

State of Wisconsin
Part B Annual Performance Report
2006-2007

**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 report in the Annual Performance Report (APR) on the performance of the State to the Secretary of Education by February 1.

With this APR, WDPI has submitted baseline, targets, and improvement activities (using the SPP template) for Indicator #14; progress data and improvement activities for Indicator #7; and information to address any deficiencies identified in OSEP's letter responding to the State's February 1, 2007, SPP/APR. A complete copy of the State's revised SPP, including Indicator #14, is available at <http://www.dpi.wi.gov/sped/spp.html>. In completing the SPP and APR, WDPI used the SPP and APR Instructions, the Part B Indicator/M Measurement Table with Instructions, the SPP and APR templates, Table 6 Assessment and Table 7 Report of Dispute Resolution, and the Indicator #15 Worksheet. In addition, WDPI participated in SPP technical assistance conference calls with OSEP and the North Central Regional Resource Center (NCRRC), and used the Indicator Support Grid, the Part B SPP/APR Indicator Analyses document, and the APR Checklist Part B State Annual Performance Report for 2007 document created by NCRRC.

Stakeholder Involvement in Setting Targets for New Indicators

In December 2007, with broad stakeholder input, WDPI set targets for Indicator #14 (see Indicator #14 for more information). Previously, Wisconsin's State Superintendent approved the creation of an ad hoc group of stakeholders, the Continuous Improvement and Focused Monitoring (CIFMS) Stakeholders (hereafter stakeholders), to advise the WDPI on such matters as the development of the SPP. The stakeholders include parents of children with disabilities, parent advocates, special education administrators, regular education administrators, special education teachers, and school board representatives. A current listing of the CIFMS stakeholders may be found at <http://www.dpi.wi.gov/sped/cifmstake.html>. Staff from the National Center on Special Education Accountability Monitoring (NCSEAM) and the NCRRC facilitated the stakeholder process during the 2006-07 school year. Also during the December 2007 stakeholder meeting, the stakeholders received updates on the progress and/or slippage made on the SPP indicators. Minutes of the CIFMS stakeholder meetings are posted on the website at <http://www.dpi.wi.gov/sped/cifmstake.html>.

In addition to working with stakeholders, the WDPI Special Education Team worked collaboratively with the Department of Health and Family Services (DHFS), 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 in February. Presentations are given by WDPI at the Wisconsin Council of Administrators of Special Services (WCASS) and the State Superintendent's Conference on Special Education and Pupil Services Leadership Issues. In addition, WDPI meets with the CIFMS stakeholders and the State Superintendent's Council on Special Education to review the SPP and the APR. Beginning with the 2006-07 school year, LEAs are required to submit an annual Local Performance Plan (LPP) to the WDPI for review. The LPP is an internet application and serves as the IDEA flow-through and preschool funding mechanism that must be completed in approvable form before a district may encumber and expend federal monies. Through the LPP, districts submit their IDEA flow-through and preschool budgets and provide assurance to WDPI of compliance with state and federal special education requirements. One component of the LPP is the Special Education District Profile, through which WDPI reports annually to the public on the performance of each LEA on the targets associated with Indicators #1-#14. The Special Education District Profile is used to analyze LEA performance on these indicators in the SPP (<https://www2.dpi.state.wi.us/DistrictProfile/Pages/DistrictProfile.aspx>). The Special Education District

Profile includes LEA data, state data, the target for each indicator, data sources for each indicator, and a link to more information about each indicator.

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

Monitoring Priority: FAPE in the LRE

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

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

Measurement:

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

FFY	Measurable and Rigorous Target
2006 (2006-2007)	84.08% of students with disabilities will graduate with a regular diploma

Actual Target Data for 2006-07:

2006-07 SY	Regular Diploma	Certificate	HSED	Maximum Age	Cohort Dropouts	Regular Diploma Graduation Rate
Students with Disabilities	6233	55	124	82	1259	80.39 %
Students without Disabilities	57737	226	683	95	4898	90.73 %
All Students	63970	281	807	177	6157	89.60 %

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

Previously WDPI demonstrated progress and exceeded the target for the 2005-06 SY. However, for the 2006-2007 SY, the State's graduation rate of students with disabilities went down from 81.4% for the previous reporting period to 80.4% during this reporting period. This is a decrease of 1.0%. The state did not meet the target for this indicator.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006-07:Explanation of Slippage that occurred for 2006-2007

In examining the data, the slippage appears to be related to the continuation of the transition from the old system of data collection, the School Performance Report (SPR) into the new, more accurate Individual Student Enrollment System (ISES). The SPR data collection was based on aggregate not individual student records. In reporting on graduation rates prior to 2003-2004, WDPI was unable to monitor individual students throughout the state without an individual student locator number. In 2003-2004, ISES allowed WDPI to begin to accurately count individual student graduation rates throughout the state by providing an individual student enrollment number for WDPI to track student graduation or dropout status throughout the state, even when a student transfers to a new school district.

During the 2006-07 school year the graduation rate decreased due to a more complete data set. For the first time, the ISES data collection includes four years of dropout cohorts: 2003-04, 2004-05, 2005-06 and 2006-07. The 2005-06 graduation data did not include four years of individual student dropout data, but rather one year of aggregate from the SPR and three years of ISES data. This, no doubt, contributes to the lower graduation rate.

WDPI implemented the improvement activities as described in the SPP including the following:**WDPI Graduation Workgroup**

The WDPI Graduation Workgroup conducted focused monitoring (FM) activities as described in the SPP. All noncompliance identified during 2005-2006 focused monitoring was corrected as soon as possible but no later than one year from identification. WDPI provided technical assistance and ongoing progress monitoring to ensure correction of noncompliance and progress on improvement activities.

2006-2007 school year activities included:

First Semester:

- In collaboration with CESA #5, the WDPI revised its focused monitoring data retreat (Focused Performance Review) process to more effectively focus on the analysis of student specific data.
- WDPI selected districts for FM onsite visits based on the gap in graduation rates between students with disabilities and students without disabilities. These districts were notified they would receive a FM onsite during the 2006-07 school year.
- Workgroup co-chairs provided presentations about the FM process to the WDPI Special Education Council.
- The Focused Monitoring workgroups developed a Focused Monitoring Manual detailing the FM process.

Second Semester:

- Districts selected for onsite visits were required to attend a FM data retreat prior to the onsite visit to assist districts in analyzing local data and developing hypotheses about their student outcomes.
- The Graduation Workgroup conducted onsites in three districts and issued written reports of findings based on the onsite FM. Districts were required to address issues identified in the findings report in their improvement plan. Consultants assisted districts in developing a local improvement plan, provided technical assistance, and conducted ongoing progress monitoring.
- Members of the Graduation Workgroup shared results of FM visits with stakeholders.
- WDPI evaluated and revised the FM process.

Procedural Compliance Self-Assessment Process

During the 2006-2007 school year an initial cohort of LEAs completed the process; WDPI conducted 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.

The following discretionary projects were implemented as described in the SPP:

- Regional Service Network
- Paraprofessional Training Initiative
- Behavior Grant (see below)
- Wisconsin Statewide Transition Initiative (see below)
- Wisconsin Assistive Technology Initiative (see below)
- Responsive Education for All Children Initiative (see below)
- Wisconsin Statewide Parent-Educator Initiative
- Focused Performance Reviews (see below)
- Autism Project (see below)
- Traumatic Brain Injury: Wisconsin's Response Initiative

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

During 2006-2007 the following improvement activities were implemented:

- WDPI's transition consultant provided training for each of the 12 Cooperative Educational Service Agency (CESA) transition coordinators.
- WDPI's transition consultant provided indicator #13 training sessions at four statewide meetings.
- WDPI produced a web cast to assist public agencies in completing the National Secondary Transition Technical Assistance Center (NSTTAC) checklist.
- WDPI's transition consultant, WSTI's project director, 12 CESA-based transition coordinators, and the Milwaukee Public Schools transition coordinator provided transition support services, information dissemination, and staff development to parents, education professionals, and community agency professionals in Milwaukee and throughout Wisconsin.
- Each of the 12 CESAs and the Milwaukee Public Schools received mini-grants to improve transition services through baseline IEP reviews, one-year follow-up IEP reviews, local planning, and professional development.
- WSTI hosted networking meetings in each CESA to provide training on indicator #13; these were open to all public agencies.
- WSTI provided four-day training on effective transition practices for the Milwaukee Public Schools for 500 LEA staff.
- WSTI hosted an annual state-wide transition conference. Over 500 educators, parents, service providers, and youth participated. WDPI collaborated with NSTTAC to provide training to CESA and LEA personnel on indicator #13 and secondary transition requirements at the February 2007 state-wide transition conference.
- WDPI created a youth development guide and 12 CESA-based trainings were conducted, funded by a Medicaid Infrastructure Grant (MIG) awarded by the Wisconsin Department of Health and Family Services.
- WDPI participated in the national community of practice on transition hosted by the National Association of State Directors of Special Education (NASDSE).
- WSTI assisted LEAs in using data from indicators #1, #2, #13, and #14 to develop local improvement plans. The purpose of this activity is to coordinate data analysis with improvement planning to positively impact dropout and graduation rates, transition planning, and post-school outcomes.
- WSTI created effective-practice professional development training modules available on its web site to assist in meeting indicator #13. The modules provide uniform information to LEAs, provider agencies, parents, and youth about transition requirements and effective practices.
- WSTI established a Youth Advisory Council. The purpose is to promote youth empowerment through self-advocacy.

- As part of the Wisconsin strategic plan developed with NSTTAC, Wisconsin applied for and received an OSEP Secondary Transition State Capacity Building Initiative grant.
- WDPI developed a Transition Resource Directory for each CESA to identify county activities providing transition services and agency contacts. The directories assist LEAs in forming interagency linkages.
- WDPI negotiated a new interagency agreement with the Division of Vocational Rehabilitation of the Wisconsin Department of Workforce Development and the Wisconsin Department of Health and Family Services to coordinate services for individuals transitioning from education to employment. The agreement can be viewed at http://dwd.wisconsin.gov/dvr/pdf_files/dpi_interagency_agreement.pdf
- WDPI collected a listing of common errors on the NSTTAC checklist by frequency as reported by LEAs on the Procedural Compliance Self-Assessment. This data assists public agencies and WDPI in prioritizing professional development activities.

Behavior Grant

2006-2007 school year activities completed:

- The Fourth Annual Behavioral Institute included presentations on mental health, behavioral interventions, differentiated instruction, teaching reading, and teaching math.
- Provided follow-up technical assistance with the participating districts in the Student and Teacher Assessments of Reciprocated Socialization (STARS) study to develop plans to address identified issues.
- Worked in cooperation with the statewide transition grant to provide information at the winter statewide transition conference on transition of students with emotional behavioral disabilities (EBD).
- Completed and disseminated a checklist for evaluating the effectiveness of EBD programs.
- Continued work on identifying best practices in EBD evaluation, including addressing issues related to disproportionality.

Responsive Education for All Children (REACH)

2006-2007 activities completed:

- 47 REACH incentive grants were awarded, representing 93 school districts and 271 elementary, middle, and high schools. Grants were awarded to schools with priorities in reading and math achievement, social emotional and behavior factors, graduation gap, and disproportionate identification of minority students as students with disabilities.
- 1,969 educators and family members participated in REACH statewide workshops. Workshops were offered at no charge to school districts, both grant and non-grant recipients. 45% (889) of workshop attendees were not affiliated with a school district that received a REACH incentive grant.
- 42 mentors worked with REACH grant recipients and logged 14,986 hours assisting schools implementing the REACH framework components.
- Four regional centers representing all 12 CESAs offered 47 workshops.
- Two REACH Poster Showcase Conferences were held in Spring 2007.

Focused Performance Review

For the 2006-2007 SY, the Focused Performance Review continued to be an integral piece of Wisconsin's FM process (see SPP Indicator #5 for more details). Collaborative teams comprised of regular and special educators, along with administrators and community members participated in structured data analysis activities, facilitated by CESA #5, which allowed districts to identify potential root causes for their area(s) of need. Further refinements to the data analysis and improvement plan writing processes were made. Data continued to be disaggregated by disability area, and race/ethnicity. Data modules analyzed included graduation, dropout, suspensions/expulsions, participation and performance on statewide assessments, educational environments, and individual student data. Observations and potential root causes, along with any findings noted during the FM visits were then integrated into the district-wide or building-wide improvement plans to address those needs.

Autism Project (<http://dpi.wi.gov/sped/autcatint2.html>)

For more than ten years, WDPI has developed and conducted statewide trainings for school staff in the area of autism. In 2006-2007, four trainings were held in various locations throughout the state. Basic level trainings were offered for school staff with limited knowledge of educational programming for students with autism spectrum disorders. The basic level training presented an overview of autism spectrum disorders and discussed topics such as functional behavioral assessment, classroom programming, sensory issues, and communication strategies. Advanced level trainings were offered for more experienced school staff. The advanced training presented more complex information about issues in early childhood education of students with autism spectrum disorders. 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. 292 school staff attended either the basic or advanced level autism training in 2006-07. Each of these trainings includes strategies for preventing suspensions and expulsions, obtaining a diploma, and increasing the graduation rates of students with autism.

Wisconsin Assistive Technology Initiative (WATI)

During the 2006-2007 school year, WATI carried out the following activities:

- Technical assistance regarding assistive technology (AT) through phone and email
- Professional development to school district staff regarding AT products and services
- Training and technical assistance for assessing student AT needs
- Open labs to review AT software and hardware
- Support and assistance to school technology teams to build AT into their plans
- Work with administrative teams to build AT capacity at the district level
- Professional development to parents in a school district regarding AT products and services
- Development of AT materials and products for use in local school districts

Specific to AT for early childhood, the WATI director and 12 regional AT consultants completed the following activities:

- Specific training and technical assistance for children birth to six
- Technical assistance regarding AT evaluation of young children
- Support for the provision of early childhood special education (ECSE) services in community settings (for example: 4K, 5K, and EC)
- Training and technical assistance to support family outcome goals (for example: evaluation, individualized education program (IEP), and rights related to AT)
- Involvement in the team process for determining Child Outcomes

The WDPI is currently working with its partners to redesign the WATI project to ensure scientifically based practices in AT are implemented and sustained. The redesign of the project will focus on building capacity for AT in a broader state-wide context with a focus on professional development and child outcomes.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006-07**Revision – LEA Enrollment Groups for FM Selection Process**

In a CIFMS stakeholder meeting facilitated by Dr. Sandy Schmidt of NCSEAM in May, 2007, the stakeholders supported collapsing the number of enrollment groups from eight to four. During the meeting, WDPI shared data and progress on activities in the SPP and FM. Co-leaders from the Reading Achievement and Graduation Workgroups highlighted positive outcomes from the previous year's FM, as well as recommendations and considerations for improving the FM selection process.

- § One recommendation was that the number of enrollment groups be collapsed from eight to four. Data was provided to show the percentage of the state's special education population in each of the existing enrollment groups versus a smaller number of enrollment groups, and how collapsing the

number of enrollment groups to four would more effectively target FM visits to districts that truly need assistance. By reducing the number of enrollment groups, and using data to select districts, the use of a randomly selected district would be eliminated from the selection process.

- § A second recommendation was to eliminate the direct comparison of both reading achievement rates and graduation rates between students with disabilities and students without disabilities. Instead, the focus would be on the distance between an LEA's rate for students with disabilities and the given indicator (Indicator #1 for Graduation, Indicator #3 for Reading Achievement) target on the SPP. Again, this change would result in more meaningful and effective identification of districts in need of FM and improvement.

Based on stakeholder agreement, it was decided:

1. WDPI would establish and use four enrollment groups for FM purposes (see table below).
2. WDPI would eliminate randomly selected districts for FM (see below for description of current LEA selection process)
3. WDPI would use their discretion to determine how to select districts for FM.

Enrollment group	Enrollment Numbers	Number of districts within enrollment group
1	25,001 +	1
2	5,001 - 25,000	26
3	3,001 - 5,000	35
4	0 - 3,000	364

Revision - LEA Selection Process for FM Onsite Visits: Graduation, 2007-08 School Year, Data Decision Rules

- School districts were selected from the revised enrollment groups 1, 2, and 3. Stakeholders supported the monitoring of 3 districts for graduation and 3 districts for reading. Enrollment group four will be monitored for reading. Enrollment group 1 (Milwaukee Public Schools-MPS) has monitoring every year, but in only one area. Last year MPS was monitored for reading; this year they will be receiving assistance in graduation.
- The two most recent years of data reported by LEAs on the School Performance Report (SPR) (2004-05 and 2003-04) and the most recent year of data from the Individual Student Enrollment System (ISES) (2005-06) were used to select districts. ISES was initiated by WDPI to improve the accuracy and efficiency of the data collection for federal reports. This system has built in verification methods that require districts to review submitted data for accuracy unlike the former SPR method.
- A comparative ranking list was devised from the 2004-05 and 2003-04 data that compared the graduation rate of students with disabilities against their nondisabled peers within each enrollment group. The data from these years was based on gap measurements and not tied to a targeted rate. Data from 2005-06 was ranked based on distance from the established SPP target.
- Using these rankings, each district was given a score with points assigned based either on the gap measurement (2003-2005) for each year or for distance from target (2005-2006).
- The ranking position for each of the three years were added together and sorted from low to high to identify the final ranking score.
- Districts with the lowest point scores within enrollment groups 1, 2, and 3 (not already under a FM improvement plan) were selected to receive a FM visit.
- In September, 2007 individual districts were notified they had been selected for FM.

Revisions to Improvement Activities

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

In the past year, one district within the state had been labeled as DIFI (District Identified for Improvement). Working within the agency, WDPI has endeavored to address issues related to student

success as found in indicators #1, #2, #3, and #4. As a result, collaborative efforts within WDPI have been initiated.

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/cssovrw1.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 Grade 12.

Wisconsin Response to Intervention (RTI) Initiatives

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

The REACH grant currently utilizes an RTI framework with districts involved in the project (see more information about REACH above). This has allowed WDPI to begin the process on a smaller scale prior to full state implementation.

Wisconsin Post High School Outcomes Survey (WPHSOS) (www.posthighsurvey.org)

Results from the WPHSOS are used by LEAs and WDPI to impact graduation results. Annually, a statewide WPHSOS Summary Report is published in September and widely distributed throughout the year. To assist with determining improvement activities, data are disaggregated by gender, ethnicity, disability and exit type. Districts have access to a Gender, Ethnicity, Disability and Exit Type data chart, District Summary Report, District Report, Data Analysis Charts and Improvement Planning Forms. Districts use the information to review their local outcomes in relation to local planning and improvement

activities. The data analysis forms match the state data retreat procedure so districts can easily incorporate outcomes data into improvement planning.

Information Dissemination

Information on postsecondary outcomes is shared at meetings with parents, youth with disabilities, county transition councils, public and private adult services providers (e.g. Department of Vocational Rehabilitation (DVR), Department of Health and Family Services (DHFS), teachers, school administrators, the WI Stakeholder Advisory Group, and other statewide transition initiatives and projects. Presentations include:

- State Superintendent's Conference for Special Education and Pupil Services Leadership Personnel
- Wisconsin Council of Administrators of Special Services (WCASS)
- Wisconsin School Psychology Conference
- Wisconsin Transition Conference
- Rehabilitation of Wisconsin Conference
- Cooperative Educational Services Agency (CESA) and Superintendent's meetings
- In-district transition planning meetings
- Department of Workforce Development Board Meeting
- Division of Vocational Rehabilitation
- Department of Health and Family Services
- Parent Organizations
- Wisconsin Youth Leadership Council presentation

Mary Kampa, Director of the WPHSOS, has shared information and participated actively in the following groups:

- Wisconsin Community on Transition
- Employment Practice Group (EPG) - co-leads this group with DVR
- DPI/DVR/DHFS Joint Agreement and Technical Assistance Guide
- State Improvement Grant (SIG) and State Personnel Development Grant (SPDG) project participation and data collection
- Medicaid Infrastructure Grant (MIG) awarded to develop a Youth Leadership Council (YLC) and Youth Leadership Forum
- Work on all the communities of practice groups, state community on transition and the YLC are posted to www.sharedwork.org

National Participation

Mary Kampa, Director of the WPHSOS has shared information and participated actively in the following groups:

- National Post High School Outcomes Center (NPSO) www.psocenter.org
 - Mary Kampa is a member of the NPSO Advisory Group
 - The National Secondary Training and Technical Assistance Center (NSTTAC) has requested presentations on the WPHSOS at national transition forums.

Wisconsin's Statewide Professional Development Grant (SPDG):

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

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

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

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

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

Monitoring Priority: FAPE in the LRE

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

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

Measurement:

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

FFY	Measurable and Rigorous Target
2006 (2006-2007)	No more than 1.672% of students with disabilities will drop out

Actual Target Data for 2006-07:

2006-2007 SY Grades 7-12	Dropouts	Expected to Complete School Term	Dropout Rate
Students with Disabilities	1,524	58,362	2.61 %
Students without Disabilities	5,231	363,925	1.44 %
All Students	6,755	422,287	1.60%

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

During the previous reporting period, the State had a dropout rate of 2.13% of youth with IEPs. During the FFY 2006 reporting period the percent of youth with IEPs dropping out of school was 2.61 percent ($1524/58362 = 0.02611 \times 100 = 2.61\%$). This is an increase of 0.48 percent.

Dropout data for all students in Wisconsin is collected through the Individual Student Enrollment System (ISES), which provides student-level data. The dropout rate for both students with disabilities and non-disabled students is calculated as the number of students in grades 7 through 12 who drop out of school during the given year, divided by the number of students expected to complete the school term in those grades. This is the fourth year LEAs have reported dropout data using ISES. As with any new data collection system, data becomes more valid and reliable with each successive year. This may be reflected in the increase in the percentage of students with disabilities reported as dropping out of school.

Many factors contribute to student dropout rates over time; it is difficult to determine a causal connection between any single factor and a student's decision to quit school. As part of the focused monitoring conducted by the WDPI Graduation Workgroup, possible factors that may contribute to increased dropout rates are examined and addressed. These factors include student academic and social engagement, academic achievement, multiple options for student learning, student retention, and student mobility. Additionally, WDPI examines district policies, procedures, and practices as they relate to students with disabilities including suspension/expulsion, attendance, and graduation.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006-2007**Explanation of Slippage that Occurred in 2006-2007**

In examining the data, the slippage in dropout rates appears to be related to the continuation of the transition from the old system of data collection, the School Performance Report (SPR) into the new, more accurate Individual Student Enrollment System (ISES). The SPR data collection was based on aggregate, not individual, student records. In reporting on dropout rates prior to 2003-2004, WDPI was unable to accurately monitor individual students throughout the state without an individual student locator number. In 2003-2004, ISES allowed WDPI to begin to accurately count individual student dropout rates throughout the state by providing an individual student enrollment number for WDPI to track student graduation or dropout status throughout the state, even if a student transfers to a new school district.

WDPI implemented the improvement activities as described in the SPP including the following:**WDPI Graduation Workgroup**

The WDPI Graduation Workgroup conducted focused monitoring (FM) activities as described in the SPP. All noncompliance identified during FM was corrected as soon as possible but no later than one year from identification. WDPI provided technical assistance and ongoing progress monitoring to ensure correction of noncompliance and progress on improvement activities.

