



**WISCONSIN STUDENTS WITH IEPS
STATE PERFORMANCE PLAN
2020-2025**

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Foreword



We all know the power of a warm welcome, how a smile from a colleague can make your day, or an honest “how are you?” and a listening ear can make you feel connected and cared for. This power of welcome transcends age; our youngest Wisconsinites need these experiences of affirmation because welcoming spaces are integral to feelings of connectedness and belonging, and connectedness and belonging are integral to their safety, and even their survival.

Every half a decade or so, states have the opportunity to reflect on how students who receive educational support through an individualized education program are doing – and what we, as responsible adults, need to do differently. The state education agency, the Wisconsin Department of Public Instruction, leads the process and engages family members, teachers, administrators, school board members, representatives from tribal nations, and other state agencies.

This document captures Wisconsin’s thoughtful year-plus-long planning process. To those who engaged with DPI – thank you for your time and commitment to our students. For those who didn’t yet – please take the time to review this document and hear a clear call to accelerate learning for students with IEPs.

This is a moment of reckoning. Wisconsin students have lived through a global pandemic, and they deserve our best effort to catch up and surpass the targets set in this document. Our students also have lived through a social justice uprising. We heard from our stakeholders a collective commitment to focus on the intersection of race and ability status when doing so will provide targeted supports to our universal goal.

Our students need affirmation and to be connected to their schools and communities – in our classrooms and our state. I believe we have the collective will to support them the way they need to be supported: with welcome and with belonging. They must hear that they are valuable members of our state and our communities and that we want them to do more than survive; we want them to thrive. It’s up to us to make that possible.

Jill K. Underly, PhD
State Superintendent
Wisconsin Department of Public Instruction

Overview

This report details the process used by the Wisconsin Department of Public Instruction (DPI) to engage stakeholders in developing the State Performance Plan for Federal Fiscal Year (FFY) 2020-2025. Specifically, this report includes the results of the target setting, data analysis, development of the improvement strategies, and evaluation of stakeholder input.

This report will document that the DPI met the stakeholder engagement requirement based on the [FFY 2020 SPP/APR Instructions and Measurement Table](#) and as described in the [State Performance Plan/Annual Performance Report \(SPP/APR\) Universal Technical Assistance for Federal Fiscal Year \(FFY\) 2020-2025](#) (U.S. Department of Education, Office of Special Education Programs [OSEP]).



Background

States must submit a State Performance Plan/Annual Performance Report ([SPP/APR](#)) by February of each year to OSEP through an electronic application. The submission uses the previous year's performance data and reports on indicators or metrics of success for learners with individualized education programs (IEPs) for whom Wisconsin public school districts have a responsibility to provide a free appropriate public education (FAPE). In other words, the annual report provides summary data on the approximately 100,000 learners with IEPs in Wisconsin school districts.

Procedurally compliant individualized education programs form the basis for practices that drive improved results for students with IEPs, and the DPI demonstrated substantial compliance in all compliance indicators. Additionally, the DPI continues to support district implementation of the "College and Career Ready IEP Framework," which allows districts to continuously monitor procedural compliance while at the same time improving key areas in developing and implementing IEPs that are correlated with improvement in academic and functional performance. The DPI and staff funded through discretionary grants and staff funded through discretionary grants, provide ongoing technical assistance and training, grant activities, and the development of additional resources.

In aggregate, the results indicators (1, 2, 3, 4a, 5, 6, 7, 8, 14) offer a snapshot of how students with IEPs are performing throughout their educational lives.

The DPI invests IDEA discretionary funds in improvement activities designed, in part, to accelerate academic growth for students with IEPs. Specifically, the DPI is building capacity in implementation science and measuring how quickly and effectively that investment can change adult practices and improve student outcomes. More detail and information on this investment is included in Indicator 17. In Wisconsin, stakeholders asked the DPI to focus discretionary funds to improve early literacy for students with IEPs, and this APR reflects a "reboot" of Wisconsin's measurement and focus for Indicator 17.

In addition to the annual report, all states are required to regularly engage in strategic planning, which includes reviewing data and setting goals for a time period of about five years. All states did this and provided evidence of this strategic planning during the APR submitted by February 1, 2022. During this strategic planning process, OSEP expects that States meet the stakeholder involvement requirement based on the FFY 2020 SPP/APR Instructions and Measurement Table and include in the FFY2020 SPP/APR the following:

- The number of parent members and a description of how the parent members of the Interagency Coordinating Council/State Advisory Panel, parent center staff, parents from local and statewide advocacy and

advisory committees, and individual parents were engaged in target setting, analyzing data, developing improvement strategies, and evaluating progress;

- Description of the activities conducted to increase the capacity of diverse groups of parents to support the development of the implementation of activities designed to improve outcomes for infants, toddlers, and children with disabilities and their families;
- The mechanisms and timelines for soliciting public input for target setting, analyzing data, developing improvement strategies, and evaluating progress; and
- The mechanisms and timelines for making the results of the target setting, data analysis, development of the improvement strategies, and evaluation available to the public.

The DPI used both universal and targeted approaches to solicit broad stakeholder input on the State's targets in the SPP/APR and any subsequent revisions that the State has made to those targets, and the development and implementation of Indicator 17, the State's Systemic Improvement Plan (SSIP). See tables 1 and 2 below.

To be fully transparent, the targeted activities were developed only after beginning to implement the universal activities and, during the initial review of the data, recognizing that the DPI was not engaging racially diverse parents and families. The DPI learned two key lessons from this process and our ultimate success in using feedback from almost 4,000 racially diverse parents and families. First, going forward, when planning to engage stakeholders in decisions, the DPI will start with enough time to review data and revise plans along the way. Second, going forward, the DPI will begin with both universal and targeted strategies as part of the engagement plan.

Through these strategies, the DPI based the State's targets in the SPP/APR and any subsequent revisions that the State has made to those targets, and the development and implementation of the SSIP on input from **3,719 parents and 40 nonparent stakeholders**.

UNIVERSAL STRATEGIES TO SOLICIT BROAD STAKEHOLDER INPUT

Open invitation to plain language, values-based input sessions

The DPI scheduled five synchronous virtual input sessions to solicit input on the State's targets in the SPP/APR and any subsequent revisions that the State has made to those targets, and the development and implementation of Indicator 17, the State's Systemic Improvement Plan (SSIP): June 19, 2020; March 12, 2021; June 25, 2021; September 24, 2021; and December 3, 2021.

The DPI distributes a weekly news update related to special education and pupil services; this update serves as the official notification to special education directors and is distributed to more than 1,000 unique contacts. In advance of each input session, the DPI included an open invitation to participate in the input sessions. These news updates are archived online at <https://dpi.wi.gov/sped/news>. In addition, an open invitation to attend the input sessions was sent out on the CollabSupport email list, whose recipients are school and district staff at the practitioner level, announced at various conferences and stakeholder meetings, and posted online (<https://dpi.wi.gov/sped/spp-target-setting>) in May 2021 and remained online until after the final input session.

As the DPI designed the input sessions' content, they made several key decisions to build the capacity of diverse groups of parents to support the development of implementation activities designed to improve outcomes for children with disabilities. First, the DPI limited the input sessions to results indicators only to minimize the cognitive load on stakeholders. Second, the DPI provided few but powerful data analytics that aligned with key agency values around racial equity and organizational change. Third, the DPI asked for target setting recommendations using a "Goldilocks" metric: e recommended targets were either too ambitious, just about right, or not ambitious enough. Fourth, the DPI asked values-based questions related to improvement activities, such as, "Given the race-based patterns, are you in support of targeted investments in groups to close the gaps?" Finally, the DPI asked open-ended questions about improvement activities in plain language.

Open invitation to submit asynchronous, web-based input via a friendly, plain language website

The DPI developed a series of web pages to solicit input on the State's targets in the SPP/APR and any subsequent revisions that the State has made to those targets, and the development and implementation of Indicator 17, the State's Systemic Improvement Plan (SSIP). The web pages provided data analysis, recommended targets and rationale, improvement strategies, and evaluation information. The web pages included this information via video or slide deck format. The web pages linked to Google forms for each of the results indicators and Indicator 17. The Google forms collected recommendations for target-setting and improvement activities and allowed stakeholders to provide additional

relevant feedback related to each of the results indicators and Indicator 17. To see the web pages, please visit <https://dpi.wi.gov/sped/spp-target-setting>.

The DPI distributes a weekly news update related to special education and pupil services; this update serves as the official notification to special education directors and is distributed to more than 1,000 unique contacts. Beginning in May 2021, the DPI regularly included an open invitation to submit input asynchronously through the web. These news updates are archived online at <https://dpi.wi.gov/sped/news>. In addition, an invitation to participate was sent out on the CollabSupport email list, announced at various conferences and stakeholder meetings, and posted online.

The website is organized in family-friendly, plain language. The website translates the results indicators into four key questions. For each of the key questions and related indicators, the website includes a section to learn more about the data and recommended targets and rationale, a section to learn about related improvement activities, and a link to Google forms to collect input related to the indicators.

Are Wisconsin learners with IEPs learning in the same spaces as their peers? is the key question related to Indicators 5 and 6. The website includes a section to learn more about the data and recommended targets and rationale; a section to learn about improvement activities offered through the Research to Practice Inclusive Communities Project (<https://dpi.wi.gov/sp.d/educators/discretionary-grants/rpic-project>), and the Early Childhood Special Education project (<https://dpi.wi.gov/sped/early-childhood>), both of which are funded through IDEA discretionary dollars; and then a link to Google forms to collect input related to Indicators 5 and 6.

How engaged are Wisconsin families in the learning of their children with IEPs? is the key question related to Indicator 8. The website includes a section to learn more about the data and recommended targets and rationale; a section to learn about improvement activities offered through the Wisconsin Parent-Educator Initiative (<https://wspei.org/>), which is funded through IDEA discretionary dollars; and then a link to a Google form to collect input related to Indicator 8.

