI created and maintained access to resources and training materials related to Indicator #12.	WDPI Internal Indicator 12 workgroup SPDG Hub Director	The WDPI supports the maintenance of www.collaboratingpartners.com and the WDPI Indicator 12 webpage. These web pages provide information and opportunities for training and technical assistance related to Indicator 12.
12 C D G I	**State Provided Training and Technical Assistance: Network of TA Providers** WDPI and WDHS developed and trained a network of resource persons to provide technical assistance and support to counties and LEAs. This network includes: • 6 Birth to 3 RESource regional staff • 12 CESA IDEA preschool grant coordinators and early childhood program support	WDPI Internal Indicator 12 workgroup SPDG Hub Director WDPI Consultants IDEA Preschool Discretionary Grant State and CESA coordinators RSN coordinators	Statewide Indicator trainings, including Birth to 3 Resource staff, CESA coordinators and LEA EC PSTs, were conducted. These trainings were updated continuously to include the latest information and processes and attendees were able to appropriately deliver the information gained to local entities.

	teachers located in larger school districts • 12 CESA Regional Services Network Coordinators		
12 C D	**National Technical Assistance** WDPI and WDHS collaboratively accessed technical assistance through a variety of national and federal forums to address the issues around Part B Indicator 12 and Part C Indicator 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.	WDPI Internal Indicator 12 workgroup WDHS staff	WDPI and WDHS staff attended the OPSEP Leadership Conference in Summer 2011 and actively participated in sessions related to transition from Part C to Part B. Additionally, WDPI and WDHS participated in webinars related to the revised Part C regulations.
12 A B C D E G	Early Childhood Indicator Trainings	WDPI ECSE Consultant Early Transitions Coordinator	Fifteen statewide indicator trainings were held in FFY 2011. These trainings were attended by multiple disciplines including Birth to 3 and LEA personnel. Statewide indicator trainings included content to ensure a smooth and effective transition.
12 A B	Opt-out training and technical assistance	WDPI Internal Indicator 12 workgroup	WDHS and WDPI staff met to coordinate the efforts regarding the Opt out training. As WDHS revised their stance on the Opt out policy, training and technical assistance efforts were also reviewed and revised. This allowed LEAs to ensure a smooth and effective transition.

C D E G		Early Transitions Coordinator WDHS staff	
12 A B D G	Additional Training/Technical Assistance	Early Transitions Coordinator WDPI ECSE Consultant CESA EC PSTs	The identification of problem areas due to increased contact with LEAs allowed the WDPI to focus on LEA specific areas of need. One on one contact with LEAs was initiated and well-received.
12 A B D E	Corrective Action Plan T/TA	Early Transitions Coordinator WDPI ECSE Consultant WDPI Internal Indicator 12 workgroup	WDPI made no findings of noncompliance because LEAs immediately (i.e., before the State issued a finding) corrected noncompliance and provided documentation of such correction. LEAs that were unable to meet Indicator 12 for FFY 2011 were, nevertheless, required to submit an improvement plan electronically through the Special Education Web Portal and provide evidence of child specific and current compliance. The Transitions Coordinator reviewed those plans and provided appropriate technical assistance, ranging from phone contact to on-site visits, as well as training on indicator specific requirements for some LEAs. Results of the improvement plan were shared with the internal DPI Indicator 12 team. WDPI validated the data. In addition, WDPI validates the data in PPS is accurate. The addition of the Early Transitions Coordinator allowed for more intentional and intensive review of the submitted plans. Due to the statewide nature of the Early Transitions Coordinator, networking amongst similar sized LEAs was encouraged and follow-through increased.

Program Participation System
PPS was developed jointly by the WDPI and WDHS (Part C) to collect data on children who transition from Part C to Part B. County Birth to 3 programs make electronic referrals to LEAs via PPS. LEAs record data for Indicator 12 in PPS.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
12 A B E F	**Data Collection and Reporting: Development of new data collection system**	General Supervision Enhancement Grant (GSEG)	The PPS system has been in effect since 2009. It has proven to be an effective tool, allowing a fluid means for Birth to 6 reporting. In PPS, a Birth to 3 Program opens a child record and makes a referral to an LEA. The LEA receives the referral electronically and then completes the Indicator 12 information in PPS. WDHS and WDPI have an interagency agreement that

G H	WDPI and WDHS worked collaboratively to build a coordinated data collection system, the Program Participation System (PPS), to allow for electronic referrals from Part C to B and to ensure a timely, smooth, and effective transition. PPS will also serve as a data collection mechanism for Indicator 12. This new system was developed to enable the state to meet the 100% target for Indicator 12.	Data Consultant & IT staff WDPI Internal Indicator 12 workgroup Cross Department team	addresses PPS and describes each department's responsibilities. Enhancements are made to PPS as needed.
12 A B C D E F G H	**Data Collection and Reporting: Training and Technical Assistance to assure accurate and timely data reporting via PPS** WDPI and WDHS collaboratively developed training and technical assistance materials for the new PPS data collection system. Webcasts, instructions and Q&A documents are posted on the WDPI website. Training materials were needed on the new data collection system.	WDPI Consultants IDEA Preschool Discretionary Grants State Professional Development Grant (SPDG) WDPI Internal Indicator 12 workgroup Cross Department Transition team	The WDPI Special Education Portal contains reports generated from PPS that provide information to LEAs, the Statewide Early Transitions Coordinator, and the WDPI Internal Indicator 12 workgroup. These reports are used to ensure data accuracy and inform the development of new training materials and technical assistance to support a smooth and effective transition. The WDPI Indicator 12 webpage is updated regularly as new training materials are developed. LEAs continued to learn about accurate PPS data entry through Indicator Trainings and individual contact with Statewide Early Transitions Coordinator. Fifteen indicator trainings were offered.

12 C D G	**State Provided Training and Technical Assistance: Support TA providers** Supported Indicator #12 technical assistance providers by informing them of the transition process, overview of PPS, clarification of their role as TA providers, and assuring they have adequate information to support LEAs and counties.	WDPI EC Consultants IDEA Preschool Discretionary Grant State and CESA coordinators RSN Directors WDHS Staff RESource personnel	The Statewide Early Transitions Coordinator works with LEAs to ensure accurate and timely data. A statewide training initiative focusing on the transition process was developed by a cross department team (WDHS/WDPI) and delivered at over fifteen trainings across the state. Targeted follow-up was provided to LEAs upon request or department referral.

Program Support Teacher Meetings

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
12 C D	Offer statewide Early Childhood (EC) program support teacher (PST) meetings to discuss topics and issues related to early childhood special education programming, services, data collection, and indicators.	WDPI Early Childhood Special Education Consultant	Five PST meetings were held in 2011-2012 with CESA and Milwaukee Public School PSTs, Indicator coordinators, and WDPI staff. New information, grant updates, and training and technical assistance materials were the focus for these meetings.

WESP-DHH Outreach

The number one identified need in Wisconsin for 200 children born per year with hearing loss and their families is increased access to appropriate intervention services provided by qualified professionals regarding the unique needs of infants, toddlers and preschoolers who have a hearing loss. Many families, statewide, cannot access services from early intervention professionals who lack resources in their communities and/or travel hours to connect with early intervention professionals who are knowledgeable about the needs of deaf and hard of hearing infants. In part, this is due to the relative low incidence of hearing loss, and the difficulty in serving a population through our current system of services provided by individual counties and/or school districts. In many cases, there is not a “critical mass” of children with hearing loss; a county or school district may only have one or two children in their program with hearing loss, which may not justify a full or even part-time staff member with the necessary training and breadth of knowledge necessary to serve this population. In addition, other factors may contribute to the lack of access to appropriate intervention services, including: 1)Lack of understanding of eligibility criteria as it applies to children with hearing loss; 2) lack of understanding and experience amongst service providers that infants and toddlers who are deaf and hard of hearing have a unique set of needs (including access to sign language and listening skills development strategies); and 3) even with enough resources to support a staff member, a void in qualified professionals that can support young children who are deaf or hard of hearing and their families.

Because our Birth to 3 and early childhood programs are not able to consistently provide intervention services from a provider who has a broad and in-depth understanding for the needs of children with hearing loss, there is a need to provide “supports” to our current system. Parents do not have access to the critical information that will assist them in making educated decisions about educational and communication options for their child and advocating for services that will support these choices. The Guide By Your Side Program (GBYS) will support the provision of this information. In addition, while the Deaf Mentor Program (DMP) addresses the need to support families who choose sign language as a primary communication mode, WI is not currently able to provide similar in-depth support for the needs of families who choose to develop listening and spoken language skills (LSLS), thus there is a need to provide LSLS supports to families through the Home Early Listening Program (HELP).

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
12 F G	Early Childhood Program Support Teacher (EC PST) DHH initiative	WDPI Outreach staff WDPI ECSE consultant CESA EC PSTs	Hearing Loss 101 Training: 8/12 & 12/12 (12 hours): All CESA PSTs received training related to the basics of hearing loss; WI eligibility criteria for Special Education; tips/tools for engaging families and staff in IEP development; and technical assistance and resource contacts through the state related to educational supports for deaf, hard of hearing, and deaf-blind children. CESA Network Development: All PSTs engaged in outreach within their CESA regions. All PST's are now connected to their teachers of the DHH and Educational Audiologists (if they have any). Hearing Loss 101 Training-CESA Regions: Participants included: ECE special educators, Teachers of the DHH, Educational Audiologists, Special Education and CESA Directors, Birth to 3 Providers, and Speech and Language Pathologists. Trainings occurred in the following CESAs: 2, 3, 4, 10,11 &12 Increased requests for WESP-DHH outreach consultations: Through the

			connections of this project, outreach referrals for children 3-6 have increased from 4 (2010-2011) to 9 (2011-2012).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011

State Performance Plan Improvement Activities

Coordinated Data Analysis and Improvement Planning

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

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
12 A B C D E G	Data coordination with WDHS	WDPI Internal Indicator 12 workgroup WDPI ECSE consultant Early Transitions coordinator WDHS staff	WDPI continued to collaborate with early childhood partners on transition from Part C to Part B. Collaboration is primarily focused on data collection and analysis.

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 2011
12 A B D G	ECSE Leadership Conference for LEAs, IHEs, B-3, coaches, PSTs, and other ECSE leadership personnel	WDPI ECSE consultant Statewide Child Outcomes coordinator Early Transitions coordinator Preschool Environments coordinator ECSE PSTs	The first ECSE Leadership meeting was 2/9/12 and included 125 ECSE leadership personnel from LEAs, IHEs, regional coaches, PSTs, and Indicator coordinators. This conference focused on Indicators 6, 7, and 12, Child Find, dual language learners, Pyramid Model, and Response to Intervention.

WESP-DHH Outreach

The number one identified need in Wisconsin for 200 children born per year with hearing loss and their families is increased access to appropriate intervention services provided by qualified professionals regarding the unique needs of infants, toddlers and preschoolers who have a hearing loss. Many families, statewide, cannot access services from early intervention professionals who lack resources in their communities and/or travel hours to connect with early intervention professionals who are knowledgeable about the needs of deaf and hard of hearing infants. In part, this is due to the relative low incidence of hearing loss, and the difficulty in serving a population through our current system of services provided by individual counties and/or school districts. In many cases, there is not a “critical mass” of children with hearing loss; a county or school district may only have one or two children in their program with hearing loss, which may not justify a full or even part-time staff member with the necessary training and breadth of knowledge necessary to serve this population. In addition, other factors may contribute to the lack of access to appropriate intervention services, including: 1)Lack of understanding of eligibility criteria as it applies to children with hearing loss; 2) lack of understanding and experience amongst service providers that infants and toddlers who are deaf and hard of hearing have a unique set of needs (including access to sign language and listening skills development strategies); and 3) even with enough resources to support a staff member, a void in qualified professionals that can support young children who are deaf or hard of hearing and their families.

Because our Birth to 3 and early childhood programs are not able to consistently provide intervention services from a provider who has a broad and in-depth understanding for the needs of children with hearing loss, there is a need to provide “supports” to our current system. Parents do not have access to the critical information that will assist them in making educated decisions about educational and communication options for their child and advocating for services that will support these choices. The Guide By Your Side Program (GBYS) will support the provision of this

information. In addition, while the Deaf Mentor Program (DMP) addresses the need to support families who choose sign language as a primary communication mode, WI is not currently able to provide similar in-depth support for the needs of families who choose to develop listening and spoken language skills (LSLS), thus there is a need to provide LSLS supports to families through the Home Early Listening Program (HELP).

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
12 F G	Early Childhood Program Support Teacher (EC PST) DHH initiative	WDPI Outreach staff WDPI ECSE consultant CESA EC PSTs	Hearing Loss 101 Training: 8/12 & 12/12 (12 hours): All CESA PSTs received training related to the basics of hearing loss; WI eligibility criteria for Special Education; tips/tools for engaging families and staff in IEP development; and technical assistance and resource contacts through the state related to educational supports for deaf, hard of hearing, and deaf-blind children. CESA Network Development: All PSTs engaged in outreach within their CESA regions. All PST's are now connected to their teachers of the DHH and Educational Audiologists (if they have any). Hearing Loss 101 Training-CESA Regions: Participants included: ECE special educators, Teachers of the DHH, Educational Audiologists, Special Education, and CESA Directors, Birth to 3 Providers, and Speech and Language Pathologists. Trainings occurred in the following CESAs: 2, 3, 4, 10,11 &12 Increased requests for WESP-DHH outreach consultations: Through the connections of this project, outreach referrals for children 3-6 have increased from 4 (2010-2011) to 9 (2011-2012).

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 2011**
12 C D	**State Provided Training and Technical Assistance: T/TA Framework** Ready, Set, Go Transition and Options formed the basis of Indicator #12 training and technical assistance materials and events with a special focus on collaborative delivery. Ready Set Go training PowerPoint and handouts and other resources related to transition were revised to reflect the changes since IDEA 2004 and to incorporate PPS and any other	WDPI Internal Indicator 12 workgroup SPDG Hub Director WDPI Consultants IDEA Preschool Discretionary Grant State and CESA coordinators FACETS	The Ready Set Go training was updated to reflect current IDEA changes. The distribution of the Ready Set Go training was limited due to the anticipated release of the Part C regulations. The work on Ready Set Go has since been re-initiated.

	changes to the process.		

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
2011 **(2011-2012)**	**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.

Actual Target Data for FFY 2011 (2011-2012):

During the fall of 2011, WDPI required all LEAs in Wisconsin to complete an Indicator 13 Assessment (http://sped.dpi.wi.gov/sped_spp13-assessment). Each LEA reviewed a random sample of IEPs of students 16 years old and older for compliance with Indicator 13 requirements. WDPI randomly selected a representative sample of LEAs to report results. WDPI validated the data and verified correction of all identified noncompliance.

During FFY 2011, IEPs of 526 youth aged 16 and above were reviewed. Of these IEPs, 417 met the standards for Indicator 13.

Calculation: 417/526 = 0.7928
0.7928 x 100 = 79.28%

The percent of youth aged 16 and above with an IEP that includes appropriate measureable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs; evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority for the 2011-12 school year is 79.28%. Although the State has made annual progress, the target for this indicator was not met.

