



**Wyoming
Annual Performance Report
For Special Education
FFY 2008**

**Special Programs Unit
320 West Main Street
Riverton, WY 82501
www.k12.wy.us**

February 1, 2010

**Wyoming Department of Education
Dr. Jim McBride, Superintendent of Public Instruction**

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Annual Performance Report for Special Education
FFY 2008 (2008-2009)**

**Submitted to the
Office of Special Education Programs
U.S. Department of Education
February 1, 2010**

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Part B State Annual Performance Report (APR) for FFY 2008**Overview of the Annual Performance Report Development:**

In accordance with the Individuals with Disabilities Education Act (IDEA) of 2004, States must have in place a State Performance Plan (SPP) that guides the State's efforts to implement the requirements and intent of Part B and explains the process by which the State will implement improvement activities. Additionally, each state is required to annually report to its stakeholders the progress or slippage results for each indicator in the SPP. The SPP plays an essential role in the work that Wyoming implements in meeting the general supervision requirements of IDEA. The APR improvement strategies and/or improvement activities impact our work by providing opportunities to evaluate state initiatives and programs effectiveness and/or relevancy for students with disabilities. These evaluations can unveil new areas in which to focus our efforts including tying the work into the requirements of NCLB.

The APR for FFY 2008 provides a description of the process that Wyoming (WY) used to develop this report, including how and when WY will report to the public on: 1) WY's progress and/or slippage in meeting the "measurable and rigorous targets" found in the SPP; and 2) the performance of each local educational agency located in WY on the targets in the SPP. The reporting of the status of each improvement activity in the APR describes the results of all completed activities and the deleted activities with the rationale for the deletion.

Wyoming's Broad Stakeholder Input

The Wyoming Department of Education (WDE) Special Programs Unit staff, and the Early Intervention and Education Program (EIEP) staff of the Developmental Disabilities Division (DDD) in the Wyoming Department of Health collected and analyzed data for the development of the Annual Performance Report for FFY 2008.

To meet the requirements of IDEA 2004, the WDE Special Programs Unit annually solicits broad stakeholder involvement with the State Performance Plan (see Overview of the State Performance Plan Development, Wyoming's Broad Stakeholder Input, page 1). The Stakeholder Group serves as the guiding group for the WDE's Continuous Improvement Focused Monitoring Process established in FFY 2005, as well as the broad stakeholder representation for the SPP/APR. Local special education directors, teachers and parents, members of the Wyoming Advisory Panel for Students with Disabilities, members of the Wyoming Association of Special Education Administrators, members of the Wyoming Association of Secondary School Principals, members of the Wyoming Association of Elementary School Principals, members of the Wyoming Chapter of the Council for Exceptional Children (CEC), representatives from the Parent Information Center (PIC), persons with disabilities, building principals and district superintendents all have representation in this broad stakeholder group. In the past, the participation rate of face-to-face meetings of the stakeholders was very low and WDE had concerns with the low response to meetings during the year. In anticipation of this occurring at future stakeholder meetings, the WDE established alternate ways to gather input such as video conferencing and accepting written comment. The first meeting of the stakeholder group was held in the Fall of 2009. In January of 2010 the group was asked to review and add input to the APR before the February submission.

The Wyoming Advisory Panel for Students with Disabilities (State Advisory Panel operating in accordance with 34 CFR §§300.167 through 300.169) also reviewed the SPP/APR indicators and data throughout the FFY 2008. Parents of children with disabilities make up the majority of the membership

of this panel which brings a very valuable perspective to the analysis of the data and subsequent improvement activities. At the January 2010 meeting, the document was distributed to the panel in its final draft for additional input prior to submission to the Office of Special Education Programs (OSEP).

The EIEP worked with additional stakeholders specifically around indicators six through eight, and twelve, as well as the indicators pertinent to monitoring and accountability required for the three- to five year old population. This stakeholder group included members of the State Early Intervention Council (EIC), the Child Development Center (CDC) directors and family members from each of the State's fourteen regions. The EIC membership includes parents who have young children with special needs, directors from the CDCs, service providers from the CDCs, state legislators, staff from higher education, PIC, consultants, representatives from both the Wyoming Department of Education and the Wyoming Department of Health, preschool providers, and other key community representatives.

Ensuring Data Accuracy

The Special Programs Unit works in collaboration with the Careers/Technology/Data and Standards/Assessment/Accountability Units of the WDE in the collection of data regarding students with disabilities ages three through twenty-one and the ensuing verification of data accuracy. Since the implementation of a unique student identification system (Wyoming Integrated Statewide Education Data System – WISE), the WDE has the capability to cross validate the various data collections that come into the state from the local school districts. As a result, we have evidence that the data submitted by the school districts continue to become more accurate with each subsequent collection.

The Wyoming Department of Education continues its concerted effort to ensure valid and accurate data collection from the local school districts and other public agencies. These efforts include the work of the WDE Data Quality Council which includes members from every unit of the WDE. This council meets on a regular basis to discuss necessary improvements to current data collections, any technical assistance needed by district/agency personnel and clarification or revision of data definitions.

Wyoming State Performance Plan and Annual Performance Report Dissemination to the Public

The State Performance Plan continues to be the driving force for all of the major projects, initiatives, and monitoring efforts of the Special Programs Unit. After revisions are made to the SPP, it will again be placed on the WDE website for public review. The Annual Performance Report (APR) for FFY 2008 will accompany the revised SPP on the WDE website www.k12.wy.us/se.asp. Both documents will be sent to each school district and the EIEP through the on-line process used to provide superintendents and special education directors with memoranda and information from the WDE (Superintendents' Memos).

Each member of the Wyoming Advisory Panel for Students with Disabilities will receive a copy of the SPP and APR documents at their quarterly meeting (February 2010). The parent advocacy groups and Protection and Advocacy, Inc. will be sent information about where the documents can be accessed. WDE will work with PIC to send pertinent information to parents of students with disabilities across the state. The WDE Special Programs Unit includes, and will continue to include, a review of the indicators in the SPP when conducting training regarding IDEA 04 and the revised (June 2009) Wyoming Education Rules, Chapter 7: Services for Children with Disabilities.

Presentations at various venues (such as the School Improvement Conference and Special Education Leadership Symposium) will include data from the APR and the justification for progress or slippage related to the targets established in the SPP. Improvement activities and their effect on improving outcomes for students with disabilities will continue to be reviewed and revised as needed through a data-based, decision-making process.

Annual Report to the Public Regarding the Measurable and Rigorous Targets

In accordance with 20 U.S.C. 1416(b)(C)(ii), the WDE reports annually to the public on the performance of each local educational agency and intermediate education unit on the targets in the State Performance Plan. Additionally, the WDE Special Programs Unit continues to report annually in June to the general public, using the Annual Performance Report and individual school district "Report Cards".

The District Report Cards may be accessed on the WDE website at www.k12.wy.us/se.asp. The District Report Card lists whether or not a district met the indicator targets, compares the district rates to the State rates and to the actual targets, as well as compares the district rates to other districts in their population cohort. The District Report Cards, data from the self-assessment component of the monitoring system, and results of on-site monitoring visits were used to make *determinations* for each of the local school districts as outlined in proposed Chapter 7 Rules Section 9: General Supervision. (See Indicator #15 in the SPP and the APR for more detail). The determinations are reported annually in June to each district.

Report Cards are reviewed annually by the WDE and stakeholders as part of the Continuous Improvement Focused Monitoring Process to determine the need for technical assistance and professional development in the process of correcting noncompliance. These efforts will all be conducted for the purpose of general oversight for ensuring positive functional and academic outcomes for children with disabilities ages three through twenty-one in the State of Wyoming.

Effective System of General Supervision: Part B

Under federal law, WY has a responsibility to have a system of general supervision that monitors the implementation of the Individuals with Disabilities Education Act (IDEA) by local education agencies. Therefore, the WDE has worked diligently to develop a system that is accountable for enforcing the requirements through data-based monitoring and for ensuring continuous improvement. While we have had the independent components in place, WDE has worked to ensure that they connect, interact and articulate to form a comprehensive system of general supervision. In addition, attention has been given to how the components interact within a fiscal and/or school year construct in order to achieve accountability.

As a result of a self-evaluation of our current system, WDE has developed a comprehensive system of general supervision that does the following:

- Supports practices that improve educational results and functional outcomes for children and youth with disabilities;
- Uses multiple methods to identify and correct noncompliance as soon as possible but no later than one year after the noncompliance is identified; and
- Utilizes mechanisms to encourage and support improvement and to enforce compliance.

Evidence are provided in this document of the general supervision components informing the work of the Special Programs Unit throughout the Indicator reports of data, resulting progress and/or slippage and the revised improvement activities. Those components include: 1) the State Performance Plan; 2) Policies, Procedures, and Effective Implementation; 3) Data on Processes and Results; 4) Targeted Technical Assistance and Professional Development; 5) Effective Dispute Resolution; 6) Integrated Monitoring Activities; 7) Improvement, Correction, Incentives and Sanctions; and 8) Fiscal Management.

The data collected from one component inform the decision-making processes of the other components. For example, the findings from both on-site monitoring and district self-assessment conducted annually inform the WDE’s targeted technical assistance and professional development efforts. The distribution and use of federal funds by the local districts are also tied to student outcome data and the results of district implementation of IDEA (including correction of noncompliance and professional development needs). Dispute resolution data identify patterns or trends of ineffective implementation of local policies and procedures, inform corrective actions, improvement activities, and targeted technical assistance and professional development.