How are Wisconsin learners with IEPs performing in key areas? is the key question related to Indicators 3, 7, and 17. The website includes a section to learn more about the data and recommended targets and rationale; a section to learn about improvement activities offered through the Wisconsin RtI Center (<https://www.wisconsinrticenter.org/>), the Early Childhood Special Education project (<https://dpi.wi.gov/sped/early-childhood>), The Research to Practice Inclusive Communities project (<https://dpi.wi.gov/sped/educators/discretionary-grants/rpic-project>), and the Transformation Zone, all projects funded through IDEA discretionary dollars; and then a link to Google forms to collect input related to Indicator 3a, Indicator 3b, Indicator 7, and Indicator 17.

How well is Wisconsin preparing students with IEPs for life after high school?
This key question is related to Indicators 1, 2, and 14. The input session included data analysis and recommended targets and rationale; discussion of the improvement activities offered through the Transition Improvement Grant, which is funded through IDEA discretionary dollars; and then time for the State Advisory Panel (SAP) members and other stakeholders to complete Google forms related to Indicators 1 and 2 and Indicator 14.



TARGETED STRATEGIES TO SOLICIT BROAD STAKEHOLDER INPUT

State Advisory Panel input sessions

The DPI conducted five input sessions with the State Advisory Panel to gather input on the State's targets in the SPP/APR and any subsequent revisions that the State has made to those targets, and the development and implementation of Indicator 17, the State's Systemic Improvement Plan (SSIP). The dates of these sessions were June 19, 2020; March 12, 2021; June 25, 2021; September 24, 2021; and December 3, 2021. The agendas and minutes for these sessions are available online at <https://dpi.wi.gov/sped/council/agendas-and-minutes>. For details related to these input sessions, see the section below on parent and family engagement.

Customized invitations to stakeholders

The DPI invited targeted stakeholders for input on the State's targets in the SPP/APR and any subsequent revisions that the State has made to those targets, and the development and implementation of Indicator 17, the State's Systemic Improvement Plan (SSIP). The State Director sent personalized invitations to representatives of Wisconsin organizations with an interest in special education (state association of special education directors, parent center staff, parents from local and statewide advocacy and advisory committees, state education agency (SEA) employees, representatives from grants funded by discretionary IDEA funds, etc.) to participate in the input sessions (described, above) or to submit input via the website.

Customized surveys of families

The DPI collaborated with the Wisconsin Statewide Parent-Educator Initiative (WSPEI, online at <https://wspei.org/>) to gather input from families on the State's targets in the SPP/APR and any subsequent revisions that the State has made to those targets and the development and implementation of Indicator 17, the State's Systemic Improvement Plan (SSIP). WSPEI developed customized surveys and partnered with Green Bay Area Public Schools and Milwaukee Public Schools to collect data during parent-teacher conferences in the spring of 2021. The surveys were paper-and-pencil; families of color were specifically targeted to participate in the survey.

Contract to review data collected via Indicator 8 parent surveys

The DPI collaborated with the Wisconsin Statewide Parent-Educator Initiative (WSPEI, online at <https://wspei.org/>) to gather input from families on the State's targets in the SPP/APR and any subsequent revisions that the State has made to those targets and the development and implementation of Indicator 17, the State's Systemic Improvement Plan (SSIP). WSPEI contracted with an independent researcher to review Indicator 8 survey data for themes related to the results indicators and Indicator 17. The researcher harvested these themes for the data and submitted a written report summarizing their research findings.

Detailed Summary of Stakeholder Engagement Efforts

On June 19, 2020, the DPI used a portion of the State Advisory Panel's regular meeting to set targets related to the SSIP. The DPI presented on the stakeholder engagement process, SEA Annual Determinations, and the SSIP. The DPI then engaged SAP members in what WI should be looking at as a focus, with two specific points of discussion and engagement: (1) should the SiMR remain focused on grades 3-8 or be narrowed, and (2) What strategies have the greatest likelihood of improving outcomes for learners with IEPs?

On March 12, 2021, the DPI used a portion of the State Advisory Panel's regular meeting to provide information and preview the stakeholder engagement process related to the SPP/APR for FFY 2020-2025. The DPI provided an overview and update on the State Performance Plan, Annual Performance Report, and the State Systemic Improvement Plan. Council members asked questions and presenters provided answers.

On June 25, 2021, the DPI used most of the State Advisory Panel's regular meeting to gather input on targets, analyze data, develop improvement strategies, and determine evaluation metrics related to one key question: How well is Wisconsin preparing students with IEPs for life after high school? This key question is related to Indicators 1, 2, and 14. The input session included data analysis and recommended targets and rationale; discussion of the improvement activities offered through the Transition Improvement Grant, which is funded through IDEA discretionary dollars; and then time for SAP members and other stakeholders to complete Google forms related to Indicators 1 and 2 and Indicator 14.

On September 24, 2021, the DPI used most of the State Advisory Panel's regular meeting to gather input on targets, analyze data, develop improvement strategies, and determine evaluation metrics related to two key questions.

The first question was Are Wisconsin learners with IEPs learning in the same spaces as their peers? This key question is related to Indicators 5 and 6. The September 24, 2021, input session included data analysis and recommended targets and rationale; discussion of the improvement activities offered through the Research to Practice Inclusive Communities Project (<https://dpi.wi.gov/sped/educators/discretionary-grants/rpic-project>) and the Early Childhood Special Education project (<https://dpi.wi.gov/sped/early-childhood>), both of which are funded through IDEA discretionary dollars; and then time for SAP members and other stakeholders to complete Google forms related to Indicators 5 and 6.

The second question was How engaged are Wisconsin families in the learning of their children with IEPs? This question is related to Indicator 8. The June 25, 2021, input session included data analysis and recommended targets and rationale; discussion of the improvement activities offered through the Wisconsin Parent-Educator Initiative (<https://wspei.org/>), which is funded through IDEA discretionary dollars; and then time for SAP members and other stakeholders to complete a Google form related to Indicator 8.

On December 3, 2021, the DPI used most of the State Advisory Panel's regular meeting to gather input on targets, analyze data, develop improvement strategies, and determine evaluation metrics related to one key question: How are Wisconsin learners with IEPs performing in key areas? and is related to Indicators 3, 7, and 17. The December 3, 2021, input session included data analysis and recommended targets and rationale; discussion of the improvement activities offered through the Wisconsin RtI Center (<https://www.wisconsinrticenter.org/>), the Early Childhood Special Education project (<https://dpi.wi.gov/sped/early-childhood>), the Research to Practice Inclusive Communities project (<https://dpi.wi.gov/sped/educators/discretionary-grants/rpic-project>), and the Transformation Zone, all projects funded through IDEA discretionary dollars; and then time for SAP members and other stakeholders to complete Google forms related to Indicator 3a,



How well is Wisconsin preparing students with IEPs for life after high school?

INDICATOR 1: GRADUATION

Description of indicator and improvement activities

Indicator 1 measures the percent of youth with Individualized Education Programs (IEPs) ages 14-21 exiting special education due to graduating with a regular high school diploma. (20 U.S.C. 1416 (a)(3)(A)). The DPI invests \$1.2M annually in related improvement activities through the Transition Improvement Grant (TIG). TIG provides universal, targeted, and intensive supports to school districts, transition stakeholders, families, and youth.

INDICATOR 2: DROPOUTS

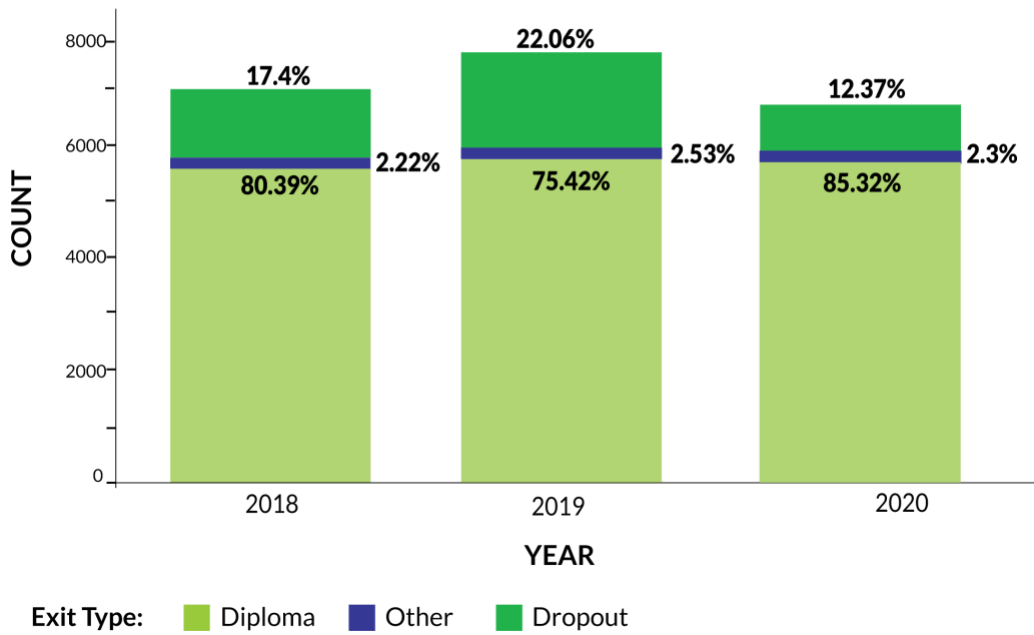
Description of indicator and improvement activities

Indicator 2 measures the percent of youth with IEPs ages 14-21 who exited special education due to dropping out. (20 U.S.C. 1416a)(3)(A)). The DPI invests \$1.2M annually in related improvement activities through TIG. TIG provides universal, targeted, and intensive supports to school districts, transition stakeholders, families, and youth.

Recommended targets and rationale

In preparation for target setting, Wisconsin DPI staff analyzed the historic data for Indicators 1 and 2 in order to identify the level of variability and trends which would inform the Department's recommended targets. The n size of both indicators varies wildly from year to year (fluctuating by roughly one thousand students from 2019 to 2020), primarily driven by the variability of the number of students who drop out in a given year. Although 2020 is Wisconsin's baseline for these indicators, it is also the upper bound of performance seen in the state, which means showing improvement from that baseline will be more difficult.