Verification of Correction of Noncompliance Identified in FFY 2010

Level of compliance (actual target data) State reported for FFY 2010 for this indicator: 72.16%

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	**60**
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	**60**
3. Number of FFY 2010 findings not verified as corrected within one year [(1) minus (2)]	**0**

As instructed by OSEP in the FFY 2010 SPP/APR Response Table, WDPI is reporting on the status of correction of noncompliance reflected in the data the State reported for this indicator. The State has verified that each LEA with findings of noncompliance identified in FFY 2010 corrected all noncompliance within one year of identification. The LEA is correctly implementing the requirements based on a review of updated data and has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memo 09-02. The State took the specific actions as described below to verify the correction.

To verify each individual case of noncompliance had been corrected, WDPI staff reviewed a random sample of IEPs of students who were in the LEA's sample and whose IEPs were not compliant with the respective Indicator 13 regulatory requirements. The size of the sample of IEPs reviewed was dependent upon the size of the district, the number of noncompliant files, whether students' IEPs had previously been corrected and whether the students were still within the jurisdiction of the LEA. Each IEP was reviewed to verify it was compliant with the transition regulatory requirements. If all the selected IEPs met the regulatory requirements, WDPI determined each individual case of noncompliance had been corrected. If one or more of the selected IEPs did not meet one or more of the regulatory requirements, WDPI staff reviewed the regulatory requirement(s) with the LEA, directed the LEA to correct the IEP(s) within 20 days and submit the corrected IEP(s) to WDPI for review. WDPI determined, based on this review of IEPs, each individual case of noncompliance identified in FFY 2010 has been corrected.

To verify current compliance, WDPI staff examined a separate sample of current student IEP records created after training and technical assistance of staff occurred. LEAs provided WDPI with a list of students with disabilities age 16 years old or older. From this list, WDPI selected a sample of IEPs of students with IEP meeting dates during the relevant time period and directed LEAs to submit the IEPs to WDPI for review. The exact number of IEPs to be submitted for review was dependent upon the size of the LEA and the number of IEPs developed and revised by the LEA. WDPI staff reviewed the IEPs to determine whether the Indicator 13 transition regulatory requirements had been met. If all reviewed IEPs met the transition regulatory requirements, WDPI determined the LEA is currently in compliance. If one or more of the IEPs did not meet one or more of the transition regulatory requirements, WDPI staff reviewed the regulatory requirement(s) with the LEA and directed correction of the error(s) within 20 days. The LEA submitted the corrected IEP(s) for review. WDPI staff reviewed the IEP(s) to verify the LEA has corrected each individual case of noncompliance. The LEA then submitted a new, separate sample of the next new IEPs generated within a given timeframe after making the previous corrections. These records were then reviewed by WDPI staff to verify that the transition regulatory requirements were currently in compliance. In the event that one or more of the IEPs did not meet one or more of the transition regulatory requirements, the process continued until the LEA corrected each individual case of noncompliance, unless the child was no longer within the jurisdiction of the district, and the LEA was found in current compliance.

Following these two-pronged verification procedures which are consistent with OSEP Memo 09-02, the WDPI has determined that all LEAs found in noncompliance during FFY 2010 have corrected each individual case of noncompliance and are currently in compliance with 34 CFR 300.320(b).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

Compared with FFY 2010 results, Wisconsin made progress of 7.12% for indicator 13 in FFY 2011. This progress may be attributed to improvement activities outlined in the SPP, including the activities further described in the table below.

To ensure the state meets the Indicator 13 target in FFY 2012, WDPI has developed an online postsecondary transition plan (PTP) application. The PTP enables WDPI to efficiently collect Indicator 13 data and engage in progress monitoring statewide to ensure each student's IEP is in compliance with Indicator 13 requirements. The PTP contains electronic edit checks designed to prevent IEP documentation errors commonly resulting in noncompliance, while allowing the flexibility needed for student individualization in postsecondary transition planning. All LEAs are required to use the PTP beginning in the 2012-13 SY when developing postsecondary transition plans for students with disabilities aged 16 years old or older.

State Performance Plan Improvement Activities

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

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

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
13 C D	**Wisconsin Statewide Transition Initiative (WSTI)-Statewide Training** Offered training statewide for districts on compliance standards.	WDPI Transition Consultant WDPI Assistant Director of Special Education WSTI Director PHSOS Coordinator FACETS Coordinator DHS Consultant DVR Representative	Transition Academy completed 10/20/2011: Focus for all sectionals was Mental Health and Transition WDPI and WSTI completed Indicator 13 Trainings offered on: 9/19/2011, 9/26/2011, 9/30/2011, 10/10/2011, 10/11/2011, 10/24/2011, 10/25/2011, and 10/31/2011. Covered I-13 Compliance and effective practice. 4 Transition e-Newsletters were developed and disseminated via the WSTI website. The e-Newsletter communicates information about Indicator 13 compliance, provides compliance and effective practice recommendations, and promotes technical assistance and resources. Statewide stakeholder workgroup updated and revised WDPI's "Opening Doors to Postsecondary Education and Training" guide. The Transition Coordinator Networking meetings were provided three times. The provide LEAs with current and up to date information regarding Indicator 13.
13	**(WSTI-Wisconsin**	WSTI Director	WSTI and WPHSOS continued to collaborate to develop and refine a web-

D G	**Post High School Outcomes Survey (WPHSOS) –** Web-based activities and resources developed to connect Indicators 1, 2, 13 & 14.	Post Secondary Outcomes Survey Project Director	based data analysis/school improvement process that allows districts to see the connection between and impact of Indicators 1, 2, 13, & 14 as they develop their school improvement plans. • A web-based data toolkit has been developed • A research driven web-based transition repository, www.tr4y.org has been developed.
13 A B C D E G J	**Wisconsin Statewide Transition Initiative (WSTI) – interagency collaboration** WDPI initiated activities to impact student graduation rates improved employment outcomes within transition efforts.	WDPI Transition Consultant	The interagency agreement workgroup including members from the Division of Vocational Rehabilitation, The Department of Health Services and Department of Public Instruction have updated/revised the Transition Action Guide (TAG) and posted electronically at http://dwd.wisconsin.gov/dvr/pdf_files/tag.pdf. Per the interagency agreement a 2010 Wisconsin Interagency Data paper was updated, disseminated, and posted on agency websites http://sped.dpi.wi.gov/sped_transition.
13 C D F G	**Wisconsin Statewide Transition Initiative (WSTI)-Participation in National Community of Practice on Transition** Participation in National Community of Practice on Transition.	WDPI Transition Consultant NASDSE	WDPI continues to participate in the National Community of Practice on Transition hosted by NASDSE at www.sharedwork.org WI rep participates on the monthly CoP calls. WI rep attended National CoT conference.

National Technical Assistance
WDPI collaborates with the National Secondary Transition Technical Assistance Center (NSTTAC) to improve outcomes for Indicator 13 and to gain assistance regarding implementation of transition requirements. NSTTAC provided training to WDPI, CESA, and LEA personnel on secondary transition requirements at WDPI's February 2010 state-wide transition conference. WDPI attended NSTTAC's spring 2010 transition forum and developed Wisconsin's strategic plan for improving secondary transition. WDPI participates in the national community of practice on transition hosted by National Association of State Directors of Special Education. The Office of Special Education Programs has recognized Wisconsin's work in the area of transition as a national model.

Indicator(s) and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
13	**WI State Capacity**	WI DPI Transition	WDPI and other stakeholders attending NSTTAC's spring 2012 transition

A B D F E G	**Building Plan: Secondary Education and Transition Services for NSTTAC** Wisconsin also focused directly on related statewide performance indicators.	Consultant WI DPI Assistant Director of Special Education WSTI Director PHSOS Coordinator FACETS Coordinator DHS Consultant DVR Representative	forum to review and revise Wisconsin's strategic plan to improve postsecondary transition. 3 Wisconsin representatives attended the NSTTACs capacity building institute in May 2012.

Program Support Teacher Meetings

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
13 C D	Offer statewide Autism PST meetings to discuss issues related to Autism and share resources to support programming and educators in the field.	WDPI Autism Consultant	The Fall 2011 Autism Program Support Teachers (PST) meeting took place on September 22nd near Madison, WI. Information shared at this meeting included the Wisconsin Department of Public Instruction (WDPI) updates on bulletins and autism eligibility, CLTS waiver updates, guidance on use of seclusion and restraint, updates on alternate assessment and a presentation by Michelle Garcia Winner on Social Thinking and social communication interventions for students with autism. The Spring 2012 Autism PST meeting took place on March 29th, in Madison. Information shared at this meeting included WDPI updates on bulletins and autism eligibility, updates on the new Wisconsin Seclusion and Restraint Law, Alternate Assessment updates, best practice on working and collaborating with home based teams, overview of functional behavior assessment best practice, structured networking opportunities for educators around best practice interventions that address behaviors that interfere with learning, and a keynote presentation by Dr. June Groden on Self Management and Self Regulation strategies for students with autism as well as information about utilizing Positive Psychology to teach students with

			autism resiliency, optimism, humor, kindness, and self-efficacy.
13 C D	Offer statewide CD PST meetings to discuss issues related to CD and share resources to support programming and educators in the field.	WDPI CD Consultant CESA 6 Grant	The Fall 2010 Cognitive Disabilities Program Support Teacher Meeting was held September 22 in Wisconsin Dells. Information shared at this meeting included the WDPI updates, a presentation by Michelle Garcia Winner about Social Thinking & the Social Communication Profile; information about Seclusion and Restraint and updates on the Wisconsin Alternate Assessment for Students with Disabilities, Essential Elements, and Dynamic Learning Maps. The spring 2012 Cognitive Disabilities Program Support Teacher Meeting was held April 12, 2012 at the Crowne Plaza in Madison, WI. Information shared at the conference included: Curriculum, Standards, IEPs; Alternate ACCESS: Process, Procedure and Alternate Measures of Performance Indicators; and an update on the Common Core Essential Elements.
13 C D	Offer statewide EBD PST meetings on issues and resources related to EBD programs in the schools	WDPI EBD Consultant	Full Day meeting held on May 10, 2012. Agenda included the role of EBD teachers in schools implementing PBIS, an overview of Wisconsin 2011 Act 125 addressing seclusion and restraint, use of shortened school day in meeting student needs, and effective practices in functional behavioral assessment and behavior intervention plans. Updates and technical assistance were also provided through an email distribution list and workshop presentations on an as needed basis throughout the year.
13 C D	Offer statewide TBI PST meetings on issues/resources surrounding traumatic brain injuries in school age youth.	WDPI TBI Consultant	Statewide TBI PST meetings: 9/8/2011 Topics included: cognitive and behavioral correlates, TBI website review/update, and article review. 4/3/2012 Topics included: Concussion Bill, Academy of Certified Brain Injury Specialists (ACBIS) Certified Brain Injury Specialist (CBIS) training, specific brain trauma, school staff interventions, diagnostic evaluations, and cognitive rehab.
13 C D	Offer statewide program support teacher (PST) meetings to discuss topics and issues related to deaf and hard of hearing programming.	WESP-DHH Outreach Team WDPI consultants	During the 2011-12 school year two PST meetings were held for teachers of students who are deaf or hard of hearing and educational audiologists. The topic of the fall meeting was on technology for students who are deaf or hard of hearing. The December meeting focused on professional support with emphasis on Audiology, Critical Knowledge, Language and Literacy, and Self-Advocacy.

13 C D	Offer statewide Speech and Language (SL) Leadership/PST meetings to discuss topics and issues related to current SL practice in the public schools and share resources to support SL programming and service delivery. A state-wide SL leadership and PST network list-serve is maintained to update speech/language pathologists from a state-wide perspective.	WDPI Speech and Language Consultant CESA 6 Grant	Two meetings were held, one in the fall (10/21/11) and one in the spring (4/30/12). The October meeting addressed writing frequency and amount statements in the IEP so these elements meet procedural compliance. This meeting also introduced the RtI process and screening in Wisconsin public schools. Other agenda items included discussions around local issues, a DPI update of selected information bulletins, SLPs and the RtI process in Wisconsin public schools, and addressing the shortage of SLPs in the state. The April meeting consisted of a DPI compliance update and evidence based practice followed with a presentation by Kate McGinnity, Autism Consultant, Sharon Hammer, Psychotherapist, and Lisa Ladson, Educational and Behavioral Consultant entitled Using Video Technology and iPad Applications. The presentation was based on the book Lights! Camera! Autism! Using Video Technology to Enhance Lives, authored by these three presenters. As SLPs work with students on the autism spectrum as well as other students who have pragmatic language difficulties, the presentation provided participants with the use of visual technology to support their students. From iPads to iPhones, Flip videos, skyping, utilizing an iPad Touch as well as MP3 Players, participants were taught how to implement visual technology to support the unique needs of individual learners in real life situations. Follow-up to these meeting topics was provided using the SLP PST list-serve.

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

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

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

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011

13 A B C D E G	Regional Services Network (RSN)	WDPI Special Education Administration WDPI RSN Grant Liaison WDPI Special Education Team Consultants CESA RSNs	The RSN project directors met eight times during the 2011-12 school year. Meeting agendas were organized around the areas of compliance with special education law, improving LEA performance on the State Performance Plan (SPP) indicators, and other special education initiatives. RSNs attend statewide meetings where the department provides updates regarding special education law and Wisconsin's progress on the SPP Indicators. The RSN WDPI liaisons worked internally with WDPI consultants to develop agendas which reflected the current needs of the WDPI to communication with the LEAs. Agenda items covered WPDI updates on the indicators and the grant projects that support those indicators. The information from these meetings was then disseminated to directors of special education (DSE) via CESA RSN meetings. Each RSN grant required the RSN project directors to hold five regional meetings within their respective CESAs. At these meetings, DSEs provided feedback and shared issues of concern with the RSNs. Topics have included but are not limited to: procedural compliance; Wisconsin Statewide Transition Initiative, Wisconsin Statewide Parent Education Initiative, assessment of students with disabilities, and Indicators 6,7, 8,12, and 13.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

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 13, LEAs conduct a review to determine if all youth aged 16 and above have an IEP that includes appropriate measureable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. Each year, the cohort districts are representative of the state considering such variables as disability categories, age, race, and gender. Milwaukee Public Schools, the only LEA with average daily membership of over 50,000, is included in the sample each year. WDPI will include every LEA in

the state at least once during the course of the SPP. The self-assessment of procedural requirements includes data on each of the SPP indicators including transition requirements (Indicator 13). LEAs report the self-assessment results to WDPI, along with planned corrective actions. LEAs are required to correct noncompliance as soon as possible, but no later than one year from identification.			
Indicator(s) and Category(s)	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2011**
13 A B C D E G	**WDPI defined compliance standards and examples related to Indicator 13** • Identified strategies to improve consistency of message. • Developed compliance standards and examples based on NSTTAC Checklist. • Required districts attend ITV trainings followed up onsite with 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	WDPI Transition consultant Procedural Compliance Self Assessment Workgroup representative WSTI Director	The Procedural Compliance Self-Assessment process no longer includes the transition requirements as part of the review. WDPI has developed an online data collection to ensure future compliance.

	PCSA process and revised the data collection process. Made the process of PCSA more consistent than before.		
13 B C D	**Procedural Compliance Self-Assessment Process** WDPI conducts verification activities with all LEAs to ensure correction of noncompliance. The self-assessment of procedural requirements includes data on each of the SPP indicators including the number of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition 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.	Procedural Compliance Workgroup WI DPI Transition Consultant	The Procedural Compliance Self-Assessment process no longer includes the transition requirements as part of the review. WDPI has developed an online data collection to ensure future compliance.
13 A B D E	**Procedural Compliance Self-Assessment Verification – Revised Procedures**	Office Operations Associate(s) LPP Consultants	The Procedural Compliance Self-Assessment process no longer includes the transition requirements as part of the review. WDPI has developed an online data collection to ensure future compliance.