Our Continuous Improvement Focused Monitoring on-site visits are used to monitor individual districts with regard to specific performance issues, with particular attention paid to requirements closely associated with improving student outcomes and educational results. This includes the use of protocols designed to investigate compliance hypotheses which may explain inadequate performance. The Continuous Improvement Focused Monitoring activities are geared toward identifying solutions and activities to enhance and improve performance as well as correct noncompliance.

Improvement Activity Tables

Each performance indicator section contained within the body of this report gives a brief description of improvement strategies organized by improvement area, presented in table format. There are eight improvement areas: 1) TA/PD, 2) Transition, 3) LRE, 4) Preservice, 5) Parent, 6) Timely Correction, 7) Dispute Resolution, and 8) Data. Each improvement area has specific improvement strategies which may be reported in more than one performance indicator. Each improvement strategy is color-coded describing the activity as completed/deleted, continuing, revised, or new, as shown below:

| | |
|--------------|-------------------|
| Light pink | Completed/Deleted |
| Light green | Continuing |
| Light blue | Revised |
| Light purple | New |

Monitoring Priority: FAPE in the LRE

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

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

Data Source: Wyoming uses the same data reported in the *NCLB* Consolidated State Performance Report (CSPR).

Measurement: Wyoming uses the graduation rate calculation and timeline established for AYP purposes and described in the State’s Accountability Workbook approved by the USDE. The rate incorporates 4 years worth of data and thus, is an estimated cohort rate. It is calculated by dividing the number of students who receive a regular diploma by the sum of dropouts from grade 9 through 12 in consecutive years, plus the number of students completing high school.

Students Receiving a Regular Diploma in Year 4

Dropouts (Grade 9 Year 1 + Grade 10 Year 2 + Grade 11 Year 3 + Grade 12 Year 4) + Students Completing High School Year 4

This formula used by the Wyoming Department of Education for calculating graduation rates is an “exiter” rate. The denominator is the total of all “exiters” from a school over a 4 year period for a grade cohort. The exiters are the 9th grade drop-outs 3 years ago, the 10th grade drop-outs 2 years ago, 11th grade drop-outs last year, and this year’s 12th grade drop-out plus completers. These are all the students that “exited” from education for that cohort. The numerator is the count of this year’s regular diploma recipients.

| FFY | Measurable and Rigorous Target |
|-----------------------|---|
| 2008 (2008 – 2009) | 49.0% of youth with IEPs graduating from high school with a regular diploma |

Target Data for FFY 2008:

Display 1-1 Graduation Rate for Students with Disabilities

| | Students w/Disabilities |
|--|-------------------------|
| # of students who graduated | 553 |
| # of other completers (#of on-time graduates + late graduates) | 38 |
| # drop-outs in cohort | 888 |
| Percent of students with disabilities who graduated | 59.72% |

*There is a data lag for Indicator 1; the data reported for FFY 2008 reflects 2007-2008 data and aligns with data reported in the *NCLB* Consolidated State Performance Report (CSPR).

In Display 1-1 students listed as graduates receive a regular diploma. In order to receive a regular diploma each student, whether disabled or non-disabled, must meet the following criteria:

The requirements for earning a high school diploma from any high school within any school district in the State of Wyoming include:

- The successful completion of 4 years of English; 3 years of mathematics; 3 years of science; 3 years of social studies
- Satisfactorily passing an examination of the principles of the constitution of the United States and the State of Wyoming
- Evidence of proficient performance, at a minimum, on the uniform student content and performance standards for the common core of knowledge and skills.

Upon the completion of these requirements, a student receives a regular diploma with one of the following endorsements stated on the student's transcript: Advanced Endorsement; Comprehensive Endorsement; or General Endorsement. Beginning with students graduating in 2006 and thereafter, each student shall demonstrate proficient performance on five out of the nine content and performance standards for language arts, mathematics, science, social studies, health, physical education, foreign language, career/vocational education and fine and performing arts.

WDE exceeded the target of 49.0%.

Valid and Reliable Data:

The scores that are reported here are obtained through the WDE Data Unit after they have been through a rigorous process of validation and adjudication. The data is the same as that reported in the *NCLB CSPR*.

Explanation of Progress that occurred for FFY 2008:

States were advised to align the data source and measurement for this indicator with ESEA. As a result the indicator reflects a data lag of one year; below is the explanation of progress for 2007 -2008 data. As can be seen in Display 1-2, the graduation rate for students with disabilities has been increasing since 2005-2006. The graduation rate for students with disabilities is lower than that for all students. However, the gap continues to narrow compared with 2005-2006. In 2005-2006, the difference was over 30 percentage points and in 2007-2008 the difference is 20 percentage points.

WDE includes graduation rates as a goal in its Five-Year Strategic Plan. In addition, graduation rates are a focus of the Governor's office and the State Board of Education. As a result, statewide technical assistance and professional development opportunities for all educators are being provided annually. Increasing the awareness of educators on key issues that influence graduation rates is seen as essential for overcoming the obstacles in programming effectively for students' needs K-12. In December 2007, at the request of the legislature, Wyoming Senate File 0070 directed WDE to establish an At- Risk study examining the issues surrounding At-Risk students in Wyoming school districts. WDE reported findings and recommendations to the Joint Education Interim Committee in September 2009. These recommendations may influence improvement activities going forward. Recommendations include: 1) WDE should work with school districts to establish consistent and reliable measures of the effectiveness of At-Risk Interventions, 2) a statewide At-Risk taskforce should be established to evaluate prevention and policy changes, 3) develop an operational definition of At-Risk using local, state, and federal guidance, and 4) specific recommendations for alternative schools and out of district placed students.

As required by the October 2009 announcement, WDE will be migrating towards implementing the “Uniform, Comparable Graduation Rate.” Wyoming’s first step in enabling calculation of the new USDE rate began with student level reporting of graduates and dropouts following the 2006-2007 school year. The WDE continues to work in partnership with districts and national student information system (SIS) vendors to enable the comprehensive collection of student exit status necessary to meet federal requirements.

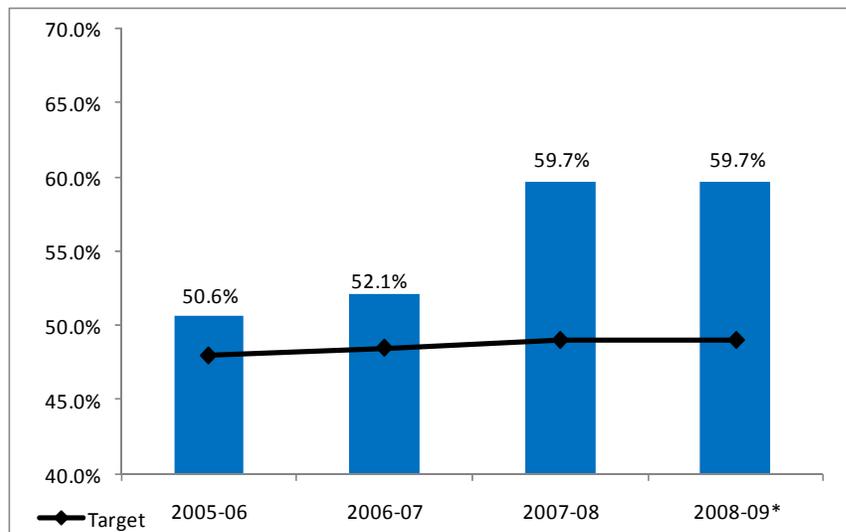
Wyoming will officially begin reporting under USDE guidelines effective with the class of 2011. As graduation rates are cohort based, therefore requiring tracking (data collection) of a student population over four years, the phase-in process has already begun. As such, from now through several years after 2011 reporting, the accuracy of Wyoming’s reported rates will continue to grow in response to changes in data collection methodology and increasing data quality at districts.

Display 1-2: Graduation Rates for Students with Disabilities and All Students, Results over Time

| School Year | Overall Graduation Rates * | Number of Overall Graduates | Graduation Rates for Students with Disabilities | Number of Graduating Students with Disabilities |
|-------------|----------------------------|-----------------------------|---|---|
| 2005-2006 | 81.6% | 5,942 | 50.5% | 462 |
| 2006-2007 | 79.1% | 5,409 | 52.1% | 474 |
| 2007-2008 | 79.29% | 5,483 | 59.72% | 553 |
| 2008-2009* | 79.29% | 5,483 | 59.72% | 553 |

*Please note that the 2008-2009 data is the 2007-2008 graduation data due to WDE’s decision to use the OSEP “data lag” option.

Display 1-3: Percent of Special Education Students Graduating – Results Over Time



*Please note that the 2008-2009 data is the 2007-2008 graduation data due to the WDE’s decision to use the OSEP “data lag” option.