2006-2007 school year activities included:

First Semester:

- In collaboration with Cooperative Educational Service Agency (CESA) #5, the WDPI revised its FM data retreat process to more effectively focus on the analysis of student specific data.
- WDPI selected districts for FM onsite visits based on the gap in graduation rates between students with disabilities and students without disabilities. These districts were notified they would receive a FM onsite during the 2006-07 school year.
- Workgroup co-chairs provided presentations about the FM process to the WDPI Special Education Council.
- The Continuous Improvement and Focused Monitoring System (CIFMS) Steering and Co-chair workgroups developed a FM Manual detailing the FM process.

Second Semester:

- Districts selected for onsite visits were required to attend a FM data retreat prior to the onsite visit to assist districts in analyzing local data and developing hypotheses about their student outcomes.
- The Graduation Workgroup conducted onsites in three districts. The department assessed the effectiveness of the improvement planning process and the technical assistance and follow-up components of the FM process. Consultants assisted districts in developing a local improvement plan, provided technical assistance, and conducted ongoing progress monitoring.
- Members of the Graduation Workgroup shared results of FM visits with stakeholders.
- WDPI evaluated and revised the FM process.

Procedural Compliance Self-Assessment Process

During the 2006-2007 school year an initial cohort of LEAs completed the process; WDPI conducted 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.

To assure valid and reliable data, WDPI provides web-based training in how to conduct the self-assessment, including how to create random samples for review. The self-assessment checklist includes standards for reviewing the procedural requirements. Information about the self-assessment is posted on

the WDPI website at <http://dpi.wi.gov/sped/spp-selfassmt.html>. Local Educational Agencies (LEAs) participating in the Special Education Procedural Compliance Self-Assessment are required to conduct IEP team meetings as soon as possible to revise IEPs that do not meet the standards for indicator #13. LEAs with noncompliance correct it through developing and implementing agency-wide corrective action plans. WDPI staff provide technical assistance and conduct periodic reviews of progress to ensure correction of noncompliance as soon as possible, but no later than one year from identification of noncompliance. The Wisconsin Statewide Transition Initiative (WSTI) provides training to assist with the correction of noncompliance.

The following discretionary projects were implemented as described in the SPP:

- Regional Service Network
- Paraprofessional Training Initiative
- Behavior Grant (see below)
- Wisconsin Statewide Transition Initiative (see below)
- Wisconsin Assistive Technology Initiative (see below)
- Responsive Education for All Children Initiative (see below)
- Wisconsin Statewide Parent-Educator Initiative
- Focused Performance Reviews (see below)
- Autism Project (see below)
- Traumatic Brain Injury: Wisconsin's Response Initiative

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

During 2006-2007 the following improvement activities were implemented:

- WDPI's transition consultant provided training for each of the 12 CESA transition coordinators.
- WDPI's transition consultant provided indicator #13 training sessions at four statewide meetings.
- WDPI produced a web cast to assist public agencies in completing the National Secondary Transition Technical Assistance Center (NSTTAC) checklist.
- WDPI's transition consultant, WSTI's project director, 12 CESA-based transition coordinators, and the MPS transition coordinator provided transition support services, information dissemination, and staff development to parents, education professionals, and community agency professionals in Milwaukee and throughout Wisconsin.
- Each of the 12 CESAs and MPS received mini-grants to improve transition services through baseline IEP reviews, one-year follow-up IEP reviews, local planning, and professional development.
- WSTI hosted networking meetings in each CESA to provide training on indicator #13; these were open to all public agencies.
- WSTI provided four-day training on effective transition practices for MPS for 500 LEA staff.
- WSTI hosted an annual state-wide transition conference. Over 500 educators, parents, service providers, and youth participated. WDPI collaborated with NSTTAC to provide training to CESA and LEA personnel on indicator #13 and secondary transition requirements at the February 2007 state-wide transition conference.
- WDPI created a youth development guide and 12 CESA-based trainings were conducted, funded by a Medicaid Infrastructure Grant (MIG) awarded by the Wisconsin Department of Health and Family Services.
- WDPI participated in the national community of practice on transition hosted by the National Association of State Directors of Special Education (NASDSE).
- WSTI assisted LEAs in using data from indicators #1, #2, #13, and #14 to develop local improvement plans. The purpose of this activity is to coordinate data analysis with improvement planning to positively impact dropout and graduation rates, transition planning, and post-school outcomes.
- WSTI created effective-practice professional development training modules available on its web site to assist in meeting indicator #13. The modules provide uniform information to LEAs, provider agencies, parents, and youth about transition requirements and effective practices.

- WSTI established a Youth Advisory Council. The purpose is to promote youth empowerment through self-advocacy.
- As part of the Wisconsin strategic plan developed with NSTTAC, Wisconsin applied for and received an OSEP Secondary Transition State Capacity Building Initiative grant.
- WDPI developed a Transition Resource Directory for each CESA to identify county activities providing transition services and agency contacts. The directories assist LEAs in forming interagency linkages.
- WDPI negotiated a new interagency agreement with the Division of Vocational Rehabilitation of the Wisconsin Department of Workforce Development and the Wisconsin Department of Health and Family Services to coordinate services for individuals transitioning from education to employment. The agreement can be viewed at http://dwd.wisconsin.gov/dvr/pdf_files/dpi_interagency_agreement.pdf
- WDPI collected a listing of common errors on the NSTTAC checklist by frequency as reported by LEAs on the Procedural Compliance Self-Assessment. This data assists public agencies and WDPI in prioritizing professional development activities.

Behavior Grant

2006-2007 school year activities completed:

- The Fourth Annual Behavioral Institute included presentations on mental health, behavioral interventions, differentiated instruction, teaching reading and teaching math.
- Provided follow-up technical assistance with the participating districts in the Student and Teacher Assessments of Reciprocated Socialization (STARS) study to develop plans to address identified issues.
- Worked in cooperation with the statewide transition grant to provide information at the winter statewide transition conference on transition of students with emotional behavioral disability (EBD).
- Completed and disseminated a checklist for evaluating the effectiveness of EBD programs.
- Continued work on identifying best practices in EBD evaluation, including addressing issues related to disproportionality.

Responsive Education for All Children (REACH)

2006-2007 activities completed:

- 47 REACH incentive grants were awarded, representing 93 school districts and 271 elementary, middle, and high schools. Grants were awarded to schools with priorities in reading and math achievement, social emotional and behavior factors, graduation gap, and disproportionate identification of minority students as students with disabilities.
- 1,969 educators and family members participated in REACH statewide workshops. Workshops were offered at no charge to school districts, both grant and non-grant recipients. 45% (889) of workshop attendees were not affiliated with a school district that received a REACH incentive grant.
- 42 mentors worked with REACH grant recipients and logged 14,986 hours assisting schools implementing the REACH framework components.
- Four regional centers representing all 12 CESAs offered 47 workshops.
- Two REACH Poster Showcase Conferences were held in Spring 2007.

Focused Performance Review

For the 2006-2007 SY, the Focused Performance Review continued to be an integral piece of Wisconsin's FM process (see SPP Indicator #5 for more details). Collaborative teams comprised of regular and special educators, along with administrators and community members participated in structured data analysis activities, facilitated by CESA #5, which allowed districts to identify potential root causes for their area(s) of need. Further refinements to the data analysis and improvement plan writing processes were made. Data continued to be disaggregated by disability area, and race/ethnicity. Data modules analyzed included graduation, dropout, suspensions/expulsions, participation and performance on statewide assessments, educational environments, and individual student data. Observations and potential root causes, along with any findings noted during the FM visits were then integrated into the district-wide or building-wide improvement plans to address those needs.

Autism Project (<http://dpi.wi.gov/sped/autcatint2.html>)

For more than ten years, WDPI has developed and conducted statewide trainings for school staff in the area of autism. In 2006-2007, four trainings were held in various locations throughout the state. Basic level trainings were offered for school staff with limited knowledge of educational programming for students with autism spectrum disorders. The basic level training presented an overview of autism spectrum disorders and discussed topics such as functional behavioral assessment, classroom programming, sensory issues, and communication strategies. Advanced level trainings were offered for more experienced school staff. The advanced training presented more complex information about issues in early childhood education of students with autism spectrum disorders. 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. 292 school staff attended either the basic or advanced level autism training in 2006-07. Each of these trainings includes strategies for preventing suspensions and expulsions, obtaining a diploma, and increasing the graduation rates of students with autism.

Wisconsin Assistive Technology Initiative (WATI)

During the 2006-2007 school year, WATI carried out the following activities:

- Technical assistance regarding assistive technology (AT) through phone and email
- Professional development to school district staff regarding AT products and services
- Training and technical assistance for assessing student AT needs
- Open labs to review AT software and hardware
- Support and assistance to school technology teams to build AT into their plans
- Work with administrative teams to build AT capacity at the district level
- Professional development to parents in a school district regarding AT products and services
- Development of AT materials and products for use in local school districts

Specific to AT for early childhood, the WATI director and 12 regional AT consultants completed the following activities:

- Specific training and technical assistance for children birth to six
- Technical assistance regarding AT evaluation of young children
- Support for the provision of early childhood special education (ecse) services in community settings (for example: 4K, 5K, and EC)
- Training and technical assistance to support family outcome goals (for example: evaluation, IEP, and rights related to AT)
- Involvement in the team process for determining Child Outcomes

The WDPI is currently working with its partners to redesign the WATI project to ensure scientifically based practices in AT are implemented and sustained. The redesign of the project will focus on building capacity for AT in a broader state-wide context with a focus on professional development and child outcomes.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006-07**Documentation of Correction of OSEP Identified Noncompliance**

As directed by OSEP in the 2005 SPP/APR Response Table, the State has revised the SPP to include the improvement activities referenced in the Indicator #1 FFY 2005 APR.

Revision – LEA Enrollment Groups for FM Selection Process

In a CIFMS Stakeholder meeting facilitated by Dr. Sandy Schmidt of NCSEAM in May, 2007, the stakeholders supported collapsing the number of enrollment groups from eight to four. During the meeting, WDPI shared data and progress on activities in the SPP and FM. Co-leaders from the Reading

Achievement and Graduation Workgroups highlighted positive outcomes from the previous year’s FM, as well as recommendations and considerations for improving the FM selection process.

- § One recommendation was that the number of enrollment groups be collapsed from eight to four. Data was provided to show the percentage of the state’s special education population in each of the existing enrollment groups versus a smaller number of enrollment groups, and how collapsing the number of enrollment groups to four would more effectively target FM visits to districts that truly need assistance. By reducing the number of enrollment groups, the use of a randomly selected district would also be eliminated from the selection process.
- § A second recommendation was to eliminate the direct comparison of both reading achievement rates and graduation rates between students with disabilities and students without disabilities. Instead, the focus should be on the distance between an LEAs rate for students with disabilities and the given indicator (Indicator #1 for Graduation, Indicator #3 for Reading Achievement) target on the SPP. Again, this change would result in more meaningful and effective identification of districts in need of focused monitoring and improvement.

Based on stakeholder agreement, it was decided:

1. WDPI would establish and use four enrollment groups for FM purposes.
2. WDPI would eliminate randomly selected districts for FM (see below for description of current LEA selection process)
3. WDPI would use their discretion to determine how to select districts for FM.

Enrollment group	Enrollment Numbers	Number of districts within enrollment group
1	25,001 +	1
2	5,001 - 25,000	26
3	3,001 - 5,000	35
4	0 - 3,000	364

Revision - LEA Selection Process for FM Onsite Visits: Graduation, 2007-08 School Year, Data Decision Rules

- School districts were selected from the revised enrollment groups 1, 2, and 3. Stakeholders supported the monitoring of 3 districts for graduation and 3 districts for reading. Enrollment group four will be monitored for reading. Enrollment group 1 (Milwaukee Public Schools-MPS) has monitoring every year, but in only one area. Last year MPS was monitored for reading; this year they will be receiving assistance in graduation.
- High school completion data (graduated with a regular diploma, received an HSED or other certificate, reached maximum age) reported by LEAs from the Individual Student Enrollment System (ISES) as well as cohort dropout data reported from ISES and the School Performance Report (SPR) were used to select districts. ISES was initiated by WDPI to improve the accuracy and efficiency of the data collection for federal reports. This system has built in verification methods that require districts to review submitted data for accuracy unlike the former SPR method.
- A comparative ranking list was devised from the 2004-05 and 2003-04 data that compared the graduation rate of students with disabilities against their nondisabled peers within each enrollment group. The data from these years was based on gap measurements and not tied to a targeted rate. Data from 2005-06 was ranked based on distance from the established SPP target.
- Using these rankings, each district was given a score with points assigned based either on the gap measurement (2003-2005) for each year or for distance from target (2005-2006).
- The ranking position for each of the three years were added together and sorted from low to high to identify the final ranking score.
- Districts with the lowest point scores within enrollment groups 1, 2, and 3 (not already under a FM improvement plan) were selected to receive a FM visit.

- In September, 2007 individual districts were notified they had been selected for FM.

New Improvement Activities

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

In the past year, one district within the state had been labeled as DIFI (District Identified for Improvement). Working within the agency, WDPI has endeavored to address issues related to student success as found in indicators #1, #2, #3, and #4. As a result collaborative efforts within WDPI have been initiated.

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 425 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 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 MPS 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.

Wisconsin Response to Intervention (RTI) Initiatives

WDPI has been working both internally and externally in creating a statewide framework for the implementation of response to intervention strategies within school districts. An internal workgroup comprised of personnel from the Special Education, Content and Learning, Student Services: Prevention and Wellness, and Title 1 School Support teams has been meeting monthly to work on devising the framework and inservicing districts. A second group was created in November 2007 comprised of individuals assigned to attend the National Summit on RTI in December 2007. This group had representatives from the aforementioned teams, as well as individuals from professional education and parent organizations from the state, and personnel from two national organizations who offer states support in RTI. This group is working with the smaller internal workgroup to guide the full scale implementation process. An external taskforce has been working for the past two years on overseeing the development of the framework. This group has representatives from professional and parent organizations, and school personnel including teachers and administrators. The REACH grant currently utilizes an RTI framework with districts involved in the project (see more information about REACH above). This has allowed WDPI to begin the process on a smaller scale prior to full state implementation.

Wisconsin's Statewide Professional Development Grant (SPDG):

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

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

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

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

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

Monitoring Priority: FAPE in the LRE

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

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

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

Measurement:

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

B. Participation rate =

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

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

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

C. Proficiency rate =

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

Overall Percent = $[(b + c + d + e) \text{ divided by } (a)]$.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	<p>Percent of districts meeting AYP in reading: 75%</p> <p>Percent of districts meeting AYP in math: 75%</p> <p>Participation rate for children in reading: 95%</p> <p>Participation rate for children in math: 95%</p> <p>Proficiency for children in reading: 67.5%</p> <p>Proficiency for children in math: 47.5%</p>

Actual Target Data for 2006-07:

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

Percent = # of districts, by subject, that met 2006-2007 AYP requirements for students with disabilities, divided by total number of districts that met minimum students with disabilities cell size (50 full academic year (FAY) tested) times 100:

Subject	# of Districts Meeting 2006-07 AYP Requirements	# of Districts Meeting Meeting Min. SwD Cell Size	% of Districts Meeting AYP Objectives for Disability Subgroup
Reading	34	36	94.44%
Math	35	36	97.22%

B. Participation Rate

Please note: Wisconsin did not have any children with IEPs participating in alternate assessments against grade level standards for the 2006-07 SY

Grade / Subject	# of Children with IEPs	# of Children with IEPs in Reg. Assess. with No Accommodations	# of Children with IEPs in Reg. Assess. with Accommodations	# of Children with IEPs in Alternate Assess. against Alt. Achievement Standards	Parent Opt Out	Exempt - Other Reasons	2006-07 Overall Part. Rate
3rd Gr. Reading	8088	4267	2827	860	0	134	98.34%
3rd Gr. Math	8088	4267	3035	721	0	65	99.20%
4th Gr. Reading	8327	3891	3371	952	3	110	98.64%
4th Gr. Math	8327	3860	3630	774	3	60	99.24%
5th Gr. Reading	8663	3848	3850	857	0	108	98.75%
5th Gr. Math	8663	3828	4034	743	0	58	99.33%
6th Gr. Reading	8559	3382	4272	818	0	87	98.98%
6th Gr. Math	8559	3307	4385	773	0	94	98.90%
7th Gr. Reading	9149	3481	4723	852	0	93	98.98%
7th Gr. Math	9149	3304	4925	847	0	73	99.20%
8th Gr. Reading	9555	3774	4767	866	5	143	98.45%
8th Gr. Math	9555	3542	5045	829	5	134	98.55%
10th Gr. Reading	9761	5434	3195	801	14	317	96.61%
10th Gr. Math	9761	5283	3371	785	14	308	96.70%

C. Performance Rates

Please note: Wisconsin did not have any children with IEPs participating in alternate assessments against grade level standards for the 2006-07 school year (SY).

Grade / Subject	# of Children with IEPs	# of Children Scoring Proficient or Above as Measured by Regular Assessment with No Accommodations	# of Children Scoring Proficient or Above as Measured by Regular Assessment with Accommodations	# of Children with IEPs Scoring Proficient or Above as Measured by Alternate Assessment Against Grade Level Standards	Overall Proficiency Rate
3rd Gr. Reading	8088	2547	996	553	50.64%
3rd Gr. Math	8088	2459	1349	476	52.97%
4th Gr. Reading	8327	2372	1298	689	52.35%
4th Gr. Math	8327	2312	1574	545	53.21%
5th Gr. Reading	8663	2322	1638	609	52.74%
5th Gr. Math	8663	1986	1508	538	46.54%
6th Gr. Reading	8559	1937	1893	533	50.98%
6th Gr. Math	8559	1610	1517	499	42.36%
7th Gr. Reading	9149	1950	2030	546	49.47%
7th Gr. Math	9149	1591	1749	553	42.55%
8th Gr. Reading	9555	1963	2017	592	47.85%
8th Gr. Math	9555	1415	1530	556	36.64%
10th Gr. Reading	9761	1836	901	523	33.40%
10th Gr. Math	9761	1483	836	492	28.80%

Data Source: From Wisconsin Student Assessment System (WSAS) 2006-07 SY.

Analysis of Actual Target Data

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

Subject	2005-06	2006-07	Outcome
Reading	96.4%	94.44%	Met Target
Math	96.4%	97.22%	Met Target

Wisconsin continues to meet the target for the percent of districts meeting the State's AYP objectives in Reading and Math for progress for disability subgroups. There was an increase of .82% in Math and a decrease of 1.96% in Reading when comparing 2005-06 results with 2006-07.

For this indicator, WDPI is required to report the percentage of districts that met the state's AYP objectives for progress for the disability subgroup. Under Wisconsin's accountability plan, AYP at the district level for students with disabilities (SwD) in Reading and Math is determined by whether the district (a) met the minimum cell size of 50, and if so, whether it (b) met annual measurable objectives of 67.5% in Reading and 47.5% in Math for 2006-07. In order to miss AYP at the district level for the SwD subgroup in Reading or Math, a district needs to miss AYP for that subject in all relevant grade spans (e.g., all grade spans in which the district has tested students). For most Wisconsin districts, there are three relevant grade spans (elementary, middle, and high), because they are K-12 districts and thus have

students tested in all three spans. A small number of districts, however, such as union high school districts or K-8 districts, have only two or even one relevant grade span for AYP purposes, since they have tested students in fewer than three spans.

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

AYP can be met by meeting the annual measurable objectives (AMO) (e.g., by having at least 67.5% of students counted as proficient in Reading and 47.5% in Math for both 2005-06 and for 2006-07), or through the use of confidence intervals or Safe Harbor if the AMO is not met.

In Fall 2004, Wisconsin administered the Wisconsin Knowledge and Concepts Examination (WKCE) in Reading and Math in grades 4, 8, and 10 only, and tested just under 200,000 students statewide. In Fall 2005, Reading and Math were tested in grades 3-8 and 10, resulting in approximately 450,000 students tested statewide. For AYP purposes, one result of additional testing is that more districts met SwD cell size in Fall 2005 compared to Fall 2004, particularly at the elementary and middle grade spans, since most districts tested three grades in each span in Fall 2005 compared to having only one tested grade at the elementary and middle spans in Fall 2004.

2006-2007 Data:

Thirty-one K-12 districts that enroll students in all three grade spans (elementary, middle and high) met the SwD cell size of 50 in all three spans. Another five districts that are not K-12 (and thus do not enroll students in all three spans) met the SwD cell size in all relevant spans (e.g., those spans in which they have tested students). This makes a total of 36 districts that met the SwD cell size of 50 in all relevant grade spans for Fall 2006.

Among these 36 districts, 34 met AYP for SwD in all grade spans for Reading, and 35 of 36 met AYP for SwD in all grade spans for Math. Milwaukee and Kenosha were the two districts that did not meet AYP for SwD in all relevant grade spans for Reading. Milwaukee was the only district that did not meet AYP for SwD in all grade spans for Math.

B. Participation Rate for Children with Disabilities

	2005-06	2006-07	Outcome
3 rd Gr. Reading	99.15%	98.34%	Met Target
3 rd Gr. Math	99.14%	99.20%	Met Target
4 th Gr. Reading	99.13%	98.64%	Met Target
4 th Gr. Math	99.26%	99.24%	Met Target
5 th Gr. Reading	99.57%	98.75%	Met Target
5 th Gr. Math	99.46%	99.33%	Met Target
6 th Gr. Reading	99.22%	98.98%	Met Target
6 th Gr. Math	99.30%	98.90%	Met Target
7 th Gr. Reading	98.99%	98.98%	Met Target
7 th Gr. Math	98.98%	99.20%	Met Target
8 th Gr. Reading	98.71%	98.45%	Met Target
8 th Gr. Math	98.61%	98.55%	Met Target
10 th Gr. Reading	96.33%	96.61%	Met Target
10 th Gr. Math	96.42%	96.70%	Met Target

Data Source: From Wisconsin Student Assessment System (WSAS) 2005-06 and 2006-07 SY

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

C. Proficiency Rate for Children with Disabilities

	2005-06	2006-07	Outcome
3 rd Gr. Reading	50.37%	50.64%	Progress
3 rd Gr. Math	49.65%	52.97%	Met Target
4 th Gr. Reading	52.94%	52.35%	Slippage
4 th Gr. Math	48.21%	53.21%	Met Target
5 th Gr. Reading	49.76%	52.74%	Progress
5 th Gr. Math	43.00%	46.54%	Progress
6 th Gr. Reading	47.00%	50.98%	Progress
6 th Gr. Math	37.35%	42.36%	Progress
7 th Gr. Reading	47.12%	49.47%	Progress
7 th Gr. Math	36.27%	42.55%	Progress
8 th Gr. Reading	49.19%	47.85%	Slippage
8 th Gr. Math	34.86%	36.64%	Progress
10 th Gr. Reading	32.10%	33.40%	Progress
10 th Gr. Math	28.38%	28.80%	Progress

Data Source: From Wisconsin Student Assessment System (WSAS) 2005-06 and 2006-07SY

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006-07:

Explanation of Progress or Slippage

Wisconsin improved in reading and math proficiency at all grade levels from the previous reporting period to this reporting period, with the exceptions of 4th and 8th grade reading. There was a decrease of .59% in 4th grade reading proficiency and a decrease of 1.34% in 8th grade reading proficiency when comparing the 2005-06 results to the 2006-07 results. The State met the SPP targets for 3rd and 4th grade math proficiency. There was an increase of 3.32% in 3rd grade math proficiency and a substantial increase of 5.0% in 4th grade math proficiency. Other significant improvements included 3.98% increase in reading proficiency at the 6th grade level, 5.01% increase in 6th grade math proficiency, 6.28% increase in 7th grade math proficiency

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

When CIFMS stakeholders analyzed the data for this indicator in preparation for completing the APR, the stakeholders were very concerned with the performance on the WKCE in reading and math by students with disabilities. They continue to discuss strategies to improve reading and math outcomes for students with disabilities.