I	After the activities in the corrective action plan are completed, WDPI staff verifies that this noncompliance has been corrected. WDPI verifies that each child-specific error is corrected and that each LEA is in current compliance. To verify correction of child specific errors, WDPI selects a reasonable sample of students whose evaluations were not completed within 60 days. Each record is reviewed to ensure the evaluation was completed, eligibility determined, and compensatory services were considered. 100% of the records must be corrected. To verify current compliance, WDPI reviews updated data, including review of current records. Updated data must demonstrate 100% compliance with the 60-day timeline. WDPI selects all files reviewed. Throughout the self-		

	assessment process, WDPI staff provides technical assistance, and works with the LEA to ensure correction of noncompliance as soon as possible, but no later than one year after identification.		

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

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: *Percent of youth who are no longer in secondary school, had Individualized Education Programs (IEPs) in effect at the time they left school, and were:*

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

Measurement:

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

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

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

FFY	Measurable and Rigorous Target
2011 **(2011-2012)**	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: A. **42.8%** enrolled in higher education within one year of leaving high school. B. **70%** enrolled in higher education or competitively employed within one year of leaving high school. C. **82%** enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Overview of Issue/Description of System or Process

The following data collection activities occurred during the 2011-12 school year:

- Contact information on the exited students was gathered by LEAs, verified, and entered into the secure district portion of the post high website (www.posthighsurvey.org).
- Between June 4 and Sept 27, 2012, survey responses were collected from students who left school during 2010-2011. These former students were contacted by telephone for an interview, timing the data collection so that at least one year had passed since the former student had exited their secondary placement.
- Responses were entered by St. Norbert College Strategic Research Institute on the web-based post high survey site which allows for immediate data entry and retrieval.
- In addition to the calls made by St. Norbert, eleven transition coordinators in the Milwaukee Public Schools (MPS) were trained to conduct interviews, both by phone and in person. This was done to increase the 2012 response rates from previous survey years.
- Every exiter was attempted to be contacted up to six times, and attempts were made during the day, evenings, and weekends, and were conducted in alternate languages or formats when needed.
- The interviews assess former students' participation in activities of adult living, participation in higher education and other types of postsecondary education and training, and participation in competitive and other employment at least one year since exiting high school.
- Additionally, youth participation in high school employment, IEP preparation, and implementation of IEP goals as planned were assessed.
- Data results can be disaggregated at the state and local educational agency (LEA) level by gender, race/ethnicity, disability, and exit type. LEAs can view outcomes by both the district outcomes and the outcomes of schools within the district.
- Data can be further disaggregated by school size, region of the state, and educational environment.

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 successfully completed surveys (the Respondent Group) to the total number of surveys intended to be completed (the Target Exiter Group). Table 1 summarizes what is known about the 2010-11 school exiters.

Data for the FFY 2011 APR were collected from 76 LEAs, including Milwaukee Public Schools. All 2010-11 school year exiters with disabilities from these districts were included in the population to be contacted. Attempts to contact all exiters were made by St. Norbert and trained MPS interviewers.

Responses were accepted from former students, and if the former student was not available, from family or guardians if they were knowledgeable about the high school activities of the youth and their current participation in education or employment. Of the 2243 exiters in the statewide sample, 109 (4.9%) were ineligible to participate in the post school outcomes survey because they had returned to high school, never actually graduated, graduated more than one year from the survey date, or are deceased. Of the resulting 2134 exiters, 140 (6.6%) declined to complete the survey and 1295 (60.7%) were unable to be located or did not respond. At the end of the survey period, there were 699 completed surveys, representing a 32.8% response rate for FFY 2011. This response rate is 1.4% higher than for FFY 2010.

Table 1. FFY 2011 Survey Response Status of 2010-11 School Exiters		
	Count	**Percentage**
Total School Exiters in Sample	2243	100%
Ineligible Contacts	109	4.9%
Total Eligible Exiters in Sample (Target Leaver Group)	2134	100%
Contacted Leaver: Declined/No Available Respondent	140	6.6%
No Contact/Lost to Follow-up/No Answer	1295	60.7%
Eligible Completed Surveys (Respondent Group)	**699**	**32.8%**

The response rate for the FFY 2011 survey is 32.8% and reflects a confidence level of 95% +/- 3.06% (99% +/- 4.02%), which exceeds the desired 95% +/-5% level. The confidence level indicates the data present a statistically valid level of confidence from which to draw comparisons between the target exiter group and the respondent group.

A review of the reasons for unsuccessful contacts indicates a high percentage of youth (60.7%) could not be reached because the interviewer was unable to locate a current phone number or the phone number provided by the district was not successful (e.g. the former student moved, the phone was disconnected, there was no forwarding phone number, the phone number was unable to be located). Several strategies have been implemented to increase response rates. To address the historically low response rates in Milwaukee Public Schools, eleven district transition coordinators were trained to conduct the interviews with their own exiters. Familiarity with the interviewer and conducting the interviews both in person and on the telephone resulted in a response rate of 31% (an increase of 18% from FFY 2010). LEAs continue to verify that each exiter has at least one valid phone number prior to the beginning of the interviews; however, successfully contacting exiters one year after leaving high school continues to be a challenge and additional strategies to inform and engage youth will be implemented during the FFY 2012 survey year.

Representativeness and Selection Bias

The NPSO Indicator 14 Response Calculator was used to calculate the representativeness of the respondent group on the characteristics of gender, race/ethnicity, 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; red is used to indicate a difference that exceeds a ±3% interval. Table 2 shows the representativeness of the FFY 2011 statewide sample of exiters.

Table 2. Representativeness of FFY 2011 Wisconsin Statewide Sample and Statewide Exiters

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

	Overall	LD	ED	MR	AO	Female	Minority	ELL	Dropout
Target Leaver Totals	2134	1005	407	220	502	757	763	0	416
Response Totals	699	323	92	76	208	229	174	0	38
Target Leaver Representation		47.09%	19.07%	10.31%	23.52%	35.47%	35.75%	0.00%	19.49%
Respondent Representation		46.21%	13.16%	10.87%	29.76%	32.76%	24.89%	0.00%	5.44%
Difference		-0.89%	-5.91%	0.56%	6.23%	-2.71%	-10.86%	0.00%	-14.06%

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

- **Disability** – Exiters with either specific learning disabilities (LD) or cognitive disabilities (MR) are representative. Exiters with emotional behavioral disabilities (ED) are somewhat under-represented, and exiters in all other / low incidence disability areas (AO) are somewhat over-represented. Because of the few numbers of exiters in the low incidence category, over-sampling was conducted to obtain a representative sample within this combined category. Within the low incidence area, exiters with autism are slightly over-represented, and all other areas are representative. Caution should be used when interpreting outcomes of youth with emotional behavioral disabilities or autism, as their responses may not be representative of all exiters with these disabilities.
- **Gender** – Male and female exiters are proportionally represented.
- **Race/ethnicity** - Minority exiters are significantly under-represented when compared to white exiters. When reviewing the response rates for subcategories of race, American Indian/Native American, Asian, Native Hawaiian, and exiters with two or more races are representative. Hispanic exiters are somewhat over-represented, and Black exiters are under-represented. Caution should be used when interpreting outcomes of minority youth, as their responses may not be representative of all minority youth exiters with disabilities.
- **Exit Type** – Exiters who dropped out are significantly under-represented when compared to students who exited with a regular diploma, reached the maximum age of eligibility for services, or received a certificate of attendance. Caution should be used when interpreting outcomes of youth who dropped out of school, as their responses may not be representative of all youth with disabilities who drop-out.

Missing Data

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

- A youth-friendly YouTube video was developed and parent and school informational flyers were updated.

- LEAs were asked to verify former student phone numbers in March and April after the student exited, but prior to interviewing in June – September. To assist districts in strategies for locating current exiter phone numbers, the document "Improving Response Rates: A Special Message to Wisconsin Directors 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. Despite these additional efforts, the percentage of exiters with non-working phone numbers increased from 44% in FFY 2010 to 51% in FFY 2011. Districts will continue to receive direct, personal assistance prior to, during and at the end of the survey period to attempt to have available the most current, working phone numbers.

- District directors of special education were contacted when the survey center finished contacting all district exiters and were given additional time to locate a working phone number. The survey center then attempted to again contact former students with the updated phone numbers. Approximately 20% of districts added new contact information.

- To better help youth and families understand the purpose and importance of participating in the survey, a document entitled "A Special Note to Youth and Families" (based on the National Post School Outcomes Center resource "*Post-School Outcomes Survey: Coming Soon to a Student Near You!*") was created. LEAs included in the sample year were encouraged to share the Wisconsin document, along with a copy of the survey questions, with youth and families during the youth's senior or final IEP meeting. By informing youth and parents about the upcoming survey, fewer exiters declined to participate in the survey when contacted (FFY 2010 = 15% vs. FFY 2011 = 9%). This practice will be continued.

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

Data for FFY 2011 (2011-12)

Table 3 represents the Indicator 14 data components of youth engagement (both a count of respondents used in the calculation and the percentage of engagement in each mutually exclusive reporting category) within one year after leaving high school, along with definitions of each of the Indicator 14 reporting criteria.

Table 3. 2012 Wisconsin Statewide Indicator 14 Data for 2010-2011 Exiters		Count (N=699)	Percentage
1. Higher Education • Completion of at least one term at a 2-yr College or Technical College or 4-yr College or University - Regardless of participation in Employment or other Postsecondary Education or Training		242	34.62%
2. Competitive Employment • 90 consecutive or cumulative days in a community setting, working 20 hours or more per week and earning minimum wage or greater AND Never engaged in Higher Education and regardless of engagement in other Postsecondary Education or Training or Other Employment		209	29.90%
3. Other Postsecondary Education or Training • Completion of at least one term at any other short-term education or training program, humanitarian program or high school completion program AND Never engaged in Higher Education OR Competitive Employment and regardless of engagement in Other Employment		23	3.29%
4. Other Employment • 90 consecutive or cumulative days of employment in any setting AND Never Engaged in Higher Education OR Competitive Employment OR Postsecondary Education or Training Program		77	11.02%
A. Higher Education	A = 1	242	**34.62%**
B. Higher Education and Competitive Employment	B = 1 + 2	451	**64.52%**
C. Higher Education and Competitive Employment and Other Postsecondary Education or Training and Other Employment	C = 1 + 2 + 3 + 4	551	**78.83%**

5. Not Engaged
• *Never participated in higher education or other postsecondary education or training; never been competitively employed or otherwise employed; (c) have been underemployed; (d) have missing data elements*
  • *Never any postsecondary education or employment: 13.02%*
  • *Missing data points; less than a full-term postsecondary education; under employed: 8.15%*
		148	21.17%

All percentages based on current Total Respondents of 699 statewide respondents, with the Count being divided by the Total Respondents.

A review of the outcomes data indicate a higher percentage of engagement in two of four reporting categories from FFY 2010 to FFY 2011, while one had a lower percentage of engagement and one had no significant change. Participation in higher education programs decreased significantly from 41.5% in FFY 2010 to 34.6% in FFY 2011, while participation in other types of postsecondary education remained consistent (3.3% in FFY

2011 vs. 3.5% in FFY 2010). Some of the decrease in participation in other types of postsecondary education is due to the fact that more exiters report competitive employment and are therefore not counted in other categories.

Comparing FFY 2010 data to FFY 2011, competitive employment increased from 28.0% to 29.9% and engagement in other types of employment increased from 10.2% to 11.0%. However, because of the cumulative nature of the reporting, the significant decrease in participation in higher education caused each of the other reporting categories to fall well below FFY 2010 levels.

The current percentage of exiters who are not attending postsecondary education or employed is 21.2%, which is higher than FFY 2010 (16.7%). Survey data and responses of those exiters that were never engaged (i.e. never attended any postsecondary education programs and never worked) or were under-engaged (i.e. worked less than 90 days, attended but did not complete a full term in a postsecondary education program) were reviewed. This review indicated that 13% (9% in FFY 2010) have never been engaged in postsecondary education or employment, and 8% (7% in FFY 2010) either participated in school or employment, but not to the level of the Indicator 14 criteria or had missing data elements. A slightly higher percentage of youth report they still plan to attend a postsecondary education program in the future, but were waiting a year to begin their program (35% in FFY 2011 vs. 33% in FFY 2010).

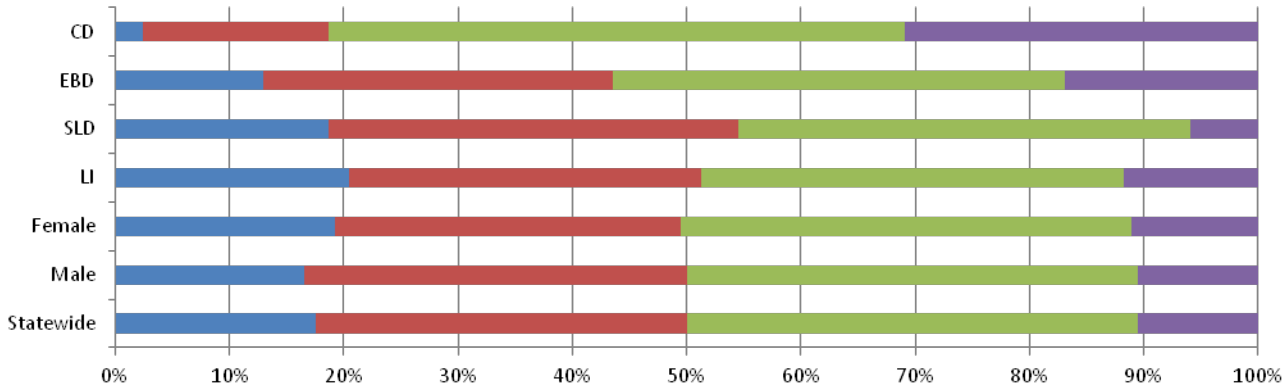
Post School Outcomes by Gender, Race/Ethnicity, Disability, and Exit Reason

To further examine the outcomes of youth with disabilities, much time and effort is spent reviewing outcomes by gender, race/ethnicity, disability, and exit reason. Several statewide reports are written and posted to the Wisconsin Post High School Outcomes Survey website, and provide an in-depth analysis. The WDPI has worked with the NPSO Center to create and implement the Wisconsin Post High School Outcomes Data Use Toolkit (DUT) and Facilitator's Guide to assist individual districts in data analysis of their local outcomes compared to statewide outcomes. Using the DUT, LEAs have available to them an auto-filled report which displays the major statewide outcomes and local outcomes for the Indicator 14 reporting categories for gender, race/ethnicity, disability and exit reason.

It should be noted that in addition to viewing outcomes data by the Indicator 14 components, which is a hierarchical unduplicated count of engagement, WDPI and LEAs can also view a duplicated count of participation in post high school activities. This way all the activities in which youth have participated can be considered. For example, if a leaver was competitively employed during the summer months prior to college, then attended a 4-year college while maintaining a part-time job (e.g. 15 hours per week), all of these activities are represented in the outcomes; under Indicator 14, only participation in higher education would be counted in the reported measures. Viewing outcomes data in these two ways further assists districts in developing improvement strategies. Viewing duplicated data can also be useful when trying to understand gains or slippage in outcomes areas.