Figure 1: Age 14-21 IEP Exiters



For this reason, the DPI recommended modest improvement to its stakeholders: 2.1 percent percent over five years, with a particular focus on addressing the racial disparities observed in these indicators. With targeted improvement in the lowest performing race reporting categories, the DPI believes it can achieve a considerably higher reduction in the racial achievement gap along these two outcomes than along the statewide rate. This target translates to improved outcomes for roughly 368 students over five years.

Figure 2: IEP Exiter Targets

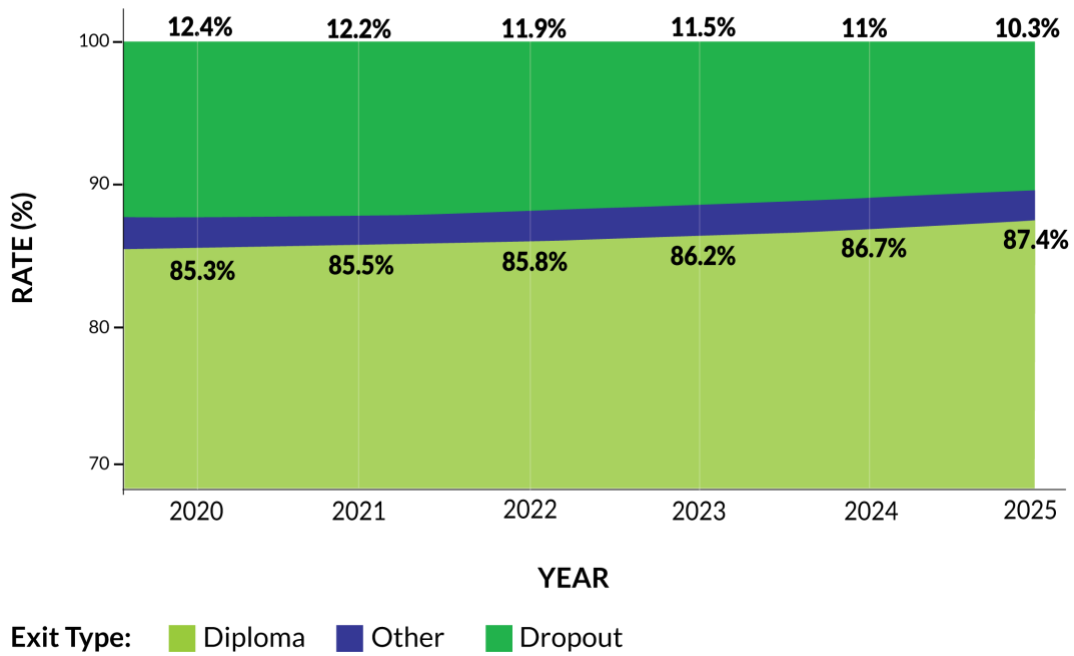
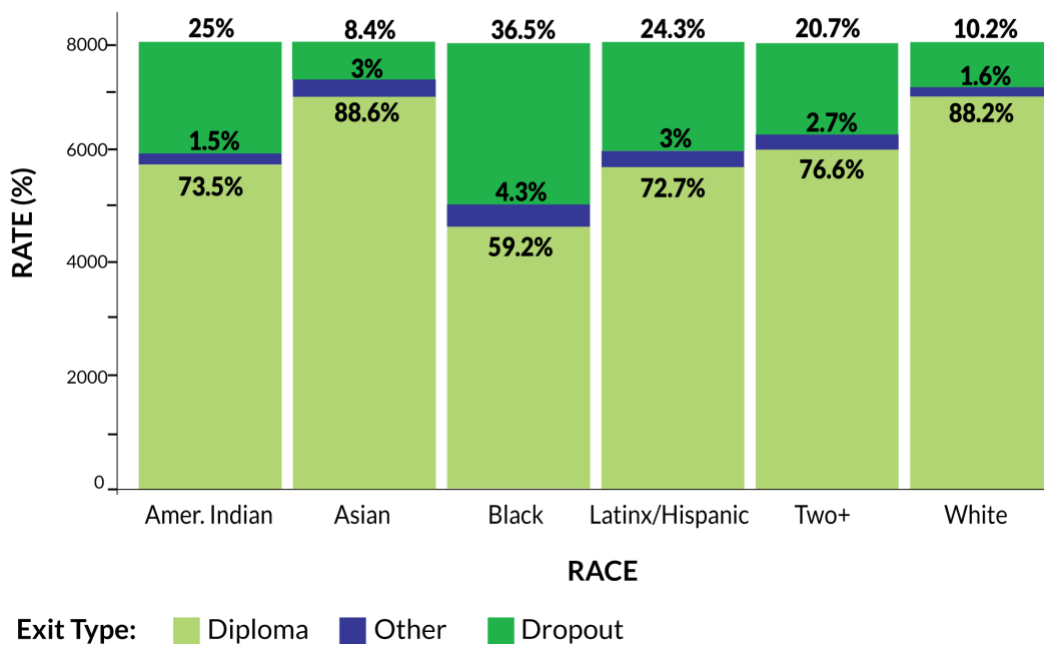


Figure 3: IEP Exitters by Race



Stakeholder input

Using a 3-point Likert scale (“not ambitious enough, about right, and too ambitious”) 78.3 percent of respondents agreed with the proposed targets, and 52.2 percent of respondents agreed that the investments were sufficient.

Adjustments to recommended targets and improvement activities

Based on stakeholder input, the DPI proceeded with its recommended targets without adjustments to Indicators 1 and 2.

INDICATOR 14: POSTSECONDARY TRANSITION

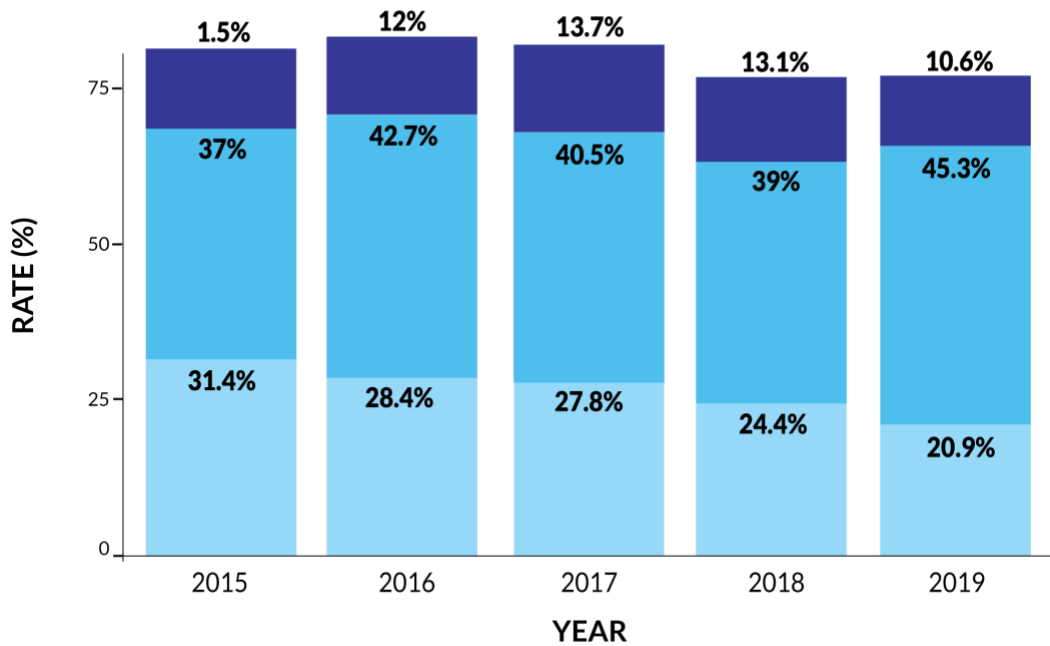
Description of indicator and improvement activities

Indicator 14 measures the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: A. Enrolled in higher education within one year of leaving high school. B. Enrolled in higher education or competitively employed within 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 within one year of leaving high school. (20 U.S.C. 1416(a)(3)(B)). The DPI invests \$1.2M annually in related improvement activities through the Transition Improvement Grant (TIG). TIG provides universal, targeted, and intensive supports to school districts, transition stakeholders, families, and youth.

Recommended targets and rationale

Thanks to the State's Transition Incentive Grant, increased participation has created a much more accurate picture of post-secondary outcomes statewide. In doing so, however, it has demonstrated that Wisconsin's past success--particularly in post-secondary enrollment in higher ed--was the result of non-response bias. While the DPI believes post-secondary enrollment has trended down in Wisconsin in recent years as it has nationally, the steady decline in Wisconsin's post-secondary enrollment is greater than that observed by its technical colleges and universities. This suggests that post-secondary enrollment has always been lower than what was observed prior to the Transition Incentive Grant's improvement of response rates. Therefore, the DPI believes it necessary to reset its baseline for indicatorIndicators 14a, 14b, and 14c to FFY 2019 in order to set realistic targets moving forward.