Discussion of Improvement Activities Completed

The status of ongoing improvement activities below consists of two tables: The first table sets forth the results of all completed activities/strategies and the deleted activities; the second table contains the new or revised improvement strategies going forward. WDE has revised both tables by grouping the improvement strategies into eight improvement areas numbered as follows: 1) TA/PD, 2) Transition, 3) LRE, 4) Preservice, 5) Parent, 6) Timely Correction, 7) Dispute Resolution, and 8) Data. Each improvement area has specific improvement strategies which may be reported in more than one performance indicator. The improvement strategies are color coded to reflect their status.

| | |
|--------------------------------|----------------------|
| Light Pink – Completed/Deleted | Light Blue – Revised |
| Light Green – Continuing | Light Purple – New |

Table 1: Ongoing Improvement Strategies

| Improvement Area 1: TA/PD | | |
|--|---|---|
| Improvement Strategies | TA Resources Accessed | Results |
| <p>Activity 1.1: <i>Implement Positive Behavioral Interventions and Supports (PBIS) in secondary settings across the state and analyze 5c data to determine target districts and assist in the development of transition plans to place students in a less restrictive environment.</i></p> <ul style="list-style-type: none"> WDE Special Programs Unit provided Positive Behavioral Interventions and Supports (PBIS) training to select secondary schools throughout the year. The select secondary schools were accepted into the fourth cohort of PBIS schools. The three-year commitment to ongoing training to these schools began in October 2009. In addition, trainings to other secondary schools about PBIS were provided at the WDE Fall School Improvement Conference, Spring School Improvement Conference, the 8th Annual Teton Institute, Special Education Leadership Symposium, the Wyoming School Psychologists Association Annual Conference, the 4th Annual Para-Educators Conference, and the Secondary Schools Tiered Intervention Conference. Emphasis of the training(s) involved providing tiered interventions to assist struggling students, monitoring their progress, and using data to make programming adjustments. | <p>WDE PBIS Coordinator WDE Special Programs Unit and contract consultants University of Oregon (PBIS.org) Illinois PBIS Network Data Driven Enterprises School-Wide Information Systems (SWIS)</p> | <p>In a coordinated effort to improve student outcomes, WDE has focused on merging the PBIS and Rtl initiatives into one integrated three-tiered intervention framework. The Wyoming System of Instructional Supports (WYSIS) was in the early development stages the spring of 2009. The WDE contracted with staff from Michigan’s MiBLSi initiative, a project which has successfully and systematically integrated academic and behavioral intervention support, to provide consultation on Wyoming’s integration efforts. Applications were taken for schools wanting to participate in the first cohort and those schools already in either the PBIS cohort or Rtl cohort were given priority. Twenty-eight schools were accepted into the first WYSIS cohort.</p> <p>The WYSIS will provide training on data- based decision making, universal screening, progress monitoring, and tiered interventions (both academic and behavioral supports).</p> <p>This activity is revised.</p> |

| | | |
|--|--|--|
| <p>Activity 1.2: <i>Enhance district staff skills and knowledge in identifying students who are at risk of dropping out and identifying and using evidence-based practices to improve student performance and graduation rates and decrease dropout rates through ongoing sustainable professional development and technical assistance.</i></p> <ul style="list-style-type: none"> • WDE annually provides professional development activities involving evidence-based practices through the systems-change initiatives of Response to Intervention and Positive Behavior Interventions and Supports. • Technical assistance is provided to districts through statewide trainings and targeted technical assistance requests. • This is a continuing activity. | <p>WDE Special Programs Unit MPRRC State Advisory Panel NPSO NSTTAC</p> | <p>Training was provided across the state by the RtI and PBIS initiatives on data-based decision making, universal screening, progress monitoring, and tiered interventions (both academic and behavioral supports).</p> <p>Ten schools participated in the RtI trainings during the FFY 2008. During the RtI data shareout there were 57 participants from various districts in the state.</p> <p>Thirty-four schools participated in the PBIS trainings during the FFY 2008.</p> <p>The WDE received targeted technical assistance requests from nine districts and one institution during FFY 2008.</p> |
| <p>Activity 1.3: <i>Design an integrated professional development and technical assistance system which supports school improvement efforts.</i></p> <ul style="list-style-type: none"> • Representatives from the Special Programs Unit participate on the WDE At-Risk Taskforce as well as collaborate with the School Improvement Conference (SIC) planners to secure presenters who highlight students at risk of dropping out. • Special Programs Unit staff worked with outside consultants to create the foundation for the development of a more robust TA/PD system. • This is a continuing activity. | <p>WDE Special Programs Unit MPRRC Cambium Learning/Sopris West TAESE NWREL NPDCI University of Oregon PBS RTI/IRIS Center Center on Instruction</p> | <p>Wyoming developed an At-Risk Project Legislative Oversight Team during the 2008 legislative session. This oversight team helped to pass Senate File 70 delegating funding toward an At-Risk Project. This At-Risk Project was initiated in July 2008 with the hiring of a project lead. In collaboration with WDE, a task force was established and assigned to research Wyoming’s At-Risk population and provide recommendations for the four key components of Senate File 70. The following is a brief summation of these tasks:</p> <ol style="list-style-type: none"> 1) Development of an operational definition “at-risk” student, 2) Development of standards for alternative schools programs, including entry and exit criteria, 3) Establishment of clear roles/responsibilities for court ordered placed students (COPS) along with evaluation of appropriate programs/curricula and 4) Development of a recommended system and continuum of student supports. <p>Taskforce members were recruited from district leadership in geographically diverse</p> |

| | | |
|---|--|--|
| | | <p>portions of the state and from numerous district and state agency partners, including the Wyoming Departments of Education, Health and Family Services, and the University of Wyoming. Members were assigned to sub-committees for each of the four areas and began meeting in the Fall of 2008. These sub-committees met at regular intervals in collaboration with WDE consultants and leadership. The Legislative Oversight Team provided the taskforce with background information, research, and other relevant information to expedite their work. By June of 2009, the sub-committees had developed initial drafts of recommendations for the Joint Education Committee. The JEC was presented with the official recommendations in October 2009.</p> <p>The WDE Special Programs Technical Assistance and Personnel Development (TA/PD) section has worked throughout FFY 2008 to build a framework for a comprehensive TA/PD process. This process is based on data linked to other general supervision components and is responsive to the needs of LEAs.</p> |
| <p>Activity 1.4: <i>Annually review AYP data to identify schools/districts meeting AYP for the cohort of students with IEPs. Gather information about evidence-based reading and math programs and progress monitoring tools that are proving successful in those schools. Post information on WDE website to make available statewide.</i></p> <ul style="list-style-type: none"> • The WDE completed an Instructional Survey designed by NWRCC and began to analyze this information in conjunction with AYP subgroup data. • This is a continuing activity. | <p>WDE Data and Special Programs Units IRIS Center TAESE MPRRC NWRCC NPDCI NWREL STEEP Learning National RTI Center Center on Instruction</p> | <p>In January 2009, Wyoming public elementary schools and middle schools (those with grade 6) were asked to complete the Wyoming Survey of Elementary Instructional Practices. Eighty-four of the 134 elementary schools (63%) and 12 of the 29 middle schools (41%) completed the survey.</p> <p>The WDE is currently in the process of cross-walking AYP results with the data gathered around the following topics:</p> <ol style="list-style-type: none"> 1) Building Intervention Teams, 2) Professional Development, 3) Improvement of Instruction, 4) Core Reading and Behavior programs, 5) Screening/Progress Monitoring, 6) Level of Support for Students, 7) Parent Involvement, and 8) Early Childhood Programs. |

Improvement Area 2: Transition

| Improvement Strategies | TA Resources Accessed | Results |
|---|--|--|
| <p>Activity 2.1: <i>Increasing the number of districts and higher education facilities implementing Project Eye to Eye by one college and one district per year.</i></p> <ul style="list-style-type: none"> WDE facilitated collaboration of Casper College and Natrona County School District #1 in implementing Project Eye to Eye during the 2008 -2009 school year. This is a continuing activity. | <p>WDE Special Programs Unit National Eye to Eye Coordinator Community Colleges University of Wyoming LEAs Middle and High Schools PIC</p> | <p>A handful of coordinators were identified and trained for the 2009 -2010 school year. The WDE is hopeful that Project Eye to Eye will continue to grow, both with an increased number of coordinators and with an increased number of higher education facilities.</p> <p>Project Eye to Eye is an effective strategy for empowering LD- and ADHD-identified students from fourth – twelfth grades as well as secondary education students attending higher education facilities.</p> |
| <p>Activity 2.2: <i>Develop a model for community-based transition councils. Pilot and evaluate the model. Replicate successful model in additional communities.</i></p> | <p>WDE Special Programs Unit Wyoming Secondary Transition Council NSTTAC</p> | <p>The WDE recognizes that improvement efforts in the area of transition need to be recalculated before this strategy can be successfully implemented. Therefore, this activity has been deleted.</p> |
| <p>Activity 2.3: <i>Annually conduct a meeting with the Wyoming Transition Council to analyze and drill down Indicators 1, 2, 13, & 14 data to facilitate the identification of root causes. Use this information to assist in planning future professional development and transition-specific efforts.</i></p> | <p>WDE Secondary Transition Coordinator WDE Special Programs Unit Wyoming Secondary Transition Council Data Driven Enterprises National Post School Outcomes Center TAESE MPRRC National Drop Out Prevention Center NSTTAC</p> | <p>The Wyoming Transition Council has disbanded. The WDE recognizes that improvement efforts regarding transition need to be recalculated before this strategy can be implemented successfully. Therefore, this activity has been deleted.</p> |