Figure 1 shows the unduplicated post high school engagement rate of youth with disabilities by gender and disability for each of the Indicator 14 reporting measures. A review of the data indicates there was a decrease of 2% - 3% in each of the three areas of higher education, cumulatively resulting in a nearly 7% decrease, while areas of other types of postsecondary education or training stayed nearly the same from FFY 2010 to FFY 2011.

Figure 1. Wisconsin FFY 2011 Indicator 14 Engagement Rates by Gender and Disability



	Statewide	Male	Female	LI	SLD	EBD	CD
A	35%	33%	38%	42%	41%	23%	3%
B	65%	67%	60%	63%	79%	54%	20%
C	79%	79%	78%	76%	87%	70%	62%
Not Met	21%	21%	22%	24%	13%	30%	38%

A review of the data indicates more females (52%) than males (43%) participate in all types of higher education programs in FFY 2011; however there was a decrease for each group from the previous year (females saw an 8% reduction and males a 10% reduction). Females (20%) participate in a 4-year college at a slightly higher rate than males (17%), and nearly the same percentage of males attend a 2-year program (7%) compared to females (6%) or a technical college program (17%) compared to females (18%). A higher percentage of female exiters (70%) disclose their disability than male exiters (56%) and use accommodations and/or assistive technology at their place of postsecondary education (50%) compared to males (42%). A significantly higher percentage of males (53%) than females (41%) are competitively employed, though more females (24%) report other employment than males (15%) and are presumably employed less than 'competitively' to supplement their participation in postsecondary education.

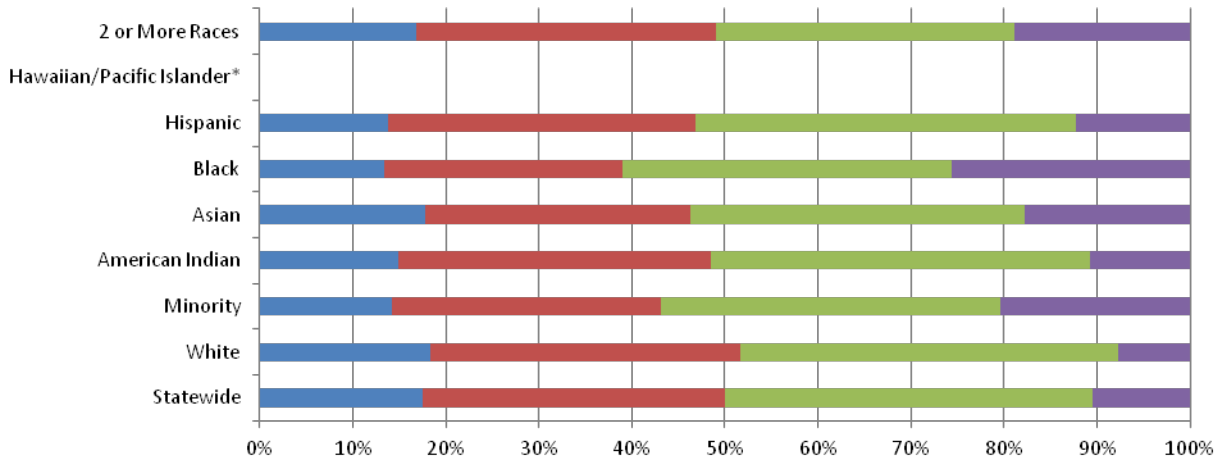
Male exiters are nearly as likely (68%) as female exiters (66%) to have a paying job in the community while in high school, and are as likely to have the same high school job seven months or more after leaving school. When all areas of engagement are combined, females (78%) are as likely to be engaged as males (79%), though female exiter engagement decreased more (7%) than did male exiters (3%) from FFY 2010 to FFY 2011.

Figure 1 also indicates a lower percentage of exiters with cognitive disabilities participate in higher education or other postsecondary education or training programs or are competitively employed than exiters with learning disabilities, emotional behavioral disabilities, or low incidence disabilities. A lower percentage of exiters with cognitive disabilities (62%) or low incidence disabilities (62%) have employment in the community

than exiters with learning disabilities (73%) or emotional behavioral disabilities (67%).Youth with cognitive disabilities (65%) were much more likely to have the same job they had in high school than were youth with emotional behavioral disabilities (47%). While the outcomes of youth with emotional behavioral disabilities should be interpreted cautiously because of underrepresentation of these exiters, historically and for this survey year, outcomes indicate these youth are positively represented in competitive employment.

Figure 2 represents the outcomes of white exiters and minority exiters, and presents a combined view of racial/ethnic subcategories to create the minority category. Reporting categories of race changed from FFY 2010 to FFY 2011, so direct comparisons between survey years should be made with caution. Interpretations when reviewing the outcomes of minority exiters should also be made cautiously, as Hispanic exiters with disabilities are slightly over-represented and black exiters with disabilities are under-represented and may not represent all exiters in these categories. Outcomes in the subcategories are best viewed over time and within the context of other Indicators.

Figure 2. Wisconsin FFY 2011 Indicator 14 Engagement Rates by Race/Ethnicity



	Statewide	White	Minority	American Indian	Asian	Black	Hispanic	Hawaiian/Pacific Islander*	2 or More Races
A	35%	38%	25%	29%	33%	22%	26%	0%	33%
B	65%	69%	51%	65%	53%	42%	62%	0%	63%
C	79%	84%	64%	79%	67%	58%	77%	0%	63%
Not Met	21%	16%	36%	21%	33%	42%	23%	0%	37%

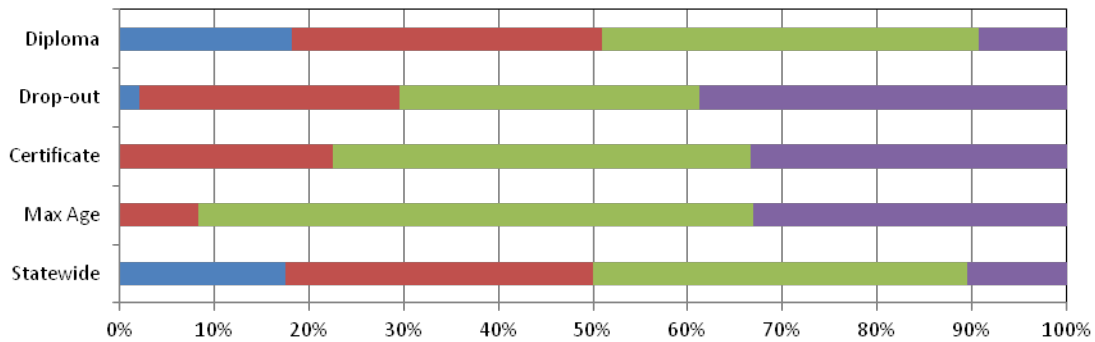
*** = Redacted for cell size of less than 5**

FFY 2011 data indicate minority exiters reported less positive outcomes than white exiters. Fewer minority exiters (25%) participated in higher education than white exiters (38%) or were competitively employed (26% vs. 31%, respectively). Asian exiters (33%), exiters reporting two or more races (33%), Native American/American Indian exiters (29%) and Hispanic exiters (26%) were competitively employed at a higher rate than Black exiters (22%). American Indian/Native American exiters (21%), Asian exiters (27%), Black exiters (26%) and exiters reporting two or more races (22%) have a much higher rate of not participating in any type of postsecondary education or employment than white exiters (10%).

Improvement activities include increasing the response rates of all minority youth so results can be generalized back to minority exiters, and working with other statewide projects to develop specific strategies designed to increase the percentage of youth meaningfully engaged in postsecondary education or high quality employment. For example, an extensive, longitudinal report of Native American outcomes was developed and shared at a national Native American conference in Washington, D.C. in August 2011 and again with CREATE project coordinators during FFY 2011. This data is being used to inform practice and create improvement plans.

Figure 3 represents the outcomes of youth who exited with a diploma, at the maximum age of eligibility for services, with a certificate of attendance or by dropping-out of their secondary placement. Caution should be used when reviewing the outcomes of youth who dropped-out, as they are significantly under-represented in the exiters. Outcomes for youth exiting through drop-out are best viewed over time and within the context of other Indicators.

Figure 3. Wisconsin FFY 2011 Indicator 14 Engagement Rates by Exit Type



	Statewide	Max Age	Certificate	Drop-out	Diploma
A	35%	0%	0%	3%	37%
B	65%	9%	29%	39%	67%
C	79%	64%	57%	45%	81%
Not Met	21%	36%	43%	55%	19%

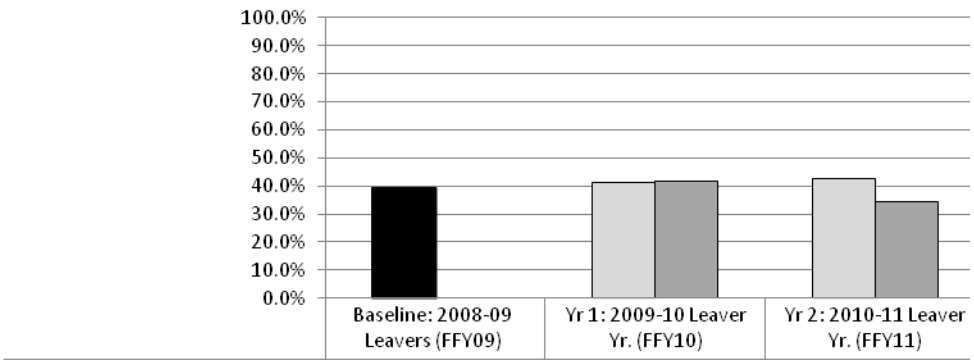
FFY 2011 data indicate very few youth with disabilities (3%) participated in a higher education program after dropping out of high school, exiting with a certificate of attendance or by reaching the maximum age of eligibility for services. This is consistent with previous outcomes as 4% of youth who dropped out attended a higher education program in FFY 2010. Youth who exited with a certificate of attendance (29%) or by dropping out (37%) positively impacted the state Indicator 14 rate for competitive employment (30%). Youth who drop-out have a significantly lower percentage (47%) of engagement as reported by Measurement C than do youth with disabilities who exit with a diploma (85%). Improvement activities include decreasing dropout, increasing the response rates of youth who drop-out, and working with other statewide projects to develop specific strategies which will increase the percentage of youth meaningful engaged in postsecondary education or high quality employment.

Measurable and Rigorous Targets for FFY 2011

Explanation of Progress or Slippage that occurred for FFY 2011
Target Data for FFY 2009 is compared to Achieved Outcomes for FFY 2011. Figures display columns for baseline and targets. In each figure, the black column on the left represents the baseline data, the three lightest gray columns represent the targets, and the two mid-gray columns represent achieved outcomes for that FFY. Progress or slippage for each measure A, B, and C is determined by comparing achieved outcomes from FFY 2010 to achieved outcomes for FFY 2011.

Figure 4 represents the baseline engagement rates and achieved outcomes data for Measurement A of Indicator 14, higher education.

Figure 4. Wisconsin Trend Data for SPP Indicator #14 FFY 2011 for Measure A

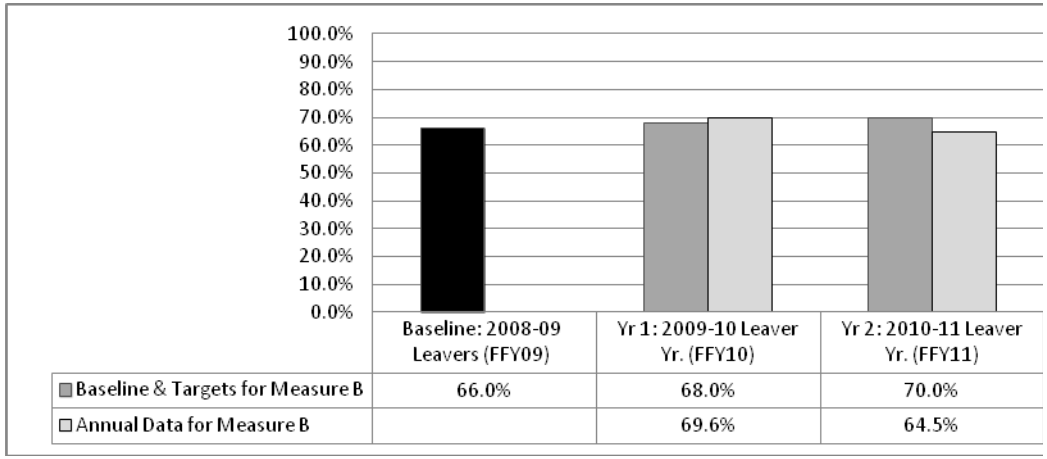


	Baseline: 2008-09 Leavers (FFY09)	Yr 1: 2009-10 Leaver Yr. (FFY10)	Yr 2: 2010-11 Leaver Yr. (FFY11)
Baseline & Targets for Measure A	39.4%	41.2%	42.8%
Annual Data for Measure A		41.5%	34.6%

Figure 4 indicates the achieved outcomes for FFY 2010 slightly exceeded the target, but achieved outcomes for FFY 2011 were below target. This resulted in a decrease of nearly 7% participation in higher education for Measurement A. More FFY 2011 exiters than FFY 2010 exiters report they plan to enroll in a postsecondary education program after working for one or more years following high school. Improvement activities include

plans to share information with high school students on the benefits of enrollment in one of Wisconsin's 2-year colleges or technical colleges, including the fact that credits readily transfer to a 4–year Wisconsin college or university.

Figure 5. Wisconsin Trend Data for SPP Indicator #14 FFY 2011 for Measure B

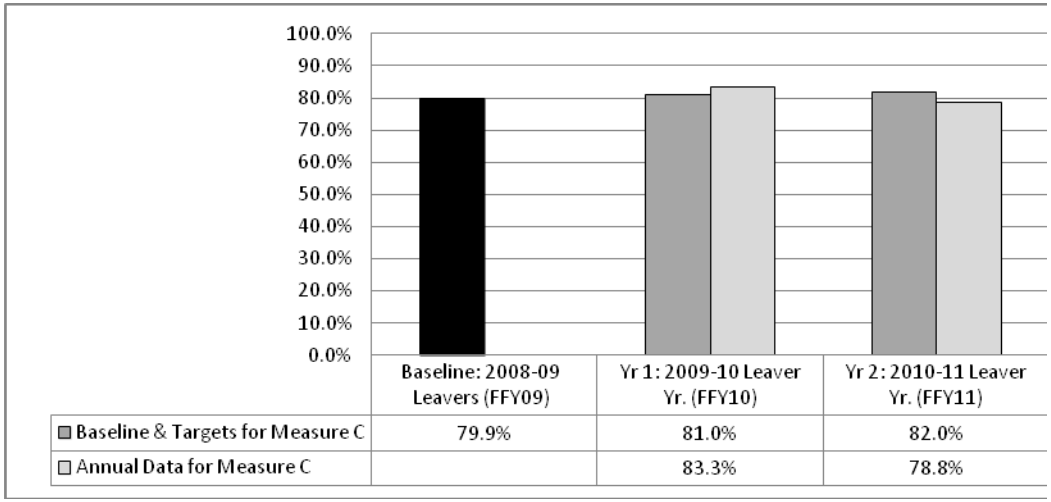


	Baseline: 2008-09 Leavers (FFY09)	Yr 1: 2009-10 Leaver Yr. (FFY10)	Yr 2: 2010-11 Leaver Yr. (FFY11)
Baseline & Targets for Measure B	66.0%	68.0%	70.0%
Annual Data for Measure B		69.6%	64.5%

Figure 5 represents the baseline engagement rates and achieved outcomes data for Measurement B of Indicator 14, higher education plus competitive employment. Table 5 indicates that participation in competitive employment increased from 28% in FFY 2010 to nearly 30% in FFY 2011, but because of the 7% decrease in participation in higher education, the achieved outcome is below the targeted outcome. There was also an increase in participation in other employment. This may be the result of increased statewide agency efforts encouraging supported employment in the community rather than participation in sheltered workshops.