Figure 4: Post-Secondary Transitions by Year



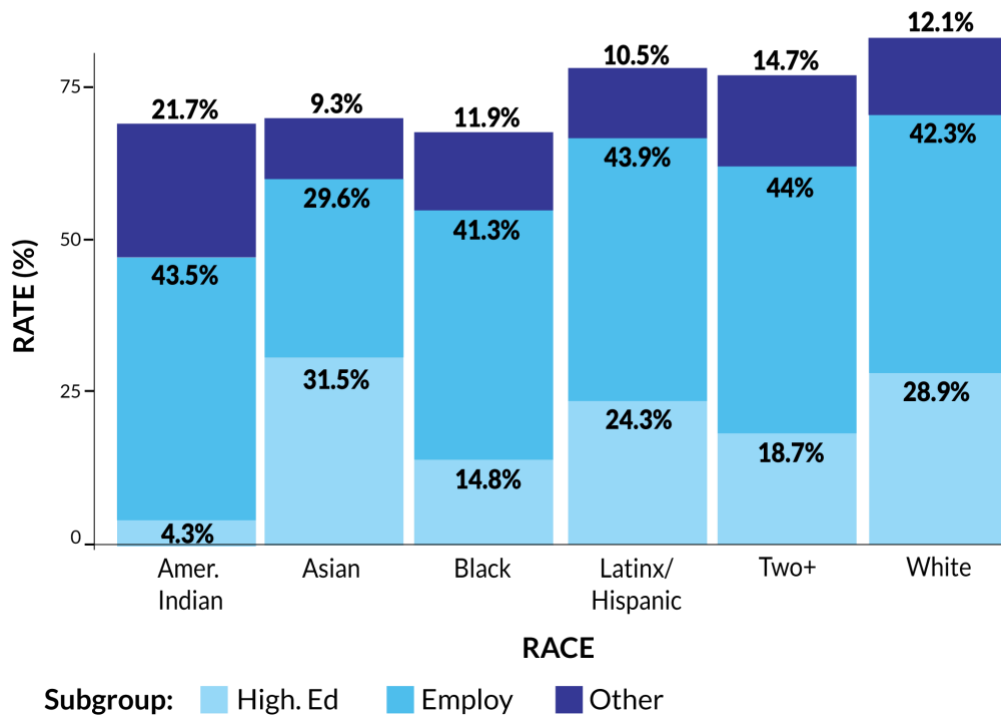
Subgroup: High.Ed Employment Other

With reset baselines, the proposed targets for Indicator 14 are intended to increase higher ed enrollment among students with IEPs by 3 percent over five years. Similar gains for post-secondary employment and other training or employment are hoped to carry over in these cumulative sub-indicators. These targets translate to improved outcomes for roughly 685 students over five years.

Figure 5: Indicator 14 Targets: FFY 2020-2025

Year	14A	14B	14C
2020-21	20.9%	66.4%	76.9%
2021-22	21.2%	66.7%	77.2%
2022-23	21.6%	67.2%	77.7%
2023-24	22.2%	67.9%	78.4%
2024-25	23.0%	68.8%	79.3%
2025-26	23.9%	69.8%	80.3%

Figure 6: Post-Secondary Transitions by Race/Ethnicity



Stakeholder input

Using a 3-point Likert scale (“not ambitious enough, about right, and too ambitious”) 77.3 percent of respondents agreed with the proposed targets, and 63.6 percent of respondents agreed that the investments were sufficient.

Adjustments to recommended targets and improvement activities

Based on stakeholder input, the DPI proceeded with its recommended targets without adjustments to Indicator 14.

Are Wisconsin learners with IEPs learning in the same spaces as their peers?

INDICATOR 5: EDUCATIONAL ENVIRONMENT FOR STUDENTS WITH IEPs, AGES 5-21

Indicator 5 measures the percent of children with IEPs including both students that are aged 5 and enrolled in kindergarten and students aged 6 through 21. The educational environment for these students is broken down the following ways:

- 5a. Inside the regular class 80 percent or more of the day
- 5b. Inside the regular class less than 40 percent of the day
- 5c. In separate schools, residential facilities, or homebound/hospital placements. (20 U.S.C. 1416(a)(3)(A))

Related Improvement Activities

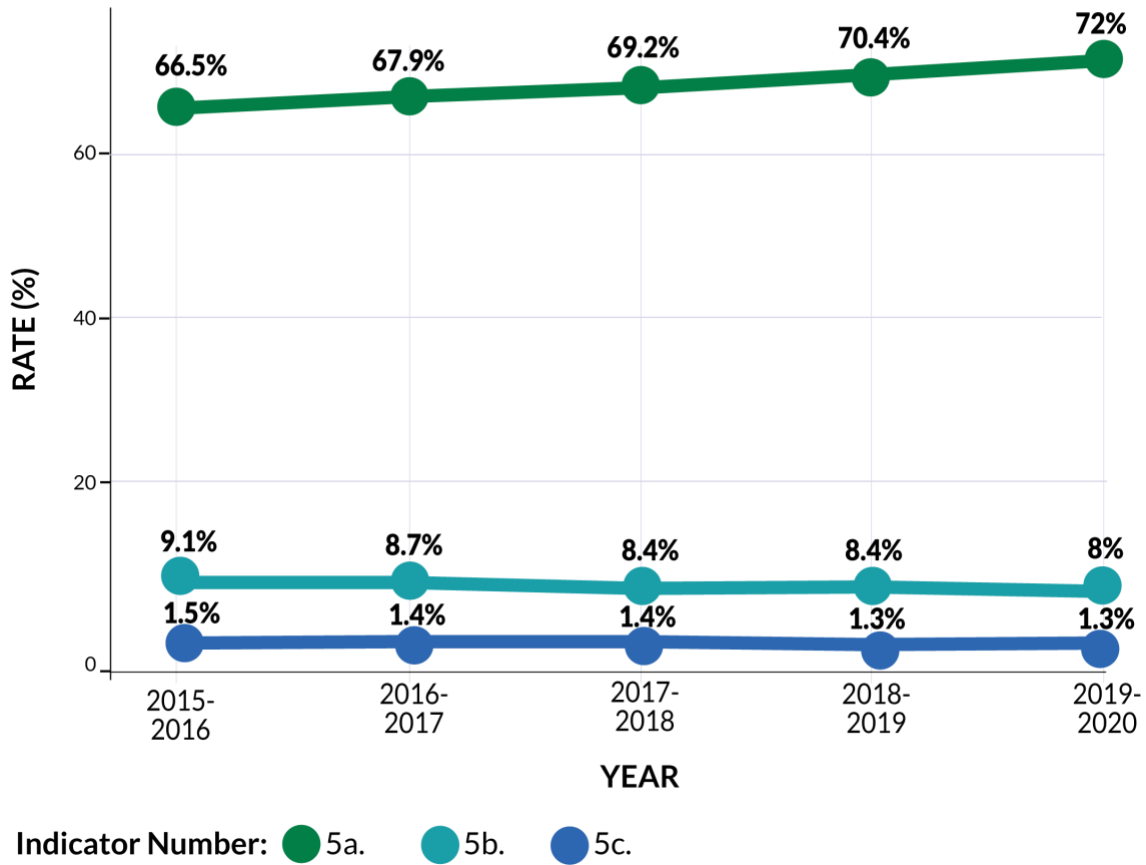
- **Research to Practice Inclusive Communities (RPIC)** invests approximately \$0.5M annually in eight school districts and eleven coaches. Each participating district receives funding, curated high-quality evidence-based professional development, and embedded coaching support to establish professional learning communities (PLCs) as the framework for implementation of the research-based innovation of Inclusive Learning Communities (ILC).
- **Universal Design for Learning (UDL)** invests approximately \$0.3M annually in 12 Cooperative Educational Service Agency (CESA) UDL Contacts and nine UDL Demonstration Sites (Elementary, Middle School, High School) to provide two systems of support for exploration, installation, and initial implementation of UDL throughout Wisconsin.
- **College and Career Ready IEPs** invests 0.25 Full Time Equivalent employees in twelve regional sites. The regional coordinators provide introductory training and cohort-based professional learning opportunities.

- **Assistive Technology Forward** is a one-time investment of \$240,000 designed to support educators, practitioners, caregivers, and families to increase student autonomy in utilizing Assistive Technology tools to support access, engagement, and progress in virtual and distance learning.
- **Teleservice Forward** is a one-time investment of \$100,000 one-time amount that provides professional development and technical assistance for related service providers who provide teleservices to students in virtual or hybrid learning environments.
- **Supporting Neurodiverse Students (SNS)** is an annual investment of \$0.4M that provides support for educators and families, with the goal to improve adult skills to better support students with IEPs with intense functional, adaptive, and behavioral needs.

Recommended targets and rationale

To address concerns over the effect of the COVID-19 pandemic on FFY 2020 baselines, the DPI analyzed the last five years of data and estimated the effect of adding 5-year-old Kindergarteners in Indicator 5 historically. The result was a small but noticeable discrepancy in Indicator 5a (integrated in a regular class setting >80 percent) and proposed targets based on these estimates with the knowledge that the final targets submitted in the APR would need to demonstrate improvement from baseline. The resulting targets have the net effect of increasing 5a by 6.18 percent, decreasing 5b by 1.35 percent, and decreasing 5c by 0.1 percent. These targets would result in improved outcomes for roughly 21,000 students cumulatively over five years.

Figure 7: Educational Environment (age 5K or age 6-21)



Note: Historical Estimates of Indicator 5 are using new coding criteria for five-year-olds in Kindergarten.