During WDPI Continuous Improvement FM for the Reading Achievement Gap, the WDPI determined school districts often do not explicitly teach reading skills to students beyond elementary school. After participating in FM, many districts are adding specific reading instruction at the middle school level.

WDPI implemented the improvement activities as described in the SPP including the following:

WDPI Reading Achievement Workgroup

The WDPI Reading Achievement Workgroup conducted FM activities as described in the SPP including the following 2006-2007 school year activities:

First Semester:

- In collaboration with CESA #5, the WDPI revised its FM data retreat process to more effectively focus on the analysis of student specific data.

- WDPI selected districts for FM onsite visits based on the gap in reading achievement rates between students with disabilities and students without disabilities on the WKCE. These districts were notified they would receive a FM onsite during the 2006-07 school year.
- Workgroup co-chairs provided presentations about the FM process to the WDPI Special Education Council.
- The CIFMS Steering and Co-chair workgroups developed a FM Manual detailing the focused monitoring process.

Second Semester:

- Districts selected for onsite visits were required to attend a FM data retreat prior to the onsite visit to assist districts in analyzing local data and developing hypotheses about their student outcomes.
- The Reading Achievement Workgroup conducted onsite in three districts. The department issued a report of findings to each district and required an improvement plan to address the findings. Consultants assisted districts in developing a local improvement plan, provided technical assistance, and conducted ongoing progress monitoring.
- Reading Achievement Workgroup members shared results of FM visits with stakeholders.
- WDPI evaluated and revised the FM process.

Wisconsin Assistive Technology Initiative (WATI)

Activities for the 2006-2007 school year that were carried out by the WATI director and the 12 regional AT consultants included the following:

- technical assistance regarding AT through phone and email
- professional development to school district staff regarding AT products and services
- training and technical assistance for assessing student AT needs
- open labs to review AT software and hardware
- support and assistance to school technology teams to build AT into their plans
- work with administrative teams to build AT capacity at the district level
- professional development to parents in a school district regarding AT products and services
- development of AT materials and products for use in local school districts

Specific to AT for early childhood, the WATI director and 12 regional assistive technology (AT) consultants completed the following activities:

- specific training and technical assistance for children birth to six
- technical assistance regarding AT evaluation of young children
- support for the provision of early childhood special education services in community settings (for example: 4K, 5K, and EC)
- training and technical assistance to support family outcome goals (for example: evaluation, IEP, and rights related to AT)
- involvement in the team process for determining Child Outcomes

The WDPI is currently working with its partners to redesign the WATI project to ensure scientifically based practices in AT are implemented and sustained. The redesign of the project will focus on building capacity for AT in a broader state-wide context with a focus on professional development and child outcomes.

Procedural Compliance Self-Assessment Process

The WDPI Special Education team developed a Procedural Compliance Self-Assessment process. This process requires one-fifth of Wisconsin's LEAs to conduct a self-assessment of their special education procedures each year, along with any LEAs identified and chosen for FM. The self-assessment includes items related to indicator #3. Upon completing the Procedural Compliance Self-Assessment process, each participating LEA reports the self-assessment results to WDPI along with planned corrective actions. During the 2006-2007 school year an initial cohort of LEAs completed the process; WDPI conducted verification activities with all LEAs to ensure correction of noncompliance.

Mathematics Understanding for All (MUFA) Grant

In 2007, WDPI applied for a Special Education Research grant entitled, "Mathematics Understanding for All." The grant is intended to help in developing programs, practices, and policies that are potentially effective for improving student outcomes in mathematics specific to ninth grade. The project will assist high school students with disabilities in ninth grade who receive mathematics instruction in a special education classroom and transition to inclusive regular mathematics classrooms. Teams of ninth grade mathematics and special education teachers will receive extensive professional development in mathematics content knowledge, differentiated instruction in mathematics, designing group work in mathematics, and co-teaching strategies. National experts in the fields of mathematics and special education will offer professional development sessions.

MUFA will establish a consortium of 30 high-need schools, three Wisconsin Universities, Wisconsin Education Association Council, Learning Point Associates, and other educational organizations in Wisconsin. One hundred and fifty teachers and administrators will participate in the program, impacting students in high-need high schools. The grant is built on the contention that using the proper teaching pedagogy and challenging mathematical content, special education students can become proficient or advanced in mathematics.

Behavioral Grant

Wisconsin school districts and CESAs cite student behavior as a high priority for staff development; new teachers report that classroom management is an area in which they feel least prepared. This IDEA statewide grant focuses on providing Wisconsin school district staff with the skills needed to successfully manage student behaviors in the classroom, particularly disruptive and aggressive student behaviors so that students stay in school and graduate. Below is an update of activities implemented during the 2006-2007 school year:

2006-2007 school year activities:

- The Fourth Annual Behavioral Institute included presentations on mental health, behavioral interventions, differentiated instruction, teaching reading and teaching math.
- Follow-up with the participating districts in the Student and Teacher Assessments of Reciprocated Socialization (STARS) study as determined by their administrative teams to develop plans to address identified issues.
- A cooperative effort with the statewide transition grant to provide information at the winter school transition conference on transition and students with EBD.
- Completed and disseminated a checklist for evaluating the effectiveness of EBD programs.
- Continued work on identifying best practices in EBD evaluation, including addressing issues related to disproportionality.

Responsive Education for All Children (REACH)

Over the past two years, WDPI has refined and refocused two WDPI initiatives, the Reading Excellence and Demonstration of Success Initiative (READS) and the Early Ongoing Collaboration and Assistance Initiative (EOCA). These two initiatives were combined into a new initiative, the Responsive Education for All Children (REACH) initiative. This initiative is a collaborative effort between the WDPI Special Education and Title I Teams. The purpose of this statewide initiative is to help Wisconsin schools establish and sustain the capacity to make systemic improvement needed to reduce barriers to learning and enable all students to experience success, including students with disabilities.

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

The REACH Initiative includes:

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

2006-2007 Activities:

- 47 REACH incentive grants were awarded, representing 93 school districts and 271 elementary, middle, and high schools. Grants were awarded to schools with priorities in reading and math achievement, social emotional and behavior factors, graduation gap, and disproportionate identification of minority students as students with disabilities.
- 1,969 educators and family members participated in REACH statewide workshops. Workshops were offered at no charge to school districts, both grant and non-grant recipients. 45% (889) of workshop attendees were not affiliated with a school district that received a REACH incentive grant.
- 42 mentors worked with REACH grant recipients and logged 14,986 hours assisting schools implementing the REACH framework components.
- Four regional centers representing all 12 CESAs offered 47 workshops.
- Two REACH Poster Showcase Conferences were held in Spring 2007.

Ongoing and Planned Activities:

- REACH Regional Center Coordinators and mentors will provide ongoing technical assistance to help schools:
 - § Enhance options to support student learning in general education
 - § Address reading and math achievement concerns to meet the needs of students using evidence based options.
 - § Address social emotional and behavioral concerns to meet the needs of students using proactive approaches to behavior challenges.
 - § Address the root causes of disproportionate identification of minority students as students with disabilities.
 - § Address focused monitoring areas of graduation gap and reading achievement gap for students with disabilities.
 - § Enhance family involvement as a mechanism for improving student outcomes.
- The REACH Regional Centers will develop regional REACH advisory teams, conduct needs assessment to target training and technical assistance priorities for each region, provide ongoing training to meet regional needs, and provide targeted technical assistance to school districts identified by DPI.
- The REACH mentor and training network will be expanded to increase the capacity of the DPI and CESAs to provide high quality professional development, technical assistance and support to school communities that lead to improved student outcomes.
- REACH technical assistance products will continue to be developed and refined to meet the needs of Wisconsin Schools with respect to implementing REACH Framework components.
- Schools receiving REACH grants will submit the following data pieces: REACH Action Plan, special education prevalence and referral data, intervention and prevention methods (schools in year 2 of the grant project), and an end of year grant activities report. This data will assist DPI in determining the impact of the REACH Initiative.
- The capacity of the REACH Initiative to serve school districts will be expanded through additional funding and activities under the Wisconsin Personnel Development System Grant.

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

In the past year, one district within the state had been labeled as DIFI. Working within the agency, WDPI has endeavored to address issues related to student success as found in indicators #1, #2, #3, and #4. As a result collaborative efforts within WDPI have been initiated.

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 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 MPS 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 Grade 12.

Autism Project (<http://dpi.wi.gov/sped/autcatint2.html>)

For more than ten years, WDPI has developed and conducted statewide trainings for school staff in the area of autism. In 2006-2007, four trainings were held in various locations throughout the state. Basic level trainings were offered for school staff with limited knowledge of educational programming for students with autism spectrum disorders. The basic level training presented an overview of autism spectrum disorders and discussed topics such as functional behavioral assessment, classroom programming, sensory issues, and communication strategies. Advanced level trainings were offered for more experienced school staff. The advanced training presented more complex information about issues in early childhood education of students with autism spectrum disorders. 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. 292 school staff attended either the basic or advanced level autism training in 2006-07. Each of these trainings includes strategies for preventing suspensions and expulsions, obtaining a diploma, and increasing the graduation rates of students with autism.

Math and Science Partnership Grants

Over the past four years, the department has awarded 28 projects that partnered with 106 high-need school districts and trained more than 1,760 mathematics and science teachers. The grants are showing results. Many school districts participating in the partnership grant program have shown significant increases in the percentage of students who are proficient on state wide testing. In 2007, State Superintendent Elizabeth Burmaster announced partnership grants that will help more than 450 teachers learn new information in mathematics and science that will support increased student achievement.

WDPI awarded four new partnership grants totaling \$1.6 million and four renewal grants totaling \$629,000 for the year. The goal is to deepen teachers' content knowledge of mathematics and science. 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.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006-07**Documentation of Correction of OSEP Identified Noncompliance**

During the OSEP verification visit, WDPI informed OSEP that it was in the process of determining which districts conduct district-wide assessments and developing a process to determine whether those districts were in compliance with 612 (a)(16) [children with disabilities are included in district-wide assessments with appropriate accommodations and alternate assessments where necessary] and 614(d)(1)(A)(i)(VI) [the IEP includes a statement of any accommodations necessary on state and district-wide assessments]. WDPI acknowledged that it did not yet have in effect a process for identifying noncompliance with IDEA requirements with respect to district-wide assessments.

As noted in OSEP's February 9, 2007, verification letter, OSEP identified noncompliance with the requirements of sections 612 (a)(16) and 614(d)(1)(A)(i)(VI) of the IDEA with respect to district wide assessments. As required by OSEP, WDPI has included information in the FFY 2006 APR documenting the State's correction of the noncompliance.

To correct the State's noncompliance with requirements of section 612 (a)(16) WDPI added a question to the Local Performance Plan (LPP) to obtain the number of LEAs that administer district-wide assessments: "Did the LEA administer district-wide assessments during the 2006-07 school year?" 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. WDPI is now collecting statewide data on district-wide assessments as part of the LPP additional data items. For the 2006-07 school year, there were 439 LEAs reporting with 288 LEAs indicating that they administer district-wide assessments and 151 LEAs indicating that they do not administer district-wide assessments.

To correct the State's noncompliance with requirements of section 614(d)(1)(A)(i)(VI) WDPI added two checklist items to the Procedural Compliance Self Assessment to determine compliance by LEAs with this requirement. Standards for these items were written and training to LEAs was provided by WDPI. Each year beginning in 2006-2007, 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 IEP records. 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. Annually, WDPI reviews all LEA self-assessments and verifies all noncompliance has been corrected within one year. Beginning with the 2006-07 SY, the two checklist items below were added to the Procedural Compliance Self-Assessment:

- 1.) The IEP includes a statement of any individual appropriate accommodations that are necessary to measure the achievement and functional performance of the child on state and district-wide assessments, and
- 2.) The IEP team determined whether the child will participate in state and district-wide regular assessments or in an alternate assessment.

During the 2006-07 school year, 88 school district were involved as per the monitoring cycle for procedural compliance self assessment. LEAs reviewed IEPs using the self-assessment checklist and reported results to WDPI. During the 2006-07 SY, there were 116 student-level errors and 8 district-wide errors for the first item related to district-wide assessment (noted above); and 117 student-level errors and 5 district-wide errors for the second item related to district-wide assessment (noted above). As of this date, all student-level and district-wide noncompliance has been corrected. WDPI has verified correction of all noncompliance.

Revision to enrollment groups used for selecting districts for Focused Monitoring (FM):

In May 2007, with stakeholder support, the number of enrollment groups was collapsed to four (see chart below.) The stakeholders advised WDPI to maintain enrollment group 1, combine enrollment groups 2 & 3, maintain enrollment group 4, and combine enrollment groups 5-7. They also recommended elimination of the randomly selected districts for FM. The stakeholders expressed the opinion that WDPI should maximize its monitoring resources by focusing on those districts most in need of improvement as determined by data, as well as on those districts that could have the most impact on helping the state meet its indicator targets.

The stakeholders supported a recommendation by WDPI to move from FM based on the reading achievement gap of students with disabilities compared to their nondisabled peers to decisions based on distance from the SPP target. WDPI based this suggestion on OSEP’s revision of this indicator from a gap analysis to a target.

Enrollment group	Enrollment Numbers	Number of districts within enrollment group
1	25,001 +	1
2	5,001 - 25,000	26
3	3,001 - 5,000	35
4	0 - 3,000	364

Revision to LEA Selection Process for FM Onsite Visits: Reading Achievement 2007-08 School Year, Data Decision Rules:

- School districts were selected from the revised enrollment groups. Stakeholders supported the monitoring of 3 districts for graduation and 3 districts for reading. Enrollment group four will be monitored for reading. Enrollment group 1 (MPS) has monitoring every year, but in only one area. Last year MPS was monitored for reading this year they will be receiving assistance in graduation.
- The three most recent years of WKCE data (2005-2006, 2004-05 and 2003-04) were used to select districts.
- A comparative ranking list was devised from the 2004-05 and 2003-04 data that compared the reading achievement rate of students with disabilities against their nondisabled peers within each enrollment group. The data from these years was based on gap measurements and not tied to a targeted rate. Data from 2005-06 was ranked based on distance from the established SPP target.
- Using these rankings each district was given a score with points assigned based either on the gap measurement (2003-2005) for each year or for distance from target (2005-2006).
- The ranking position for each of the three years were added together and sorted from low to high to identify the final ranking score.
- Districts with the lowest point scores within enrollment groups 2, 3, and 4 (not already under a FM improvement plan) were selected to receive a FM visit.
- In September, 2007 individual districts were notified they had been selected for FM.

Revisions to Improvement Activities:**GSEG Enhancement Grant 2007-09**

A GSEG grant was awarded to WDPI in January 2007. This grant was intended to use technology innovations to advance reporting of the achievement of students with significant cognitive disabilities on the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). The emphasis of this grant changed as the result of the USDE Peer Review conducted as required under NCLB, WDPI was informed of the need to change the WAA-SwD and to develop alternate achievement standards. The grant, now entitled, "Connecting Standards and Assessment for Students with Significant Cognitive Disabilities" included the following goals:

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

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

Wisconsin is participating in a GSEG grant, entitled, "A State Consortium to Examine the Consequential Validity of Alternate Assessments based on Alternate Achievement Standards: A Longitudinal Study" This grant was awarded to The North Central Regional Resource Center in October 2007. There are three states (Wisconsin, Michigan and Pennsylvania) included in this collaborative effort. The consortium will adopt a common framework and research processes for each State's evaluation of its own Alternate Assessment-Alternate Achievement Standards (AA-AAS). The consortium will identify criteria that will operationally define "consequential evidence" that will serve as evidential variables. Data sources will include teacher and administrators using survey methodology. Various types of information will be collected, including beliefs and attitudes regarding AA-AAS in concert with student proficiency measures and school AYP status, along with 618 Federal Child Count information. The data will be collected within a longitudinal framework with involves comparisons of cross-sectional cohorts across grades. This design will allow for the collection of data that will provide consequential evidence at the elementary, middle and high school levels. Objectives for this grant include, convening a stakeholder feedback group in each state, developing instrumentation based on validity arguments, conducting a field-test on the instrumentation, developing a web-based survey, developing sample selection procedures, conducting surveys, developing data analysis procedures, reporting and dissemination.

**GSEG Grant on Alternate Assessments Based on Modified Achievement Standards (AA-MAS)
2007-2010**

Wisconsin is participating in a GSEG grant entitled, "Multi-State GSEG Consortium Toward a Defensible AA-MAS". This grant was awarded to the National Center on Educational Outcomes (NCEO) in October 2007. There are five states (Alabama, Hawaii, South Dakota, 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.

Wisconsin Response to Intervention Initiatives (RTI)

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

The REACH grant currently utilizes an RTI framework with districts involved in the project (see more information about REACH above). This has allowed WDPI to begin the process on a smaller scale prior to full state implementation.

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion:

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

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

Measurement:

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

Include State's definition of "significant discrepancy."

FFY	Measurable and Rigorous Target
2006 (2006-2007)	4A. No more than 3.19% of districts will be identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year.

Actual Target Data for 2006-07:

School Year	# Districts with Significant Discrepancy	Total # of Districts	Percent of Districts with Significant Discrepancy
2006-07	5	440	1.14%

Data Source: Individual Student Enrollment System (ISES)

Wisconsin's Definition of Significant Discrepancy

Working with stakeholders, WDPI set the target for Indicator #4 as 1.75 standard deviations above the mean. This standard deviation of 1.75% was first computed for PK-12 districts, and then for districts that only include grades 9-12 (union high schools). For PK-12 districts, this established an identification rate for significant discrepancy as 3.29% or higher. Using the same standard deviation of 1.75%, significant discrepancy was established at 6.96% or higher for union high schools. Stakeholders chose to compute the significant discrepancy for union high school apart from PK-12 districts after considering the unique circumstances of union high schools. Union high schools are comprised of a single school – a high

school with grades 9-12. Union high schools only have a population of students in the age range when students are more typically removed (suspended/expelled). This can lead to a higher percentage of suspensions/expulsions than in all other LEAs. Beginning with the 2005-06 SY, WDPI established a minimal cell size of four students suspended/ expelled for more than 10 days in order to align the district identification process for this indicator with the disproportionality indicators (#9 and #10).

2006-07 Data

Using these criteria, WDPI identified five LEAs, or 1.14%, with significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year during the 2006-07 school year. This is a decrease from 18 LEAs (4.00%) identified with significant discrepancy during the previous reporting period. The state met the target for Indicator #4 for the 2006-07 SY.

Calculation

$$5/440 = 1.13636$$

$$1.13636 \times 100 = 1.14\%$$

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 ensures accurate data. (See SPP Indicator #20 for more information on efforts to ensure valid and reliable data.) This is the first year the data was collected using ISES, so results must be interpreted cautiously. In the past, districts were required to sum the number of days each child was suspended or expelled and report aggregate data. With ISES, districts report individual incidents and number of days for each student record; the State then sums the number of days for each student to identify suspensions and expulsions of children with disabilities for greater than 10 days in a school year. This should result in more accurate data.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006-07:

All LEAs identified during the 2005-06 SY with significant discrepancies in the rates of suspension/expulsions of children with disabilities for more than ten days in a school year provided an assurance to WDPI that they had completed a review and revised, if necessary, their policies, procedures, and practices related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure that policies, procedures, and practices comply with Part B, as required by 34 CFR 300.146. In addition, districts submitted to WDPI an improvement plan to reduce the rates of suspension/expulsions of children with disabilities for more than ten days in a school year. Assurances and improvement plans were reviewed by WDPI staff to verify full compliance with this requirement. Improvement plans included involving parents more explicitly when a student has been suspended; additional training and professional development for teachers and administrators; and implementing research-based prevention programs.

Districts identified with significant discrepancies in the rates of suspension/expulsions of children with disabilities for more than ten days in a school year are also often identified with disproportionate representation of racial and ethnic groups in special education. These districts attended the WDPI summer institute on disproportionality.

WDPI implemented the improvement activities as described in the SPP including the following:

WDPI Graduation Workgroup

The WDPI Graduation Workgroup conducted FM activities as described in the SPP. All noncompliance identified during FM was corrected as soon as possible but no later than one year from identification. WDPI provided technical assistance and ongoing progress monitoring to ensure correction of noncompliance and progress on improvement activities.

2006-2007 school year activities included:

First Semester:

- In collaboration with CESA #5, the WDPI revised its FM data retreat process to more effectively focus on the analysis of student specific data.

- WDPI selected districts for FM onsite visits based on the gap in graduation rates between students with disabilities and students without disabilities. These districts were notified they would receive a FM onsite during the 2006-07 school year.
- Workgroup co-chairs provided presentations about the FM process to the WDPI Special Education Council.
- The FM workgroups developed a FM Manual detailing the FMg process.

Second Semester:

- Districts selected for onsite visits were required to attend a FM data retreat prior to the onsite visit to assist districts in analyzing local data and developing hypotheses about their student outcomes.
- The Graduation Workgroup conducted onsites in three districts. The department assessed the effectiveness of the improvement planning process and the technical assistance and follow-up components of the FM process. Consultants assisted districts in developing a local improvement plan, provided technical assistance, and conducted ongoing progress monitoring.
- Members of the Graduation Workgroup shared results of FM visits with stakeholders.
- WDPI evaluated and revised the FM process.

Procedural Compliance Self-Assessment Process

During the 2006-2007 school year an initial cohort of LEAs completed the process; WDPI conducted 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 IEP team must, in the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior; and 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.

To assure valid and reliable data, WDPI provides web-based training in how to conduct the self-assessment, including how to create random samples for review. The self-assessment checklist includes standards for reviewing the procedural requirements. Information about the self-assessment is posted on the WDPI website at <http://dpi.wi.gov/sped/spp-selfassmt.html>. LEAs with noncompliance correct it through developing and implementing agency-wide corrective action plans. WDPI staff provide technical assistance and conduct periodic reviews of progress to ensure correction of noncompliance as soon as possible, but no later than one year from identification of noncompliance. WSTI provides training to assist with the correction of noncompliance of transition requirements.