Improvement Area 3: LRE

| Improvement Strategies | TA Resources Accessed | Results |
|---|--|--|
| <p>Activity 3.1: <i>Based on accurate data collection from institutions, verify the accuracy of reported data and facilitate effective transition planning for students returning to home districts from residential placements.</i></p> | <p>WDE Data, Federal Programs, and Special Programs Units WDE Staff involved in Court Ordered Placed Students (COPS)</p> | <p>Information gathered from these on-site visits contributed to the development of the monitoring approach for institutions. WDE Special Programs Unit selected public institutions to monitor. This approach will be</p> |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> WDE Special Programs and Federal Programs Units worked together to provide institutions and residential facilities guidance and information regarding students with disabilities in the provision of FAPE and implementation of IEP services in court ordered placements. WDE Special Programs Unit staff participated in on-site visitations to several institutions in the past year to observe and collect data regarding policies, procedures, and practices. This is a continuing activity. | | <p>piloted in the Wyoming Boys and Girls Schools for the 2009 –2010 school year.</p> |
| <p>Activity 3.2: <i>Provide consultation and supports (e.g., access to technology, access to materials) to schools to ensure students who have visual impairments or are deaf/hard of hearing are able to remain in the home school environment and make educational progress.</i></p> <ul style="list-style-type: none"> On-site consultation for school districts and Child Development Centers statewide are offered throughout the school year by trained professionals of the Outreach Services for the Blind/Visually Impaired or the Deaf/Hard of Hearing. These specialized consultants offer districts and CDCs evidence-based strategies that can be incorporated into a student’s daily curriculum. This is a continuing activity. | <p>WDE Special Programs Unit Outreach Services for the Visually Impaired (SVI) Outreach Services for the Deaf/Hard of Hearing (DHH) WY Deaf/Blind Project Department of Health Maternal Child & Health Wyoming Life Resource Center (WLRC) WATR WIND NIMAC NIMAS Northern Rockies Association for the Education and Rehabilitation of the Blind and Visually Impaired (NRAER)</p> | <p>WDE Staff in both the Outreach Services for the Visually Impaired and the Deaf/Hard of Hearing provided consultation and support to students with disabilities ages 3 – 21 years. The SVI consultants provided over 109 visits to preschool age children with disabilities, mainly through the Child Development Centers and over 1222 visits to students with disabilities ages 6 – 21 years for the 2008 – 2009 school year. The DHH consultants provided over 48 visits to preschool age children with disabilities through the Child Development Centers and over 110 visits to the 48 school districts within the state during the 2008-2009 school year. The DHH consultants also made visits to 3 state institutions regarding children with disabilities providing more than 8 on-site visits during the school year.</p> |

Table 2: Revised or New Improvement Strategies

| Improvement Strategies | Timelines | | Resources |
|--|--|------|---|
| | FFY Year(s) When activities will occur | | |
| | 2009 | 2010 | |
| Improvement Area 1: TA/PD | | | |
| Activity 1.1: Implement Positive Behavioral Interventions and Supports (PBIS) in secondary settings across the state to facilitate an increase in student engagement, the likelihood students will graduate, and successful post-school outcomes; as well as a decrease in students dropping out. | X | X | WDE PBIS Coordinator WDE Special Programs Unit and contract consultants University of Oregon (PBIS.org) Illinois PBIS Network Data Driven Enterprises School-Wide Information Systems (SWIS) |

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

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

Data Source: Wyoming uses the data reported in the cumulative completer collection completed by WDE on an annual basis.

Measurement: Wyoming uses the same dropout data used in the *NCLB Consolidated State Performance Report (CSPR)*. The dropout rates are calculated using the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistics’ (NCES) Common Core of Data (CCD) for the previous school year (SY 2007-2008).

| FFY | Measurable and Rigorous Target |
|--------------------------------------|--|
| <p>2008 (2008 – 2009)</p> | <p>13.6% of youth with IEPs dropping out of high school</p> |

Actual Target Data for FFY 2008:

Display 2-1: Drop-out Rates for Students with Disabilities

| School Year | Number of Students with Disabilities In Cohort Denominator | Number of Students with Disabilities Dropouts | Drop Out Rate for Students with Disabilities |
|-------------|--|---|--|
| 2007-2008 | 3080 | 218 | 7.08% |

*There is a data lag for Indicator 2; the data reported for FFY 2008 reflects 2007-2008 data and aligns with data reported in the CSPR.

Wyoming’s annual dropout rate is calculated by taking one year’s dropout counts from grades 9-12, divided by an average enrollment using October 1 enrollments and completer figures. The denominator is half the sum of the following: student count for grades 9-12 of the previous school year, the student count for grades 10-12 of the current year, completers for the current year and dropouts for the current year. The assumption of the denominator is that the sum of each of the four elements captures each student in a two-year period twice. Therefore, dividing by two ensures there are no duplicate counts. The numerator is the number of dropouts for the current year.

The current dropout/graduation formulas exclude students that have been verified as transferring out of the district. The formulas include students that transfer into the district and complete or dropout as indicated in the formula. The drop out formula is the same for students with and without disabilities.

The dropout formula is:

$$\frac{2004-2005 \text{ Dropouts Grades 9-12}}{([9-12 \text{ enrollment}_{\text{Oct 1, 2004}}] + [10-12 \text{ enrollment}_{\text{Oct 1, 2005}}] + [\text{Completers}_{2004-2005}] + [9-12 \text{ Dropouts}_{2004-2005}]) / 2}$$

Wyoming exceeded the target of 13.6%.

Valid and Reliable Data:

The scores that are reported here are obtained through the WDE Data Unit after they have been through a rigorous process of validation and adjudication. The data is the same as that reported in the *NCLB CSPR*.

Explanation of Progress that occurred for FFY 2008:

States were advised to align the data source and measurement for this indicator with ESEA. As a result the indicator reflects a data lag of one year; below is the explanation of progress for 2007-2008 data. As can be seen in Display 2-2, the 2007-2008 drop-out rate for students with disabilities has decreased since 2005-2006. As we review the exit reasons for students with disabilities each year (June WDE 427 data collection for students with disabilities), it is apparent that a significant number take longer than four years to graduate from high school. Those students do not get counted as completers in the denominator for dropout rates. In addition, students with disabilities who age out and/or receive a Certificate of Attendance or Achievement are also considered drop outs. Given WY's relatively small numbers, it is expected that we will see fluctuations in the data annually. While the trend hopefully remains positive, the results will influence the improvement activities for students with disabilities and the general strategies at the state level for all students. The drop-out rate for students with disabilities is higher than that for all students; however, the gap decreased from 7 percentage points in 2005-2006 to a 2 percentage point gap in 2007-2008.

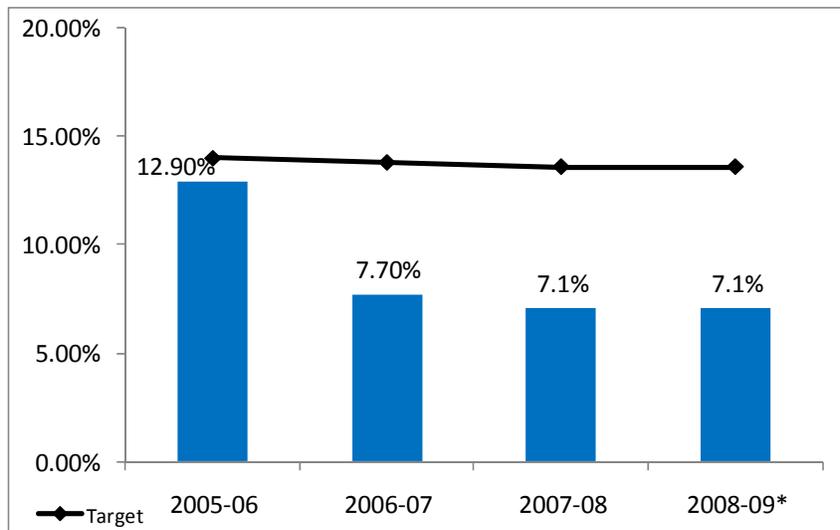
Wyoming's drop-out rate is relatively small statewide, however, within the central part of the state lies one county comprised of seven school districts; three of which reside on the Wind River Indian Reservation (WRIR). The data for Native American students is consistent with other neighboring states which have large Native American populations – graduation rates are very low and drop-out rates are higher compared to non-native populations. In May 2009, the State Superintendent of Public Instruction and the Deputy Superintendent met with tribal leaders of the Joint Business Council of the Eastern Shoshone and Northern Arapaho Tribes to discuss educational issues regarding children on the WRIR. The WDE initiated the formation of the Tribal TRIAD committee, which encompasses state government-tribal government-community partnerships in order to improve educational outcomes for children residing on and near the WRIR. The TRIAD committee held community meetings to gather information on educational issues or concerns. From these meetings, the TRIAD focused on two strategic goals 1) increasing the enrollment number of children ages 5 – 18 in schools and 2) increasing the daily attendance rate. The TRIAD committee consists of the seven school districts on and near the WRIR, various tribal community agencies, and WDE staff. The TRIAD meets regularly with facilitation by the WDE with the goal of organizing community partners to work together to problem-solve ways to get youth who are no longer attending school to re-enroll and attend more consistently. The TRIAD project hopes that by increasing the number of Native youth enrolled in school and increasing attendance we will see a decrease in the number of drop outs. The community partners are encouraged to keep data and report back to the WDE.

Display 2-2: Drop-out Rates for Students with Disabilities and All Students, Results over Time

| School Year | Overall Dropout Rates | Overall Number of Dropouts | Dropout Rates for Students with Disabilities | Number of Dropouts for Students with Disabilities |
|-------------|-----------------------|----------------------------|--|---|
| 2005-2006 | 5.6% | 1,499 | 12.9% | 419 |
| 2006-2007 | 5.3% | 1,384 | 7.7% | 228 |
| 2007-2008 | 5.06% | 1,365 | 7.08% | 218 |
| 2008-2009* | 5.06% | 1,365 | 7.08% | 218 |

*Please note that the 2008-2009 data is the 2007-2008 graduation data due to the WDE’s decision to use the OSEP “data lag” option.