Figure 8: Indicator 5 by Race/Ethnicity

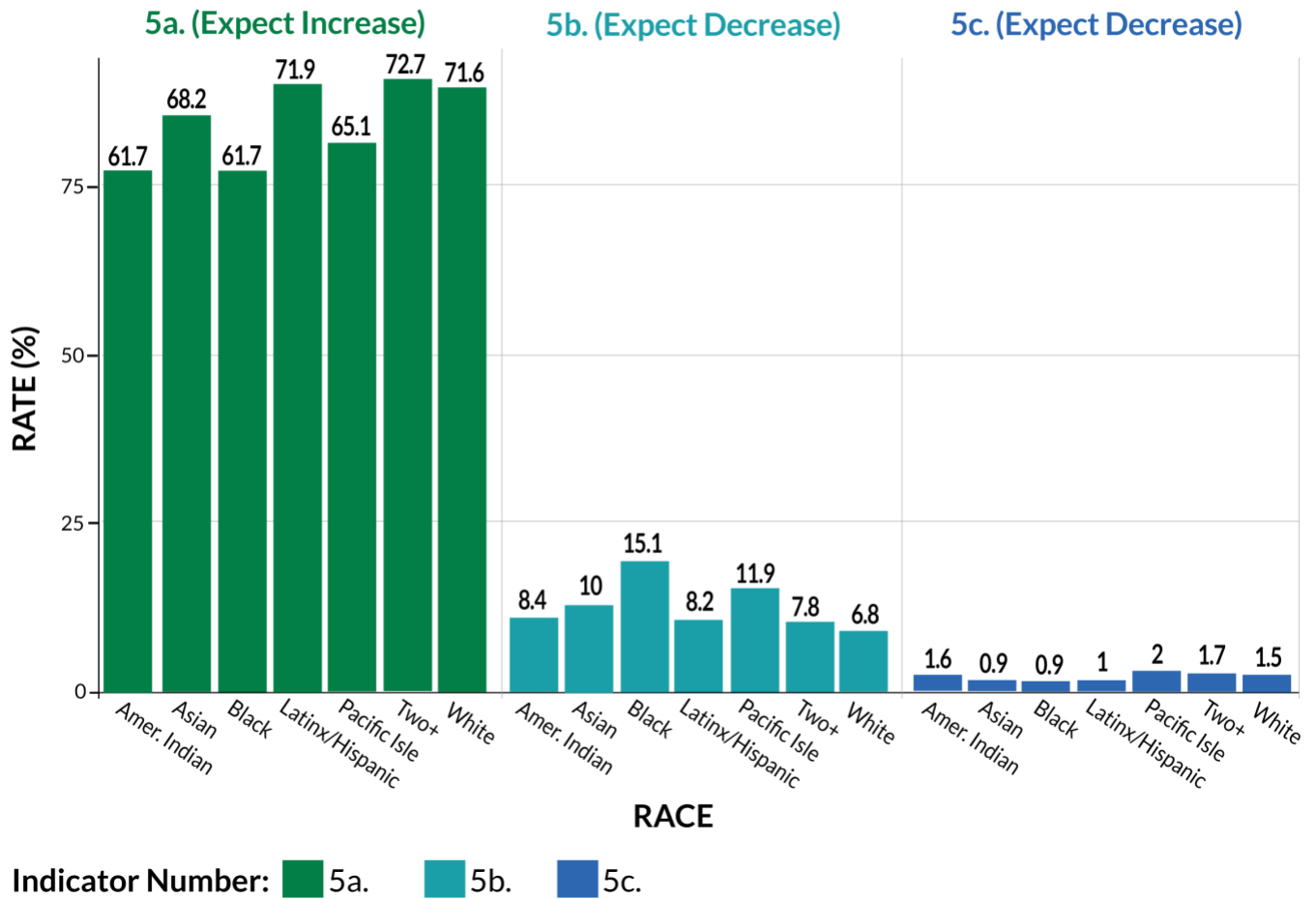


Figure 9: Indicator 5 by Disability

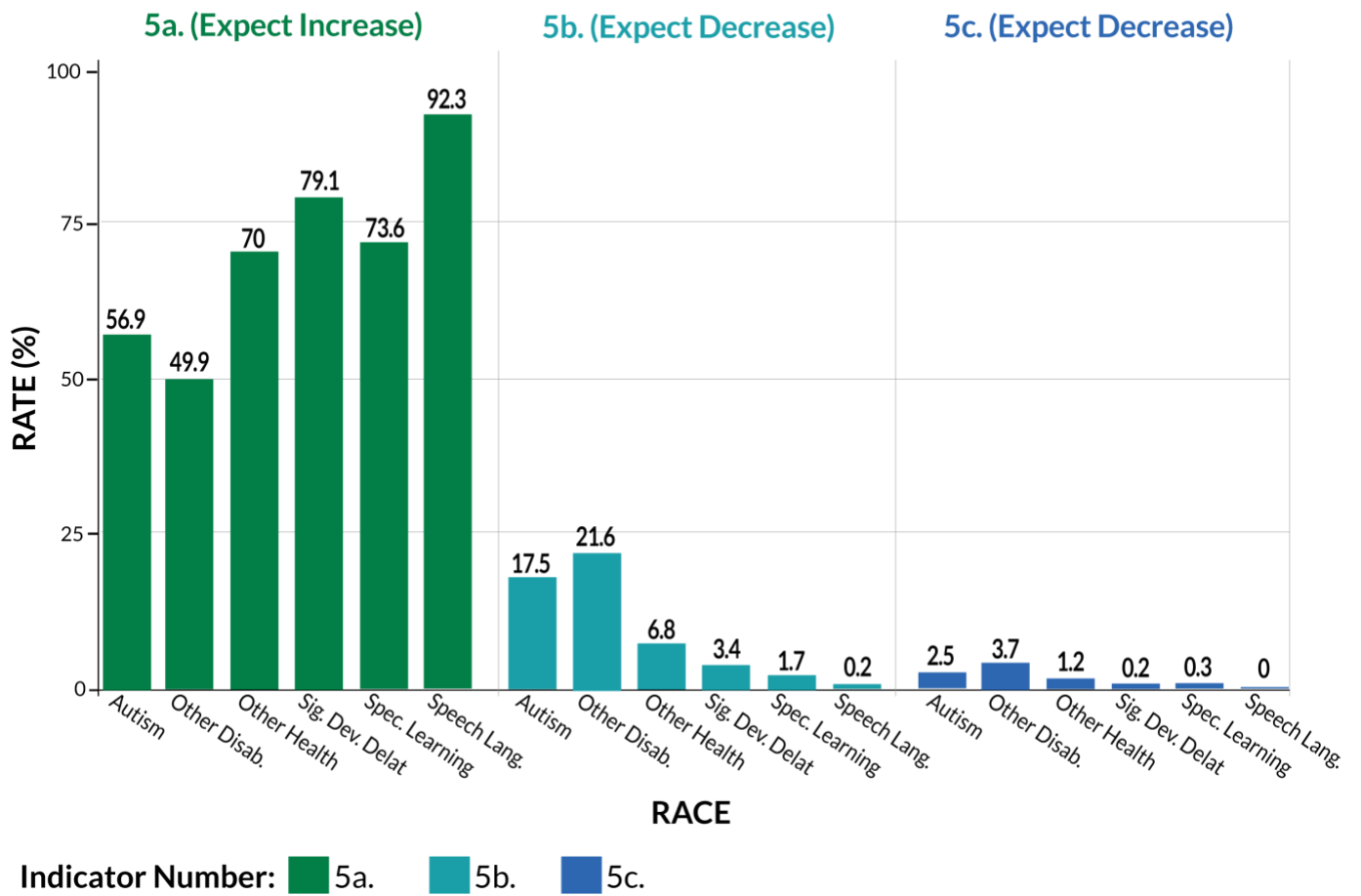


Figure 10: Indicator 14 Targets: FFY 2020-2025

Year	5a	5b	5c
2020-21	73.18	7.74	1.25
2021-22	74.33	7.5	1.23
2022-23	75.43	7.27	1.21
2023-24	76.38	7.05	1.19
2024-25	77.28	6.84	1.18
2025-26	78.18	6.64	1.17

Stakeholder input

Using a 3-point Likert scale (“not ambitious enough, about right, and too ambitious”), 78.4 percent of respondents agreed with the proposed targets, and 56.8 percent of respondents agreed that the investments were sufficient.

Adjustments to recommended targets and improvement activities

Indicators 5a & 5b were adjusted to ensure no target fell below actual baselines but were otherwise unchanged.

INDICATOR 6: EDUCATIONAL ENVIRONMENT FOR STUDENTS WITH IEPs, AGES 3-5

Indicator 6 measures the percent of children with IEPs aged 3, 4, and 5 who are enrolled in a preschool program. The educational environment for these students is broken down the following ways:

- 6a.** Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program
- 6b.** Separate special education class, separate school or residential facility
- 6c.** Receiving special education and related services in the home. (20 U.S.C. 1416(a)(3)(A))

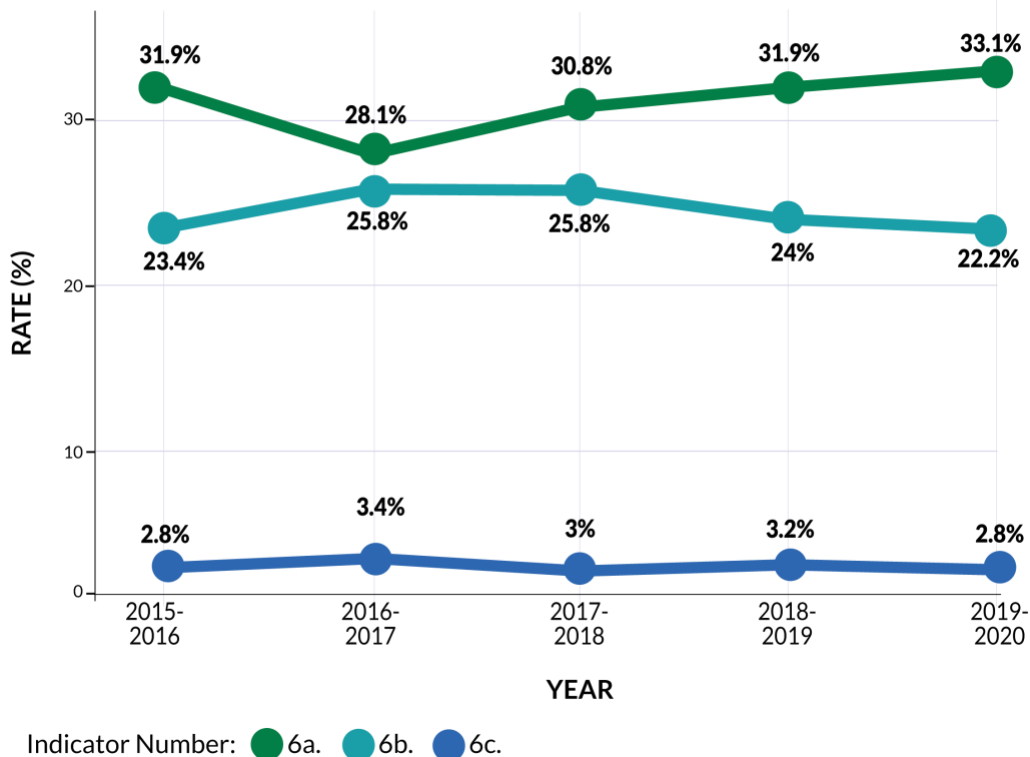
Improvement Activities

The DPI invests \$1.8M annually in Early Childhood Program Support and Leadership, Early Childhood Statewide Coordination, and Early Childhood Equitable Multi-Level Systems of Support. These projects provide universal, targeted, and intensive supports provided to school districts, community partners, early childhood stakeholders, and families around Indicators 6, 7, and 12.