The following discretionary projects were implemented as described in the SPP:

- Regional Service Network
- Paraprofessional Training Initiative
- Behavior Grant (see below)
- Wisconsin Statewide Transition Initiative (see below)
- Wisconsin Assistive Technology Initiative (see below)
- Responsive Education for All Children Initiative (see below)
- Wisconsin Statewide Parent-Educator Initiative
- Focused Performance Reviews (see below)
- Autism Project (see below)
- Traumatic Brain Injury: Wisconsin's Response Initiative

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

During 2006-2007 the following improvement activities were implemented:

- WDPI's transition consultant provided training for each of the 12 CESA transition coordinators.
- WDPI's transition consultant provided indicator #13 training sessions at four statewide meetings.
- WDPI produced a web cast to assist public agencies in completing the NSTTAC checklist.

- WDPI's transition consultant, WSTI's project director, twelve CESA-based transition coordinators, and the Milwaukee Public Schools (MPS) transition coordinator provided transition support services, information dissemination, and staff development to parents, education professionals, and community agency professionals in Milwaukee and throughout Wisconsin.
- Each of the 12 CESAs and the MPS received mini-grants to improve transition services through baseline IEP reviews, one-year follow-up IEP reviews, local planning, and professional development.
- WSTI hosted networking meetings in each CESA to provide training on indicator #13; these were open to all public agencies.
- WSTI provided four-day training on effective transition practices for the MPS for 500 LEA staff.
- WSTI hosted an annual state-wide transition conference. Over 500 educators, parents, service providers, and youth participated. WDPI collaborated with NSTTAC to provide training to CESA and LEA personnel on indicator #13 and secondary transition requirements at the February 2007 state-wide transition conference.
- WDPI created a youth development guide and twelve CESA-based trainings were conducted, funded by a Medicaid Infrastructure Grant (MIG) awarded by the Wisconsin Department of Health and Family Services.
- WDPI participated in the national community of practice on transition hosted by National Association of State Directors of Special Education.
- WSTI assisted LEAs in using data from indicators #1, #2, #13, and #14 to develop local improvement plans. The purpose of this activity is to coordinate data analysis with improvement planning to positively impact dropout and graduation rates, transition planning, and post-school outcomes.
- WSTI created effective-practice professional development training modules available on its web site to assist in meeting indicator #13. The modules provide uniform information to LEAs, provider agencies, parents, and youth about transition requirements and effective practices.
- WSTI established a Youth Advisory Council. The purpose is to promote youth empowerment through self-advocacy.
- As part of the Wisconsin strategic plan developed with NSTTAC, Wisconsin applied for and received an OSEP Secondary Transition State Capacity Building Initiative grant.
- WDPI developed a Transition Resource Directory for each CESA to identify county activities providing transition services and agency contacts. The directories assist LEAs in forming interagency linkages.
- WDPI negotiated a new interagency agreement with the Division of Vocational Rehabilitation of the Wisconsin Department of Workforce Development and the Wisconsin Department of Health and Family Services to coordinate services for individuals transitioning from education to employment. The agreement can be viewed at http://dwd.wisconsin.gov/dvr/pdf_files/dpi_interagency_agreement.pdf
- WDPI collected a listing of common errors on the NSTTAC checklist by frequency as reported by LEAs on the Procedural Compliance Self-Assessment. This data assists public agencies and WDPI in prioritizing professional development activities.

Behavior Grant

2006-2007 school year activities completed:

- The Fourth Annual Behavioral Institute included presentations on mental health, behavioral interventions, differentiated instruction, teaching reading and teaching math.
- Provided follow-up technical assistance with the participating districts in the "Student and Teacher Assessments of Reciprocated Socialization" (STARS) study to develop plans to address identified issues.
- Worked in cooperation with the statewide transition grant to provide information at the winter statewide transition conference on transition of students with EBD.
- Completed and disseminated a checklist for evaluating the effectiveness of EBD programs.
- Continued work on identifying best practices in EBD evaluation, including addressing issues related to disproportionality.

Responsive Education for All Children (REACH)

2006-2007 activities completed:

- 47 REACH incentive grants were awarded, representing 93 school districts and 271 elementary, middle, and high schools. Grants were awarded to schools with priorities in reading and math achievement, social emotional and behavior factors, graduation gap, and disproportionate identification of minority students as students with disabilities.
- 1,969 educators and family members participated in REACH statewide workshops. Workshops were offered at no charge to school districts, both grant and non-grant recipients. 45% (889) of workshop attendees were not affiliated with a school district that received a REACH incentive grant.
- 42 mentors worked with REACH grant recipients and logged 14,986 hours assisting schools implementing the REACH framework components.
- Four regional centers representing all 12 CESAs offered 47 workshops.
- Two REACH Poster Showcase Conferences were held in Spring 2007.

Focused Performance Review

For the 2006-2007 SY, the Focused Performance Review continued to be an integral piece of Wisconsin's FM process (see SPP Indicator #5 for more details). Collaborative teams comprised of regular and special educators, along with administrators and community members participated in structured data analysis activities, facilitated by CESA #5, which allowed districts to identify potential root causes for their area(s) of need. Further refinements to the data analysis and improvement plan writing processes were made. Data continued to be disaggregated by disability area, and race/ethnicity. Data modules analyzed included graduation, dropout, suspensions/expulsions, participation and performance on statewide assessments, educational environments, and individual student data. Observations and potential root causes, along with any findings noted during the FM visits were then integrated into the district-wide or building-wide improvement plans to address those needs.

Autism Project (<http://dpi.wi.gov/sped/autcatint2.html>)

For more than ten years, WDPI has developed and conducted statewide trainings for school staff in the area of autism. In 2006-2007, four trainings were held in various locations throughout the state. Basic level trainings were offered for school staff with limited knowledge of educational programming for students with autism spectrum disorders. The basic level training presented an overview of autism spectrum disorders and discussed topics such as functional behavioral assessment, classroom programming, sensory issues, and communication strategies. Advanced level trainings were offered for more experienced school staff. The advanced training presented more complex information about issues in early childhood education of students with autism spectrum disorders. 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. 292 school staff attended either the basic or advanced level autism training in 2006-07. Each of these trainings includes strategies for preventing suspensions and expulsions, obtaining a diploma, and increasing the graduation rates of students with autism.

Wisconsin Assistive Technology Initiative (WATI)

Activities for the 2006-2007 school year that were carried out by the Wisconsin Assistive Technology Initiative (WATI) director and the 12 regional assistive technology (AT) consultants included the following:

- Technical assistance regarding AT through phone and email
- Professional development to school district staff regarding AT products and services
- Training and technical assistance for assessing student AT needs
- Open labs to review AT software and hardware
- Support and assistance to school technology teams to build AT into their plans
- Work with administrative teams to build AT capacity at the district level
- Professional development to parents in a school district regarding AT products and services
- Development of AT materials and products for use in local school districts

Specific to AT for early childhood, the WATI director and 12 regional assistive technology (AT) consultants completed the following activities:

- Specific training and technical assistance for children birth to six
- Technical assistance regarding AT evaluation of young children
- Support for the provision of early childhood special education (ecse) services in community settings (for example: 4K, 5K, and EC)
- Training and technical assistance to support family outcome goals (for example: evaluation, IEP, and rights related to AT)
- Involvement in the team process for determining Child Outcomes

The WDPI is currently working with its partners to redesign the WATI project to ensure scientifically based practices in AT are implemented and sustained. The redesign of the project will focus on building capacity for AT in a broader state-wide context with a focus on professional development and child outcomes.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005-06

Revision – LEA Enrollment Groups for FM Selection Process

In a CIFMS stakeholder meeting facilitated by Dr. Sandy Schmidt of NCSEAM in May, 2007, the stakeholders supported collapsing the number of enrollment groups from eight to four. During the meeting, WDPI shared data and progress on activities in the SPP and FM. Co-leaders from the Reading Achievement and Graduation Workgroups highlighted positive outcomes from the previous year’s focused monitoring, as well as recommendations and considerations for improving the FM selection process.

- § One recommendation was that the number of enrollment groups be collapsed from eight to four. Data was provided to show the percentage of the state’s special education population in each of the existing enrollment groups versus a smaller number of enrollment groups, and how collapsing the number of enrollment groups to four would more effectively target FM visits to districts that truly need assistance. By reducing the number of enrollment groups, the use of a randomly selected district would also be eliminated from the selection process.
- § A second recommendation was to eliminate the direct comparison of both reading achievement rates and graduation rates between students with disabilities and students without disabilities. Instead, the focus should be on the distance between an LEA’s rate for students with disabilities and the given indicator (Indicator #1 for Graduation, Indicator #3 for Reading Achievement) target on the SPP. Again, this change would result in more meaningful and effective identification of districts in need of focused monitoring and improvement.

Based on Stakeholder agreement, it was decided:

1. WDPI would establish and use four enrollment groups for FM purposes (see table below).
2. WDPI would eliminate randomly selected districts for FM (see below for description of current LEA selection process)
3. WDPI would use their discretion to determine how to select districts for FM.

Enrollment group	Enrollment Numbers	Number of districts within enrollment group
1	25,001 +	1
2	5,001 - 25,000	26
3	3,001 - 5,000	35
4	0 - 3,000	364

Revision - LEA Selection Process for FM Onsite Visits: Graduation, 2007-08 School Year, Data Decision Rules

- School districts were selected from the revised enrollment groups 1, 2, and 3. Stakeholders supported the monitoring of 3 districts for graduation and 3 districts for reading. Enrollment group four will be monitored for reading. Enrollment group 1 (Milwaukee Public Schools-MPS) has monitoring every year, but in only one area. Last year MPS was monitored for reading; this year they will be receiving assistance in graduation.
- The two most recent years of data reported by LEAs on the School Performance Report (SPR) (2004-05 and 2003-04) and the most recent year of data from the Individual Student Enrollment System (ISES) (2005-06) were used to select districts. ISES was initiated by WDPI to improve the accuracy and efficiency of the data collection for federal reports. This system has built in verification methods that require districts to review submitted data for accuracy unlike the former SPR method.
- A comparative ranking list was devised from the 2004-05 and 2003-04 data that compared the graduation rate of students with disabilities against their nondisabled peers within each enrollment group. The data from these years was based on gap measurements and not tied to a targeted rate. Data from 2005-06 was ranked based on distance from the established SPP target.
- Using these rankings, each district was given a score with points assigned based either on the gap measurement (2003-2005) for each year or for distance from target (2005-2006).
- The ranking position for each of the three years were added together and sorted from low to high to identify the final ranking score.
- Districts with the lowest point scores within enrollment groups 1, 2, and 3 (not already under a FM improvement plan) were selected to receive a FM visit.
- In September, 2007 individual districts were notified they had been selected for FM.

Revisions to Improvement Activities**Schools Identified for Improvement (SIFI)/Districts Identified for Improvement (DIFI)**

In the past year, one district within the state had been labeled as DIFI. Working within the agency, WDPI has endeavored to address issues related to student success as found in indicators #1, #2, #3, and #4. As a result, collaborative efforts within WDPI have been initiated.

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 AYP as a district or been identified as DIFI and have Title I schools that are SIFI or missed AYP under 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/cssovrw1.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.

Wisconsin Response to Intervention (RTI) Initiatives

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

The REACH grant currently utilizes an RTI framework with districts involved in the project (see more information about REACH above). This has allowed WDPI to begin the process on a smaller scale prior to full state implementation.

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 serious emotional disturbance (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.

Monitoring Priority: FAPE in the LRE

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

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

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

Measurement:

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

FFY	Measurable and Rigorous Target
2006 (2006-2007)	Removed from regular class less than 21% of day: 52 % Removed from regular class greater than 60% of day: 11.2 % Served in public or private separate schools, residential placements, or homebound or hospital placements: 1.2 %

Actual Target Data for 2006-07:

2006-07 Environment Data Ages 6-21

	Student Count	Total Students	Percent
A. Removed from regular class less than 21% of the day	57,695	112,935	51.09%
B. Removed from regular class greater than 60% of the day	13,560	112,935	12.01%
C. Served in public or private separate schools, residential placements, or homebound or hospital placements	1,524	112,935	1.35%

Data Source: Federal Student Data Report 2006.

WDPI is making progress in meeting the targets set for this indicator. WDPI increased the percentage of children with IEPs removed from regular class less than 21% of the day from 50.83% for the previous reporting period to 51.09% during this reporting period. There was a decrease from 12.09% to 12.01% in the percentage of children with IEPs removed from regular class greater than 60% of the day. There was a decrease from 1.43% to 1.35% in the percentage of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements.

WDPI has included in the SPP data from FFY 2006 (July 1, 2006, through June 30, 2007). Data are collected via WDPI child count software in which LEAs report data at the individual student level, as opposed to aggregate data. This ensures accurate data. (See SPP Indicator #20 for more information on efforts to ensure valid and reliable data.)

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006-07:Analysis of Data and Explanation of Performance

An analysis of the 2006-07 data indicates that progress is being made toward the targets. For students removed from regular class less than 21% of the day, progress toward the target of 0.26% was reported. For students removed from regular class greater than 60% of the day, progress toward the target of 0.08% was reported. For students served in public or private separate schools, residential placements, or homebound or hospital placements progress toward the target of 0.08% was reported.

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

The following improvement activities and discretionary projects were continued during the 2006-07 school year as described in the SPP:

- Data Verification Workgroup activities
- Procedural Compliance Self-Assessment
- Focused Performance Reviews
- Wisconsin Assistive Technology Initiative
- Outreach Programs
- High Cost Initiative

Description of improvement activities implemented during the 2006-07 SY**Data Verification Workgroup Activities**

In October 2006, WDPI staff provided training on accurate and timely data collection, including educational environment, at in-service meetings sponsored by software vendors. Hundreds of LEA staff from across the state attended the trainings. In addition, information regarding the reporting of and descriptions of the various educational environment categories are posted on WDPI's ISES data elements webpage (<http://www.dpi.state.wi.us/lbstat/dataenvir.html>) as a resource for LEA personnel.

The WDPI Data Verification Workgroup conducted data verification activities as described in the SPP. These activities occurred during the months of March, April, and May 2007.

WDPI developed training materials to ensure districts accurately report early childhood and school-age educational environment codes. An online training (including a PowerPoint presentation) for LEAs, which included examples on how to accurately determine environment codes and stressed the importance of data accuracy, occurred in February 2007.

The Data Verification Workgroup continued to work collaboratively with the WDPI Procedural Compliance Workgroup to refine an educational environment codes worksheet (<http://www.dpi.state.wi.us/sped/doc/form-ee1.doc>) that can be used by LEAs in conjunction with the State's model IEP forms. This worksheet provides technical assistance to LEAs in calculating the time a child receives special education services outside the regular education environment to determine the correct environment code to document and report for submission on the Federal Student Data Report. This revised worksheet was made available to LEAs in February 2007.

Focused Performance Review

For the 2006-2007 SY, the Focused Performance Review continued to be an integral piece of Wisconsin's FM process. Collaborative teams comprised of regular and special educators, along with administrators and community members participated in structured data analysis activities, facilitated by CESA #5, which allowed districts to identify potential root causes for their area(s) of need. Further refinements to the data analysis and improvement plan writing processes were made. Data continued to be disaggregated by disability area, and race/ethnicity. Data modules analyzed included graduation, dropout, suspensions/expulsions, participation and performance on statewide assessments, educational environments, and individual student data. Observations and potential root causes, along with any findings noted during the FM visits were then integrated into the district-wide or building-wide improvement plans to address those needs.

National Technical Assistance

In May 2006, WDPI staff attended the 2006 OSEP/Westat Overlapping Part B and Part C Data Meetings and received current information regarding collection, reporting, and technical assistance for this indicator. WDPI was a member of a panel presentation at the Part B Data Meeting focusing on the involvement of stakeholders in data analysis, setting of SPP targets, and improvement planning. A member of the CIFMS stakeholder group participated in the panel discussion along with WDPI staff.

Wisconsin Assistive Technology Initiative (WATI)

Activities for the 2006-2007 school year that were carried out by the WATI director and the 12 regional AT consultants included the following:

- Technical assistance regarding AT through phone and email
- Professional development to school district staff regarding AT products and services
- Training and technical assistance for assessing student AT needs
- Open labs to review AT software and hardware
- Support and assistance to school technology teams to build AT into their plans
- Work with administrative teams to build AT capacity at the district level
- Professional development to parents in a school district regarding AT products and services
- Development of AT materials and products for use in local school districts

Specific to AT for early childhood, the WATI director and 12 regional AT consultants completed the following activities:

- Specific training and technical assistance for children birth to six
- Technical assistance regarding AT evaluation of young children
- Support for the provision of early childhood special education (ecse) services in community settings (for example: 4K, 5K, and EC)
- Training and technical assistance to support family outcome goals (for example: evaluation, IEP, and rights related to AT)
- Involvement in the team process for determining Child Outcomes

The WDPI is currently working with its partners to redesign the WATI project to ensure scientifically based practices in AT are implemented and sustained. The redesign of the project will focus on building capacity for AT in a broader state-wide context with a focus on professional development and child outcomes.

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

WDPI acknowledges the typographical error in reporting 49.54% rather than the correct percentage for FFY 2004 of 49.45% for Indicator #5A, as identified by OSEP in the FFY 2005 SPP/APR Response Table. WDPI has corrected the typographical error in the SPP.

Revisions to Improvement Activities

The following activities were added to the State Performance Plan:

Wisconsin's 14th Annual State-Wide Institute On Best Practices in Inclusive Education

The 14th Annual State-Wide Institute on Best Practices in Inclusive Education is co-sponsored by the WDPI, Cardinal Stritch University, and the Inclusion Institute, Inc. This annual Institute was held at the Westwood Conference Center in Wausau, WI on July 30 - August 1, 2007. The program offered timely information on Best Practices in Inclusive Education, Differentiation, Autism Spectrum Disorders, and Collaboration. Dr. Amy Klekotka from The Access Center of the American Institute on Research in Washington D.C. focused her presentations on differentiated instruction and activities designed to appeal to students with different readiness levels, interests, and learning styles including an overview of differentiated instruction, implementation of differentiated strategies, and information on how these strategies can translate to higher student interest, participation, and motivation. She also included information on improving access to the general curriculum for students with disabilities through collaborative teaching including planning strategies, scheduling examples, and stages of co-teaching. Many other presentations were available including: Assistive Technology Supporting Inclusive Education, Our Team Approach for Successful Inclusion, and Stories of Elementary Inclusion: Fostering Belonging & Friendships.

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 was cosponsored by the WDPI, Wisconsin's 12 Cooperative Educational Service Agencies and the University of Wisconsin-Oshkosh. The conference provided educators with a variety of relevant topics including: 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.

The Circles of Life Conference

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

Monitoring Priority: FAPE in the LRE

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

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

Measurement:

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

FFY	Measurable and Rigorous Target
2006 (2006-2007)	N/A

Actual Target Data for 2005-06:

States are not required to report data on Indicator 6 in the FFY 2006 APR.

The State will collect valid and reliable data to provide baseline and targets in the FFY 2007 APR through the Individual Student Enrollment System (ISES). In preparation for accurate reporting, WDPI staff provided training on accurate and timely data collection, including educational environment, at in-service meetings sponsored by software vendors in October. Hundreds of LEA staff from across the state attended the trainings. In addition, information regarding the reporting of and descriptions of the various educational environment categories are posted on WDPI's ISES data elements webpage (<http://www.dpi.state.wi.us/lbstat/dataenvir.html>) as a resource for LEA personnel.

Environment code training was conducted during the 2006-07 SY with the focus on new environment codes for preschool. This training was presented with web cast technology, making the information available at the consumers' convenience. Additional resources were also posted on WDPI's webpage including the Questions and Answers on the Part B Educational Environments Data Collection for Children Ages 3 – 5, Educational Environments for Ages 3 through 5 Decision Tree (<http://www.dpi.state.wi.us/sped/doc/ed-envir-3-5.doc>); and the Data Worksheet for Reporting Environment Codes (EE-1) (<http://www.dpi.state.wi.us/sped/doc/form-ee1.doc>). These and other resources are available in a clearinghouse style webpage specific to indicator #6 and each of the SPP indicators (<http://www.dpi.state.wi.us/sped/spp-environmt.html>).

In May 2006, WDPI staff attended the 2006 OSEP/Westat Overlapping Part B and Part C Data Meetings and received current information regarding collection, reporting, and technical assistance for this indicator.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006-07:

WDPI completed the improvement activities as described in the SPP (see SPP Indicator #6 for more details), including the following:

DPI staff and Preschool grant coordinators attended the National Inclusion Institute and participated as an invited member of the Expanding Opportunities meeting (University of North Carolina) in August 2006.

IDEA funded preschool discretionary grants statewide for training, technical assistance, and mini-grants to LEAs. A clearinghouse of resources is also available through the Preschool Options Project (www.preschooleoptions.org) which provides training to assist local school districts in developing a range of options in least restrictive environments for young children with disabilities.

Wisconsin Model Early Learning Standards

Statewide training on the Wisconsin Model Early Learning Standards (WMELS) includes information for community approaches for expanding service delivery options for children with disabilities. Work to expand the WMELS for the age range of birth to first grade including a developmental continuum of information ensued during the 2006-07 school year.

WMELS are a listing of developmental expectations for children, birth to the entry into first grade, and are supported by practice-based evidence and scientific research. The early learning standards provide a shared framework for understanding and communicating expectations for young children's development. They are a guide for parents, professional, and policymakers, all of whom share responsibility for the well being of young children. A copy of the standards can be downloaded at the document tab located at <http://www.collaboratingpartners.com/EarlyLS.htm>. Extensive resources, history, links to training, guiding principles, and other web-tools are available at this link.

The principles upon which the WMELS are designed include the importance of individualized programming decisions for all children. While the vast majority of students with disabilities should be expected to work toward and achieve these standards, accommodations and modifications will need to be individually identified and implemented. For children with disabilities, these decisions are made as part of their individualized family service plan (IFSP) or IEP developed by birth to 3 or the school district's IEP team. This team could include birth to three or school personnel as well as child care and Head Start personnel and the child's parent. Persons working with children with disabilities will need to pay special attention to the IFSP or IEP and how curriculum adaptations and special education services can be provided to meet each child's individually identified developmental needs. Some accommodations and/or modifications may be necessary as young children with disabilities master the skills and competencies related to the standards. Adapting and individualizing learning experiences can help assure that each child is exposed to activities that can help him or her reach his/her optimal development.

Wisconsin Early Childhood Collaborating Partners (WECCP)

The Wisconsin Early Childhood Collaborating Partners (WECCP) is a network of state, regional, and community, public and private, state departments, agencies, associations, and individuals working together to positively impact the lives of young children and their families encompassing the areas of early care and education, health, mental health, parent education and family support.

The Structure: The WECCP operates within a structure that includes:

- State level: action team, steering committee, and overall state wide network;
- Regional level: action teams, team facilitators, and regional networks.
- Communication and networking systems include: state and regional action team meetings, networking conferences (video conferences/web casts), a website, state and region specific list serves and collaborative conferences; and a work plan with goals, objectives, and action steps.

Participation Levels:

- Endorsing Partners: State, regional, and local state departments, agencies, associations, or groups that have formally endorsed the WECCP vision and mission.
- Participating Partners: State, regional, and local state departments, agencies, associations, groups, and individuals that are committed to membership on WECCP state or regional teams, participate in events, and actively work toward the vision and mission.