Figure 6 represents the baseline and trend data for Measurement C of Indicator 14, higher education, plus postsecondary education or training, competitive employment and some other employment at least one year of leaving high school. Overall, Indicator 14 engagement rates in all of the combined reporting categories are lower for FFY 2011 than for FFY 2010. This is primarily due to the 7% decrease in participation in higher education. Although there was an increase in competitive employment and other employment, it was not great enough to meet the overall target for Measurement C.

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



Although the target was not met, progress in this measure continues. The percentage of youth engaged in competitive employment and participating in a job training program has increased for each of the past three years. As educators begin to use the tools and resources located at www.tr4y.org and learn about the predictors of post high school success, it is anticipated targets in all reporting measures will be met.

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

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

Table 4 provides the target percentages and achieved outcomes for each survey year for each of the reporting measures. Targets were met in FFY 2010, but slipped in FFY 2011. Slippage is due to a decrease in participation in all types of postsecondary education programs except job training programs. An increase in competitive employment and other employment was observed.

Table 5. Wisconsin Post High School Outcomes Data of Individuals with Disabilities for FFY 2011, FFY 2010 and FFY 2009

Wisconsin Post High School Outcomes Data of Individuals with Disabilities for FFY 2011, FFY 2010 and FFY 2009						
Outcomes Categories	2012 Outcomes of 2010-11 Exiters		2011 Outcomes of 2009-10 Exiters		2010 Outcomes of 2008-09 Exiters	
Statewide	#	%	#	%	#	%
Respondents	699		460		890	
Population	2134		1466		2863	
Response Rate		32.8%		31.4%		31.1%
Outcomes						
Higher Education	242	34.62%	191	41.52%	351	39.44%
Competitive Employment	209	29.90%	129	28.04%	241	27.08%
Other Education	23	3.29%	16	3.48%	18	2.02%
Other Employment	77	11.02%	47	10.22%	101	11.35%
Indicator 14						
Indicator 14 - A	242	34.62%	191	41.52%	351	39.44%
Indicator 14 - B	451	64.52%	320	69.57%	592	66.52%
Indicator 14 - C	551	78.83%	383	83.26%	711	79.89%
Criteria Not Met	148	21.17%	77	16.74%	179	20.11%
Never Engaged	91	13.02%	43	9.35%	125	14.04%
Under Engaged	57	8.15%	34	7.39%	54	6.07%
						12/7/2012

Discussion of Improvement Activities Completed during FFY 2011

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

State Performance Plan Improvement Activities
Wisconsin Post High School Outcomes Survey (WPHSOS) Annually, from 1/5 of LEAs, WDPI collects data on post high school outcomes of youth with disabilities. Districts provide contact data of students the year prior to exit. St. Norbert College Survey Center (De Pere, Wisconsin) conducts a phone interview with former students one year after exiting. The survey center makes multiple attempts to survey former students. The WPHSOS provides training and technical assistance to St. Norbert and school districts to increase the accuracy of the data collected and utilized.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
14 A B C D E F	**Wisconsin Post High School Outcomes Survey (WPHSOS)** **To increase response rates and improve outcomes** • Response rates will increase • Indicator 14 outcomes will increase	Wisconsin PHSOS Director WI DPI Transition Consultant	Response Rates 89 LEAs were included in Self-Assessment Monitoring during the 2011-12 school year. Of those, 76 LEAs had secondary leaver population State response rate increased from 31% to 33%. To increase the response rate, several activities occurred during the 2011-12 school year a) LEAs were provided direct assistance in verifiying at least one working phone number for each leaver. b) LEAs were contacted when each leaver was attempted to be contacted and additional, current phone numbers were entered if located. c) A YouTube video was developed for youth to view while in high school by their teachers, and shared in a letter one year after exiting their secondary placelemt. d) Eleven transition coordinators in the Milwaukee Public School (MPS) district were trained to administer the post high interview. Interviews were conducted either by a phone call or an in-person interview. As a result, the response rate for MPS 13% to 31%. The transition coordinators indicated this was a rewarding experience and requested to continue to conduct their own interviews in future survey years. All statewide reports were written and are posted to the post high website (www.posthighsurvey.org) • 2011 Statewide GEDE Report • 2011 Statewide Summary Report • 2011 Statewide Report • 2011 Statewide Indicator 14 Report • 2011 District Indicator 14 Report • 2011 At-A-Glance • 2011 Supplemental Indicator 14 Report

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
14 A C D E F J Other Dissemination	**Information Dissemination** To increase awareness of the outcomes, improve response rates and improve outcomes: • Information from the WPHSOS will be shared with parents and families, youth, public and private adult services providers, teachers, school administrators, and the WI CIFMS Stakeholder Group at conferences and meetings. • Information on state and local communities of practice, as well as technical assistance documents, will be shared with the National Community of Practice on Transition via the Shared Work website (www.sharedwork.org)	Wisconsin PHSOS Director WI DPI Transition Consultant	Documents developed or revised to increase response rates: • Updated Usage Agreement so directors of special education can assign additional district representatives. • Letter to 2013 districts - prep year. • Letter to 2012 districts - monitoring/survey year. • Letter to 2011 districts – post survey year. • "Indicator 14 Timelines" document of activities for completing all three survey years with recorded webcasts. • YouTube video promoting youth participation in post high survey; shown at Wisconsin Transition Conference. • Flyer to go with YouTube video for youth, families, schools, agency use. Additional Products Developed • Google Forms created to track work logs for TA, products, contacts, ambassador, and data request. • Developed an evaluation tool for districts to use that captures Professional Development (PD) evaluation. • Created an on-line evaluation of PD provided to CESA 2 for PD related to Data Use Toolkit (DUT); 17 school districts in CESA 2 completed this evaluation. • Created an on-line Next Steps Planning form for district transition improvement plan related to the DUT; 17 school districts in CESA 2 completed this evaluation. • Added several new questions to the Wisconsin Post High School Outcomes Survey to determine the benefit of high school jobs on post high school employment. • Created a new report: "Review of Indicator 14 Outcomes" to help districts set Indicator 14 goals and track progress over time. • Created several post high school outcomes reports, including (a) longitudinal Native American outcomes report prepared for a presentation at a BIE education conference in Washington, D.C. was shared with additional Native American partners through the state's CREATE project; (b) report of outcomes of youth with Autism and youth with Cognitive Disabilities; (c) provided information for an interview with LRP reporter on why Wisconsin has had successful outcomes the past two years and details

			regarding the support provided to districts in collecting outcomes data. • Created a “Longitudinal Data Report” on www.posthighsurvey.org for both LEA and SEA use; any combination of the Indicator 14 survey years can be selected and major outcomes reviewed in an easy to read report. • DUT and Facilitator's Guide completed and available for LEAs use to use for data analysis and improvement planning at www.posthighsurvey.org. • Created a new website (www.tr4y.org) website to house and extensive resources repository. • Began work on an on-line Predictor Rubric and a Transition Requirements and Enhanced Practices Rubric for LEA use in transition improvement planning, which will both be located at www.tr4y.org. • Additional tools started included a Drop-Out Prevention Rubric and Transition 101 for Youth, Transition 101 for Families; Transition 101 for Educators; Transition 101 for Agencies. • "Interviewer Training” PowerPoint was revised and used with MPS and WSBVI (Wisconsin School for the Blind and Visually Impaired) to train local interviewers to conduct 2012 interviews. Presentations and activities to increase awareness, promote a higher response rate, and increase outcomes • Poster session at State Leadership Conference on Ind. 14.outcomes for 2011. • ITV presentation for the SPDG Parent Hub - updates on post high outcomes and new website. • DPI presentation on post high project and DUT • TCN meeting with districts - provided updates on post high outcomes, with an emphasis on employment outcomes, and provided an overview of the www.tr4y.org website. • Presenter at the Wisconsin Transition Conference – • Poster session • Predictors presentation • Indicator 14 outcomes presentation • ITV presentation for DVR START teams on post high outcomes and the new website. • Worked with state Regional Service Network (RSN) Project Directors to present Indicator 14 data collection and reporting

			responsibilities and new website tools to Directors of Special Education (DSE) at CESAs 1, 3, 4, 7, 10 and 11, and the October RSN meeting. • Regular and on-going meetings with the Milwaukee Public School District Transition Team to develop improvement activities and to train transition coordinators in conducting their own 2012 post high surveys.

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 2011

14,
A
D
G
	Collaboration with Statewide Projects
	
	To increase awareness of the outcomes, improve response rates and improve outcomes:
	• Results of the WPHSOS will be used to inform the:
	  • State Improvement Grant (SIG) and State Personnel Development Grant (SPDG)
	  • Wisconsin Statewide Transition Initiative (WSTI)
	  • Wisconsin State Transition Conference
	  • Medicaid Infrastructure Grant (MIG) Youth Leadership Council (YLC) and Youth Leadership Forum
	  • DPI/DVR/DHFS Joint Agreement and Technical
		Wisconsin PHSOS Director
		
		WI DPI Transition Consultant
			The goal of collaboration with other statewide projects to ensure the data analysis process is developed within the context of the other SPP indicators to improve post school outcomes for young adults with disabilities has been met.
			
			Continue: Provide updates to statewide RSNs
			
			Participate in 2 statewide discretionary grant meetings per year.
			
			• These training opportunities provided the state team with time dedicated to reviewing the four transition indicators collectively, review the data for each indicator, and identify strengths and areas that need improvement across the four transition indicators.
			• The outcomes from these events were (a) a unified vision of what transition looks like for students who leave our public high schools based on the SPP data across the indicators, and (b) specific actions to enhance the outcomes for students with disabilities.
			Collaboration with other statewide projects has resulted in:
			• The post high survey director 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,

	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		families, youth, agencies and the community. • The post high survey director worked on the locl level (TAC and C-CoT) to help keep the work "real" and connected to those who use the resources most - parents, teachers, community agencies and youth • WDPI developed and annually updates a statewide strategic transition plan for Wisconsin and used information from Indicator 14 in this plan. • Continue all Additional Products/Accomplishments: • Completed TAG to go with the Joint Agreement; presentation of TAG at various meetings and conferences; on-going work on TAG workgroup • Presentations at the WSTI Transition Academy • Post high/Indicator work was connected with other Indicators and workgroups

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
14 A C D F G	**National Participation** • To strengthen statewide projects, bring resources into the state, and share in the larger community of outcomes improvement • Continue partnering with the Technical Assistance (TA) Centers – NPSO, NSTTAC, NDPC-SD, NASDE, the IDEA Partnership, and the National CoP • Work with and learn from other states and state-partners	Wisconsin PHSOS Director WI DPI Transition Consultant WDPI Graduation/ Dropout Prevention Consultant	Collaboration with the National Postsecondary Outcomes Center (NPSO): • Worked with NPSO on the development and statewide distribution of the Data Use Toolkit (DUT), Technical Assistance Evaluation form, and the "Next Steps" planning form. • Worked with NPSO on logic model and completion of tasks. • Participation on monthly NPSO Calls. • Met with NPSO staff to discuss different options for evaluating benefits to students and changes in educator practices as a direct result of Professional Development provided; NPSO provided technical assistance to WI for this activity. • On-going work with NPSO resulted in the successful completion of the NPSO Intensive Assistance goals as outlined on the Wisconsin Logic Model. Collaboration with National Secondary Transition Technical Assistance Center (NSTTAC): • Work with NSTTAC in March 2012 on the Predictor Rubric. • WPHSOS Director participated as a presenter during the community of practice call with NSTTAC; shared DUT evaluation and planning tools with NSTTAC and received positive feedback as

			evaluation is common issue for many states. Collaboration with Other Transition Partners: • Participation on monthly National Community of Practice Calls. • Participant and presenter at the Mid-Year Check and Connect National Joint Planning meeting. • Participant and presenter at the Annual Check and Connect National Joint Planning meeting. • Participant, presenter, and team leader for Annual Check and Connect meeting in Charlotte, NC. Updated the state transition improvement plan. • Team leader for National Community of Practice meeting in Charlotte, NC. Discussed ways to move state WiCoT forward; created a plan of annual goals that was shared with the WiCoT on calls. • Participant the October 2011 DCDT conference. • Worked with the National Drop-Out Prevention Center – Students with Disabilities on Drop-Out Prevention Rubric and a possible research project. • Worked with transition specialists from Oregon, Washington, New York, Arizona, and Iowa on common transition issues. • Participated in a National Community of Practice – Evaluation Practice Group conference calls and meeting at the National Joint Planning meeting.

Focused Performance Reviews

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

Indicator and	Improvement Activity	Resources	Status of Improvement Activity

Category(s)	Description		FFY 2011
14 A B C D E F G H	Continued development of the FRII process. Pilot testing of the FRII process	FRII Coordinator Data Consultant DPI Assistant Director of Special Education FRII Workgroup FRII Pilot District Teams	During the 2011-2012 school year, the FRII development process was suspended as the WDPI worked on new data collection and management processes related to the ESEA Waiver and the State Superintendent's Agenda 2017. Once WDPI's Wisconsin Information System for Education (WISEdash) http://wise.dpi.wi.gov/wise_dashhome is further developed, work will be restarted to use this system to help districts disaggregate data by disability area and gain a clearer picture of progress in improving the post-secondary outcomes of students with disabilities
14 A B C D E F G H	**School Improvement: Focused Review of Improvement Indicators (FRII)** During the 2007-08 SY, WDPI began working to expand upon the successful focused monitoring model previously utilized to provide districts a mechanism for conducting a similar process of data analysis and improvement planning around the SPP improvement indicators of math achievement, preschool outcomes, parent involvement, and post-high school outcomes. The main focus has been to build an effective infrastructure to execute and support this process with statewide	FRII Workgroup FRII Coordinator	During the 2011-2012 school year, the FRII development process was suspended as the WDPI worked on new data collection and management processes related to the ESEA Waiver and the State Superintendent's Agenda 2017. Once WDPI's Wisconsin Information System for Education (WISEdash) http://wise.dpi.wi.gov/wise_dashhome is further developed, work will be restarted to use this system to help districts disaggregate data by disability area and gain a clearer picture of progress in improving the rates of graduation by students with disabilities.

	implementation, as a "stand alone" process.		