Display 2-3: Percent of Special Education Students Dropping Out – Results Over Time



*Please note that the 2008-2009 data is the 2007-2008 graduation data due to the WDE’s decision to use the OSEP “data lag” option.

Discussion of Improvement Activities Completed

The status of ongoing improvement activities/strategies below consists of two tables: The first table sets forth the results of all completed activities and the deleted activities; the second table contains the new improvement strategies going forward. WDE has revised both tables by grouping the improvement strategies into eight improvement areas numbered as follows: 1) TA/PD, 2) Transition, 3) LRE, 4) Preservice, 5) Parent, 6) Timely Correction, 7) Dispute Resolution, and 8) Data. Each improvement area has specific improvement strategies which may be reported in more than one performance indicator. The improvement strategies are color coded to reflect their status.

| | |
|--------------------------------|----------------------|
| Light Pink – Completed/Deleted | Light Blue – Revised |
| Light Green – Continuing | Light Purple – New |

Table 1: Ongoing Improvement Strategies

| Improvement Area 1: TA/PD | | |
|--|---|--|
| Improvement Strategies | TA Resources Accessed | Results |
| <p>Activity 1.1: <i>Implement Positive Behavioral Interventions and Supports (PBIS) in secondary settings across the state and analyze 5c data to determine target districts and assist in the development of transition plans to place students in a less restrictive environment.</i></p> <ul style="list-style-type: none"> WDE Special Programs Unit provided Positive Behavioral Interventions and Supports (PBIS) training to select secondary schools throughout the year. The select secondary schools were accepted into the fourth cohort of PBIS schools. The three-year commitment to ongoing training to these schools began in October 2009. In addition, trainings to other secondary schools about PBIS were provided at the WDE Fall School Improvement Conference, Spring School Improvement Conference, the 8th Annual Teton Institute, Special Education Leadership Symposium, the Wyoming School Psychologists Association Annual Conference, the 4th Annual Para-Educators Conference, and the Secondary Schools Tiered Intervention Conference. Emphasis of the training(s) involved providing tiered interventions to assist struggling students, monitoring their progress, and using data to make programming adjustments. | <p>WDE PBIS Coordinator WDE Special Programs Unit and contract consultants University of Oregon (PBIS.org) Illinois PBIS Network Data Driven Enterprises School-Wide Information Systems (SWIS)</p> | <p>In a coordinated effort to improve student outcomes, WDE has focused on merging the PBIS and RtI initiatives into one integrated three-tiered intervention framework. The Wyoming System of Instructional Supports (WYSIS) was in the early development stages the spring of 2009. The WDE contracted with staff from Michigan’s MiBLSi initiative, a project which has successfully and systematically integrated academic and behavioral intervention support, to provide consultation on Wyoming’s integration efforts. Applications were taken for schools wanting to participate in the first cohort and those schools already in either the PBIS cohort or RtI cohort were given priority. Twenty-eight schools were accepted into the first WYSIS cohort.</p> <p>The WYSIS will provide training on data-based decision making, universal screening, progress monitoring, and tiered interventions (both academic and behavioral supports).</p> <p>This activity is revised.</p> |
| <p>Activity 1.2: <i>Enhance district staff skills and knowledge in identifying students who are at risk of dropping out and identifying and using evidence based practices to improve student performance and graduation rates and decrease dropout</i></p> | <p>WDE Special Programs Unit MPRRC State Advisory Panel NPSO NSTTAC</p> | <p>Training was provided across the state through the RtI and PBIS initiatives on data-based decision making, universal screening, progress monitoring, and tiered interventions (both academic and</p> |

| | | |
|--|--|--|
| <p><i>rates through ongoing sustainable professional development and technical assistance.</i></p> <ul style="list-style-type: none"> WDE annually provides professional development activities involving evidence-based practices through the systems-change initiatives of Response to Intervention and Positive Behavior Interventions and Supports. Technical assistance is provided to districts through statewide trainings and targeted technical assistance requests. This is a continuing activity. | | <p>behavioral supports).</p> <p>Ten schools participated in the RtI trainings during the FFY 2008. During the RtI data shareout there were 57 participants from various districts in the state.</p> <p>Thirty-four schools participated in the PBIS trainings during the FFY 2008.</p> <p>The WDE received targeted technical assistance requests from nine districts and one institution during FFY 2008.</p> |
| <p>Activity 1.3: <i>Design an integrated professional development and technical assistance system which supports school improvement efforts.</i></p> <ul style="list-style-type: none"> Representatives from the Special Programs Unit participate on the WDE At-Risk Taskforce as well as collaborate with the School Improvement Conference (SIC) planners to secure presenters who highlight students at risk of dropping out. Special Programs Unit staff worked with outside consultants to create the foundation for the development of a more robust TA/PD system. This is a continuing activity. | <p>WDE Special Programs Unit MPPRC Cambium Learning/Sopris West TAESE NWREL NPDCI University of Oregon PBS RTI/IRIS Center Center on Instruction</p> | <p>Wyoming developed an At-Risk Project Legislative Oversight Team during the 2008 legislative session. This oversight team helped to pass Senate File 70 delegating funding toward an At-Risk Project. This At-Risk Project was initiated in July 2008 with the hiring of a project lead. In collaboration with WDE, a task force was established and assigned to research Wyoming’s At-Risk population and provide recommendations for the four key components of Senate File 70. The following is a brief summation of these tasks:</p> <ol style="list-style-type: none"> 1) Development of an operational definition “at-risk” student, 2) Development of standards for alternative schools programs, including entry and exit criteria, 3) Establishment of clear roles/responsibilities for court ordered placed students (COPS) along with evaluation of appropriate programs/curricula and 4) Development of a recommended system and continuum of student supports. <p>Taskforce members were recruited from district leadership in geographically diverse portions of the state and from numerous district and state agency partners, including the Wyoming Departments of Education,</p> |

| | | |
|---|--|--|
| | | <p>Health and Family Services, and the University of Wyoming. Members were assigned to sub-committees for each of the four areas and began meeting in the Fall of 2008. These sub-committees met at regular intervals in collaboration with WDE consultants and leadership. The Legislative Oversight Team provided the taskforce with background information, research, and other relevant information to expedite their work. By June of 2009, the sub-committees had developed initial drafts of recommendations for the Joint Education Committee. The JEC was presented with the official recommendations in October 2009.</p> <p>The WDE Special Programs Technical Assistance and Personnel Development (TA/PD) section has worked throughout FFY 2008 to build a framework for a comprehensive TA/PD process. This process is based on data linked to other general supervision components and is responsive to the needs of LEAs.</p> |
| <p>Activity 1.4: <i>Annually review AYP data to identify schools/districts meeting AYP for the cohort of students with IEPs. Gather information about evidence-based reading and math programs and progress monitoring tools that are proving successful in those schools. Post information on WDE website to make available statewide.</i></p> <ul style="list-style-type: none"> • The WDE completed an Instructional Survey designed by NWRCC and began to analyze this information in conjunction with AYP subgroup data. • This is a continuing activity. | <p>WDE Data and Special Programs Units IRIS Center TAESE MPRRC NWRCC NPDCI NWREL STEEP Learning National RTI Center Center on Instruction</p> | <p>In January 2009, Wyoming public elementary schools and middle schools (those with grade 6) were asked to complete the Wyoming Survey of Elementary Instructional Practices. Eighty-four of the 134 elementary schools (63%) and 12 of the 29 middle schools (41%) completed the survey.</p> <p>The WDE is currently in the process of cross-walking AYP results with the data gathered around the following topics:</p> <ol style="list-style-type: none"> 1) Building Intervention Teams, 2) Professional Development, 3) Improvement of Instruction, 4) Core Reading and Behavior programs, 5) Screening/Progress Monitoring, 6) Level of Support for Students, 7) Parent Involvement, and 8) Early Childhood Programs. |