- Interested Partners: State and local agencies, associations, groups and individuals that are not able to commit to endorsement or participation but are interested in the efforts and want to receive information through the state or regional list serve.

Specific, detailed information is available at: <http://www.collaboratingpartners.com/contact.html>.

WECCP utilized information gained from the National Inclusion Institute/ Expanding Opportunities Training in its recent organizational restructuring. The Early Learning Committee of WECCP has incorporated the mission of expanding inclusion opportunities for students with disabilities in community settings in its work across early childhood systems of Head Start, child care, working with families, schools, and community programs.

WECCP has featured videoconferences and regional activities throughout the state (www.collaboratingpartners.com) including information on least restrictive environments, strategies for service delivery, and focusing on the IEP as the link to making appropriate placement decisions.

Community Collaboration Coaches

Community Collaboration Coaches, using braided funding from a number of state departments (Department of Workforce Development and the Department of Health and Family Services in conjunction with the WECCP), foundations, and other agencies, also focused on the expansion of service delivery options and community approaches. The responsibilities of the coaches are;

1. Network, share information, provide input, and promote collaboration within the state and regional early childhood infrastructure to support statewide planning and implementation of an early childhood comprehensive system in Wisconsin.
2. Ensure the regional action teams include representation from a wide, comprehensive, range of early childhood programs and areas including early intervention, early childhood special education, four-year-old kindergarten, child care, Head Start, parent education, family support, health, and mental health/social emotional development.
3. Work with the WECCP Regional Action Teams to support the networking infrastructure, develop and implement work plans, and coordinate training and technical assistance (T/TA) efforts.
4. Support and assist community leadership to expand their ability to promote, plan, and implement 4 year-old-kindergarten (4K) and community approaches.
5. Support and assist community leadership to expand their ability to implement an array of preschool options for young children with disabilities including implementation of Ready Set Go training and Wisconsin's Expanding Opportunities Initiative Work plan.
6. Facilitate and assist in the delivery and implementation of the WMELS training to assure statewide access.
7. Take next steps in the development of a plan to increase awareness of poverty issues and include strategies early childhood professionals may use to increase access to services for children who are experiencing homelessness.
8. Participate in training on a model for personnel development and design of methods to improve current early childhood personnel development focus areas.
9. Websites are available at www.collaboratingpartners.com and www.preschoolorptions.org.

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

Response to OSEP Funding

In the FFY 2005 SPP/APR Response Table, OSEP directed the State to revise its SPP because OSEP believed the State had revised its method for collecting data for this indicator. However, the State did not revise its method of collecting data for this indicator. A monitoring activity described in the APR was more detailed than the description in the SPP which may have led to the confusion. The monitoring activity, however, is not used to collect the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers for Indicator #6; it is used to monitor procedural requirements related to the indicator. Nevertheless, in an effort to add clarification,

the State has revised the description in the FFY 2005 SPP to reflect the language written in the FFY 2005 APR as shown below.

Each year beginning in 2006-2007, the state will gather 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 IEP records. Each year the cohort of 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 the SPP indicators. LEAs will 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 (see Indicator #15).

A major change for the 2006-07 SY preschool discretionary grant structure included a common requirement for each CESA early childhood program support teacher to provide training and technical assistance utilizing the training and resources (referenced earlier) and to assist LEAs with accurate reporting.

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children with IEPs who demonstrate improved:

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

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

Measurement:

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

If a + b + c + d + e does not sum to 100%, explain the difference.
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
 - a. **Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.**
 - b. **Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.**
 - c. **Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.**
 - d. **Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed times)] times 100.**

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

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

C. Use of appropriate behaviors to meet their needs:

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

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

FFY	Measurable and Rigorous Target
2006 (2006-2007)	N/A

Actual Target Data for FFY 2006:

As directed by the 11/9/07 Indicator Support Grid, WI has included progress data and improvement activities in the SPP.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006

[If applicable]

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
2006 (2006-2007)	72.3%

Actual Target Data for FFY 2006:

Based on the 2006-2007 distribution of proportionate agreement, 73.57% of respondent parents reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

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

Table 3: Percent Representation of Disability Categories in Respondent Group

Survey	N	Lowest % Agreement of Performance Measures
Part B Survey	1,049	73.2%
619 Survey	166	75.9%

Computational Details

$$(a+b) / (\text{Total N for 619 \& Part B Data}) = \text{final combined percentage for 2006-2007}$$

a = N for Part B * (percent result for lowest % Agreement of Performance Measures for Part B)

b = N for 619 Data * (percent result for lowest % Agreement of Performance Measures for 619 Data)

$$a = 1,049 * .732 = 767.868$$

$$b = 166 * .759 = 125.994$$

$$\text{Total N} = 1,049 + 166 = 1,215$$

Final Combined Percentage for 2006-2007 =

$$(767.868 + 125.994) / 1,215$$

$$893.862 / 1,215$$

$$0.735689$$

$$73.57\%$$

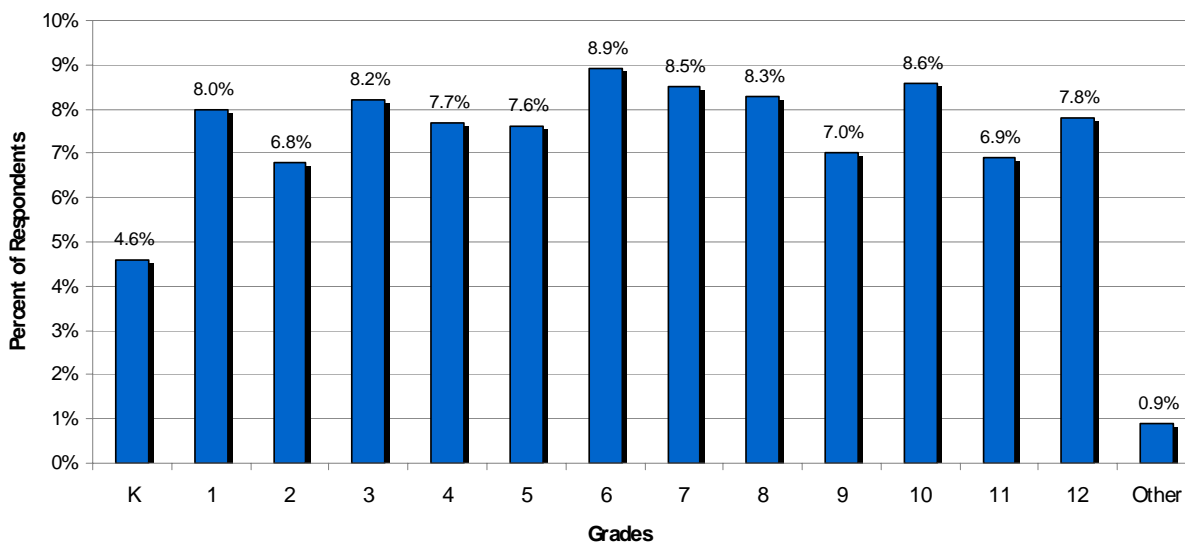
Summary

With a final combined percentage (of Part B and 619 Data) of 73.57%, the State met the target of 72.3% for FFY 2006.

Respondent Characteristics

The 2006-2007 data was compiled from 1,215 parents and primary caregivers drawn from 85 LEAs. The State selected a random sample of 5,200 students from the 85 LEAs. The LEAs requested survey returns from the parents of these 5,200 students. Based on these requests, 1,049 parents provided valid responses to the Wisconsin Part B and 166 parents provided valid response to the 619 Survey, representing a return rate of approximately 23%. While one-third of the states experienced return rates of 10%-20%, according to the most recent *Part B SPP/APR Indicator Analyses*, Wisconsin experienced a return rate of 23%. To determine how the sample was distributed, Figure 1 was generated to show the representation of grades from the 1,049 valid responses from the Part B respondent group. As can be seen, the distribution is fairly consistent among most grade levels.

Figure 1: Percent of Respondents Indicating Child's Grade Level (2006-2007)



In addition to examining grade level, an analysis was conducted to obtain an estimate of the respondents based on race and ethnicity. Table 1 summarizes the representation of children in race and ethnic categories in the Part B and 619 respondent groups as reported by parents completing the survey. One-thousand twenty-one (1,021) of the 1,049 respondents from Part B responded to this demographic item while 164 of the 166 respondents from the Wisconsin 619 Survey did likewise. Compared to the FFY 2005 respondents, more parents of White students and fewer parents of African American and American Indian students characterized the FFY 2006 respondent group. Differences in other ethnicities were much less pronounced.

Table 1: Percent Representation of Race/Ethnicity Categories in Respondent Group

Race/Ethnicity	Part B Survey (N=1,021)	619 Survey (N=164)
Black or African American	3.3	1.8
American Indian or Native Alaskan	1.0	1.2
Asian or Pacific Islander	1.1	1.8
White	88.3	92.7
Hispanic or Latino	2.8	2.4
Multi-racial	2.4	0.0
Other	1.1	0.0

Table 2 summarizes the representation of children based on disability categories in the Part B and 619 respondent groups as reported by parents completing the survey. Nine-hundred ninety-one (991) of the 1,049 respondents from Part B responded to this demographic item while 162 of the 166 respondents from the Wisconsin 619 Survey responded similarly. Compared to the 2005 FFY respondents, more parents of children with Autism, OHI, SLD and Speech/Language Impairments responded to the 2006 FFY Part B survey. More parents of children with EBD, OHI, SDD and SL Impairment responded to the 2006 FFY 619 survey than in the 2005 FFY. Notwithstanding the above results, it is important to point out that invalidity cannot necessarily be inferred because the respondent group is not fully representative of all aspects of Wisconsin's racial and ethnicity groups and disability categories. While the task of interpreting the results is somewhat more challenging with regard to asserting the extent of validity, the data appear to reflect a number of important characteristics that argue in favor of validity. By looking at last year's data and assessing consistency of findings it is possible to demonstrate evidence that the current data can be considered valid. This evidence will be addressed in the narrative.

Table 2: Percent Representation of Disability Categories in Respondent Group

Disability	Part B Survey (N=991)	619 Survey (N=162)
Autism	7.0	3.7
Cognitive Disability	7.4	1.9
Emotional Behavioral Disability	8.8	1.2
Hearing Impairment	1.5	0.6
Orthopedic Impairment	0.4	1.2
Other Health Impairment	5.9	2.5
Significant Developmental Delay	1.3	6.2
Specific Learning Disability	29.9	1.2
Speech/Language Impairment	22.1	69.1
Traumatic Brain Injury	0.4	0.0
Visual Impairment	0.5	0.0
Multiple/Don't Know	14.9	12.3

Reliability Analysis

In addition to ascertaining the degree to which the current data are valid, the issue of reliability must also be addressed since both elements are critical in obtaining results which can be used for improvement planning. In order to analyze the reliability of this data, a Cronbach's Alpha analysis was conducted. This statistic provides a measure of internal consistency—that is, how well the items in the survey are measuring the same concept. Reliability estimates can range from 1.0 to 0 (zero), where reliabilities close to 1.0 are considered to be very good, while estimates close to 0.0 represent very poor internal consistency. The reliability estimates calculated for the performance measures of the Part B survey yielded an item reliability of .971, while the reliability estimates calculated for the performance measures for the 619 survey was calculated at .979. These estimates indicated that the survey has demonstrated a high level of reliability based on standards in current research (Peterson, 1994).

Performance Measure Percentages

Figure 2 presents the distribution of percent parent agreement to the 17 performance measures of the 619 survey. The item performance measures range from the lower (75.9%) to upper (95.6%) performance limits with the median at 89.0% of this distribution. These results were found to be quite consistent with what was observed on the FFY 2005 SPP/APR. That is, even given the issue of representation, the current APR results were found to be nearly identical to what was reported last year. This evidence seems to support the validity of the current results.

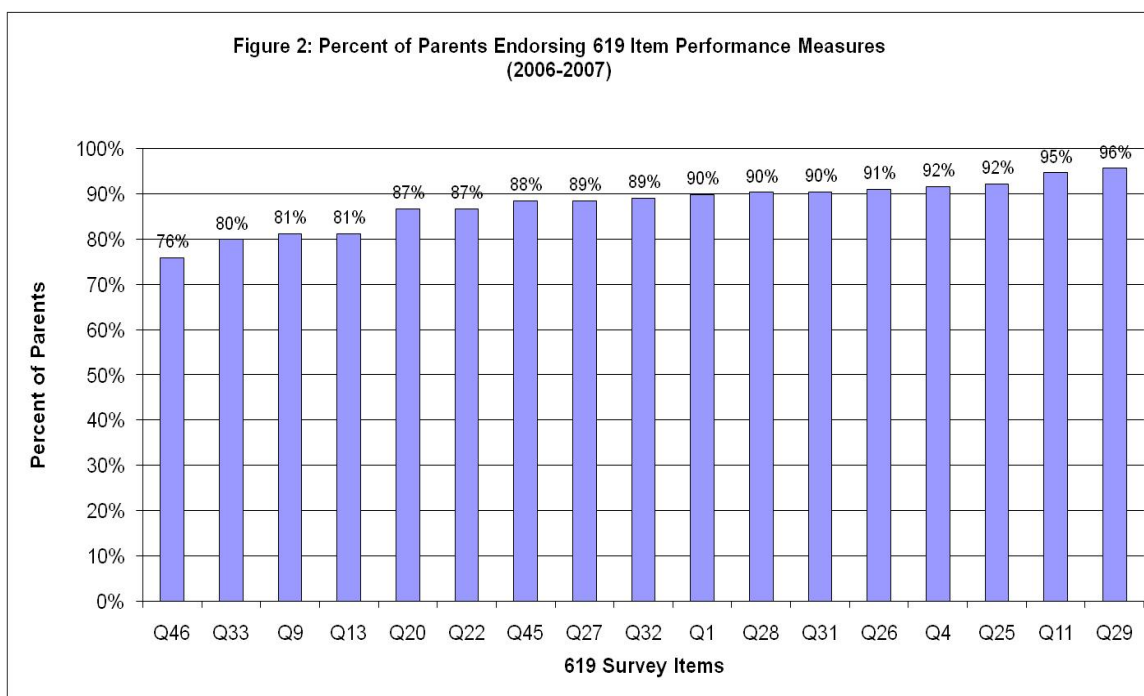
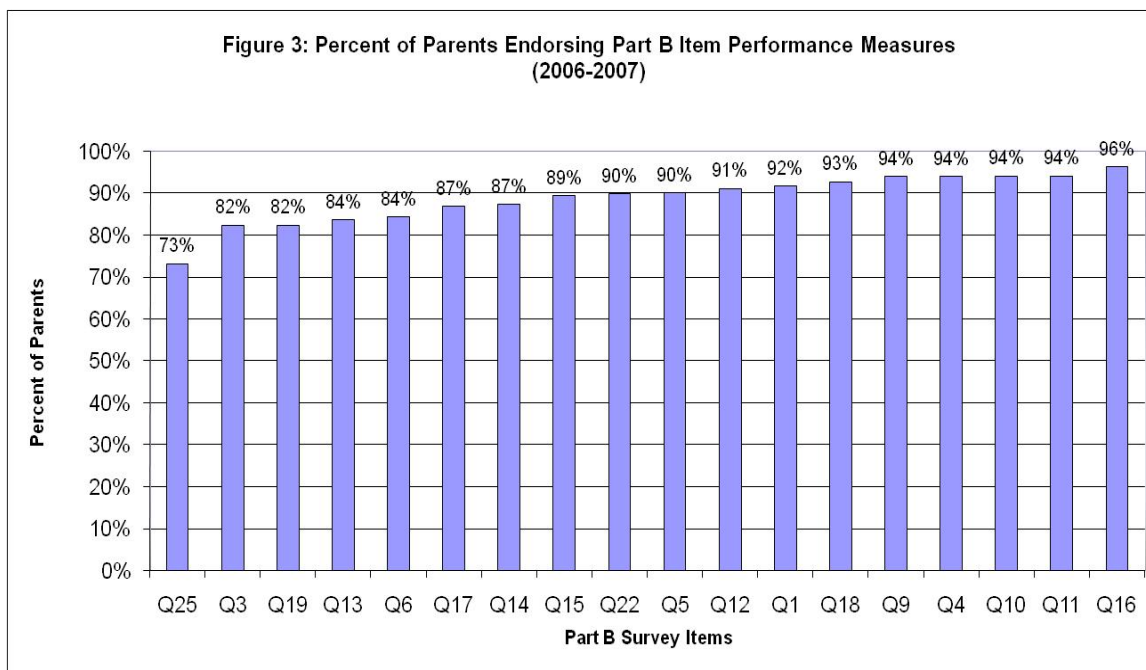


Figure 3 presents the distribution of percent parent agreement to the 18 performance measures of the Part B Survey. In this presentation of the distribution, the item performance measures range from the lower (73.2%) to upper (96.3%) performance limits with the median at 90.0% of this distribution. Once again, the results shown in Figure 3 were found to be highly consistent with the results reported on the FFY 2005 APR.



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

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

Wisconsin Statewide Parent-Educator Initiative (WSPEI)

1. Group training at conferences
 - a. During 2006-2007, teams of parents and educational professionals trained groups of educators and parents in each of the four regional REACH centers and MPS on effective parent involvement practices for schools.
 - b. WDPI cosponsored the Annual Parent Leadership Conference on March 7, 2007, focusing on partnership practices that improve student achievement and behavior.
 - c. WDPI cosponsored the annual Milwaukee Latino Family Special Education Forum in March 2007.
 - d. WDPI sponsored the annual Circles of Life conference for families of students with disabilities on April 26-27, 2007.
 - e. WDPI provided scholarships for parents to attend the annual statewide Transition Conference (WSTI).
 - f. A sectional presentation was given at the annual Disproportionality Summer Institute that included building school-parent partnerships with African American and Native American families.
 - g. A presentation was given at the October 2006 Special Education and Pupil Services Leadership Conference that informed directors of special education and parent leaders about the practices measured in the Wisconsin Parent Involvement Survey, categorized as

communication between school and home, equal partnership between parents and educators, and provision of information about special education rights and issues. Presenters and participants highlighted related parent involvement practices they have used with success. Baseline data of the Indicator 8 survey for FFY 2006 was shared.

2. Product development and dissemination

- a. The WDPI *Procedural Safeguards Notice* was translated into Hmong and posted on the WDPI website along with English and Spanish versions. In addition to dissemination by school districts, WSPEI and WDPI disseminated 1,595 copies printed in English.
- b. 10,000 copies of revised versions of *Special Education in Plain Language: A User Friendly Handbook on Special Education Laws, Policies and Practices in Wisconsin* were printed in English. The contents of this document were developed under a grant from the WDPI. *Special Education in Plain Language* helps parents and others understand many of the common procedures of special education. 5,530 copies were disseminated to LEAs, families, and parent information organizations in FFY 2006. The document was made available electronically and translated into Spanish. <http://www.specialed.us/pl-07/pl07-index.html>
- c. 70,000 *Introduction to Special Education* were printed in English with 55,660 copies disseminated to LEAs, families, and parent information organizations in FFY 2006. This document is a primer on special education to help parents and others understand the basics of special education. The document was translated into Spanish and Hmong. Over 3,000 copies of *Introduction* were downloaded from the WDPI website in three languages. <http://dpi.wi.gov/sped/pdf/intro-se.pdf>
- d. The REACH guide for schools on improving school-family partnerships in educational problem solving, entitled *Involving Families in Meeting Student Needs: A Guide for School Staff*, was printed and made available on the WDPI website.
- e. The WDPI model IEP forms were translated into Spanish and made available on the WDPI website.
- f. 6,000 copies of a DVD based on *Introduction to Special Education* were produced for dissemination by WDPI, WI FACETS and WSPEI.

3. Individualized LEA and parent supports

- a. 181 CESA and district parent liaisons representing 290 school districts were identified and trained.
- b. WSPEI CESA parent liaisons, WSPEI district parent liaisons, and WI FACETS staff and parent leaders assisted LEAs and district parents with gathering Parent Involvement Survey data for Indicator #8. Effective practices for reaching families were evaluated and disseminated.
- c. WDPI included WSPEI CESA and district parent liaisons in its Continuous Improvement Focused Monitoring System onsite visits and considered parent involvement in its probes and as part of the LEA action plan.
- d. WSPEI service was documented to over 16,800 individuals and over 200 agencies in addition to collaborative information dissemination with partner agencies. There were 19,277 visits to the WSPEI website.
- e. WI FACETS maintained 6 regional centers plus the Milwaukee parent resource center, 40 active Parent Leaders, and 286 parents and educators on the WI FACETS Internet discussion group. There were 41,485 visits to the WI FACETS web site. WI-FACETS provided information about IDEA and services to over 67,000 parents and professionals through media, resource fairs, conferences, and meetings; provided 198 workshops for 5,370 parents and educators (of which 23% represented minority groups); and responded to 5,402 requests for help and information from parents and educators (16% representing minority groups).

Responsive Education for All Children (REACH) <http://www.dpi.wi.gov/reach/>

2006-2007 Activities:

- 47 REACH incentive grants were awarded, representing 93 school districts and 271 elementary, middle, and high schools. Grants were awarded to schools with priorities in reading and math

achievement, social emotional and behavior factors, graduation gap, and disproportionate identification of minority students as students with disabilities.

- 1969 educators and family members participated in REACH statewide workshops. Workshops were offered at no charge to school districts, both grant and non-grant recipients. 45% (889) of workshop attendees were not affiliated with a school district that received a REACH incentive grant.
- 42 mentors worked with REACH grant recipients and logged 14,986 hours assisting schools implementing the REACH framework components.
- Four regional centers representing all 12 CESAs offered 47 workshops.
- Two REACH Poster Showcase Conferences were held in Spring 2007.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006

Sample Size

In the 2005 FFY, a small group of 17 LEAs collected baseline data for Indicator #8. The remainder of LEAs in the state was distributed among the remaining five fiscal years in accordance with the same "roster" method of sampling as in the Public Agency Procedural Compliance Self-Assessment (Indicator #15) described in the sampling plan. Subsequent to the State's development of its Indicator #8 sampling plan and the plan's approval by the Office of Special Education Programs (OSEP), OSEP required that the State publicly report individual LEA results for Indicator #8. To ensure a consistent process that randomly selected students by LEA, the sampling calculator made available on the web by Creative Research Systems (<http://www.surveysystem.com/sscalc.htm#ssneeded>) was employed again for each LEA sample. The number of parents selected for individual LEA samples reflects a confidence level of 95%, with a confidence interval of + or - 10%. The result was a larger random sample of parents who were requested to complete the Parent Survey in FFY 2006, and a larger group of respondents. The size of the groups of respondents at the LEA level ensures that confidentiality of the parents and students will not be breached in the required public reporting by LEA. The size of the sample of parents that the State randomly selects should remain fairly consistent for the remaining four sampling years. Respondent group size may increase with improved follow up strategies described below.

The State continues to ensure that its sample is representative by race/ethnicity and disability. Milwaukee Public Schools (MPS) has the largest enrollment of African American students in the state. As an LEA with a daily membership of over 50,000, MPS will be the only LEA to collect the data for Indicator #8 every year. The annual random sample of parents from MPS is proportionate in size and representative of race/ethnicity when compared to the random sample of parents from the cohort of other LEAs selected for a given fiscal year. Variations in the number of parents of American Indian students in the sample will vary from year to year, as the distribution of American Indian students is concentrated in a few LEAs.