Recommended targets and rationale

To address concerns over the effect of the COVID-19 pandemic on FFY 2020 baselines, the DPI analyzed the last five years of data and estimated the effect of removing five-year-old Kindergarteners in Indicator 6 historically. The result was a significant discrepancy in Indicator 6a and 6b from the baseline data, and thus the DPI proposed targets based on these estimates with the knowledge that the final targets submitted in the APR would need to demonstrate improvement from baseline. The resulting targets have the net effect of an increase in 6a 5.25 percent, a decrease in 6b of 2.4 percent, and a slight increase in 6c of 0.01 percent. These targets would result in improved outcomes for roughly 1,500 students cumulatively over five years.

Figure 11: Early Childhood Educational Environment (age 3-5 not Kindergarten)



Note: Historical calculations of Early Childhood Ed Environment with five-year-olds in Kindergarten excluded.

Figure 12: Early Childhood Educational Environment by Race/Ethnicity

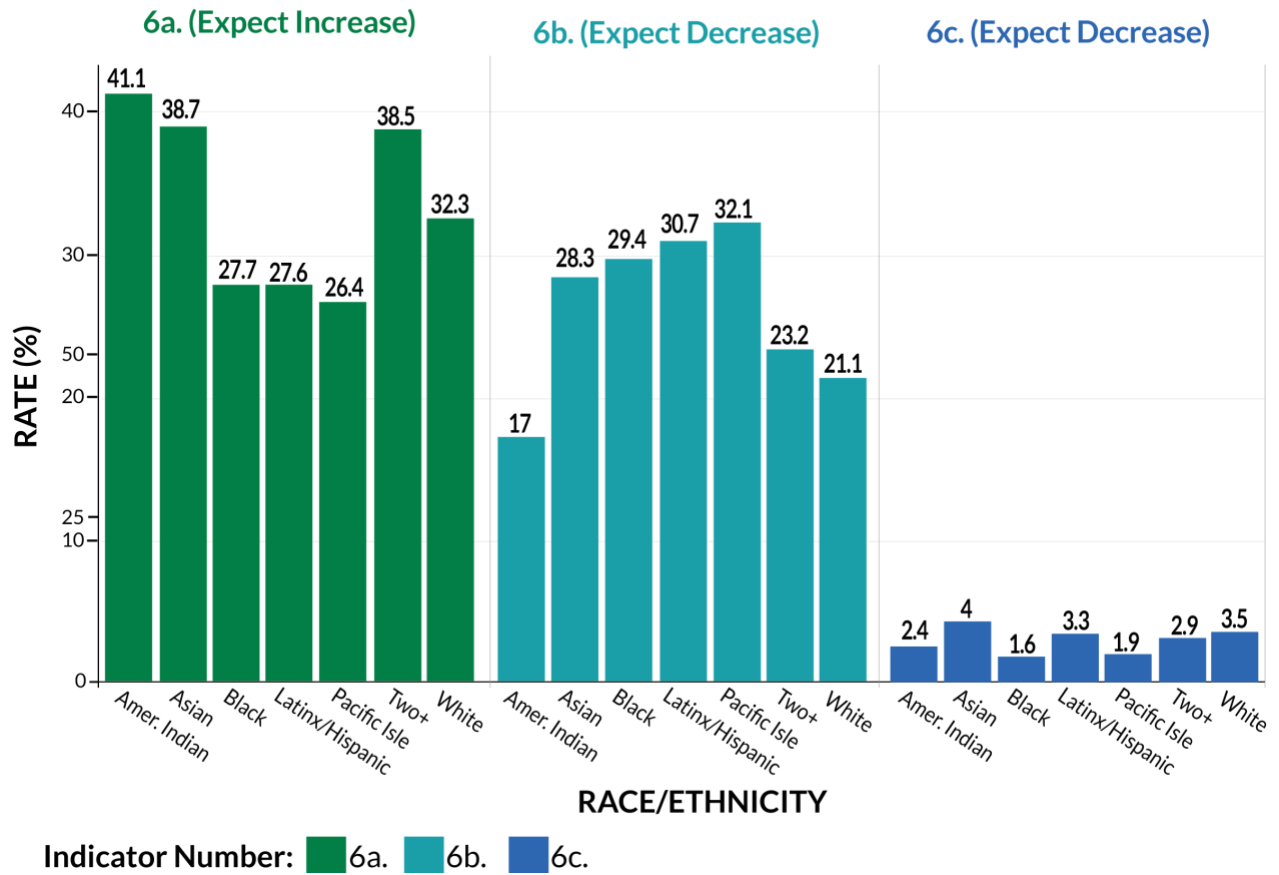


Figure 13: Indicator 6 proposed targets: FFY 2020-2025

Year	6a	6b	6c
2020-21	33.88	22.73	2.79
2021-22	34.68	22.33	2.79
2022-23	35.53	21.93	2.79
2023-24	36.43	21.53	2.79
2024-25	37.38	21.13	2.79
2025-26	38.38	20.73	2.8

Stakeholder input

Using a 3-point Likert scale (“not ambitious enough, about right, and too ambitious”), 60 percent of respondents agreed with the proposed targets, and 60 percent of respondents agreed that the investments were sufficient.

Adjustments to recommended targets and improvement activities

All sub-indicators were adjusted to ensure no targets were below the actual baseline, as well as to accommodate the revised options for Indicator 6c.

How engaged are Wisconsin families in the learning of their children with IEPs?

INDICATOR 8: FAMILY ENGAGEMENT

Description of indicator and improvement activities

Indicator 8 measures the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. (20 U.S.C. 1416(a)(3)(A)). The DPI invests \$1.2M annually to provide universal, targeted, and intensive supports related to family engagement assessment and planning and family information, support, and collaboration.

Recommended targets and rationale

While Wisconsin has historically shown steady gains in Indicator 8 performance, that success has been accompanied by a persistent non-response bias among Black and Hispanic/Latinx families, in part due to lower participation rates among Wisconsin's largest LEAs. The targets proposed by the DPI (a 0.33 percent increase from baseline by FFY 2025) were informed by the need to address this issue, which is likely to decrease parent satisfaction as historically unheard voices become included. The DPI also recognizes that these targets will need to be revisited in the coming year as we implement stratified weighting to our calculations.

Figure 14: Parental Engagement by District Size

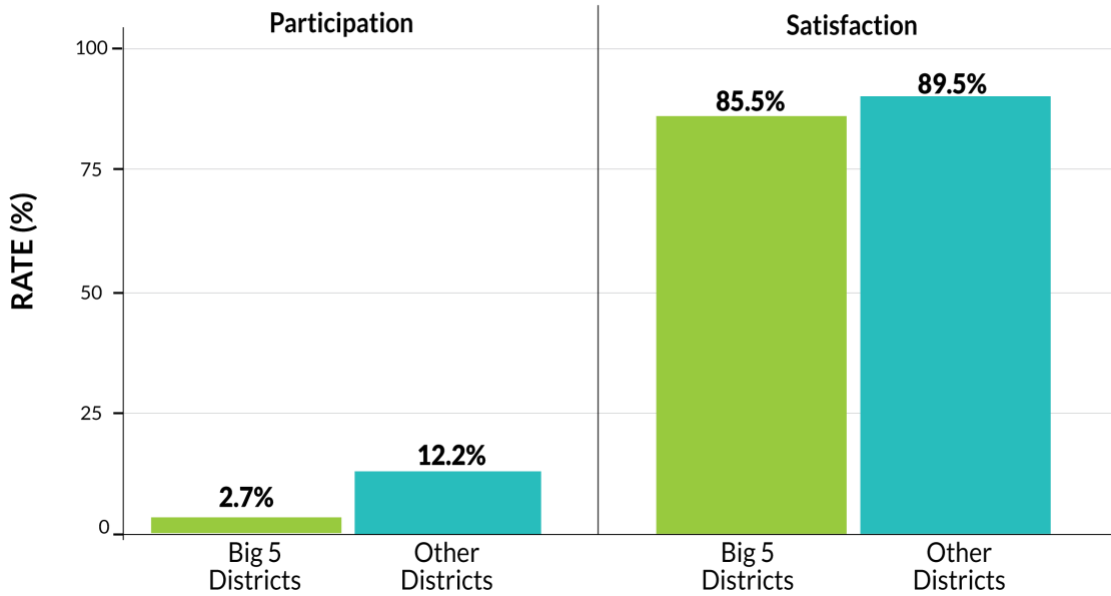


Figure 15: Parental Engagement Satisfaction by Race/Ethnicity

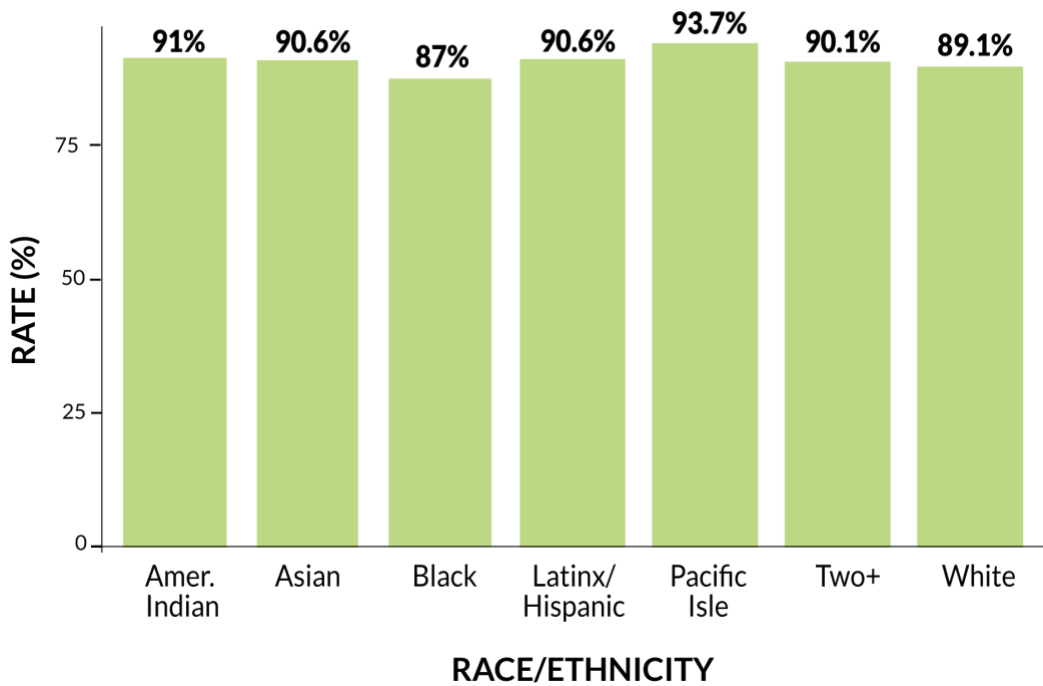


Figure 16: Indicator 8 Proposed Targets: FFY 2020-2025

Year	Target
2020-21	89.47
2021-22	89.5
2022-23	89.6
2023-24	89.7
2024-25	89.8
2025-26	89.9

Stakeholder input

Using a 3-point Likert scale (“not ambitious enough, about right, and too ambitious”), 76.9 percent of respondents agreed with the proposed targets, and 69.2 percent of respondents agreed that the investments were sufficient.