| Improvement Area 2: Transition | | |
|--|--|--|
| Improvement Strategies | TA Resources Accessed | Results |
| <p>Activity 2.1: <i>Increasing the number of districts and higher education facilities implementing Project Eye to Eye by one college and one district per year.</i></p> <ul style="list-style-type: none"> WDE facilitated collaboration of Casper College and Natrona County School District #1 in implementing Project Eye to Eye during the 2008 - 2009 school year. This is a continuing activity. | <p>WDE Special Programs Unit National Eye to Eye Coordinator Community Colleges University of Wyoming LEAs Middle and High Schools PIC</p> | <p>A handful of coordinators were identified and trained for the 2009 -2010 school year. The WDE is hopeful that Project Eye to Eye will continue to grow, both with an increased number of coordinators and with an increased number of higher education facilities.</p> <p>Project Eye to Eye is an effective strategy for empowering LD- and ADHD-identified students from fourth – twelfth grades as well as secondary education students attending higher education facilities.</p> |
| <p>Activity 2.2: <i>Develop a model for community based transition councils. Pilot and evaluate the model. Replicate successful model in additional communities.</i></p> | <p>WDE Special Programs Unit Wyoming Secondary Transition Council NSTTAC</p> | <p>The WDE recognizes that improvement efforts in the area of transition need to be recalculated before this strategy can be successfully implemented. Therefore, this activity has been deleted.</p> |
| <p>Activity 2.3: <i>Annually conduct a meeting with the Wyoming Transition Council to analyze and drill down Indicators 1, 2, 13, & 14 data to facilitate the identification of root causes. Use this information to assist in planning future professional development and transition specific efforts.</i></p> | <p>WDE Secondary Transition Coordinator WDE Special Programs Unit Wyoming Secondary Transition Council Data Driven Enterprises National Post School Outcomes Center TAESE MPRRC National Drop Out Prevention Center NSTTAC</p> | <p>The Wyoming Transition Council has disbanded. The WDE recognizes that improvement efforts regarding transition need to be recalculated before this strategy can be implemented successfully. Therefore, this activity has been deleted.</p> |
| Improvement Area 3: LRE | | |
| Improvement Strategies | TA Resources Accessed | Results |
| <p>Activity 3.1: <i>Based on accurate data collection from institutions, verify the accuracy of reported data and facilitate effective transition planning for students returning to home districts from</i></p> | <p>WDE Data, Federal Programs, and Special Programs Units WDE Staff involved in Court Ordered Placed Students (COPS)</p> | <p>Information gathered from these on-site visits contributed to the development of the monitoring approach for institutions. WDE Special Programs Unit selected public institutions to monitor. This approach will</p> |

| | | |
|--|--|--|
| <p><i>residential placements.</i></p> <ul style="list-style-type: none"> • WDE Special Programs and Federal Programs worked together to provide institutions and residential facilities guidance and information regarding students with disabilities in the provision of FAPE and implementation of IEP services in court ordered placements. • WDE Special Programs Unit staff participated in on-site visitations to several institutions in the past year to observe and collect data regarding policies, procedures, and practices. • This is a continuing activity. | | <p>be piloted in the Wyoming Boys and Girls Schools for the 2009 –2010 school year.</p> |
| <p>Activity 3.2: <i>Provide consultation and supports (e.g., access to technology, access to materials) to schools to ensure students who have visual impairments or are deaf/hard of hearing are able to remain in the home school environment and make educational progress.</i></p> <ul style="list-style-type: none"> • On-site consultation for school districts and Child Development Centers statewide are offered throughout the school year by trained professionals of the Outreach Services for the Blind/Visually Impaired or the Deaf/Hard of Hearing. These specialized consultants offer districts and CDCs evidence based strategies that can be incorporated into a student’s daily curriculum. • This is a continuing activity. | <p>WDE Special Programs Unit Outreach Services for the Visually Impaired (SVI) Outreach Services for the Deaf/Hard of Hearing (DHH) WY Deaf/Blind Project Department of Health Maternal Child & Health Wyoming Life Resource Center (WLRC) WATR WIND NIMAC NIMAS Northern Rockies Association for the Education and Rehabilitation of the Blind and Visually Impaired (NRAER)</p> | <p>WDE Staff in both the Outreach Services for the Visually Impaired and the Deaf/Hard of Hearing provided consultation and support to students with disabilities ages 3 – 21 years. The SVI consultants provided over 109 visits to preschool age children with disabilities, mainly through the Child Development Centers and over 1222 visits to students with disabilities ages 6 – 21 years for the 2008 – 2009 school year. The DHH consultants provided over 48 visits to preschool age children with disabilities through the Child Development Centers and over 110 visits to the 48 school districts within the state during the 2008-2009 school year. The DHH consultants also made visits to 3 state institutions regarding children with disabilities providing more than 8 on-site visits during the school year.</p> |

Table 2: Revised or New Improvement Strategies

| Improvement Strategies | Timelines | | Resources |
|---|--|------|--|
| | FFY Year(s) When activities will occur | | |
| | 2009 | 2010 | |
| Improvement Area 1: TA/PD | | | |
| <p>Activity 1.1: Implement Positive Behavioral Interventions and Supports (PBIS) in secondary settings across the state to facilitate an increase in student engagement, the likelihood students will graduate, and successful post-school outcomes; as well as a decrease in students dropping out.</p> | X | X | <p>WDE PBIS Coordinator WDE Special Programs Unit and contract consultants University of Oregon (PBIS.org) Illinois PBIS Network Data Driven Enterprises School-Wide Information Systems (SWIS)</p> |

Monitoring Priority: FAPE in the LRE

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

- A. Percent of districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP targets for the disability subgroup.

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

Data Source: AYP data used for accountability reporting under Title 1 of the ESEA.

Measurement: AYP Percent = [(# of districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State’s minimum “n” size)] times 100.

3A. - Actual AYP Target Data for FFY 2008:

| FFY | Measurable and Rigorous Target |
|---------------------------|---|
| FFY 2008 (2008 – 2009) | Language Arts: Elementary – 78%, Middle – 57%, High – 57% Math: Elementary – 78%, Middle – 63%, High – 40% |

Actual Target Data for FFY 2008:

Display 3-1: 3A. DISTRICTS MEETING AYP

| 2008-2009 | % Districts Meeting AYP * and # of Districts Meeting AYP/Districts with a subgroup n>30 by grade level** | | | |
|------------|--|-------------------|----------|----------|
| | Language Arts (%) | Language Arts (n) | Math (%) | Math (n) |
| Elementary | 54.3% | 19/35 | 100.0% | 35/35 |
| Middle | 66.7% | 14/21 | 76.2% | 16/21 |
| High | 100.0% | 5/5 | 80.0% | 4/5 |

*There are 48 school districts that serve grades K-8 and 46 districts that serve grades 9-11.

**The denominator in this category represents the number of districts who meet the subgroup “n” requirement of 30 students. Not all 48 districts meet this requirement

3A. Five of six targets for 3A were met.

| | Language Arts | Math |
|------------|---------------------|------------|
| Elementary | Did not meet target | Met target |
| Middle | Met target | Met target |
| High | Met target | Met target |

Valid and Reliable Data:

The scores that are reported here are obtained through the WDE Standards, Assessment & Accountability Unit after they have been through a rigorous process of validation and adjudication. Measurements A, B, and C are based on scores from the Proficiency Assessment for Wyoming Students (PAWS) and the PAWS-ALT. Test administration follows strict procedures which are monitored by WDE staff. The same scores are reported in the Consolidated State Performance Report to the OESE of the USDE. The Special Programs Unit is confident in their accuracy.

Wyoming has chosen to continue to report AYP Participation and Proficiency data using the protocol established in alignment with the state's accountability workbook approved by the OESE. We believe combining or establishing a different reporting method for AYP Participation or Proficiency would be confusing to the public and stakeholders.

Explanation of Progress that Occurred for FFY 2008:

As can be seen in Display 3-4, progress was made on the percent of districts meeting AYP for the students with disabilities subgroup from FFY 2007 to FFY 2008 for five of the six groups. Only middle school math showed a decreased percentage of districts meeting AYP for the students with disabilities subgroup. However, scores decreased in FFY 2007. All groups show an increased percentage of districts meeting AYP since FFY 2005. FFY 2006 represents an oddity because in FFY 2006, PAWS was administered in both the winter and spring. Districts then "counted" the higher of each student's two scores. However, since then, the PAWS was administered in the spring only, giving students only one opportunity to acclimate to the assessment and demonstrate their mastery of the state standards in these content areas.

Display 3-5 indicates that the participation rate for students with disabilities has increased from FFY 2007 to FFY 2008. The participation rate is around 98-99% for all groups. Furthermore, all participation rates are above 95% (the NCLB requirement). The State is particularly pleased to note the increase in secondary participation rates, which were areas of concern in previous years.

As can be seen in Display 3-6, proficiency rates for students have increased since FFY 2005. Compared to FFY 2007, proficiency rates for FFY 2008 decreased for elementary school and middle school students, but increased for high school students.

Additionally, WDE Special Programs Unit staff used data from Indicator 3C as a priority indicator in the State's Continuous Improvement Focused Monitoring system during the 2008 – 2009 school year. Statewide assessment proficiency data were tied to the related requirements of 34 CFR §§300.320 – 300.324 (IEP provisions), §300.101(a) (FAPE), and §300.207 (highly qualified staff). Findings of noncompliance are reported in Indicator 15, and in each case, districts were required to develop and implement Corrective Action Plans. WDE staff examined district data and monitoring findings to identify systemic "patterns" of noncompliance, which were then addressed during regional trainings, targeted technical assistance visits, and at the Department's annual Special Education Leadership Symposium. In addition, districts were required to address the academic outcomes of students with disabilities as part of their application process for federal IDEA Part B funds for FFY 2008.

Displays referred to in this section can be found on pages 31 - 33 of this document.