Response Rate

The State will ensure that each LEA meets a minimum response rate that is sufficient for confidential public reporting. Two improvement activities will be used to increase the response rate of parents.

First, the size of the Part B Parent Survey will be reduced to include only demographic items and the first 25 items in the Part B Parent Survey developed by NCSEAM. The 619 Parent Survey will include only demographic items and the items that correspond to the revised Part B Survey items. These items comprise the items used for the data analysis in the APRs for FFY 2005 and FFY 2006, as described in the Indicator #8 sampling plan. The length of the survey was cited by parents, survey helpers, and other stakeholders as a deterrent to participation.

Second, the State will require a minimum response rate from each LEA based on the LEA sample size. Each LEA will be required to follow up with parents if the minimum response rate is not reached. The State will provide multiple opportunities for the LEA to follow up until the minimum response is reached.

New Improvement Activity:

Parent Leadership Corps

State Superintendent Elizabeth Burmaster appointed a Parent Leadership Corps (PLC) to seek out successful practices of family-school-community partnerships within the state and nation, share information on positive programs and resources, and help parents network with each other to initiate school-wide student achievement projects. The Corps is an active, committed group of 20 parents from across Wisconsin who have a passion for helping children succeed. Members of the PLC identified examples of practices that work in their school districts (<http://dpi.wi.gov/fscp/pdf/ssplcsum.pdf>). State Special Education Director Stephanie Petska and Assistant State Superintendent Carolyn Stanford-Taylor participate in the meetings. In addition, the State Superintendent requires all WDPI councils to include parent membership.

Monitoring Priority: Disproportionality

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

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

Measurement:

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

Include State’s definition of “disproportionate representation.”

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

FFY	Measurable and Rigorous Target
2006 (2006-2007)	0%

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. As directed by OSEP, WDPI has revised the following definition of disproportionate representation to include under-representation as well as over-representation.

The State’s definition of disproportionate representation is based on the following criteria:

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

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

Under-representation may be considered when the district risk for race/ethnicity is one-fifth or less than national risk for disability category. National risk data is taken from the Profiles of Parts B and C Programs in States and Outlying Areas, produced by Westat, July 2007. The specific table used was *Percentage of Population Ages 6-21 Served Under IDEA, Part B, by Disability: 2001-2005; 50 States and D.C.* Based on a recommendation by Daniel Losen, a nationally recognized expert, WDPI uses the national average to avoid weighting the data due to the over-representation that exists in Wisconsin.

3. **Cell size:** To be identified for over-representation based on statistical data, a racial or ethnic group must have at least ten members in a given cell used for risk ratio analysis, and a total enrollment of 100 students for any given racial group. Districts with smaller cell sizes will be considered under other criteria. The cell size of ten is not used in calculating under-representation because, with under-representation, we are addressing the issue of low numbers of students identified in special education.
4. **Other:** Other criteria may be applied depending on unique circumstances including such considerations as state or federal discrimination complaints, IDEA complaints, and district demographics.

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

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

Actual Target Data for FFY 2006:

The baseline for this indicator is 0%. The percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification for the 2006-2007 SY is 0%. WDPI met the FFY 2006 target of 0%.

During the 2006-2007 SY, WDPI identified nine districts with data indicating disproportionate over-representation in special education and related services. Of the nine districts with disproportionate over-representation in special education, five of the districts have disproportionate over-representation of American Indian students, and four have disproportionate over-representation of African American students. As directed by OSEP, WDPI also reviewed data for under-representation. Based on the above criteria for calculating under-representation, WDPI did not identify any districts with disproportionate under-representation in special education and related services.

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

reserve the maximum amount of funds under section 613(f) of the Act to provide comprehensive coordinated early intervening services to serve children in the LEA, particularly children in those groups that were significantly over identified. The districts were directed to develop improvement plans to increase cultural competency and classroom management skills in working with racially and linguistically diverse students. The improvement plans are reviewed by department staff. The plans include activities designed to create systemic change to improve outcomes for all students, particularly racially and linguistically diverse students. For FFY 2006, each district completed the activities provided for in their district improvement plan.

Calculation

To determine the percent of districts, WDPI divided zero districts with disproportionate over-representation in special education and related services that was the result of inappropriate identification plus zero districts with under-representation by 440, the total number of LEAs, times 100. The total number of LEAs includes 426 public school districts, 12 independent charter schools, the two state schools, the Department of Corrections, and the Department of Health and Family Services. The percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification for the 2006-2007 SY is 0%.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

The baseline for this indicator is 2.27%. As discussed above, the percentage for FFY 2006 is 2.04%, which shows some progress.

Each district identified is required to develop a detailed improvement plan, which is reviewed by the department liaison. For FFY 2006, each district completed the activities provided for in the district plan. The plans include activities designed to create systemic change in addressing this issue; and because of this, WDPI expects progress to be gradual but continual.

WDPI's positive approach to addressing issues of disproportionality paired with individualized technical assistance based on each districts' needs has resulted a general sense of acceptance and willingness on the part of most districts to reflectively analyze data and commit to examining issues that may contribute to disproportionality. This attitude of ownership is reflected in district improvement plans and initiatives.

Improvement activities that were completed for FFY 2006 include:**National Recognition**

On February 16, 2006, The WDPI was awarded the NCCREST (National Center for Culturally Responsive Educational Systems) Luminaria Award in recognition of our efforts over the past year to eliminate disproportionality and increase opportunities for culturally and linguistically diverse students.

MiniGrants

The WDPI awarded and evaluated mini grants to districts with significant disproportionality that focused on data based disproportionality hypothesis. The purpose of the mini-grants (\$5,000 – \$15,000) was for district teams to develop and implement processes, products, or tools that address disproportionality in a district or consortium of districts that could potentially be replicated; or to develop and implement projects with statewide impact. The mini-grant evaluations reflect progress ranging from minimal to considerable with the targeted issues.

Disproportionality Workgroup

The WDPI established a disproportionality webpage www.dpi.state.wi.us/sped/cifms-disp.html that provides information and resources for all districts but is especially beneficial to districts that have been identified as having significant disproportionality. This webpage provides resources that identified districts access on a regular basis.

The WDPI has funded the development and piloting of technical assistance tools developed by districts in partnership with institutes of higher education. These tools are being developed to assist and support not

only districts that have been identified as having significant disproportionality, but any district addressing the important targeted issues. Successful implementation of piloting will result in revisions of the tools and statewide distribution. These two products are:

1. "Guiding Questions: Differentiating Disordered Behavior from Cultural Mismatch"
These guiding questions are designed for use by school personnel working with students with behavioral difficulties.
2. "Checklist to Address Exclusionary Factors for Special Education Eligibility Determination"
District staff from the pilot school will systematically implement the checklist in their schools, specifically with program support teachers as they participate in initial evaluations and review transfer records.

Disproportionality Summer Institute

The WDPI developed and presented a second annual Summer Institute 2006: Addressing Disproportionality. The Summer Institute was designed to address issues of disproportionality as it relates to race and ethnicity in all areas of education, but especially the area of special education. The Summer Institute focused on three strands: Cultural Competency, General Education, and Pre-referral/Referral Processes. The first day and a half of the Summer Institute was for an invited general audience, which included 225 participants. During this time, information was shared and presentations were given on national and local efforts, initiatives, and issues involved in understanding, identifying, and addressing racial disproportionality. The second day and a half of the Summer Institute was for a targeted audience of selected district teams which included 197 participants, representatives of the 12 cooperative educational service agencies (CESAs), and members of the WDPI staff. There were several working sessions that included technical assistance from national and regional experts focusing on disproportionality data analysis, hypothesis development, the review of policies, procedures and practices as well as culturally responsive practices. The Summer Institutes provide opportunities for district teams to receive targeted technical assistance with disproportionality issues they are addressing. Evidence of progress is reflected in district improvement plans and data that are beginning to show gradual improvement.

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

Documentation of Correction of OSEP Identified Noncompliance

As directed by OSEP, WDPI is including in the FFY 2006 APR information that demonstrates that WDPI has in effect policies and procedures that prevent disproportionate representation. WDPI has a policy in effect prohibiting discrimination on the basis of race and ethnicity and enforces the State pupil nondiscrimination law. In addition, WDPI has eligibility criteria for each disability category that are race neutral and nondiscriminatory that must be used in the determination of eligibility for special education. WDPI has developed checklists to further assist districts in implementing the criteria. WDPI has developed model IEP forms, as well as policies and procedures that comply with state and federal special education law. Districts must either adopt these models or submit variations to the department for review and approval. This ensures that all districts have policies, procedures, and programs that are consistent with WDPI policies and procedures (300.201) and fully comply with special education law, including child find requirements (300.111), as well as evaluation and eligibility requirements (300.301 through 300.311).

As directed by OSEP, WDPI revised its definition of disproportionate representation in the SPP to include under-representation as well as over-representation. WDPI provided data for FFY 2005 for under-representation and over-representation. The State examined data for under-representation and over-representation of races and ethnic groups in special education and related services. After further analysis, it was determined the baseline data for indicator #9 did not change as a result of the modification in definition because no districts were identified with disproportionate under-representation in special education as a result of inappropriate identification.

The SPP was further revised to clarify how WDPI, for both over- and under-representation, determine whether the disproportionate representation was the result of inappropriate identification. As directed by OSEP, WDPI clarified that district teams and department staff review the requirements of 34 CFR 300.311, 300.201, and 300.301 through 300.311.

LEAs identified in the FFY 2005 APR as having disproportionate representation are in compliance with the requirements of 34 CFR 300.311, 300.201, and 300.301 through 300.311. In its review of the policies, procedures, and practices of these districts, the department did not identify any districts with disproportionate representation as a result of inappropriate identification.

Finally, the SPP was revised to include as an improvement activity, the WDPI webpage to address disproportionality. This webpage is continually updated and provides information and resources for all districts.

New improvement activities:**Wisconsin Response to Intervention (RTI) Initiatives**

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

The REACh grant currently utilizes an RTI framework with districts involved in the project. This has allowed WDPI to begin the process on a smaller scale prior to full state implementation.

WDPI has convened an internal workgroup to address Positive Intervention Behavior Supports (PBIS) to address the use of a RTI framework in dealing with student behaviors in a positive manner prior to referral. This group has representatives from various divisions including Student Services: Prevention and Wellness, Special Education, and Content and Learning.

Improvement activities for FFY 2007:

WDPI will annually inform districts that are close to meeting the State definition of disproportionate representation. WDPI will provide technical assistance to these districts through resource information and training opportunities.

WDPI is developing an assessment tool based on research that assists districts in identifying potential influences contributing to under-representation. A different tool than the one used for over-representation is necessary because of the different issues and potential causes of under-representation. As with the checklists used with over-representation, the tool will enable WDPI to drill down and provide technical assistance to the district, which will enable the district to identify hypotheses and improvement activities.

Monitoring Priority: Disproportionality

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

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

Measurement:

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

Include State’s definition of “disproportionate representation.”

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

FFY	Measurable and Rigorous Target
2006 (2006-2007)	0%

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. As directed by OSEP, WDPI has revised the following definition of disproportionate representation to also include under-representation as well as over-representation.

The State’s definition of disproportionate representation is based on the following criteria:

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

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

Under-representation may be considered when the district risk for race/ethnicity is one-fifth or less than national risk for disability category. National risk data is taken from the Profiles of Parts B and C Programs in States and Outlying Areas, produced by Westat, July 2007. The specific table used was *Percentage of Population Ages 6-21 Served Under IDEA, Part B, by Disability: 2001-2005; 50 States and D.C.* Based on a recommendation by Daniel Losen, a nationally recognized expert, WDPI uses the national average to avoid weighting the data due to the overrepresentation that exists in Wisconsin.

- 3. Cell size:** To be identified for over-representation based on statistical data, a racial or ethnic group must have at least ten members in a given cell used for risk ratio analysis, and a total enrollment of 100 students for any given racial group. Districts with smaller cell sizes will be considered under other criteria. The cell size of ten is not used in calculating under-representation because, with under-representation, we are addressing the issue of low number of students identified in a given disability category.
- 4. Other:** Other criteria may be applied depending on unique circumstances including such considerations as state or federal discrimination complaints, IDEA complaints, district demographics or resources.

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

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

Based on the criteria, which includes use of multiple methods to calculate disproportionality, districts are identified after the first of the calendar year. WDPI applies the criteria disaggregated by each of the six specific disability categories (mental retardation, specific learning disabilities, emotional disturbance, speech or language impairments, other health impairments, and autism).

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

Actual Target Data for FFY 2006:

The revised baseline for this indicator is 0%. The percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories for FFY 2006 is 0%. The state met its FFY 2006 target of 0%.

During the 2006-2007 SY, based on the above criteria, WDPI identified 27 districts with disproportionate over-representation in one or more special education disability categories. Of these districts, 15 were identified as having disproportionate over-representation of African American students in a special education disability category, and 13 districts were identified as having disproportionate over-representation of American Indian students. Three districts were identified with over-representation for both of these racial categories. As directed by OSEP, WDPI reviewed data for FFY 2006 for under-representation. WDPI identified 11 districts with disproportionate under-representation in one or more special education disability categories (one district was identified with both under- and over-representation). Of these districts, six were identified as having under-representation of Asian students in a special education disability category. Five districts were identified as having under-representation of

Hispanic students in a special education disability category. One district was identified with under-representation for both of these racial categories. The department determined that of the 37 districts identified with disproportionate representation, no districts had disproportionate representation that was a result of inappropriate identification.

In its review of the policies, procedures, and practices of the 37 districts, the department did not identify any areas of noncompliance with Part B. WDPI determined that the districts were in compliance with Part B by conducting a review of each districts' policies, procedures, and practices related to the requirements of 34 CFR 300.111, 300.201, and 300.301 through 300.311. The districts have either adopted WDPI's model policies and procedures, or have submitted policies and procedures that have been reviewed and approved by WDPI staff. The districts also have either adopted the department's model IEP forms or use forms approved by WDPI. In determining eligibility for special education, the districts use state eligibility criteria. Further, all policies, procedures and practices are race neutral. WDPI, consequently, determined that there were no districts with disproportionate representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification. However, following an examination of the data, districts identified with significant disproportionality based on race and ethnicity with respect to the identification of children with disabilities were required to reserve the maximum amount of funds under section 613(f) of the Act to provide comprehensive coordinated early intervening services to serve children in the LEA, particularly children in those groups that were significantly over identified. The districts were directed to develop improvement plans to increase cultural competency and classroom management skills in working with racially and linguistically diverse students. The improvement plans are reviewed by department staff. The plans include activities designed to create systemic change to improve outcomes for all students, particularly racially and linguistically diverse students. For FFY 2006, each district completed the activities provided for in their district improvement plan.

Calculation

To determine the percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories, WDPI divided 0 by 440, the total number of LEAs, times 100. The total number of LEAs includes 426 public school districts, 12 independent charter schools, the two state schools, the Department of Corrections, and the Department of Health and Family Services. The percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification for FFY 2006 is 0%.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

WDPI's positive approach to addressing issues of disproportionality paired with individualized technical assistance based on each districts' needs has resulted a general sense of acceptance and willingness on the part of districts to reflectively analyze data and commit to examining issues that may contribute to disproportionality. This attitude of ownership is reflected in the development and implementation of district improvement plans and initiatives.

Improvement activities that were completed for FFY 2006 include:

On February 8, 2007, The Madison Metropolitan School District was honored during the NCCRESt national conference in Washington D.C. This Wisconsin school district was nationally recognized for their efforts in addressing issues of disproportionality through a systems change framework that engages all district leaders in ownership and action.

On February 16, 2006, The WDPI was awarded the NCCREST Luminaria Award in recognition of our efforts over the past year to eliminate disproportionality and increase opportunities for culturally and linguistically diverse students.

The WDPI awarded and evaluated mini grants to districts with significant disproportionality that focused on data. The purpose of the mini-grants (\$5,000 – \$15,000) was for district teams to develop and implement processes, products, or tools that addressed disproportionality in a district or consortium of

districts that could potentially be replicated; or to develop and implement projects with statewide impact. The mini-grant evaluations reflect progress ranging from minimal to considerable with the targeted issues.

The WDPI established a disproportionality webpage www.dpi.state.wi.us/sped/cifms-disp.html that provides information and resources for all districts but is especially beneficial to districts that have been identified as having significant disproportionality. This webpage provides resources that identified districts access on a regular basis.

The WDPI has funded the development and piloting of technical assistance tools developed by districts in partnership with institutes of higher education. These tools are being developed to assist/support not only districts that have been identified as having significant disproportionality but any district addressing the important targeted issues. Successful implementation of piloting will result in revisions of the tools and statewide distribution. These two products are:

1. "Guiding Questions: Differentiating Disordered Behavior from Cultural Mismatch"
These guiding questions are designed for use by school personnel working with students with behavioral difficulties.
2. "Checklist to Address Exclusionary Factors for Special Education Eligibility Determination"
District staff from the pilot school will systematically implement the checklist in their schools, specifically with program support teachers as they participate in initial evaluations and review transfer records.

The WDPI developed and presented the second annual Summer Institute 2006: Addressing Disproportionality. The Summer Institute was designed to address issues of disproportionality as it relates to race and ethnicity in all areas of education, but especially the area of special education. The Summer Institute focused on three strands: Cultural Competency, General Education, and Pre-referral/Referral Processes. The first day and a half of the Summer Institute was for an invited general audience. During this time, information was shared and presentations were given on national and local efforts, initiatives, and issues involved in understanding, identifying, and addressing racial disproportionality. The second day and a half of the Summer Institute was for a targeted audience of selected district teams, representatives of the 12 cooperative educational service agencies (CESAs), and members of the WDPI staff. There were several working sessions that included technical assistance from national and regional experts focusing on disproportionality data analysis, hypothesis development, the review of policies, practices and procedures and culturally responsive practices. Our Summer Institutes continue to provide ongoing opportunities for district teams to receive targeted technical assistance with disproportionality issues they are addressing. Evidence of progress is reflected in the development and implementation of district improvement plans and data that are beginning to show gradual improvement.

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

Documentation of Correction of OSEP Identified Noncompliance

As directed by OSEP, WDPI is including in the FFY 2006 APR information that demonstrates that WDPI has in effect policies and procedures that prevent disproportionate representation. WDPI has a policy in effect that prohibits discrimination on the basis of race and ethnicity and enforces the State nondiscrimination law. In addition, WDPI has eligibility criteria for each disability category that are race neutral and nondiscriminatory that must be used in the determination of eligibility for special education. WDPI has developed checklists to further assist districts in implementing the criteria. WDPI has developed model IEP forms, as well as policies and procedures that comply with state and federal special education law. Districts must either adopt these models or submit variations to the department for review and approval. This ensures that all districts have policies, procedures and programs that are consistent with WDPI policies and procedures (300.201) and fully comply with special education law, including child find requirements (300.111), as well as evaluation and eligibility requirements (300.301 through 300.311).

As directed by OSEP, WDPI revised its definition of disproportionate representation in the SPP to include under-representation as well as over-representation. WDPI provided data for FFY 2005 for under-representation and over-representation. The State examined data for under-representation and over-representation of races and ethnic groups in specific disability categories. After further analysis, the baseline data for indicator #10 was revised as a result of the modification in definition.

The SPP was further revised to clarify how WDPI, for both over- and under-representation, determines whether the disproportionate representation was the result of inappropriate identification. As directed by OSEP, WDPI clarified that district teams and department staff review the requirements of 34 CFR 300.311, 300.201, and 300.301 through 300.311.

LEAs identified in the FFY 2005 APR as having disproportionate representation are in compliance with the requirements of 34 CFR 300.311, 300.201, and 300.301 through 300.311. In its review of the policies, procedures, and practices of these districts, the department did not identify any districts with disproportionate representation as a result of inappropriate identification.

New improvement activities:**Wisconsin Response to Intervention (RTI) Initiatives**

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

The REACH grant currently utilizes an RTI framework with districts involved in the project. This has allowed WDPI to begin the process on a smaller scale prior to full state implementation.

WDPI has convened an internal workgroup to address Positive Intervention Behavior Supports (PBIS) to address the use of a RTI framework in dealing with student behaviors in a positive manner prior to referral. This group has representatives from various divisions including Student Services: Prevention and Wellness, Special Education and Content and Learning.

Improvement activities for FFY 2007:

WDPI will annually inform districts that are close to meeting the State definition of disproportionate representation. WDPI will provide technical assistance to these districts through resource information and training opportunities.

WDPI is developing an assessment tool based on research that assists districts in identifying potential influences contributing to under-representation. A different tool than the one used for over-representation is necessary because of the different issues and potential causes of under-representation. As with the checklists used with over-representation, the tool will enable WDPI to drill down and provide technical assistance to the district, which will enable the district to identify hypotheses and improvement activities.

Monitoring Priority: Effective General Supervision Part B / Child Find

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

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

Measurement:

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

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

Percent = b + c divided by a times 100.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	100%

Actual Target Data for FFY 2006:

Ninety-three public agencies that conducted the *Procedural Compliance Self-Assessment* reported the percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days in FFY 2006. The percent of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days during FFY 2006 was 96.48%. This data, which is taken from the Wisconsin’s monitoring system, is based upon actual, not average number of days. During FFY 2005, the percent of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days was 88.41%. Comparing FFY 2005 with FFY 2006 data shows an increase of 8.07%. The number of cases evaluated within the 60 days include cases meeting the 60-day time limit requirement at 34 CFR 300.301(c) and the exceptions at 34 CFR 300.301(d) and 34 CFR 300.309(c). Although the target of 100% is not met, progress is being made, and consistent with OSEP guidance Wisconsin is substantially in compliance with the 60-day evaluation time line requirement.

a. # of children for whom parental consent to evaluate was received:	9,277
b. # determined not eligible whose evaluations and eligibility determinations were completed within 60 days:	3,062
c. # determined eligible whose evaluations and eligibility determinations were completed within 60 days	5,888

Formula:

Percent = b + c divided by a times 100.

96.48% = (3062+ 5888) ÷ 9,277 x 100

The range of days beyond the 60-day time line is 1 day to 123 days. For FFY 2005 the range was 1 day to 290 days. Of the agencies that did not complete an initial evaluation within the 60 day time line, 64.71% did so within 30 days or less beyond the 60-day time line. Reasons for the delays include: staff unavailable, outside evaluation data unavailable, scheduling problems, additional testing required, and school holidays. Six agencies with findings of noncompliance during FFY 2006 have developed and are implementing corrective action plans to ensure compliance within one year of identification.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:**Response to OSEP Finding**

As directed by OSEP, WDPI is including information regarding the correction of noncompliance identified in FFY 2005 for this indicator. For FFY 2005, 16 districts were notified of noncompliance by the WDPI in February-March 2007. Consequently, the one year from notification has not yet occurred. However, of those 16 districts, 13 districts have already corrected the noncompliance, and closing letters have been issued.