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
14 C D	Offer statewide Autism PST meetings to discuss issues related to Autism and share resources to support programming and educators in the field.	WDPI Autism Consultant	The Fall 2011 Autism Program Support Teachers (PST) meeting took place on September 22nd near Madison, WI. Information shared at this meeting included the Wisconsin Department of Public Instruction (WDPI) updates on bulletins and autism eligibility, CLTS waiver updates, guidance on use of seclusion and restraint, updates on alternate assessment and a presentation by Michelle Garcia Winner on Social Thinking and social communication interventions for students with autism. The Spring 2012 Autism PST meeting took place on March 29th, in Madison. Information shared at this meeting included WDPI updates on bulletins and autism eligibility, updates on the new Wisconsin Seclusion and Restraint Law, Alternate Assessment updates, best practice on working and collaborating with home based teams, overview of functional behavior assessment best practice, structured networking opportunities for educators around best practice interventions that address behaviors that interfere with learning, and a keynote presentation by Dr. June Groden on Self Management and Self Regulation strategies for students with autism as well as information about utilizing Positive Psychology to teach students with autism resiliency, optimism, humor, kindness, and self-efficacy.
14 C D	Offer statewide CD PST meetings to discuss issues related to CD and share resources to support programming and educators in the field.	WDPI CD Consultant CESA 6 Grant	The Fall 2010 Cognitive Disabilities Program Support Teacher Meeting was held September 22 in Wisconsin Dells. Information shared at this meeting included the WDPI updates, a presentation by Michelle Garcia Winner about Social Thinking & the Social Communication Profile; information about Seclusion and Restraint and updates on the Wisconsin Alternate Assessment for Students with Disabilities, Essential Elements, and Dynamic Learning Maps.

			The spring 2012 Cognitive Disabilities Program Support Teacher Meeting was held April 12, 2012 at the Crowne Plaza in Madison, WI. Information shared at the conference included: Curriculum, Standards, IEPs; Alternate ACCESS: Process, Procedure and Alternate Measures of Performance Indicators; and an update on the Common Core Essential Elements.
14 C D	Offer statewide EBD PST meetings on issues and resources related to EBD programs in the schools	WDPI EBD Consultant	Full Day meeting held on May 10, 2012. Agenda included the role of EBD teachers in schools implementing PBIS, an overview of Wisconsin 2011 Act 125 addressing seclusion and restraint, use of shortened school day in meeting student needs, and effective practices in functional behavioral assessment and behavior intervention plans. Updates and technical assistance were also provided through an email distribution list and workshop presentations on an as needed basis throughout the year.
14 C D	Offer statewide TBI PST meetings on issues/resources surrounding traumatic brain injuries in school age youth.	WDPI TBI Consultant	Statewide TBI PST meetings: 9/8/2011 Topics included: cognitive and behavioral correlates, TBI website review/update, and article review. 4/3/2012 Topics included: Concussion Bill, Academy of Certified Brain Injury Specialists (ACBIS) Certified Brain Injury Specialist (CBIS) training, specific brain trauma, school staff interventions, diagnostic evaluations, and cognitive rehab.
14 C D	Offer statewide program support teacher (PST) meetings to discuss topics and issues related to deaf and hard of hearing programming.	WESP-DHH Outreach Team WDPI consultants	During the 2011-12 school year two PST meetings were held for teachers of students who are deaf or hard of hearing and educational audiologists. The topic of the fall meeting was on technology for students who are deaf or hard of hearing. The December meeting focused on professional support with emphasis on Audiology, Critical Knowledge, Language and Literacy, and Self-Advocacy.
14 C D	Offer statewide Speech and Language (SL) Leadership/PST meetings to discuss topics and issues related to current SL practice in the public schools and share resources to support SL programming and service delivery. A state-wide SL leadership and PST network list-	WDPI Speech and Language Consultant CESA 6 Grant	Two meetings were held, one in the fall (10/21/11) and one in the spring (4/30/12). The October meeting addressed writing frequency and amount statements in the IEP so these elements meet procedural compliance. This meeting also introduced the RtI process and screening in Wisconsin public schools. Other agenda items included discussions around local issues, a DPI update of selected information bulletins, SLPs and the RtI process in Wisconsin public schools, and addressing the shortage of SLPs in the state.

	serve is maintained to update speech/language pathologists from a state-wide perspective.		The April meeting consisted of a DPI compliance update and evidence based practice followed with a presentation by Kate McGinnity, Autism Consultant, Sharon Hammer, Psychotherapist, and Lisa Ladson, Educational and Behavioral Consultant entitled Using Video Technology and iPad Applications. The presentation was based on the book Lights! Camera! Autism! Using Video Technology to Enhance Lives, authored by these three presenters. As SLPs work with students on the autism spectrum as well as other students who have pragmatic language difficulties, the presentation provided participants with the use of visual technology to support their students. From iPads to iPhones, Flip videos, skyping, utilizing an iPad Touch as well as MP3 Players, participants were taught how to implement visual technology to support the unique needs of individual learners in real life situations. Follow-up to these meeting topics was provided using the SLP PST list-serve.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

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
2011 **(2011-2012)**	**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 2011:

a. # of findings of noncompliance in 2010-2011	893
b. # of corrections completed as soon as possible but in no case later than one year from identification	893
Percent of noncompliance corrected within one year of identification for FFY 2011.	**100%**

Calculation: 893 divided by 893 times 100 = **100%**

Identification of Noncompliance in FFY 2010

WDPI uses a variety of methods to detect and identify noncompliance during FFY 2010, such as IDEA complaints, due process hearings, databases, and the Procedural Compliance Self-Assessment. All LEAs were notified in writing of findings of noncompliance within three months of the discovery of noncompliance. All LEAs were required to correct noncompliance as soon as possible, but in no case later than one year from the date of written notification of the noncompliance provided by WDPI.

One of the methods WDPI uses to identify noncompliance is through a Procedural Compliance Self-Assessment. In FFY 2010 the State gathered monitoring data from 92 LEAs (approximately one-fifth of the LEAs in the state) through an LEA self-assessment of procedural requirements related to monitoring priority areas and SPP indicators. The cohort districts were representative of the state considering such variables as disability categories, age, race, and gender. WDPI included every LEA in the state at least once during the course of the SPP. This was the first year of the second cycle. To assure valid and reliable data, WDPI provided web-based training in how to conduct the Procedural Compliance Self-Assessment for all LEAs conducting the FFY 2010 self-assessment. The self-assessment checklist included standards for reviewing the procedural requirements. Information about the self-assessment is posted on the WDPI website at http://sped.dpi.wi.gov/sped_spp-selfassmt. WDPI further validated a sample of the FFY 2010 self-assessments to ensure that each item was assessed accurately. WDPI identified findings of noncompliance through the Procedural Compliance Self-Assessment during FFY 2010. These findings are reported by Indicator in the attached *Indicator 15 Worksheet* (see appendix).

WDPI identified 893 findings of noncompliance during FFY 2010. As allowed by OSEP, in calculating the number of findings, WDPI groups individual instances in an LEA involving the same legal requirement together as one finding. However, if there was only one instance in an LEA involving a legal requirement, WDPI counted that as one finding, as well. As required by OSEP, each finding identified through State complaints and due process hearings is also counted as a separate finding.

Verifying Correction of Noncompliance Identified in FFY 2010

In FFY 2011, WDPI found all 893 findings of noncompliance identified in FFY 2010 had been corrected within one year. Consistent with OSEP Memo 09-02, WDPI verified that each LEA with noncompliance identified in FFY 2010: (1) was correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child was no longer within the jurisdiction of the LEA. To verify correction of each individual case of noncompliance, WDPI reviewed the student records and ensured the noncompliance was corrected. To verify the LEA is correctly implementing the regulatory requirements, WDPI reviewed updated data; WDPI selected and reviewed a reasonable sample of records to ensure 100% compliance. All records must be in 100% compliance to verify correction. As directed by OSEP in the Wisconsin Part B FFY 2010 SPP/APR Response Table WDPI has reported on correction of any identified noncompliance associated with Indicators 4A, 4B, 9, 10, 11, 12, and 13 under those Indicators in the FFY 2011 APR.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY2011:

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 2011**
15 E	**Compliance Monitoring** Annually review and revise (if needed) the Procedural Compliance Self-Assessment standards and directions to clarify exceptions.	Procedural Compliance Self-Assessment Workgroup	The Procedural Compliance Self-Assessment (PCSA) standards and directions were revised during FFY 2011 for clarification. Revisions are made as needed each year.
15 C	**Compliance Monitoring** Training on Procedural Compliance Self-Assessment standards and directions.	Procedural Compliance Self-Assessment Workgroup Regional Service Network Directors (RSN)	All training materials are annually reviewed, including webcasts. Training materials are made available to districts in the fall. During FFY 2011, Standards and directions were reviewed with all special education staff during a two-day training session.
15 C D G	**Compliance Monitoring** Revise the RSN grant to provide LEA training and technical assistance on procedural requirements related to the	Regional Support Network Consultant and	Each RSN grant was revised to reflect priorities in Spring 2012. This will continue in each year of the cycle.

	Indicators and the development of LEA systems of internal controls. The self-assessment process requires districts to have an internal district control system that further ensures future compliance with procedural requirements.	RSNs	
15 C D G	**Compliance Monitoring** Provide regular updates on the Procedural Compliance Self-Assessment to the RSNs.	Procedural Compliance Self-Assessment Workgroup	PCSA updates were provided at statewide RSN meetings during FFY 2011. Updates at these meetings are ongoing.
15 C D G	**Compliance Monitoring** RSN's provide support to the districts going through the current year's Procedural Compliance Self-Assessment cycle.	Regional Service Network Directors	Each of the 12 CESA provided technical assistance and focused regional trainings for LEAs. This will continue in each year of the cycle.
15 A	**Compliance Monitoring** LEAs report the Procedural Compliance Self-Assessment results to WDPI, along with planned corrective actions.	Procedural Compliance Self-Assessment Workgroup	LEAs involved in the PCSA reported their results in December.
15 A B D E	**Compliance Monitoring - Validation** WDPI validates through onsite visits in a sample of LEAs that the Procedural Compliance Self-Assessment was conducted as specified and the data provided is valid and reliable. WDPI reviews the data reported, and selects a reasonable sample of IEPs to determine if the self-assessment was properly conducted, and that noncompliance is correctly identified and reported.	Procedural Compliance Self-Assessment Workgroup	WDPI conducted validation activities January through March.

15 B	**Compliance Monitoring Notification** Regardless of the specific level of noncompliance, WDPI notifies the LEA in writing of the noncompliance, and of the requirement that the noncompliance be corrected as soon as possible, but in no case more than one year from identification. Districts with identified noncompliance are required to develop and implement a corrective action plan that is reported through the procedural compliance self-assessment process.	Procedural Compliance Self-Assessment Workgroup	WDPI notified LEAs of noncompliance in January.
15 C	**Compliance Monitoring** WDPI will prepare and distribute a bulletin on the results of the *Procedural Compliance Self-Assessment.*	Procedural Compliance Self-Assessment Workgroup	During FFY 2011, WDPI developed a bulletin on procedural compliance self-assessment results, which is posted on WDPI's website.
15 A B D E	**Compliance Monitoring Verification** After the activities in the corrective action plan are completed, WDPI staff verifies that this noncompliance has been corrected. WDPI verifies that each child-specific error is corrected and that each LEA is in current compliance. To verify correction of child specific errors, WDPI selects a reasonable sample of student records. Each record is reviewed to ensure the noncompliance has been corrected. All records must be 100% corrected. To verify current compliance, WDPI	LPP Consultants	WDPI procedures for verifying correction of noncompliance continue in each year of the cycle. During FFY 2011, Standards and directions were reviewed with all special education staff during a two-day training session to ensure consistency with verifications across all staff.

	reviews updated data by reviewing a reasonable sample of records to ensure 100% compliance. WDPI selects all records reviewed. WDPI staff provided technical assistance and conducted verification actions to ensure correction of noncompliance as soon as possible, but no later than one year after identification. Districts are further required to develop an internal control system to continuously monitor compliance with this indicator.		
15 C D	**State-Wide Bulletin and Technical Assistance** WDPI will develop a bulletin on frequency and amount in describing special education, related services, supplemental aids and services, and program modifications or supports. Multiple forums of technical assistance will also be developed and provided in order to ensure multiple learning opportunities. Guidance and technical assistance will be developed because a review of self-assessment data indicated that this was consistently one of the most commonly identified procedural errors.	Procedural Compliance Self-Assessment Workgroups	The bulletin was posted on WDPI website and made available to all LEAs. Technical assistance through a webcast posted on WDPI's website is offered and accessible to all LEAs.
Model Policies and Procedures and Model IEP Forms			

WDPI developed and distributed LEA Model Policies and Procedures. LEAs were required to adopt the model policies and procedures or submit locally developed policies and procedures to WDPI for review. The department verified LEAs adopted policies and procedures that comply with IDEA 2004 and state law. WDPI also developed and distributed model IEP forms and notices. LEAs were required to adopt or submit local forms to WDPI for review. The department verified that LEAs adopted IEP team forms that comply with IDEA 2004 and state law. DPI requires LEAs to submit for review subsequent substantive modifications to their policies and procedures and to their forms.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
15 E	**Compliance Monitoring** All LEAs are required to assure the department that they have adopted the Model Local Educational Agency Special Education Policies and Procedures or submit locally developed policies and procedures to the WDPI for review and approval.	Procedural Compliance Self-Assessment Workgroup	All LEAs have either submitted assurances that they have adopted the policies and procedures or submitted locally developed revisions to the WDPI for review and approval. Every year as an Additional Data Element in their LPP, Wisconsin Directors of Special Education acknowledge their understanding of their affirmative duty to submit policies and procedures with substantive modifications to WDPI for review.
15 E	**Compliance Monitoring** WDPI developed and disseminated guidance on WDPI model IEP forms and IEP team process.	Procedural Compliance Self-Assessment Workgroup	WDPI reviewed and revised its guide to special education forms in FFY 2011.
15 E	**Compliance Monitoring** LEAs are required to submit an assurance that they have adopted the WDPI Model IEP Forms or submit their LEA forms to WDPI for review.	Procedural Compliance Self-Assessment Workgroup	Every year as an Additional Data Element in their LPP, Wisconsin Directors of Special Education acknowledge that they understand their affirmative duty to submit IEP forms with substantive modifications to WDPI for review.

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 2011
15 A, B, D	**Complaints** A notification system alerts	Complaint Office	The notification system alerted complaint investigators during FFY 2011.

	complaint investigators two months prior to the date corrective action is due.	Operations Associate(s)	
15 D	**Complaints** Complaint investigators provide technical assistance to LEAs to ensure corrective action is completed and noncompliance is corrected within one year of identification.	Complaint Consultants	Technical Assistance was provided during FFY 2011.

Due Process Hearings
WDPI staff responsible for coordinating the due process hearing system review all fully-adjudicated hearing decisions to determine whether noncompliance was identified. WDPI staff contact the district after the relevant appeal period has passed to confirm that corrective action related to findings of noncompliance was completed within any ordered time frame and no later than one year after the finding of noncompliance. The dates when noncompliance was determined and when corrective measures were completed are noted in WDPI's electronic log to enable reporting in each APR that correction was completed within one year.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
15 B	**Due Process Hearings** WDPI staff reviews all hearing decisions to determine if corrective action is required, and contacts district personnel to ensure ordered activities were completed within one year.	Due Process Consultant	This was conducted during FFY 2011.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY2011:

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))

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

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

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

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

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

Measurement:
Percent = (3.1(a) divided by 3.1) times 100.

FFY	Measurable and Rigorous Target
2011 (2011-2012)	**56%** of hearing requests that went to resolution sessions were resolved through resolution session settlement agreements.