Monitoring Priority: FAPE in the LRE

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

B. Participation rate for children with IEPs.

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

Data Source: AYP data used for accountability reporting under Title 1 of the ESEA.
Measurement: Participation rate percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)]. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

| | |
|----------------------------------|---|
| FFY | Measurable and Rigorous Target |
| 2008 (2008 – 2009) | Reading Participation – 100% Math Participation – 100% |

Actual Target Data for FFY 2008:

Display 3-2 3B. PARTICIPATION RATE

| Indicator 3B Measurement | 2008-2009 IEP Assessment PARTICIPATION | | | | | | |
|-----------------------------|--|------------|--------|------|------------|--------|------|
| | Subject | Reading | | | Math | | |
| | Grade | Elementary | Middle | High | Elementary | Middle | High |
| | Exempt | 11 | 6 | 1 | 11 | 6 | 1 |
| | Not Tested | 22 | 25 | 11 | 22 | 26 | 10 |
| b # | Tested Regular Assessment Without Accommodations | 1015 | 314 | 152 | 1010 | 297 | 156 |
| c # | Tested Regular Assessment With Accommodations | 2726 | 1220 | 367 | 2732 | 1236 | 365 |
| d # | Tested Alternate Assessment at Grade Level Standards | 0 | 0 | 0 | 0 | 0 | 0 |
| e # | Tested Alternate Assessment at Alternate Standards | 246 | 132 | 47 | 245 | 132 | 46 |

| (b+c+d+e) # | TOTAL Tested | 3987 | 1666 | 566 | 3987 | 1665 | 567 |
|------------------------|--|--------------|--------------|--------------|--------------|--------------|--------------|
| a # | TOTAL Tested + Not Tested + Exempt | 4020 | 1697 | 578 | 4020 | 1697 | 578 |
| b / a % | Tested Regular Assessment Without Accommodations | 25.2% | 18.5% | 26.3% | 25.1% | 17.5% | 27.0% |
| c / a % | Tested Regular Assessment With Accommodations | 67.8% | 71.9% | 63.5% | 68.0% | 72.8% | 63.1% |
| d / a % | Tested Alternate Assessment at Grade Level Standards | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| e / a % | Tested Alternate Assessment at Alternate Standards | 6.1% | 7.8% | 8.1% | 6.1% | 7.8% | 8.0% |
| (b+c+d+e) / a % | Participation Rate - Overall IEP % | 99.2% | 98.2% | 97.9% | 99.2% | 98.1% | 98.1% |

3B. Zero out of the six targets for 3B was met. However, all of the categories exceeded the NCLB target of 95% participation.

| | Reading | Math |
|-------------------|---------------------|---------------------|
| Elementary | Did not meet target | Did not meet target |
| Middle | Did not meet target | Did not meet target |
| High | Did not meet target | Did not meet target |

The WDE did not meet the targets set for participation in reading and math assessments. The state participation rates continue to increase and all are above 98% for 2008-2009. Therefore while the state did not meet 100%, we continue to have significantly high rates of participation.

Monitoring Priority: FAPE in the LRE

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

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

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

Data Source: AYP data used for accountability reporting under Title 1 of the ESEA.
Measurement: Proficiency rate percent = [(# of children with IEPs enrolled for a full academic year scoring at or above proficient) divided by the (total # of children with IEPs enrolled for a full academic year, calculated separately for reading and math)].

| FFY | Measurable and Rigorous Target |
|-----------------------|---|
| 2008 (2008 – 2009) | Reading Proficiency Elementary – 53.60% , Middle – 56.33% , High – 56.60% Math Proficiency Elementary – 49.20% , Middle – 50.20% , High – 57.20% |

Actual Target Data for FFY 2008:

Display 3-3 3C. PROFICIENCY RATE

| Indicator 3C Measurement | 2008-2009 Students with Disability Statewide Assessment PROFICIENCY | | | | | | |
|-----------------------------|---|------------|--------|------|------------|--------|------|
| | Subject | Reading | | | Math | | |
| | Grade | Elementary | Middle | High | Elementary | Middle | High |
| a #* | Children with IEPs | 3862 | 1588 | 540 | 3863 | 1587 | 543 |
| b # | IEPs in Regular Assessment With No Accommodations | 526 | 85 | 40 | 667 | 115 | 43 |
| c # | IEPs in Regular Assessment With Accommodations | 592 | 209 | 64 | 1170 | 322 | 38 |
| d # | IEPs in Alternate Assessment at Grade Level Standards | 0 | 0 | 0 | 0 | 0 | 0 |
| e # | IEPs in Alternate Assessment against Modified Standards | 0 | 0 | 0 | 0 | 0 | 0 |
| f # | IEPs in Alternate Assessment against Alternate Standards | 124 | 79 | 30 | 141 | 82 | 27 |
| g # | Overall ((b+c+d+e +f) | 1242 | 373 | 134 | 1978 | 519 | 108 |

| | | | | | | | |
|----------------|-------------------------|-------|-------|-------|-------|-------|-------|
| | Baseline | | | | | | |
| g / a % | Proficiency Rate | 32.2% | 23.5% | 24.8% | 51.2% | 32.7% | 19.9% |

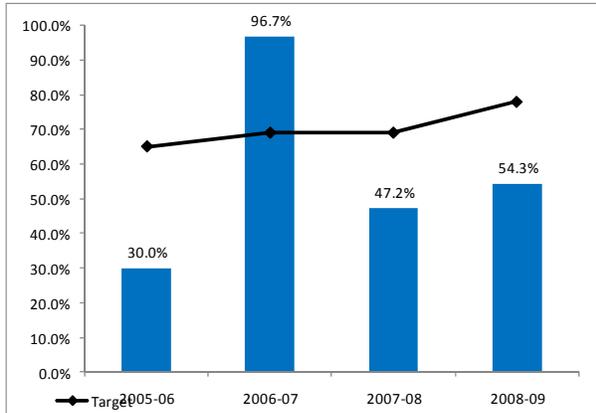
* Clarification, the reason the total number of children with IEPs listed in Display 3-3 row (a)# does not match the total number of children with IEPs tested in Display3-2 row (b+c+d+e)# reflects the difference in the measurement language for indicator 3C which states the denominator in 3C should include only the number of children with IEPs tested and enrolled for a full academic year.

3C. One out of the six targets for 3C were met. Wyoming met its proficiency target in elementary math only. The targets for this indicator mirror those established in the state’s accountability workbook for the purposes of NCLB. The WDE Special Programs Unit examines data for growth in each category even when targets are not achieved. Improvement Activities will also continue and/or be adjusted in order to improve proficiency rates for Wyoming’s students with disabilities.

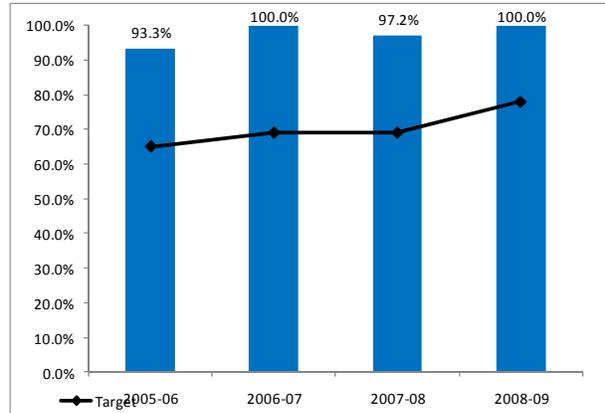
| | Language Arts | Math |
|-------------------|---------------------|---------------------|
| Elementary | Did not meet target | Met target |
| Middle | Did not meet target | Did not meet target |
| High | Did not meet target | Did not meet target |