Improvement Activities Completed**Procedural Compliance Self-Assessment**

Beginning in 2006-07, WDPI 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 are representative of the state considering such variables as disability categories, age, race, and gender. Milwaukee Public Schools (MPS), the only LEA with average daily membership of over 50,000, is included in the sample each year. WDPI includes every LEA in the state at least once during the course of the SPP. The self-assessment of procedural requirements includes data on 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.

Annually, WDPI reviews all LEA self-assessments, conducts validation activities on a portion of the LEA self-assessments, and verifies all noncompliance is corrected. Based on its review, WDPI provides technical assistance to LEAs. LEAs report the status of their corrective actions to ensure correction within one year of identification of the noncompliance. WDPI will verify that all noncompliance has been corrected within one year. LEAs failing to correct noncompliance within one year of identification will be required to report the reasons and the specific steps that will be implemented to correct the noncompliance. These LEAs will be assigned to a more intensive level of oversight.

Districts with identified noncompliance, including noncompliance related to the 60-day timeline for determining special education eligibility, are required to develop a corrective action plan that is reported through the procedural compliance self-assessment process. After the activities in the corrective action plan are completed, WDPI staff verify that this noncompliance has been corrected by reviewing post-assessment evaluations to ensure that the required 60-day time line is met. Districts are further required to develop an internal control system to continuously monitor compliance with this indicator. WDPI sends a closing letter to the district after WDPI has confirmed the noncompliance has been corrected.

For children found eligible whose evaluations and eligibility determinations do not meet the 60-day time limit requirement, LEAs considered compensatory services as soon as possible. Each LEA's noncompliance was corrected through developing and implementing agency-wide corrective actions. The self-assessment process requires districts to have an internal district control system that further ensures future compliance with this requirement. WDPI staff provided technical assistance and conducted verification activities to ensure correction of noncompliance as soon as possible, but no later than one year after identification.

Model Local Educational Agency Special Education Policies and Procedures

As a condition of funding under the IDEA, LEAs are required to establish written policies and procedures for implementing federal special education laws. In addition, Wisconsin law requires LEAs 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 LEAs meet their obligation to establish and implement special education requirements. A LEA may establish special education requirements by adopting the model policies and procedures. The document may also be used as a reference tool and for staff development activities to promote understanding of and compliance with special education requirements. All LEAs are required to assure the department that they have adopted the model policies and procedures or submit locally developed policies and procedures to the WDPI for review and approval.

Sample IEP Forms

WDPI provides sample forms and notices for use in the IEP team process to assist districts in complying with state (Chapter 115) and federal (IDEA) special education requirements. The sample forms and the reference materials posted on the department's web site (<http://dpi.wi.gov/sped/forms06.html>) have been updated to reflect changes in the Individuals with Disabilities Education Improvement Act of 2004 that became effective July 1, 2005, and the regulations that became effective October 13, 2006. WDPI provided model forms to all LEAs to assist with implementing the 60-day time limit. All LEAs are required to assure WDPI they have adopted the model forms and notices or submit their locally developed forms to the department for review and approval.

Furthermore, information regarding the 60-day time limit was disseminated at the statewide leadership conference and the Wisconsin Council of Administrators of Special Services Conference. Information is also distributed through department bulletins and web site training.

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

The improvement activities are having the desired outcome; progress toward the goal is being achieved. Therefore, no revisions to the targets, activities, timelines, or resources are needed at this time.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

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

Measurement:

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

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

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

FFY	Measurable and Rigorous Target
2006 (2006-2007)	100%

Actual Target Data for 2006-2007:

74.35% 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 3rd birthdays.

a. # of children who have been served in Part C and referred to Part B for eligibility determination:	2,869
b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays:	238
c. # of those found eligible who have an IEP developed and implemented by their third birthdays:	1,757
d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services:	268*

*(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: $1,757 / (2,869 - 238 - 268) = 74.35\%$

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

45 children	Determined to be NOT eligible after the third birthdays.
536 children	Found eligible and had an IEP developed and implemented after their third birthday.
25 children	Eligibility determination not completed as of reporting date.

The reasons for the delays for these 606 children include:

- The referral was not made by Part C to the school district at least 90 days prior to the child's third birthday for 542 (89.44%) children.
- Other reasons for 64 (10.56%) children included scheduling conflicts, unavailability of staff, and staff unaware of IDEA requirements.

Data Source: Local Performance Plan (LPP)

The range of days beyond the 3rd birthday when eligibility was determined and the IEP developed: 1 to 202.

Wisconsin has made progress in providing eligibility determination and IEP implementation by the 3rd birthday for children referred from Part C. The 2006-07 performance data indicates 74.35% of children were found eligible for Part B and had an IEP developed and implemented within the required timeline. This represents improvement of 8.75% over our 2005-06 baseline of 65.6%.

To ensure valid and reliable data for the required measurement, WDPI uses an electronic data collection system for the purpose of collecting data for this indicator. All districts are required to submit this data annually for all children referred from Part C. The following data elements are collected through this electronic system:

- The number of referrals received from Part C to Part B between July, 1, 2006, and June 30, 2007.
- The number of students whose eligibility was not determined and the reasons for the determination not being made.
- The number of students found to be not eligible by their 3rd birthday.
- The number of students found to be not eligible after their 3rd birthday, the range of days beyond their 3rd birthday, and the reasons for the delays.
- The number of students found to be eligible and whose IEP was developed and implemented by their 3rd birthday.
- The number of students found to be eligible and whose IEP was developed and implemented after their 3rd birthday, the range of days beyond their 3rd birthday, and the reasons for the delays.

These data elements collected through this electronic data collection system allow WDPI to calculate and report the percent of children referred by Part C prior to age 3, who were eligible for Part B and who had an IEP developed and implemented by their 3rd birthdays. WDPI provides written instructions and technical assistance to LEAs in their data reporting. LEAs were required to report data for the 2006-2007 SY by November 2007, one month earlier than the previous year. WDPI staff reviews the submitted data and contacts districts when reporting errors are identified. Districts resubmit corrected data as necessary.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006-2007:

In December 2006, all LEAs were required to report via the Local Performance Plan (LPP) the percentage of children referred by Part C prior to age 3 who were found eligible for Part B and had an IEP developed and implemented by their 3rd birthdays during the 2005-06 school year. Following a review of

the data, WDPI issued letters of noncompliance to 98 LEAs in August 2007. LEAs were required to conduct an analysis of their preschool transition data and process. The analysis included a review of the data on preschool children referred by counties; a review of the agency's preschool transition policies, procedures, and practices; and a review of local interagency agreements. Early childhood program support teachers employed by Cooperative Educational Service Agencies (CESA) provided technical assistance. WDPI strongly recommended the analysis be conducted in collaboration with county agencies referring children with suspected disabilities from Part C birth to three programs. To further encourage collaboration, county agencies were notified by the Wisconsin Department of Health and Family Services (WDHFS) that schools would be contacting them. Following the analysis, LEAs were required to prepare and submit to WDPI by December 2007 a written report describing the steps in the analysis, the issues identified, actions taken to address the issues, and future actions planned. These plans are further described and analyzed in the description of Improvement Activities. Staff from WDPI and WDHFS collaboratively analyzed the LEA reports to identify areas of need for technical assistance. WDPI will verify districts notified of noncompliance in August 2007 have corrected errors by August 2008. WDPI will analyze 2007-08 data reported by the LEAs via the LPP to verify compliance.

WDPI sought and received clarification from OSEP on measuring correction of noncompliance on Indicator #12. Since it is not possible for an LEA to determine eligibility and develop and implement an IEP for a child prior to the 3rd birthday once the timeline has been missed, it is necessary to consider future compliance. WDPI, therefore, required LEAs in noncompliance to conduct an analysis and develop a plan to address identified reasons for missing the timeline. Since LEAs were notified of noncompliance in August 2007, it is necessary to measure correction using the 2007-08 SY data. Comparing 2005-06 data with 2007-08 data will indicate if an LEA has corrected their preschool transition process and is now meeting the timeline.

Because some LEAs were late in reporting their 2005-06 data for Indicator #12, the department was delayed in analyzing the data and identifying noncompliance. The department sent notification of noncompliance to LEAs in August 2007. Tardiness in reporting data impacts Indicator #20 and was included as part of the criteria the department used to make annual determinations as to whether each LEA is meeting the requirements of IDEA. This helped bring greater awareness to the importance of submitting accurate and timely data. WDPI also advanced the month in which districts report their 2006-07 data from December to November so that earlier notification of noncompliance could occur. This year, WDPI plans to notify districts in March 2008 of 2006-07 identified noncompliance. This will allow LEAs to identify and implement needed corrections sooner. The new data collection system being built in collaboration with WDHFS will allow for earlier notification and progress monitoring. The new system is scheduled to be completed in July 2008 in time for the 2008-09 data collection (see more information below).

Data Collection System

Both WDFHS and WDPI have made efforts to improve their existing data systems to more accurately capture the specific required elements of the transition indicators. Although these systems have limitations, they represent improvement over the capacity in previous years. WDHFS and WDPI through their General Supervision Enhancement Grant (GSEG) have made great progress in developing a shared data system to capture transition information more accurately. This new shared system will allow for encounter reporting through web access. The system is being created by WDHFS under the leadership of a cross department technology and program workgroup. This system is built upon a transition tracking form that will enable the Birth to 3 program to enter identifying information about a child that is preparing for transition, including dates of the Transition Planning Conference. This shared data system will inform the LEA that they will receive a referral for this child. As the LEA moves through the eligibility determination process, they will enter information regarding eligibility status and date of IEP implementation for children determined to be eligible. The system will generate both monitoring and summary reports for both WDHFS and WDPI. This new system will be field tested in spring of 2008 and implemented in July 2008. Both departments are committed to utilizing and supporting this new data system through the 2010 State Performance Plan.

Development of Interagency Agreements

The Interagency Agreement Workgroup with members from WDPI and WDHFS is preparing a new state interagency agreement that describes the responsibilities of each department specific to implementing IDEA 2004 and state policy. The transition of children between Birth to 3 and LEAs, including LEA notification and transition planning conferences, are major components of the revised agreement. Drafts of the agreement will be finalized based upon issuance of IDEA Part C final regulations. Although the interagency workgroup had developed proposed modifications to the existing agreement, the workgroup will await Part C final regulations to finalize the agreement. During the past year, the workgroup has gathered input from local school districts and Birth to 3 programs, including tribal programs, regarding suggested content for the new interagency agreement. The departments plan to issue a joint bulletin/memo to county Birth to 3 programs and LEAs when the interagency agreement is finalized in 2008. 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. Important aspects of the interagency agreements are the activities associated with transition between Part C and Part B programs including notification, referral, transition planning conferences, and development and implementation of an IEP by the child's 3rd birthday.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006-2007:**Improvement Activities:**

WDPI has reviewed its improvement activities and revised them to ensure they will enable the State to make progress on meeting the indicator target.

WDPI and WDHFS 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.

Cross Department Transition Team

In response to the analysis of data related to transition from 2005-2006, WDPI and WDHFS created the Cross Department Transition Team which will continue to guide transition related policies, practices, and data through the 2010-11 State Performance Plan. Membership on this team includes leadership from both departments. One of the functions of this joint team is to review transition data and coordinate local improvement efforts. For example, determination letters from both departments encourage county Birth to 3 programs and LEAs to communicate and jointly plan improvement strategies. Both WDPI and WDHFS 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.

Districts that did not meet the required target of 100% for this indicator were directed to submit a plan to improve their performance. These required plans included the district analysis of the reason for delays in the transition process, local strategies to correct timeliness, and requests for technical assistance. The Cross Department Transition Team met to review and summarize these plans and to develop a coordinated approach to improvement activities.

Many districts have worked with their local Birth to 3 program to take action to improve the transition process. These actions include the following:

- Reviewing, revising, and committing to follow interagency agreements
- Improving referral processes such as making referrals at 120 days prior to the 3rd birthday, developing an electronic referral process, and assigning district staff to monitor referrals on a regular basis
- Working to support parents in making decisions about referral and providing consent, developing better materials to inform and support parents and log parent contacts

- Providing teachers and other staff from Birth to 3 and early childhood special education with more information about the transition process and their involvement in the process
- Conducting joint child find activities to further enhance the connection between programs and the sense of continuity for parents

The action plans contained requests for technical assistance either from state departments or regional technical assistance providers including the CESAs and the Birth to 3 Technical Assistance and Monitoring Project (RESource). These requests included the following:

- Facilitate interagency agreement development
- Clarify policy and practice including consideration of referrals at the Transition Planning Conference, reporting transition data, clarifying IEP implementation, consideration of summer birthdays, late referrals, child moves during the eligibility determination process
- Develop electronic data sharing systems
- Create an interpreter data warehouse to increase access to interpreters. Districts reported that there is often a delay in accessing translators to participate in evaluations when parents and/or children do not speak English.

Detailed information on the improvement activities designed by the Cross Department Transition Team are described below. This team will continue to monitor progress of transition data by examining data and analyzing strategies that result in improvement. The team will also examine policies and practices that may improve the transition process such as making the Transition Planning Conference date the date of referral if parent agrees to referral at this meeting. The team may also examine a process for an expedited eligibility determination process when a parent or Birth to 3 program makes a late referral.

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 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 Tribal 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 (<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. The revised materials reflect the changes to IDEA 2004. Both Departments are committed to maintaining the focus on these activities in the contracts of their training and technical assistance providers through the completion of the 2010 State Performance Plan.

Enforcement

The WDPI and WDHFS are developing a joint approach to sanctions for programs that are not complying with the requirements for creating a smooth transition for children. These sanctions will include required participation in a Ready Set Go training and development of a local interagency agreement that specifically addresses the steps in the transition process. Transition data that demonstrates timely completion of the eligibility and IEP implementation process will be monitored quarterly to determine that the process is being followed and that children have IEPs implemented by their 3rd birthday, an outcome that is dependent upon LEA notification, transition planning, and the transition planning conference and referral.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

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

Measurement:

Percent = # of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals divided by # of youth with an IEP age 16 and above times 100.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	100%

Actual Target Data for FFY 2006:

The Wisconsin Department of Public Instruction (WDPI) gathered data for indicator #13 from the 90 local educational agencies (LEAs) that performed the Procedural Compliance Self-Assessment (including Milwaukee Public Schools) during 2006-2007. The Procedural Compliance Self-Assessment is part of Wisconsin's monitoring system. LEAs were instructed to create a random sample of IEPs of youth 16 and above. 2006-07 SY IEPs of 1483 youth aged 16 and above were reviewed using the National Secondary Transition Technical Assistance Center (NSTTAC) Indicator #13 Checklist. Three hundred ninety-nine (399) IEPs met the standards for indicator #13. The percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals for the 2006-07 SY is 26.9% (399/1483). This represents an increase of 19.5% since the 2005-06 SY. Although the target is not met for 2006-2007, progress has occurred. Preliminary data for 2007-08 indicate continued improvement on this indicator. Improvement activities implemented by WDPI, the Wisconsin Statewide Transition Initiative (WSTI), and public agencies continue to positively impact these results.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

The 2005-06 baseline score for indicator #13 was 7.4%. The low baseline score for 2005-06 reflects several factors. WDPI adopted the NSTTAC Checklist for Indicator #13 when it became available in September 2006. 2005-06 school year IEPs were developed prior to the adoption and training on the standards reflected in the checklist. Furthermore, final regulations implementing IDEA 2004, which provided additional specificity, were promulgated after the development of 2005-06 IEPs. Seventeen districts were involved in data collection for indicator #13 for the 2005-06 school year. Milwaukee Public Schools is involved in data collection annually. Technical assistance was provided to the districts by WDPI and WSTI (see activities below). To demonstrate correction of noncompliance identified in FFY 2005, districts submitted an assurance of correction of errors as well as examples of IEPs of youth aged 16 and above that included coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals. WDPI reviewed the IEPs and verified correction of all identified findings of noncompliance.

For 2006-07, the score on indicator #13 has improved significantly from 7.4% to 26.9%. This is due to expansion of WSTI activities directed at improving results. WSTI is a WDPI statewide systems change project that offers a comprehensive approach to providing transition services in the State of Wisconsin. WSTI uses a two-tiered service delivery model consisting of local school district Transition Action Teams and County Transition Advisory Councils. For more information on WSTI see www.wsti.org.

Wisconsin Statewide Transition Initiative (WSTI)

During 2006-2007 the following improvement activities were implemented:

- WDPI's transition consultant provided training for each of the 12 CESA transition coordinators.
- WDPI's transition consultant provided indicator #13 training sessions at four statewide meetings.
- WDPI produced a web cast to assist public agencies in completing the NSTTAC checklist.
- WDPI's transition consultant, WSTI's project director, 12 CESA-based transition coordinators, and the Milwaukee Public Schools transition coordinator provided transition support services, information dissemination, and staff development to parents, education professionals, and community agency professionals in Milwaukee and throughout Wisconsin.
- Each of the 12 CESAs and the Milwaukee Public Schools received mini-grants to improve transition services through baseline IEP reviews, one-year follow-up IEP reviews, local planning, and professional development.
- WSTI hosted networking meetings in each CESA to provide training on indicator #13; these were open to all public agencies.
- WSTI provided four-day training on effective transition practices for the Milwaukee Public Schools for 500 LEA staff.
- WSTI hosted an annual state-wide transition conference. Over 500 educators, parents, service providers, and youth participated. WDPI collaborated with NSTTAC to provide training to CESA and LEA personnel on indicator #13 and secondary transition requirements at the February 2007 state-wide transition conference.
- WDPI created a youth development guide and twelve CESA-based trainings were conducted, funded by a Medicaid Infrastructure Grant (MIG) awarded by the WDHFS.
- WDPI participated in the national community of practice on transition hosted by National Association of State Directors of Special Education.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY2006:**Wisconsin Statewide Transition Initiative (WSTI)**

State Performance Plan indicator #13 improvement activities have been expanded to include:

- WSTI assisted LEAs in using data from indicators #1, #2, #13, and #14 to develop local improvement plans. The purpose of this activity is to coordinate data analysis with improvement planning to positively impact dropout and graduation rates, transition planning, and post-school outcomes.
- WSTI created effective-practice professional development training modules available on its web site to assist in meeting indicator #13. The modules provide uniform information to LEAs, provider agencies, parents, and youth about transition requirements and effective practices.
- WSTI established a Youth Advisory Council. The purpose is to promote youth empowerment through self-advocacy.
- WDPI participated in NSTTAC's spring 2007 transition forum, presenting technical assistance strategies and developing a strategic plan for Wisconsin.
- As part of the Wisconsin strategic plan developed with NSTTAC, Wisconsin applied for and received an OSEP Secondary Transition State Capacity Building Initiative grant.
- WDPI developed a Transition Resource Directory for each CESA to identify county activities providing transition services and agency contacts. The directories assist LEAs in forming interagency linkages.
- WDPI negotiated a new interagency agreement with the Division of Vocational Rehabilitation of the Wisconsin Department of Workforce Development and the WDHFS to coordinate services for

individuals transitioning from education to employment. The agreement can be viewed at http://dwd.wisconsin.gov/dvr/pdf_files/dpi_interagency_agreement.pdf.

- WDPI collected a listing of common errors on the NSTTAC checklist by frequency as reported by LEAs on the Procedural Compliance Self-Assessment. This data assists public agencies and WDPI in prioritizing professional development activities.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

Measurement:

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

FFY	Measurable and Rigorous Target
2006 (2006-2007)	N/A

Actual Target Data for *(Insert FFY):*

N.A.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for *(Insert FFY):*

N.A.

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

[If applicable]

N.A.

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

Measurement:

Percent of noncompliance corrected within one year of identification:

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

Percent = b divided by a times 100.

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

FFY	Measurable and Rigorous Target
2006 (2006-2007)	100% of findings of noncompliance are corrected as soon as possible, but in no case later than one year from identification.

The measurement for this indicator required the State to report the percent of findings of noncompliance identified in FFY 2004 (July 1, 2004, through June 30, 2005) that were corrected within one year from identification in FFY 2005 (July 1, 2005, through June 30, 2006). The State reported in its FFY 2005 APR that 100% of Wisconsin's LEAs corrected noncompliance identified during the 2005-2006 school year no later than one year after identification. The State also reported that all noncompliance identified in 2005-2006 through focused monitoring was corrected with one year. This was actually noncompliance identified in 2005-06 and corrected in 2006-07. In the FFY 2006 APR, the State has corrected these errors and is reporting valid and reliable data regarding the percent of findings of noncompliance identified in FFY 2004 (July 1, 2004, through June 30, 2005) that were corrected within one year from identification in FFY 2005 (July 1, 2005, through June 30, 2006), and valid and reliable data regarding the percent of findings of noncompliance identified in FFY 2005 (July 1, 2005, through June 30, 2006) that were corrected within one year from identification in FFY 2006 (July 1, 2006, through June 30, 2007).

Actual Target Data for 2005-2006:

Percent of noncompliance identified in 2004-05 and corrected in 2005-06 (within one year of identification): **96.77%**

a. # of findings of noncompliance in 2004-2005	62
b. # of corrections completed as soon as possible but in no case later than one year from identification	60

Percent = 60 divided by 62 times 100 = **96.77%**

Actual Target Data for 2006-07:

Percent of noncompliance identified in 2005-06 and corrected in 2006-07 (within one year of identification): **100%**

a. # of findings of noncompliance in 2005-2006 = 107	107
b. # of corrections completed as soon as possible but in no case later than one year from identification = 107	107

Percent = 107 divided by 107 times 100 = **100%**

WDPI uses OSEP APR measurement criteria. When comparing FFY 2005 with FFY 2006 results, WDPI demonstrated progress in meeting the target for this indicator. WDPI met the 100% target for this indicator for FFY 2006.

Focused Monitoring (FM)

During the 2004-2005 and 2005-2006 school years, FM in priority areas related to student outcomes was completed. Priority areas are eighth grade reading achievement and graduation rates.

During the 2004-2005 school year, FM was completed in six LEAs. No findings of noncompliance were made as a result of FM during 2004-2005.

During 2005-2006, FM was completed in six LEAs. Nine findings of noncompliance were made in 2005-2006. These findings are disaggregated by SPP indicator in the attached *Indicator #15 Worksheet*. All findings of noncompliance made through FM during 2005-2006 were corrected in 2006-07, within one year from identification.

State Performance Plan Indicators

No findings of noncompliance were made during 2004-2005 for State Performance Plan Indicators #3B, #9, #10, #11, #12, and #13.

No findings of noncompliance were made during 2005-2006 for State Performance Plan Indicators #3B, #9, #10, #11, and #12. Sixteen findings of noncompliance were made for Indicator #13 for 2005-2006. The findings are included in the attached *Indicator #15 Worksheet*. All findings of noncompliance for Indicator #13 were corrected within one year from identification.

Milwaukee Public Schools

WDPI continued its oversight activities in the Milwaukee Public Schools (MPS) to correct 62 noncompliance findings made prior to 2005-2006. These issues were identified through procedural compliance monitoring and IDEA state complaints. During 2005-06, WDPI closed 55 of the 62 previously identified noncompliance findings. In 2006-07, the remaining seven findings were closed.