Actual Target Data for FFY 2011:

During FFY 2011 (July 1, 2011 – June 30, 2012), 5 of 10 hearing requests that went to resolution sessions were resolved through resolution session settlement agreements. This represents a 50% success rate.

Calculation:
Percent = (3.1(a) divided by 3.1) times 100
Percent = (5 divided by 10) times 100 = 50%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

WDPI did not meet the FFY 2011 target of 56% for this indicator. The 50.00% success rate represents slippage of 5.56% from FFY 2010. Since the unique set of factors surrounding each hearing request, including both the issues and parties involved, create natural and disparate likelihoods for settlement, WDPI expects fluctuations in the annual settlement rate.

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

State Performance Plan Improvement Activities			
Resolution Sessions WDPI will provide training to those involved in resolution sessions and develop awareness of the option. WDPI will work with the Wisconsin Family Assistance Center for Education, Training, and Support (WI-FACETS) and the Wisconsin Statewide Parent-Educator Initiative (WSPEI) to develop awareness among parents. WDPI will present information on resolution sessions to LEAs at the statewide leadership conference, on the WDPI website, and in WDPI publications			
Indicator(s) and Category(s)	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2011**
18 A B	**Electronic Log** WDPI maintains an electronic log of critical information related to receipt of due process hearing requests, which includes names of the parties, filing date, date of resolution session, initial 45-day time limit, dates of extensions and date of the decision. Department staff also track hearing due dates.	WDPI Office Operations Associate and Consultants	The electronic log and tracking system was maintained throughout FFY 2011, and will continue to be used in each year of the cycle.
18 A B	**Email notification and tracking system** On receipt of a hearing request, WDPI staff promptly sends an e-mail reminder to the LEA special education director of the 15 day requirement for convening a resolution session, and include as an attachment the tracking form. Within 30 days following receipt of the due process hearing request, department staff will ensure the form has been submitted to WDPI documenting the date when the resolution session was held. If the meeting was not held, or was not held within the 15 days,	WDPI Office Operations Associate and Consultants.	Implementation of the email notification and tracking system began in March 2010, continued throughout FFY 2011, and will continue to be used in each year of the cycle.

	department staff will inquire into the circumstances. If the department concludes the resolution session requirement was not followed, WDPI will require the district to take corrective action.		

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

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 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
2011 (2011-2012)	**At least 81% of mediations held will result in mediation agreements.**

Actual Target Data for FFY2011:

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

Calculation:

Percent = (2.1(a)(i) + 2.1(b)(i)) divided by (2.1) times 100.
Percent = (4 + 25) divided by 35 times 100 = 82.86%

SECTION B: Mediation requests		
(2)	Mediation requests total	49
(2.1)	Mediations Held	35
(a)	Mediations related to due process complaints	9
(i)	Mediation agreements related to due process complaints	4
(b)	Mediations not related to due process complaints	26
(i)	Mediation agreements not related to due process complaints	25
(2.2)	Mediations pending	0

(2.3) Mediations withdrawn or not held	14

During FFY 2011 (July 1, 2011 – June 30, 2012), a total of 35 mediations were held (nine related to due process complaints and 26 not related to due process complaints). Of the nine mediations held related to due process complaints, four resulted in an agreement. Of the 26 mediations held not related to due process complaints, 25 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 2011:

WDPI is pleased to have met the FFY 2011 targets set by stakeholders. Since the unique set of factors surrounding each mediation request, including both the issues and parties involved, create natural and disparate likelihoods for mediation agreements, WDPI expects fluctuations in the annual mediation agreement rate. This agreement rate represents slippage from FFY 2010 of 3.68%

To maintain the success of the mediation system in meeting statewide targets, the Wisconsin Special Education Mediation System (WSEMS) uses a roster of mediators who are required by state law to attend a five-day training program and receive a one-day update training each year. WSEMS mediators and Intake Coordinator receive technical assistance provided by WSEMS Technical Advisor on an as-needed basis via email/phone consultation. The WSEMS Technical Advisor provides time for mediators to call and discuss cases or consult via email. Mediators may also call and request TA on the day of a mediation session and/or debrief a case via email. WSEMS Intake Coordinator consults with the Technical Advisor as needed. The WSEMS Technical Advisor bases assistance on current legal standards, best practices and ethical standards from the field of dispute resolution. The WSEMS Technical Advisor researches legal issues related to dispute resolution, designs training programs, consults with national leaders in dispute resolution, conducts trainings and provides input into the design and content of the WSEMS website.

Information about WSEMS is disseminated to parents and educators through trainings, conferences, and upon request. New special education directors receive information from WDPI on the system each fall. WSEMS has developed a widely disseminated brochure on mediation and IEP facilitation available in English, Spanish, and Hmong. Awareness of Wisconsin's mediation system is also made available through the Wisconsin Special Education Mediation System website: http://www.wsems.us/ and linked to the WDPI Indicator 19 webpage.

Wisconsin is recognized nationwide for operating "exemplary" special education dispute resolution systems. Under federal and state law, states must give parents the opportunity to resolve disputes surrounding the education of children with disabilities. This can be done through mediation, through a complaint filed with the DPI, or through an administrative hearing. The National Center on Appropriate Dispute Resolution in Special Education (CADRE), funded by the U.S. Department of Education (USDE), worked with the USDE to profile each state's system, including Wisconsin's. Some winning elements of Wisconsin's system include the stakeholder approach to reaching consensus, the timeliness of due process and IDEA complaint decisions, and the collaborative mediation system. The DPI goes beyond the legally required dispute resolution elements by funding a statewide grant, the Wisconsin Statewide Parent-Educator Initiative (WSPEI). WSPEI helps parents and school districts find or create the resources that will help them build positive working relationships, which lead to shared decision-making and improved children's learning. The grant supports information-sharing among parents, schools, projects, organizations, and agencies through networking meetings,

conferences, person-to-person contact, and media. The department, through its mediation system, also provides Individualized Education Program (IEP) facilitation to parents and LEAs on request.

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 2011**
19 C E	**Mediation System – Annual Mediator Training** Under Wisconsin statute, any person on the roster of mediators qualified to resolve special education disputes must participate in at least one day of training each year. To meet this requirement and maintain the success of the mediation system, mediators receive annual training each spring and on-going professional development opportunities.	Mediation Grant Consortium for Appropriate Dispute Resolution in Special Education (CADRE) Wisconsin Special Education Mediation System (WSEMS) Intake Coordinator WSEMS parent agency and school representatives	The annual mediator training was held on April 30, 2012. The training was organized by WSEMS staff and the WSEMS Technical Advisor. 30 mediators attended the training. The training was recorded and the recording was provided to two mediators who were unable to attend. These mediators submitted a signed affidavit indicating they viewed the training recording. Annual training continues as required by Wisconsin statute and per the SPP.

		WSEMS Technical Advisor WDPI Mediation Consultant	
19 D E F	**Mediation System – Technical Advisor** To maintain the success of the mediation system, WSEMS mediators and Intake Coordinator receive technical assistance provided by WSEMS Technical Advisor on an as-needed basis via email/phone consultation.	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	The WSEMS Technical Advisor provides time for mediators to call and discuss cases or consults via email. Mediators may also call and request technical assistance on the day of a mediation session and/or debrief a case via email. The WSEMS Intake Coordinator consults with the Technical Advisor as needed. The Technical Advisor bases assistance on current legal standards, best practices and ethical standards from the field of dispute resolution. The WSEMS Technical Advisor researches legal issues related to dispute resolution, designs training programs, consults with national leaders in dispute resolution, conducts trainings and has input into the design and content of the WSEMS website. The WSEMS Technical Advisor provided 19 telephone support sessions and 37 email contacts to roster mediators. The WSEMS Technical Advisor continues to provide technical assistance on an ongoing, as needed basis per the SPP.
19 B C	**Mediation System – Training for Parents, Students and Professionals**	Mediation Grant CADRE	In FFY 2011, WSEMS conducted 23 live in-state presentations held in-state, presented at two national conferences, held 5 telephone workshops and presented for two webinars sponsored by CADRE.

D E F G	Awareness of Wisconsin's mediation system is made available through trainings conducted by the partners.	WSEMS Intake Coordinator WSEMS parent agency and school representatives WSEMS Technical Advisor WDPI Mediation Consultant	Through these various means WSEMS partners reached 893 individuals. Whenever possible, presentations/workshops are conducted as a WSEMS parent-school professional team to model collaboration. Workshops continue to be presented to various statewide audiences including parent and school groups per the SPP.
19 C D E	**Mediation System - Brochures** Awareness of Wisconsin's mediation system is made available through brochures (with translations in Spanish and Hmong).	Mediation Grant CADRE WSEMS Intake Coordinator WSEMS parent agency and school representatives WSEMS Technical Advisor WDPI Mediation Consultant	Brochures were made available throughout FFY 2011. Brochures were sent to LEAs upon request and distributed widely to partner agencies and at statewide events. Well over 5000 informational publications, including hundreds of mediation system brochures were disseminated through multiple channels throughout the state. WSEMS staff displayed exhibits and disseminated written information at 14 conferences, seminars, or meetings throughout the state. Brochures and other informational publications continue to be available per the SPP.
19 C D E	**Mediation System - Website** Awareness of Wisconsin's mediation system is made available through the Wisconsin Special Education Mediation System website: http://www.wsems.us/index.htm.	Mediation Grant CADRE WSEMS Intake Coordinato6 WSEMS parent	The WSEMS website was updated several times and had over 30,000 visits. It continues to be available per the SPP.

		agency and school representatives WDPI Mediation Consultant	
19 A B H	**Mediation System – Data Analysis** Surveys are used and analyzed in collecting data about the system. These surveys, which measure outcomes such as participant satisfaction and issue trends, are reviewed and procedures revised as necessary.	Mediation Grant CADRE WSEMS Intake Coordinator WSEMS parent agency and school representatives WDPI Mediation Consultant Survey provider (contracted by WSEMS)	Consumers of the mediation system were offered the option of completing post-mediation or facilitation surveys online. Data was continuously collected and was summarized in a report to all stakeholders. Continuous evaluation of the mediation system through these surveys will ensure that the WSEMS remains effective and will continue to meet Indicator 19 targets as well as other measures of a successful system.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011: *[If applicable]*

None.

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

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

Measurement:

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

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

States are required to use the "Indicator 20 Scoring Rubric" for reporting data for this indicator (see Attachment 2).

FFY	Measurable and Rigorous Target
2011 (2011-2012)	**100%** of State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

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 2011-12.

Mechanisms WDPI used during FFY 2011 to ensure error free, consistent, and valid and reliable data include:

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

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

State Performance Plan Improvement Activities			
Data Management Steering Committee The department-wide data management steering committee is developing WDPI's guiding principles for data collection and reporting. The committee is monitoring the development of a comprehensive longitudinal data system to increase the WDPI's data system capacity, including the ability to generate and use accurate and timely data and engage in data-driven decision-making to improve student achievement.			
Indicator and Category(s)	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2011**
20	**Data Management Steering**	Special	An Assistant Director from the Special Education Team is a member of the department-wide Data Management Steering Committee.

A B E G	**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.	Education Team Assistant Director Special Education Team Data Coordinator Special Education Team Data Consultant	The department is using Agile Project Management tools to communicate IT requests and track progress. WDPI made progress towards the development of a Statewide Student Information System that will provide real-time data from districts. A request for proposals was issued to vendors; proposals are being reviewed. The Special Education Team included a request for an online IEP within the system. WDPI has created the Wisconsin Information System for Education (WISE) where much of the data about PK-12 education will reside. Teachers and administrators access this information through the WISEdash website. The "dashboards" and reports in WISEdash are being provided to school districts in phases beginning in 2012. After pilot-testing, parents and the public will be able to access it as well. The Data Coordinator and Data Consultant serve on subcommittees to ensure accurate and timely data collection and reporting.

The Special Education Web Portal/Local Performance Plan (LPP), http://sped.dpi.wi.gov/sped_lpp
The Special Education Web Portal contains numerous applications associated with data collection and reporting, including the Local Performance Plan (LPP). For each school year, all Wisconsin LEAs, including charter schools, complete and submit an annual LPP to the WDPI for review. The LPP is an internet application and is the IDEA flow-through and preschool funding mechanism that must be completed in approvable form before a district may encumber and expend federal monies. Through the LPP, districts submit their IDEA flow-through and preschool budgets and provide assurance to WDPI of compliance with state and federal special education requirements. The LPP is reviewed by a WDPI consultant assigned to work with the individual LEA. Districts will also be required to analyze their performance on specific indicators in the State Performance Plan and develop and submit improvement activities for those indicators for which a district does not meet the established targets. Improvement activities are submitted via applications within the Special Education Web Portal.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
20 A	**The Special Education Web Portal /Local Performance Plan (LPP),** http://sped.dpi.wi.gov/sped_lpp One component of the Special Education Web Portal/LPP is the Special Education District	Special Education Team LPP Consultants Special Education Team Data Coordinator	The Special Education Web Portal continued to be a key internet application for the Wisconsin Department of Public Instruction (WDPI) to collect timely and accurate data from Local Education Agencies (LEAs). For the 2011-12 SY, specific software was again used which allowed LEAs that missed the established targets for indicator 12 of the State Performance Plan to analyze their performance and subsequently submit an improvement plan addressing the needs identified by the LEA.