Adjustments to recommended targets and improvement activities

Based on stakeholder input, the DPI proceeded with its recommended targets without adjustments to Indicator 8.

How are Wisconsin learners with IEPs performing in key areas?

INDICATOR 3: STUDENT ASSESSMENT

Description of indicator and improvement activities

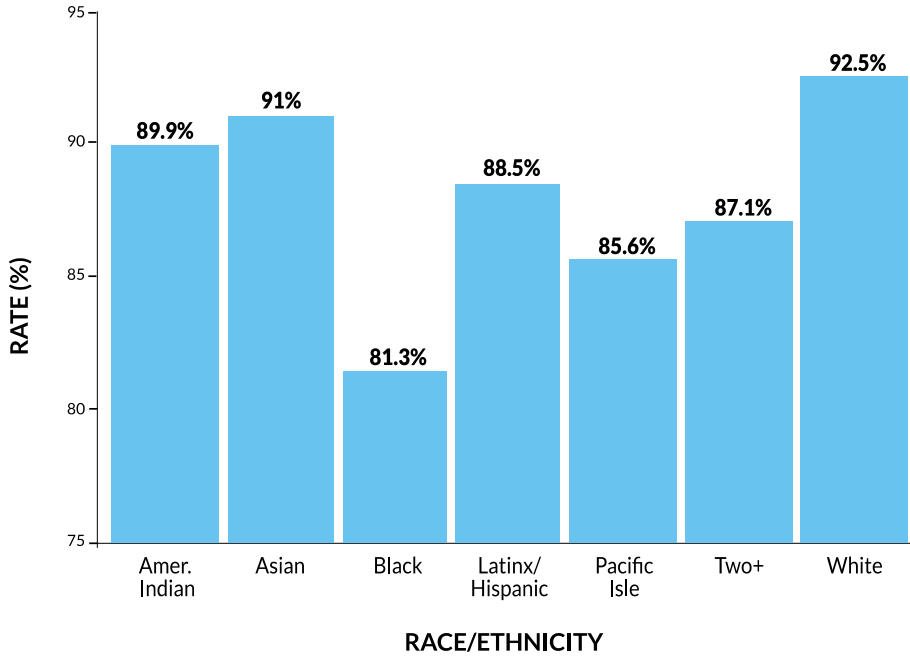
Indicator 3 measures the participation and performance of children with IEPs on statewide assessments: A. Participation rate for children with IEPs. B. Proficiency rate for children with IEPs against grade-level academic achievement standards. C. Proficiency rate for children with IEPs against alternate academic achievement standards. D. Gap in proficiency rates for children with IEPs and for all students against grade-level academic achievement standards. (20 U.S.C. 1416 (a)(3)(A)). The DPI invests \$4.5M annually to provide district and school training and coaching supports to develop or refine their equitable multi-level system of support.

Recommended targets and rationale

Wisconsin reviewed assessment participation and proficiency data historically, disaggregated by race and disability status to inform target recommendations.

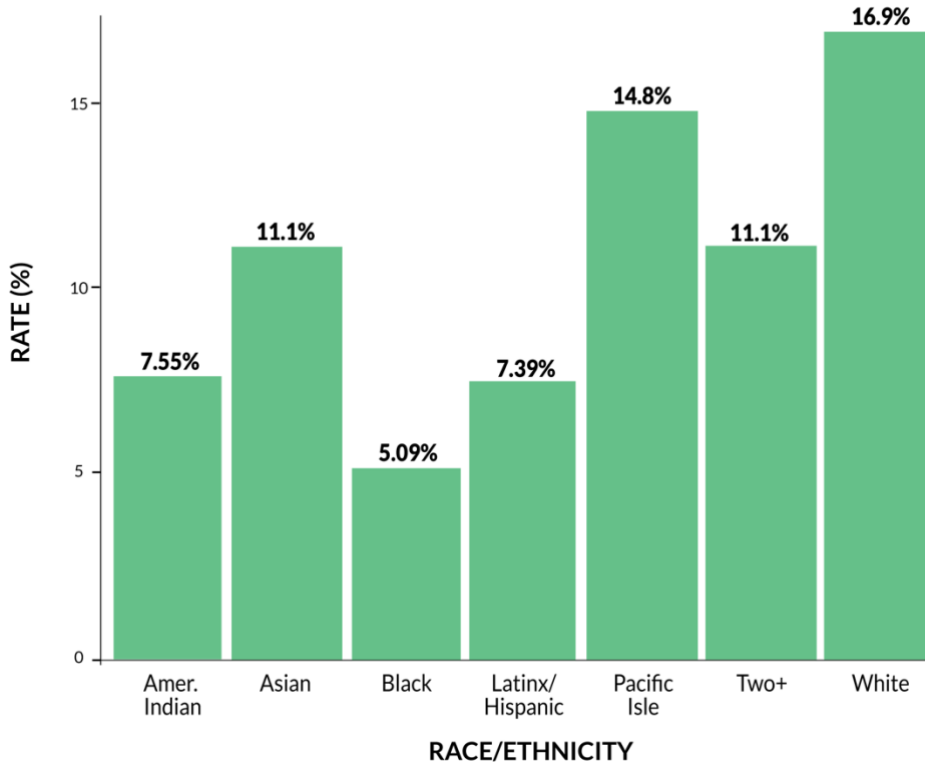
The effect of COVID-19 on assessment participation is anticipated to carry over into subsequent years of reporting, which will necessitate a focused response by the state and LEAs to reverse. The DPI proposed a steady increase from baseline of 4 percent annual increases to participation, up to 95 percent. Proposed targets for all Indicator 3 sub-indicators are detailed in figures 19-22 below.

Figure 17: Assessment Participation by Race (students with IEPs in Grades 4,8, & 11)



FFY 2020 baseline statewide assessment participation across grades 4, 8, and 11

Figure 18: ELA Proficiency by Race (students with IEPs from 2016-2021)



ELA Proficiency on statewide assessments, aggregated across years and grades

Figure 19: Indicator 3a proposed targets: FFY 2020-2025

Subject	Year	G4	G8	G11
ELA	2020-21	83.5	78.8	71.7
ELA	2021-22	87.3	82.6	75.8
ELA	2022-23	91.3	86.6	79.8
ELA	2023-24	95	90.6	83.8
ELA	2024-25	95	94.6	87.8
ELA	2025-26	95	95	91.8
Math	2020-21	83.3	78.6	71.8
Math	2021-22	87.3	82.6	75.8
Math	2022-23	91.3	86.6	79.8
Math	2023-24	95	90.6	83.8
Math	2024-25	95	94.6	87.8
Math	2025-26	95	95	91.8

Figure 20: Indicator 3b proposed targets: FFY 2020-2025

Subject	Year	G4	G8	G11
ELA	2020-21	16.4	8.11	7.7
ELA	2021-22	16.6	8.51	8.1
ELA	2022-23	16.8	8.91	8.5
ELA	2023-24	17.0	9.31	8.9
ELA	2024-25	17.2	9.71	9.3
ELA	2025-26	17.4	10.1	9.7
Math	2020-21	18.4	5.73	4.52
Math	2021-22	18.5	6.23	5.02
Math	2022-23	18.6	6.73	5.52
Math	2023-24	18.7	7.23	6.02
Math	2024-25	18.8	7.73	6.52
Math	2025-26	18.9	8.23	7.02

Figure 21: Indicator 3c proposed targets: FFY 2020-2025

Subject	Year	G4	G8	G11
ELA	2020-21	34.09	5.26	28.07
ELA	2021-22	34.09	5.56	28.07
ELA	2022-23	34.09	5.86	28.07
ELA	2023-24	34.09	6.16	28.07
ELA	2024-25	34.09	6.46	28.07
ELA	2025-26	34.1	6.76	28.08
Math	2020-21	12.78	18.76	28.25
Math	2021-22	12.98	18.76	28.25
Math	2022-23	13.18	18.76	28.25
Math	2023-24	13.38	18.76	28.25
Math	2024-25	13.58	18.76	28.25
Math	2025-26	13.78	18.77	28.26

Figure 22: Indicator 3d proposed targets: FFY 2020-2025

Subject	Year	G4	G8	G11
ELA	2020-21	24.4	27.9	30.16
ELA	2021-22	24.29	27.58	29.81
ELA	2022-23	24.1	27.19	29.42
ELA	2023-24	23.91	26.8	29.03
ELA	2024-25	23.72	26.41	28.64
ELA	2025-26	23.53	26.02	28.25
Math	2020-21	23.69	24.82	24.67
Math	2021-22	23.67	24.44	24.27
Math	2022-23	23.67	23.94	23.78
Math	2023-24	23.57	23.45	23.29
Math	2024-25	23.47	22.96	22.8
Math	2025-26	23.38	22.47	22.31

Stakeholder input

Using a 3-point Likert scale (“not ambitious enough, about right, and too ambitious”), 83.3 percent of respondents agreed with the proposed targets, and 66.7 percent of respondents agreed that the investments were sufficient for Indicator 3a.

For Indicators 3b & 3c, 40 percent of respondents (a plurality) agreed with the proposed targets, and 53.3 percent of respondents agreed that the investments were sufficient.