IDEA State Complaints

Sixty-one findings of noncompliance were made in 44 complaint decisions between July 1, 2004, and June 30, 2005. WDPI verified correction of noncompliance for 60 findings within one year from identifying noncompliance. Often the investigations were closed within a matter of two to three months after the finding. The one finding of noncompliance not corrected within one year from identification was corrected six weeks beyond one year. In this case child-specific corrective action was completed within several months following issuance of the complaint decision, however agency-wide activities were completed six weeks beyond the year.

Eighty-two findings of noncompliance were made in 37 complaint decisions between July 1, 2005, and June 30, 2006. All findings of noncompliance were corrected in 2006-07, within one year from identification. These findings are disaggregated by SPP indicator in the attached *Indicator #15 Worksheet*. One decision issued January 20, 2006, with one finding of noncompliance remains open. All

child-specific corrective action has been completed, and with one exception, all agency-wide corrective actions have been completed. The district filed an action in court to challenge the department's decision, including the one corrective action directive which has yet to be completed. The case is now at the appellate level. If the court ultimately agrees with the department's complaint decision, the department will ensure the remaining corrective measure is completed promptly. The fiscal issue subject to judicial review does not impact the provision of a free appropriate public education to the student.

Due Process Hearings

There were four fully-adjudicated due process hearing officer decisions during 2004-2005. There was one finding of noncompliance during 2004-2005. At the time of the FFY 2005 APR, WDPI had not determined whether the identified noncompliance was corrected in 2005-06, within one year from identification. WDPI has since confirmed that the finding of noncompliance was corrected in 2005-06. Six due process hearing officer decisions were issued during 2005-2006. No noncompliance was identified in these decisions.

Mediation

No noncompliance was identified during 2004-2005 or 2005-2006 through the Wisconsin Special Education Mediation System.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006-07:

WDPI met the 100% target for this indicator for FFY 2006 by implementing the activities below.

Focused Monitoring

WDPI required public agencies to submit and implement corrective action plans to correct identified noncompliance. A WDPI consultant was assigned to each district to monitor progress and provide technical assistance. In addition, the districts identified with noncompliance related to transition requirements received technical assistance from the Wisconsin Statewide Transition Initiative (WSTI). WDPI verified noncompliance was corrected within one year of identification through on-site reviews.

Milwaukee Public Schools (MPS)

Prior to 2006-2007, WDPI required MPS to re-organize the district's administration of special education and improve its data system to provide increased accountability for its schools within a decentralized administrative model. As part of this model, the evaluation of school personnel includes data on the school's compliance with special education requirements. In this new model, nine MPS Special Education Leadership Liaisons (SELLs) report directly to the MPS Director of Special Services. Together, they are responsible to ensure compliance. Each SELL works with special services supervisors assigned to schools. WDPI requires MPS to provide ongoing training and increased supervision to its staff through its special education administrative structure. The training includes a system for reviewing work product and providing feedback on an ongoing basis during the school year. Annually, MPS performs a school-based assessment in conjunction with WDPI. The assessment data is used to plan both school-based and district-wide actions to ensure compliance. Progress has been due in large measure to the implementation of these activities.

MPS schools in need of intensive intervention were identified and more substantial interventions were carried out with these schools in 2006-07. WDPI and MPS administration met monthly to review progress. Two WDPI consultants, including the WDPI Urban Consultant, provided weekly technical assistance to the district.

MPS SELLs, the MPS Director of Special Services, and other staff have developed and are implementing a district-wide support plan. The plan includes activities and training in conjunction with the WSTI on effective practice to address transition requirements. The MPS transition coordinator, WSTI project director, a CESA transition coordinator, and the WDPI transition consultant provided transition support services, information dissemination, and staff development to parents, education professionals, and community agency professionals. The MPS received a mini-grant to improve transition services through

baseline IEP reviews, one-year follow-up IEP reviews, local planning, and professional development. WSTI provided four-day training on effective transition practices for the MPS for 500 LEA staff.

Statewide Procedural Compliance Activities

During 2006-2007, WDPI staff completed the following activities:

- Trained staff of LEAs scheduled for 2006-2007 monitoring on self-assessment of procedural requirements and reporting.
- Initiated a system for LEAs to report self-assessment of procedural requirements results and corrective activities.
- Reviewed LEA self-assessments of procedural requirements submitted by 90 public agencies.
- Validated a sample of LEA self-assessments of procedural requirements and provided technical assistance as needed.
- Verified LEAs conducting a self-assessment of procedural requirements corrected noncompliance within one year of identified.
- Through the department's WSTI project, assisted LEAs to comply with transition requirements.
- WDPI staff identified state and federal procedural requirements to be included in the Model Public Agency Policies and Procedures.
- WDPI staff developed model IEP forms and notices and began reviewing public agency IEP team forms for compliance with IDEA 2004 and state law.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006-07Revisions**Documentation of Correction of OSEP Finding**

The measurement for this indicator required the State to report the percent of findings of noncompliance identified in FFY 2004 (July 1, 2004, through June 30, 2005) that were corrected within one year from identification in FFY 2005 (July 1, 2005, through June 30, 2006). The State reported in its FFY 2005 APR that 100% of Wisconsin's LEAs corrected noncompliance identified during the 2005-2006 school year no later than one year after identification. The State also reported that all noncompliance identified in 2005-2006 through FM was corrected with one year. In the FFY 2006 APR, the State has corrected these errors and reported valid and reliable data regarding the percent of findings of noncompliance identified in FFY 2004 (July 1, 2004, through June 30, 2005) that were corrected within one year from identification in FFY 2005 (July 1, 2005, through June 30, 2006), and valid and reliable data regarding the percent of findings of noncompliance identified in FFY 2005 (July 1, 2005, through June 30, 2006) that were corrected within one year from identification in FFY 2006 (July 1, 2006 through June 30, 2007).

In addition, as directed by OSEP in the SPP/APR Response Table, the State has revised the targets for Indicator #15 in the SPP to read "100% of findings of noncompliance are corrected as soon as possible, but in no case later than one year from identification."

Using Worksheet #15, the State has disaggregated by APR indicator the status of timely correction of the noncompliance findings identified by the State during FFY 2005. In addition, the State in responding to Indicators #3B, #9, #10, #11, #12, and #13, specifically identified and addressed any noncompliance identified in Worksheet #15 under those indicators.

Improvement Activities

- During 2006-2007 WDPI staff identified state and federal procedural requirements to be included in Model Public Agency Policies and Procedures. WDPI staff developed model IEP forms and notices and began reviewing public agency IEP team forms for compliance with IDEA 2004 and state law.

- During 2007-2008, WDPI will complete its reviews of IEP team forms and public agency policies and procedures. WDPI will prepare and distribute a bulletin on the results of the 2006-07 *Procedural Compliance Self-Assessment*.

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

Measurement:

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

FFY	Measurable and Rigorous Target
2006 (2006-2007)	100%

Actual Target Data for FFY 2006:

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

WDPI improved from 89% for the previous reporting period to 95% during this reporting period the percentage of signed written complaints with reports issued that were resolved within a 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint (see Table 7). Additionally, performance through December 2007 continues to improve despite the increased number of signed written complaints. Prior to 2006-2007, WDPI received approximately 60 to 65 complaints annually. In 2006-2007, WDPI received 79 complaints.

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

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

The state continues to make progress towards the target of 100%. WDPI collects and maintains a log of multiple data elements related to complaint investigation information and reviews performance on a regular basis. Since progress is being made on this indicator, WDPI will continue the improvement activities noted in the State Performance Plan (specifying a date when materials are due; following the internal complaint procedures when materials have not been received timely; due date electronic reminders sent to complaint staff). Staff will continue to review performance on this indicator throughout the year and will consider initiating additional improvement activities if slippage is detected.

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

In response to missing the FFY 2005 target of 100%, WDPI added an additional complaint investigator in January 2007 to the complaint workgroup, bringing to six the number of staff who investigate complaints. With the addition of this staff person, WDPI has continued to improve its performance on this indicator. In

addition, in FFY 2006, the complaint workgroup in reviewing data from several years concluded that the complaint coordinator no longer should investigate complaints but instead oversee the progress of all complaints to ensure that timelines are followed and that reviews of such complaints are expedited. In response to missing the FFY 2006 target of 100%, WDPI has hired an additional complaint investigator. WDPI anticipates that with these changes, WDPI will meet the target of 100% for 2007-2008.

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

Measurement:

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

FFY	Measurable and Rigorous Target
2006 (2006-2007)	100%

Actual Target Data for FFY 2006:

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

When a hearing is requested, the WDPI, by contract with the Department of Administration--Division of Hearings and Appeals (DHA), appoints an impartial hearing officer to conduct the hearing. Since 1996, WDPI has contracted with DHA to complete IDEA due process hearings. DHA maintains an electronic tracking system which monitors decision due dates. The system tracks extensions of the initial 45-day time limit and the dates when the hearing is to occur and the decision is due. This information is available to each hearing officer. WDPI has maintained an electronic log of critical information related to receipt of due process hearing requests for many years. The information includes elements such as the names of the parties, filing date, initial 45-day time limit, dates of extensions and date of the decision. During the year, department staff also track hearing due dates. Department staff confer with DHA staff prior to reporting the timeliness of completed due process hearings to verify the data.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

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

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (if applicable):

Not applicable.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

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

Measurement:

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

FFY	Measurable and Rigorous Target
<p>2006 (2006-2007)</p>	<p>51%</p>

Actual Target Data for FFY 2006:

During FFY 2006 (July 1, 2006-June 30,2007), Wisconsin had 32 hearing requests (see Table 7). There were 12 resolution sessions, 8 of which resulted in resolution settlement, giving a settlement rate of 67%. WDPI met the target for this indicator.

Calculation: 67% =12 divided by 8 times 100.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

WDPI continues to maintain the system as described in the SPP, and met the target for this indicator.

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

Not applicable.

INDICATOR B-15 WORKSHEET (8/2/07-revised 11/15/2007)

Indicator	General Supervision System Components	# of Programs Monitored	(a) # of Findings of noncompliance identified in FFY 2005 (7/1/05 – 6/30/06)	(b) # of Findings 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.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	3	5	5
2. Percent of youth with IEPs dropping out of high school.	Dispute Resolution		24	24
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals.	Other: Specify Indicator 13 Data Collection	17	16	16
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.				
3. Participation and performance of children with disabilities on statewide assessments.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	3	4	4
7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Dispute Resolution		3	3
	Other: Specify			

Indicator	General Supervision System Components	# of Programs Monitored	(a) # of Findings of noncompliance identified in FFY 2005 (7/1/05 – 6/30/06)	(b) # of Findings 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: On-site visits, self-assessment, local APR, desk audit, etc.			
	Dispute Resolution		17	17
	Other: Specify			
5. Percent of children with IEPs aged 6 through 21 - educational placements. 6. Percent of preschool children aged 3 through 5 – early childhood placement.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.			
	Dispute Resolution		13	13
	Other: Specify			
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: On-site visits, self-assessment, local APR, desk audit, etc.			
	Dispute Resolution		22	22
	Other: Specify			
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification. 10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.			
	Dispute Resolution			
	Other: Specify			

Indicator	General Supervision System Components	# of Programs Monitored	(a) # of Findings of noncompliance identified in FFY 2005 (7/1/05 – 6/30/06)	(b) # of Findings from (a) for which correction was verified no later than one year from identification
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: On-site visits, self-assessment, local APR, desk audit, etc.			
	Dispute Resolution		3	3
	Other: Specify			
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: On-site visits, self-assessment, local APR, desk audit, etc.			
	Dispute Resolution			
	Other: Specify			
Sum the numbers down Column a and Column b			107	107

Percent of noncompliance corrected within one year of identification = 100.00%
(column (b) sum divided by column (a) sum) times 100

TABLE 6
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-2007

STATE: WI - WISCONSIN

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT¹

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	8088	59616
4	8327	59450
5	8663	60306
6	8559	61315
7	9149	63932
8	9555	65651
HIGH SCHOOL (SPECIFY GRADE:) 10	9761	71709

¹At a date as close as possible to the testing date.

2006-2007

STATE: WI - WISCONSIN

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	LEP STUDENTS IN US < 12 MONTHS WHOSE ENGLISH PROFICIENCY TEST REPLACED REGULAR READING ASSESSMENT (3B) ¹	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3	7302	3035		0
4	7490	3630		0
5	7862	4034		0
6	7692	4385		0
7	8229	4925		0
8	8587	5045		0
HIGH SCHOOL : 10	8654	3371		0

¹ This column is gray because it does not apply to the math assessment. Do not enter data in this column.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment, students do not fill out the answer sheet correctly) or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment assessment without these changes.

CURRENT DATE:

2006-2007

STATE: WI - WISCONSIN

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ¹ (4C)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID ² (4D)
3	721	0	721	0	0
4	774	0	774	0	0
5	743	0	743	0	0
6	773	0	773	0	0
7	847	0	847	0	0
8	829	0	829	0	0
HIGH SCHOOL : 10	785	0	785	0	0

¹ NCLB 1% cap is the limit on the number of **scores on an alternate assessment on alternate achievement standards that can be counted as proficient** AYP calculations. If in 2006-07 your state had an approved exception to the 1% cap as indicated in Section A, use your 2006-07 adjusted cap rather than 1% when determining the number of students that must be counted in the lowest achievement level.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly) **or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.**

2006-2007

STATE: WI - WISCONSIN

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

STUDENTS WHO DID NOT TAKE AN ASSESSMENT IN ACCORDANCE WITH NCLB

GRADE LEVEL	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (5)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
		PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS ⁵ (8)
3	0	0	0	65
4	0	3	0	60
5	0	0	0	58
6	0	0	0	94
7	0	0	0	73
8	0	5	0	134
HIGH SCHOOL :	10	14	0	308

¹ In a separate listing, report the number of students exempted for other reasons by grade and specific reason.

Please provide the reason(s) for exemption.

2006-2007

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	Minimal	Basic	Proficient	Advanced						9A ROW TOTAL ¹
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	WKCE-CRT	2539	955	2594	1214	0	0	0	0	0	7302
4	WKCE-CRT	2617	987	2710	1176	0	0	0	0	0	7490
5	WKCE-CRT	3064	1304	2465	1029	0	0	0	0	0	7862
6	WKCE-CRT	3191	1374	2459	668	0	0	0	0	0	7692
7	WKCE-CRT	3040	1849	2790	550	0	0	0	0	0	8229
8	WKCE-CRT	3336	2306	2575	370	0	0	0	0	0	8587
HIGH SCHOOL : 10	WKCE-CRT	4473	1862	2041	278	0	0	0	0	0	8654

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3B and 3C.

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)												Computed row Total	Column 4A - column 4D should be less than or equal to computed total	Column 4A should be greater than or equal to computed total
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL ¹			
3		0	0	0	0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 10		0	0	0	0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

¹ The total number of students reported by achievement level in 9B is equal to the number reported in Column 4A minus that portion of 4D that refers to invalid results from assessments scored against grade level achievement standards.

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-2007

STATE: WI - WISCONSIN

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)												
GRADE LEVEL	TEST NAME	Minimal	Basic	Proficient	Advanced						9C ROW TOTAL ²	Computed row Total
		Achievement Level ¹	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level		
3	WAA	104	141	373	103	0	0	0	0	0	721	721
4	WAA	86	143	392	153	0	0	0	0	0	774	774
5	WAA	90	115	354	184	0	0	0	0	0	743	743
6	WAA	105	169	309	190	0	0	0	0	0	773	773
7	WAA	140	154	302	251	0	0	0	0	0	847	847
8	WAA	125	148	277	279	0	0	0	0	0	829	829
HIGH SCHOOL : 10	WAA	125	168	298	194	0	0	0	0	0	785	785

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

¹ Include all students whose assessment counted in the lowest achievement level because of the NCLB 1% cap.

² The total number of students reported by achievement level in 9C is to equal the number reported in column 4B minus that portion of 4D that refers to invalid results from assessments scored against alternate achievement standards.

2006-2007

STATE: WI - WISCONSIN

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 6) ¹	TOTAL FOR COLUMN 9B (ON PAGE 7) ¹	TOTAL FOR COLUMN 9C (ON PAGE 8) ¹	NO VALID SCORE ^{1, 2} (10)	TOTAL ^{1, 3} (11)
3	7302	0	721	65	8088
4	7490	0	774	63	8327
5	7862	0	743	58	8663
6	7692	0	773	94	8559
7	8229	0	847	73	9149
8	8587	0	829	139	9555
HIGH SCHOOL : 10	8654	0	785	322	9761

¹ STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FOR ERRORS.

² Column 10 is calculated by summing the numbers reported in column 3C plus column 4D plus column 5 plus column 6 plus column 7 plus column 8.

³ Column 11 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 11 should always equal the sum of the number of students reported in columns 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8.

Explanation

CURRENT DATE:

TABLE 6
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-2007

STATE: WI - WISCONSIN

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT¹

GRADE LEVEL		STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		8088	59616
4		8327	59450
5		8663	60306
6		8559	61315
7		9149	63932
8		9555	65651
HIGH SCHOOL (SPECIFY GRADE:)	10	9761	71709

¹At a date as close as possible to the testing date.

2006-2007

STATE: WI - WISCONSIN

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	LEP STUDENTS IN US < 12 MONTHS WHOSE ENGLISH PROFICIENCY TEST REPLACED REGULAR READING ASSESSMENT (3B) ¹	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3	7094	2827	0	0
4	7262	3371	0	0
5	7698	3850	0	0
6	7654	4272	0	0
7	8204	4723	0	0
8	8541	4767	0	0
HIGH SCHOOL : 10	8629	3195	0	0

¹ Report those LEP students who, at the time of the reading assessment, were in the United States for less than 12 months and took the English proficiency test in place of the regular reading assessment.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly) or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.

TABLE 6
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-2007

STATE: WI - WISCONSIN

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATIVE ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB 1% CAP ¹ (4C)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID ² (4D)
3	860	0	860	0	0
4	952	0	952	0	0
5	857	0	857	0	0
6	818	0	818	0	0
7	852	0	852	0	0
8	866	0	866	0	0
HIGH SCHOOL : 10	801	0	801	0	0

¹ NCLB 1% cap is the limit on the number of **scores on an alternate assessment on alternate achievement standards that can be counted as proficient** AYP calculations. If in 2006-07 your state had an approved exception to the 1% cap as indicated in Section A, use your 2006-07 adjusted cap rather than 1% when determining the number of students that must be counted in the lowest achievement level.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly) **or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.**

2006-2007

STATE: WI - WISCONSIN

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE AN ASSESSMENT IN ACCORDANCE WITH NCLB			
	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (5)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
		PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS ⁵ (8)
3	0	0	0	134
4	0	3	0	110
5	0	0	0	108
6	0	0	0	87
7	0	0	0	93
8	0	5	0	143
HIGH SCHOOL : 10	0	14	0	317

¹ In a separate listing, report the number of students exempted for other reasons by grade and specific reason.

Please provide the reason(s) for exemption.

CURRENT DATE:

2006-2007

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	Minimal	Basic	Proficient	Advanced						9A ROW TOTAL ¹
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	WKCE-CRT	1349	2202	2299	1244	0	0	0	0	0	7094
4	WKCE-CRT	1355	2237	2574	1096	0	0	0	0	0	7262
5	WKCE-CRT	1654	2084	3013	947	0	0	0	0	0	7698
6	WKCE-CRT	1854	1970	2995	835	0	0	0	0	0	7654
7	WKCE-CRT	2020	2204	3126	854	0	0	0	0	0	8204
8	WKCE-CRT	2210	2351	3165	815	0	0	0	0	0	8541
HIGH SCHOOL : 10	WKCE-CRT	3383	2509	2034	703	0	0	0	0	0	8629

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3B and 3C.

CURRENT DATE:

TABLE 6
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-2007

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL ¹
		3		0	0	0	0	0	0	0	
4		0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 10		0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

¹ The total number of students reported by achievement level in 9B is equal to the number reported in Column 4A minus that portion of 4D that refers to invalid results from assessments scored against grade level achievement s

CURRENT DATE:

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-2007

STATE: WI - WISCONSIN

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	Minimal	Basic	Proficient	Advanced						9C ROW TOTAL ²
		Achievement Level ¹	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	WAA	105	202	451	102	0	0	0	0	0	860
4	WAA	96	167	530	159	0	0	0	0	0	952
5	WAA	99	149	437	172	0	0	0	0	0	857
6	WAA	91	194	354	179	0	0	0	0	0	818
7	WAA	118	188	334	212	0	0	0	0	0	852
8	WAA	109	165	340	252	0	0	0	0	0	866
HIGH SCHOOL : 10	WAA	112	166	286	237	0	0	0	0	0	801

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

¹ Include all students whose assessment counted in the lowest achievement level because of the NCLB 1% cap.

² The total number of students reported by achievement level in 9C is to equal the number reported in column 4B minus that portion of 4D that refers to invalid results from assessments scored against alternate achievement standards.

2006-2007

STATE: WI - WISCONSIN

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 15)	TOTAL FOR COLUMN 9B (ON PAGE 16)	TOTAL FOR COLUMN 9C (ON PAGE 17)	NO VALID SCORE ² (10)	TOTAL ³ (11)
3	7094	0	860	134	8088
4	7262	0	952	113	8327
5	7698	0	857	108	8663
6	7654	0	818	87	8559
7	8204	0	852	93	9149
8	8541	0	866	148	9555
HIGH SCHOOL : 10	8629	0	801	331	9761

¹ STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FOR ERRORS.

² Column 10 is calculated by summing the numbers reported in column 3B plus column 3C plus column 4D plus column 5 plus column 6 plus column 7 plus column 8.

³ Column 11 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 11 should always equal the sum of the number of students reported in columns 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8.

CURRENT DATE:

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: WI - WISCONSIN

COMMENTS

WKCE-CRT = Wisconsin Knowledge and Concepts Exam - Criterion Referenced Test

WAA = Wisconsin Alterante Assessment

Date of Enrollment = 10/26/06

CURRENT DATE:

TABLE 7

REPORT OF DISPUTE RESOLUTION UNDER PART B, OF THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT
2006-07

PAGE 1 OF 1

OMB NO.: 1820-0677

FORM EXPIRES: XX/XX/XXXX

STATE:

WI - WISCONSIN

SECTION A: WRITTEN, SIGNED COMPLAINTS	
(1) Written, signed complaints total	79
(1.1) Complaints with reports issued	59
(a) Reports with findings	42
(b) Reports within timelines	52
(c) Reports with extended timelines	4
(1.2) Complaints withdrawn or dismissed	20
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0

SECTION B: MEDIATION REQUESTS	
(2) Mediation requests total	88
(2.1) Mediations	57
(a) Mediations related to due process	5
(i) Mediation agreements	3
(b) Mediations not related to due process	52
(i) Mediation agreements	47
(2.2) Mediations not held (including pending)	31

SECTION C: HEARING REQUESTS	
(3) Hearing requests total	32
(3.1) Resolution sessions	12
(a) Settlement agreements	8
(3.2) Hearings (fully adjudicated)	3
(a) Decisions within timeline	0
(b) Decisions within extended timeline	3
(3.3) Resolved without a hearing	15

SECTION D: EXPEDITED HEARING REQUESTS (RELATED TO DISCIPLINARY DECISION)	
(4) Expedited hearing requests total	1
(4.1) Resolution sessions	1
(a) Settlement agreements	1
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0