	Profile, through which WDPI reports annually to the public on the performance of each LEA on the targets associated with Indicators 1-14. The Special Education District Profile is used to analyze LEA performance on each of the indicators in the State Performance Plan (https://www2.dpi.state.wi.us/DistrictProfile/Pages/DistrictProfile.aspx). The Special Education District Profile includes LEA data, State data, the target for each indicator, data sources for each indicator, and a link for more information about each indicator.	Special Education Team Data Consultant WDPI Applications Development Team	The Local Performance Plan (LPP), which is a component of the Special Education Web Portal also continued to be the mechanism by which LEAs submitted their IDEA flow-through and preschool entitlement budgets and claims. The budgets are subsequently reviewed by the WDPI consultant assigned to work with each individual LEA. and the claims are reviewed and processed by a DPI accountant. For the 2011-12 FY, the Indicator 7 Child Outcomes data continued to be collected through an application within the Special Education Web Portal. This application is user-friendly and allows LEAs to more accurately track and efficiently report their child outcomes in a timely manner. The Special Education District Profile continues to be the means by which WDPI annually reports to the public on the performance of each LEA on the targets associated with the State Performance Plan Indicators. Data from the 2010-11 SY was posted by June 1, 2012. 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

Timely and Accurate Data:
Staff from the WDPI Special Education Team continue to work collaboratively with staff from the WDPI Office of Educational Accountability, WDPI Applications Development Team, and the WDPI Data Management and Reporting Team to ensure the required data (February 1 for child count, including race and ethnicity, placement, assessment; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Report) are available for submission. WDPI staff also participate in national technical assistance opportunities whenever possible in order to receive current information regarding data collection and reporting for both the SPP Indicators and 618 data. In turn various WDPI teams work collaboratively to provide technical assistance to local school districts on how to report timely and accurate data.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
20 A B C D E	**Timely and Accurate Data** WDPI ensures the reliability and validity of the data collected using: • Defined values for data elements • Automated validations/edit	WDPI Office of Educational Accountability WDPI Applications Development Team WDPI	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 2011-12 SY, all required data for Tables 1, 3, 4, and 5 were again collected through the Wisconsin

G	checks to prevent data mismatches to be submitted • Edit checks to prevent null and invalid values to be submitted • Written technical instructions outlining application use • Basic collected data and calculating derived data in a consistent manner for all LEAs • Statewide technical training in the use of the specific data applications provided to LEAs and vendors • Disability specific identification checklists • Data dictionary with common definitions across data collections (being developed) • Statewide training on specific data elements (for example, educational environment, eligibility criteria) • Web posting of statewide training for ongoing user access (for example, educational environment) • Review of submitted data by WDPI staff for anomalies and contacts to districts when anomalies are identified • Summary reports generated after data has been submitted and LEAs	Data Management and Reporting Team Special Education Team Data Coordinator Special Education Team Data Consultant	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. For 618 state reported data, WDPI met all requirements for reporting complete data in a timely fashion, passing edit checks, and responding to data note requests, when necessary for Table 1 – Child Count, Table 2 – Personnel, Table 3 – Education Environment, Table 4 – Exiting, Table 5 – Discipline, Table 6 – State Assessments, and Table 7 –Dispute Resolutions. 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, 2011 deadline. To help ensure accurate data for Table 1 – Child Count, progress and summary reports were integrated into the ISES software which allowed LEAs to examine their data prior to submission. These reports allow LEAs to disaggregate their data using multiple variables such as disability category, race/ethnicity, gender, age, LEP status, and education environment. In addition, a specific presentation was developed focusing on using these progress and summary reports as a means to review data quality prior to submission. This presentation is posted on the web for continued reference. During the 2011-12 SY, WDPI continued to make use of a state validation review window of the ISES data. During this time, the ISES system was closed to districts. WDPI staff across teams reviewed the data submitted. An email was then sent to each district summarizing the concerns/questions each WDPI reviewer identified at which time ISES was re-opened for a two-week period so that districts could respond to the concerns and make any necessary corrections. Some examples of concerns identified by the Special Education Team include districts which experienced more than a 10% change in their child count over the previous year, districts with a significant change in the number of children removed to an interim alternative educational setting (IAES), children who were expelled but did not receive services during their expulsion.

	provided a window of time for data corrections.		Staff from the Data Management and Reporting Team as well as the Special Education Team also presented at vendor user conferences (i.e. Skyward Vendor Conference) and ISES user groups (i.e. CESA 4 and 6 ISES User Groups). Topics covered include data quality issues as well as any new data fields and business rules.
20 A	**Data Collection – ISES** In an effort to eliminate duplication of effort and ease the data collection burden on LEAs, the Individual Student Enrollment System (ISES) was first used for collecting Child Count and FAPE data during the 2007-08 SY. ISES was first used for collecting Exiting data during the 2005-06 SY and Discipline data beginning with the 2006-07 SY. ISES collects individual student records for all students (students with and without disabilities) using a unique student identifier (number). The system is designed to improve the accuracy and efficiency of the federal data collection.	WDPI Data Management and Reporting Team Special Education Team Data Coordinator Special Education Team Data Consultant	All required data for Tables 1, 3, 4, and 5 are collected through the Wisconsin Student Locator System (WSLS) and Individual Student Enrollment System (ISES) data collections. This has helped to eliminate duplication of effort and ease the data collection burden on LEAs. During the Fall 2011, a member of the Data Management and Reporting Team and a member of the Special Education Team developed materials for two training sessions specific to WSLS and ISES. Ones session was intended for district staff new to the WSLS and ISES applications and provided an overview of WS:S and the ISES data collections (discipline, year end, third Friday of September enrollment, October 1 Child Count, and Coursework Completion System) focusing on available training resources, help desk resources, and the basic data collection timeline. The other training session was for experfocused staff and focused on ISES updates and data quality. These sessions were made available through Live Meeting and the handouts from both are posted on the web for continued reference. In March 2012, a vendor training was held focusing on ISES updates for the upcoming school year. This training is posted on the web for continued reference. In addition, a member of the Data Management and Reporting Team and a member of the Special Education Team were asked to present at a number of conferences vendors held for their users. A presentation was also developed focusing on Using ISES Reports to Improve Data Quality. There are a number of progress and summary reports available within ISES, including reports specific to educational environment, that can be used to review data quality prior to submission of the ISES collections. This presentation is posted on the web for continued reference.
20	**Student Data Workgroup**	Special	The Student Data Workgroup continued to meet to identify and

A B E G	**(Formerly known as the Individual Student Enrollment System (ISES) Workgroup)** Special Education Team Data Coordinator is a member of the ISES Workgroup. The purpose of this workgroup is to identify and prioritize enhancements to ISES. This includes the ISES third Friday in September enrollment, October 1 child count of students with disabilities, year end, and discipline files.	Education Team Data Coordinator WDPI Applications Development Team Data Management and Reporting Team WDPI Office of Educational Accountability Student Services/Prevention and Wellness Team School Financial Services Team Career & Technical Education Team	prioritize ISES enhancements. The focus of this workgroup also was expanded beyond ISES to include the use of data for all individual student level data collections across WDPI and the overseeing of the broad use of the Wisconsin Student Number (unique identifier).
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	DPI staff attended the OSEP Mega Conference and received current information regarding collection, reporting, and technical assistance for this indicator.

		Special Education Team Data Consultant Special Education Team Consultants	

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

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

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
20 A B C D G	**Cross-Department Data Workgroup** Beginning with the 2007-08 SY, all required data for Tables 1, 3, 4, and 5 are now collected through the Wisconsin Student Locator System (WSLS) and Individual Student Enrollment System (ISES). This has helped to ensure timely and accurate data collections from all local education agencies across the state. However, because this data collection is done outside of the Special Education Team, it was important to establish cross-department procedures for data verification and accuracy. During the 2007-08 SY, WDPI established a cross-department	WDPI Applications Development Team WDPI Data Management and Reporting Team Special Education Team Data Coordinator	Due to changes in staffing, this workgroup is currently not meeting.

	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.		

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 2011
20 A B C	**Academy for New Special Education Leadership** An academy for personnel new to special education leadership positions was developed. The purpose of this professional development opportunity is to increase the knowledge, skills, and dispositions of new directors of special education regarding current special education issues, including the SPP Indicators.	WDPI Special Education Team	Members of the WDPI Special Education Team created and hosted an Academy for New Special Education Leadership on August 6-7, 2012 in collaboration with the Wisconsin Association of Special Services (WCASS). There were 46 participants. The academy was designed for 1st and 2nd year Directors of Special Education (DSE) to provide a base of information to support them in their early years of leadership. Content area presentations were from the Wisconsin Department of Public Instruction (WDPI) Special Education Team. WCASS organized the logistics of the academy and provided information to participants on how to become involved in their professional organization. Topics included: State and Federal Special Education Funding, the Procedural Compliance Self-Assessment, Seclusion and Restraint, Specific Learning Disabilities, Early Childhood Indicators (6,7,12), Parent Involvement and the Wisconsin Statewide Parent Education Initiative supporting Indicator 8, the Wisconsin Statewide Transition

			Initiative which supports Indicators 13 and 14.and a section on Special Education Legal Issues. Each participant received a binder which contained federal regulations, state statutes, and Wisconsin administrative code for special education. There were many opportunities for these new DSEs to interact with WDPI consultants. Many positive comments were on the evaluation form from new DSEs stating they felt very supported and were able to view WDPI as a valuable resource for them.

Data Collection and Reporting: Program Participation System (Indicator 12)
Activities surrounding the Program Participation System (PPS), the new data collection system for indicator 12, have previously been reported under Indicator #12 in the APR and SPP. With the implementation of this new system, the timeliness and accuracy of the data will be enhanced as it will allow for child-specific reporting, rather than aggregate student counts. Due to this outcome, WDPI felt it was important to include this information under indicator #20 as well.

Through their General Supervision Enhancement Grant (GSEG), WDHS and WDPI continued their collaborative work to build and launch a coordinated web-based data collection system to allow for electronic referrals from Part C to B and to ensure a timely, smooth, and effective transition. This new cross-department system will also serve as the data collection mechanism for Indicator B12/C8.

Indicator and Category(s)	Improvement Activity Description	Resources	Status of Improvement Activity FFY 2011
20 A C D	**Data Collection and Reporting: Program Participation System (Indicator 12)** Activities surrounding the Program Participation System (PPS), the data collection system for indicator 12, have previously been reported under Indicator #12 in the APR and SPP. With the implementation of this system, the timeliness and accuracy of the data have been enhanced as it allows for child-specific reporting, rather than aggregate student counts. Due to this outcome, WDPI felt it was important to include this information under indicator #20 as well.	Special Education Team Assistant Director, Special Education Team Data Coordinator, Special Education Team Data Consultant, Special Education Team Consultants, WDPI Early Childhood Consultant, WDPI Applications	Indicator 12 data was reviewed and compared against the PPS system including WDHS and WDPI entries. This comparison allowed the WDPI to look at statewide data, and also to explore solutions to identified issues. The joint PPS system enabled both departments to collect and maintain data that was pertinent to the achievement of a smooth and effective transition. Utilizing the results of the data review the departments could identify necessary areas for improvement, potential change and also to pinpoint existing problems. Statewide Training and Technical Assistance was provided at fifteen Indicator Trainings and through individual contacts with LEAs. Training and Technical Assistance was executed to ensure appropriate and accurate data reporting in the PPS system.

	Through their General Supervision Enhancement Grant (GSEG), WDHS and WDPI continue their collaborative work in developing and enhancing PPS, the coordinated web-based data collection system which allows for electronic referrals from Part C to B and ensures a timely, smooth, and effective transition. This cross-department system serves as the data collection mechanism for Indicator B12/C8.	Development Team, Independent software development vendor, Wisconsin Department of Health Services Staff	
20 A C D	**Webcasts** Webcasts, Q&A documents, and corresponding materials on PPS will be developed and accessible through a variety of means. These various technical assistance resources will be reviewed and updated as changes are made to PPS.	Special Education Team Assistant Director Special Education Team Data Coordinator Special Education Team Data Consultant Special Education Team Consultants WDPI Early Childhood Consultant Wisconsin	Q & A documents regarding accurate reporting and coding were developed and distributed. These documents were available at numerous trainings throughout the state, as well as on the WDPI Indicator 12 web page. As updates to the PPS system were made, WDHS and WDPI jointly worked to ensure that all stakeholders in the Birth-6 system were not only informed of the changes but understood the meaning behind them.

		Department of Health Services Staff	
Internal Research Committee The WDPI Special Education Team works collaboratively with staff from other DPI Teams to set WDPI-wide education research agendas and priorities. To positively impact on student outcomes, the committee works to create parameters for data-sharing with outside research organizations that are in-line with the advancement of education research and applicable federal and state laws, and to ensure that data and research products produced by WDPI are aligned with education priorities, are scientifically rigorous and meet standardized conventions.			
Indicator and Category(s)	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2011**
20 A B C E F G	**Internal Research Committee:** Establish WDPI as a state leader in the support and facilitation of educational research and the use of data in order to indentify and share best practices that directly benefit the students and schools of Wisconsin. Improve Educational Outcomes through: conducting and supporting research that provides evidence of best practices in teaching and learning;	WDPI Office of Educational Accountability, WDPI Student Services, Prevention and Wellness Team, WDPI Title I and School Support team, WDPI Data Management and Reporting Team, WDPI Office of Legal Services Team, WDPI Special Education Team-Data Consultant	The Internal Research Committee finished developing a Department-wide process for vetting and approving outside research requests, and the Special Education Team continues to be involved to the extent that research requests focus on Special Education topics. The Internal Committee nominated members for an External Research Committee who were then approved by the State Superintendent. The External Research Committee represents leadership in research and practice in the field and will provide feedback and input to the Department about research needs, specifically those that may inform changing teacher practice to improve student outcomes.
20 A B C E F G	**Data Portal** Provide a unified and transparent data portal for use by stakeholders in Wisconsin education; Enable decision making informed by data, as evidenced by the work of RtI and	WDPI Office of Educational Accountability, WDPI Student Services, Prevention and Wellness Team, WDPI Title I and	An internal team identified data elements to be included in a streamlined and integrated data display and analysis tool, called WISEdash. Representatives from the Special Education Team provided input, including information about SPP indicators and guiding questions specific to improving the outcomes of students with disabilities.

	LDS projects; seize opportunities afforded by new and existing technologies.	School Support team, WDPI Data Management and Reporting Team, WDPI Office of Legal Services Team, WDPI Special Education Team-Data Consultant	
MAVENS (Master Analysts of Various Educational Numbers) Workgroup: The WDPI Special Education Team works collaboratively with staff from other DPI Teams to ensure that WDPI is producing scientifically rigorous research and analyses that utilizes state-of-the-art quantitative methods for descriptive and inferential statistics and regression analysis.			
Indicator and Category(s)	**Improvement Activity Description**	**Resources**	**Status of Improvement Activity FFY 2010**
20 A B C E F G H	**MAVENS (Master Analysts of Various Educational Numbers) Workgroup:** Provide support and development opportunities for people for whom quantitative methods are an important part of their jobs, while promoting cross-team and cross-division collaboration on data reporting and analysis.	WDPI Office of Educational Accountability WDPI Student Services Prevention and Wellness Team WDPI Title I and School Support team WDPI Data Management and Reporting Team Special Education	MAVENS continues to meet on an ad hoc basis to support Department analysts. An "R" boot camp was organized and held to support and train staff, and provide updates on the latest methodologies and analytical tools and features of the R software.

		Team-Data Consultant	

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY2011:

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	

APPENDIX

Part B Indicator 15 Worksheet

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(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	37	49	49
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	7	11	11
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	83	383	383
7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Dispute Resolution: Complaints, Hearings	4	4	4

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(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	39	45	45
4B. Percent of districts that have: (a) a significant discrepancy, by race of ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	Dispute Resolution: Complaints, Hearings	1	3	3

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
5. Percent of children with IEPs aged 6 through 21 -educational placements.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	63	98	98
6. Percent of preschool children aged 3 through 5 – early childhood placement.	Dispute Resolution: Complaints, Hearings	3	7	7
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	71	171	171
	Dispute Resolution: Complaints, Hearings	7	12	12

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(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	8	10	10
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Dispute Resolution: Complaints, Hearings	0	0	0
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	30	30	30
	Dispute Resolution: Complaints, Hearings	1	1	1

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
13. Percent of youth aged 16 and above with IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable student to meet those post-secondary goals, and annual IEP goals related to the student's transition service needs.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	60	60	60
	Dispute Resolution: Complaints, Hearings	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
Other areas of noncompliance: Properly responded to a referral for a special education evaluation	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	1	1	1
Other areas of noncompliance: Properly informed the parent about the district's referral and evaluation procedures.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	1	1	1
Other areas of noncompliance: Provided transportation consistent with IEP	Monitoring Activities: Self-Assessment/ Local APR, Data	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
	Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings	1	1	1
Other areas of noncompliance: Properly responded to referral for special education and properly informed parent about referral procedures	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	1	1	1
Other areas of noncompliance: Improperly disclosed confidential information from a student record	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
	Dispute Resolution: Complaints, Hearings	1	1	1
Other areas of noncompliance: Improperly disclosed confidential student information	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	2	2	2
Other areas of noncompliance: If the district properly informed parent of progress toward annual goals specified.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	1	1
	Dispute Resolution: Complaints, Hearings	1	1	1

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
Sum the numbers down Column a and Column b			893	893
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			**(b) / (a) X 100 =**	100%