Adjustments to recommended targets and improvement activities

Based on stakeholder input, the DPI proceeded with its recommended targets without adjustments to Indicator 3b. Indicator 3a was adjusted to meet federal expectations of final targets of 95 percent or higher. Targets for Indicator 3c are tentatively accepted, with the intention of revisiting them in subsequent years once the impact of COVID-19 on assessment participation has diminished.

INDICATOR 7: PRESCHOOL OUTCOMES

Description of indicator and improvement activities

Indicator 7 measures the 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)). The DPI invests \$1.8M annually in Early Childhood Program Support and Leadership, Early Childhood Statewide Coordination, and Early Childhood Equitable Multi-Level Systems of Support. These projects provide universal, targeted, and intensive supports provided to school districts, community partners, early childhood stakeholders, and families around Indicators 6, 7, and 12.

Recommended targets and rationale

The DPI's continued rollout of the Child Outcomes Decision Tree and individual child web-based application has yielded more accurate and consistent data reporting for Indicator 7, but it has also revealed the state's historic performance across these measures to be artificially inflated. As utilization of this data reporting method has increased, and users become more accustomed to the process, Wisconsin has seen the recent declines across Indicator 7 measures stabilize. Now that the collection and reporting process has matured, it is necessary to set new baselines using FFY2020 data, allowing us to measure progress and set targets in line with the improved data quality that the process provides.

Figure 23: Early Learner Success (Indicator 7)

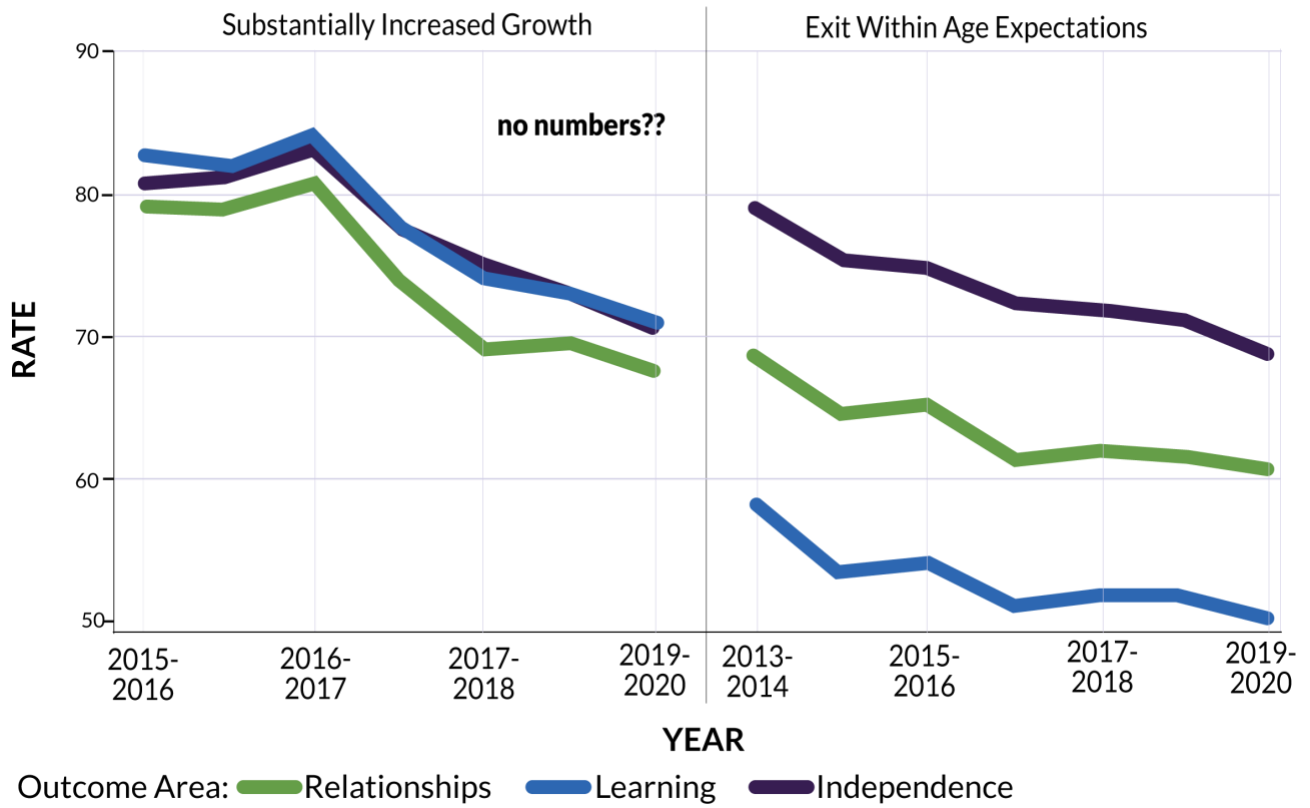


Figure 24: Indicator 7 Proposed Targets: FFY 2020-2025

Subgroup	Year	7a	7b	7c
ss1	2020	67.16	69.21	68.77
ss1	2021	67.17	69.22	68.78
ss1	2022	67.18	69.23	68.79
ss1	2023	67.19	69.24	68.8
ss1	2024	67.2	69.25	68.81
ss1	2025	67.21	69.26	68.82
ss2	2020	58.58	46.71	65.86
ss2	2021	58.59	46.72	65.87
ss2	2022	58.6	46.73	65.88
ss2	2023	58.61	46.74	65.89
ss2	2024	58.62	46.75	65.9
ss2	2025	58.63	46.76	65.91

Stakeholder input

Using a 3-point Likert scale (“not ambitious enough, about right, and too ambitious”), 84.6 percent of respondents agreed with the proposed targets, and 57.7 percent of respondents agreed that the investments were sufficient.

Adjustments to recommended targets and improvement activities

Based on stakeholder input, the DPI proceeded with its recommended targets without adjustments to Indicator 7.

INDICATOR 17: SIMR

Description of indicator and improvement activities

The current theory of action for this improvement cycle is: If the Wisconsin Department of Public Instruction (DPI) provides intensive services to a select group of school districts for the installation of an effective implementation infrastructure to support the use of clearly defined practices related to early reading and inclusive communities, then educators will have needed support and skills to increase reading outcomes for all learners and accelerate outcomes for learners with Individualized Education Programs (IEPs) and learners of color within a framework that can be scaled statewide.

Two primary improvement activities are being leveraged to support this theory of action.

- Implementation Zone - Early Reading (ER)
 - Staged-based implementation of early reading instruction in grades 4K-2 using gradual release of responsibility to deliver explicit and systematic phonological awareness and phonics instruction, along with building background knowledge through carefully selected and delivered read-alouds.
 - Nine districts, 27 schools - in year one of the project
- Implementation Zone - Inclusive Communities (IC)
 - Stage-based implementation of inclusive learning communities through high-quality evidence-based professional development and coaching support to establish collaborative linked teaming structures as the framework to implement Inclusive Learning Communities.
 - Eight districts, 29 schools - in year three of the project

Recommended targets and rationale

The target population for targets within these improvement efforts is learners with IEPs in four-year-old kindergarten through grade two, who will then be assessed in grades 3-5.

As a result of our improvement efforts, proficiency for learners with IEPs in selected schools on the state assessment will increase incrementally from 8.7 percent to 13.7 percent in grade three and from 13.0 percent to 21.8 percent in grades 3-5 combined by the end of this cycle.

The rationale for these targets include the following:

- literature review supports sustained literacy learning when effective instruction is delivered in early grades and provided in inclusive learning environments;
- narrowing the scope of improvement efforts to a subset of districts statewide will yield greater outcomes faster;
- thus, these more ambitious targets can be realized

Figure 25: Indicator 17 Proposed Targets: FFY 2020-2025

Year	Grade 3	Grades 3-5
2020-21	8.7%	13.0%
2021-22	8.7%	13.0%
2022-23	10.4%	15.6%
2023-24	11.3%	16.9%
2024-25	12.2%	18.2%
2025-26	13.7%	21.8%

Stakeholder input

Input specific to the SSIP included stakeholder groups including but not limited to the State Superintendent’s Council on Special Education (SE Council), the Wisconsin Family Assistance Center for Education, Training & Support, Inc. (FACETS), and the Wisconsin Statewide Parent Educator Initiative (WSPEI). Combined, these groups included: people with disabilities, people of color, parents of learners with IEPs and learners of color, special and general educators, education advocates, special education directors, representatives from other state agencies, and statewide education support organizations. Through three virtual meetings across several months, stakeholders were provided information regarding the current State Identified Measurable Result (SiMR), theory of action, strategies, and outcomes and were then invited to share their perspective on the specific practices they believe have the greatest likelihood of impacting literacy proficiency for learners with IEPs and learners of color and the grade levels the

state should target for improvement to provide the greatest likelihood of long term educational success for those learners. The majority of feedback from stakeholders supported targeting early literacy and a narrower grade band as the most likely means of achieving improved performance on the English Language Arts (ELA) portion of the statewide assessment. Stakeholders also recognize the significant discrepancy in state test performance between students of color and white students and the disproportionate placement of learners of color in special education. They supported including improved performance on the state assessment for learners of color with and without IEPs in our strategies and infrastructure improvements. Stakeholders also supported moving from a statewide focus to targeting strategies and activities to select districts and then scaling statewide as the impact is demonstrated.

Once stakeholder groups informed the content area and scope of our future efforts, additional virtual meetings were held during which the Statewide System of Supports (SSOS) infrastructure and Implementation Zone (IZ) practices were described for further input along with information to support setting targets for the revised SiMR. A virtual information session was held with the SE Council and recorded. The recording was then posted to our website, and targeted promotion of its viewing was sent to email lists of additional stakeholder groups statewide. Having viewed the recording, those stakeholders were invited to complete a survey to capture their perspective on whether the infrastructure and improvement strategies aligned to improved literacy outcomes for learners with IEPs and learners of color in grades 3-5, and if not, suggest other approaches to achieve these outcomes. Survey results support the installation of the SSOS and implementation of the IZ strategies as described in this report.

Adjustments to recommended targets and improvement activities

FFY 2020 is a baseline year for data collection and the first year of a new SSIP cycle. Adjustments to targets and/or improvement activities will be considered in subsequent years based on data collected annually.



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