Display 3-4: Percent of Districts Meeting AYP -- Results Over Time

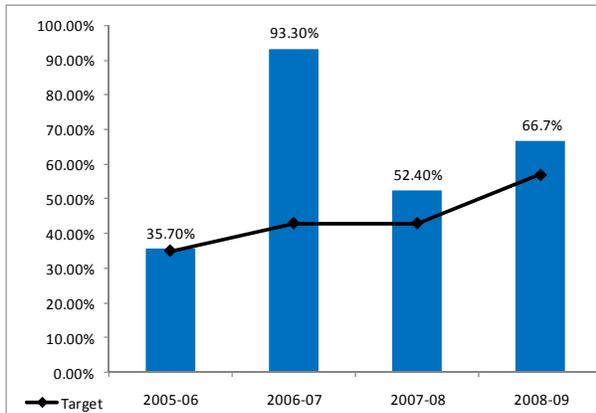
Elementary Language Arts



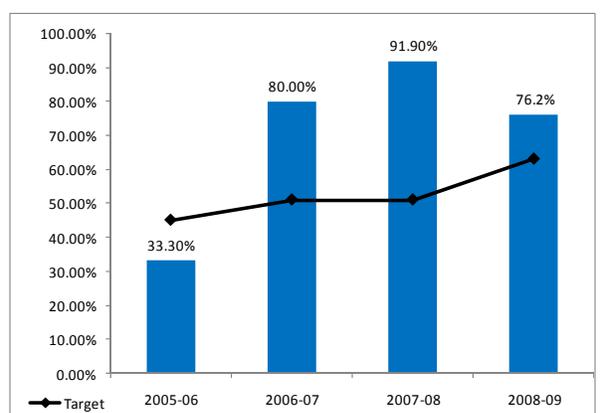
Elementary Math



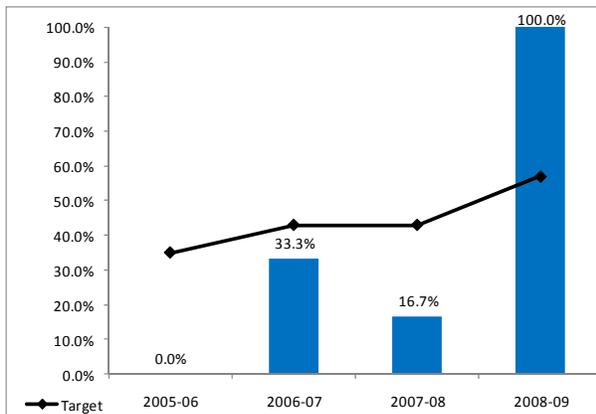
Middle School Language Arts



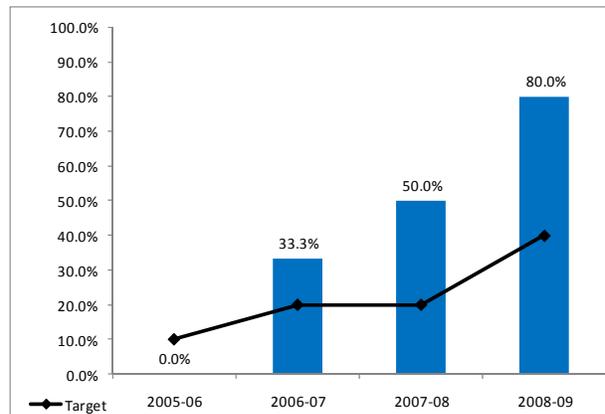
Middle School Math



High School Language Arts

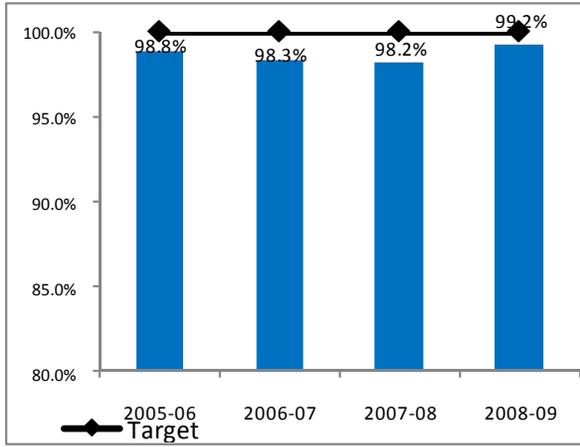


High School Math

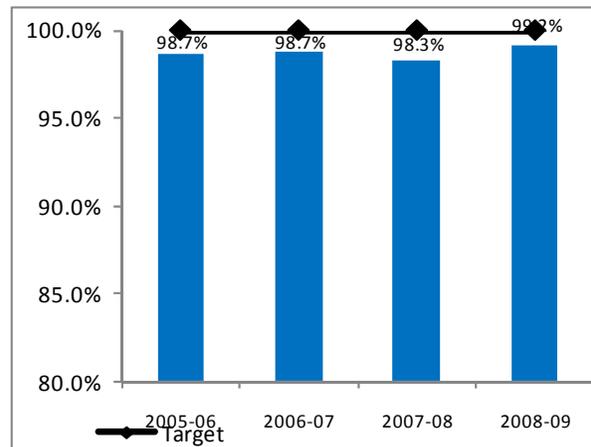


Display 3-5: Participation Rates -- Results Over Time

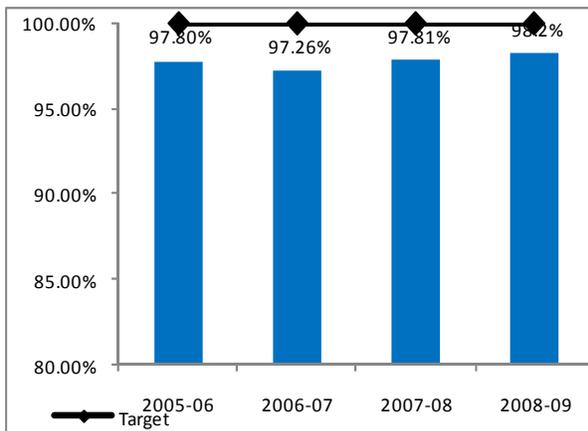
Elementary Reading



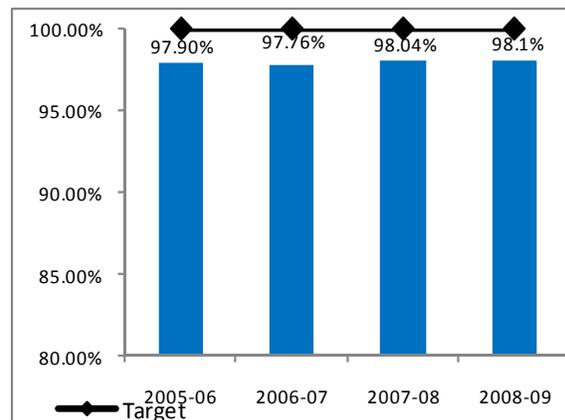
Elementary Math



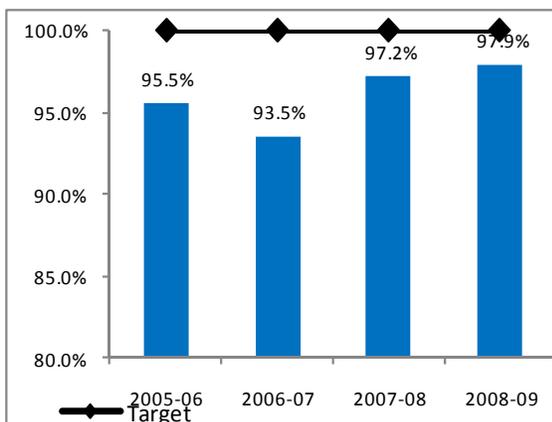
Middle School Reading



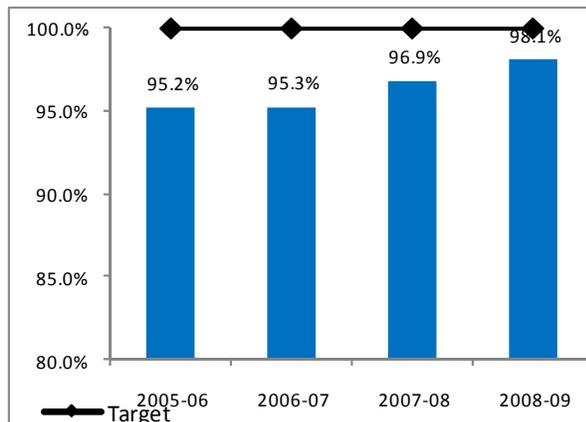
Middle School Math



High School Reading

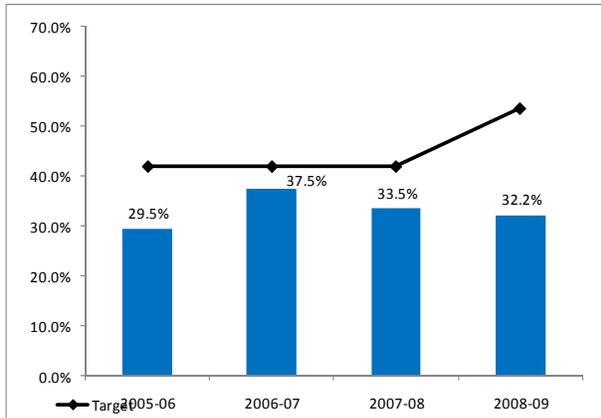


High School Math

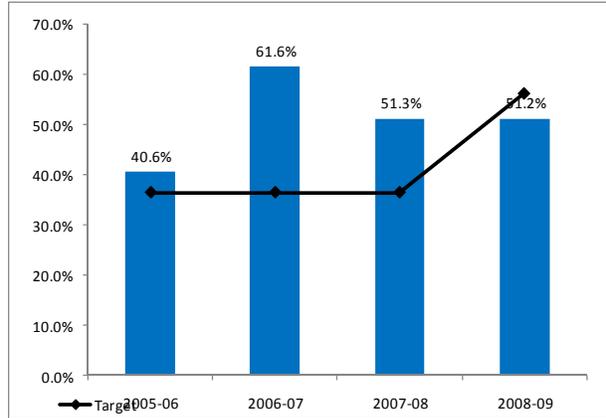


Display 3-6: Proficiency Rates -- Results Over Time

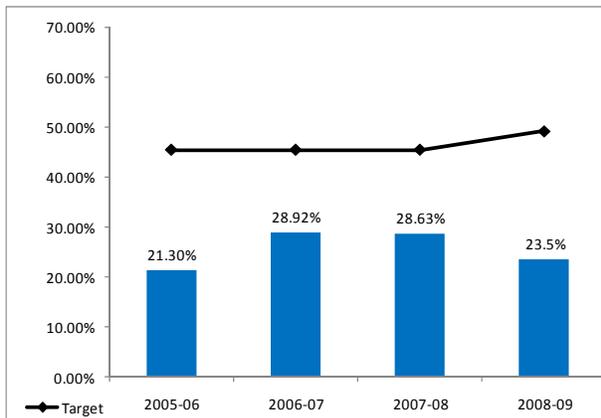
Elementary Reading



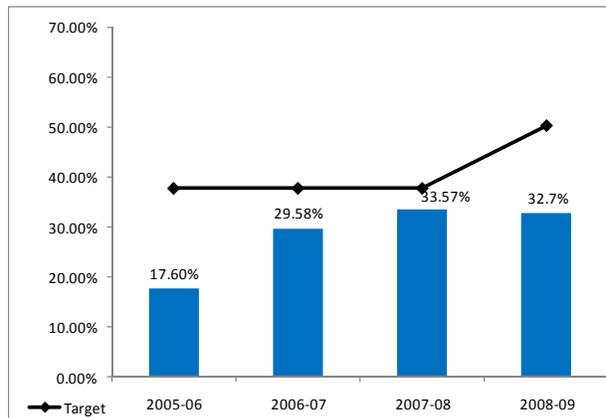
Elementary Math



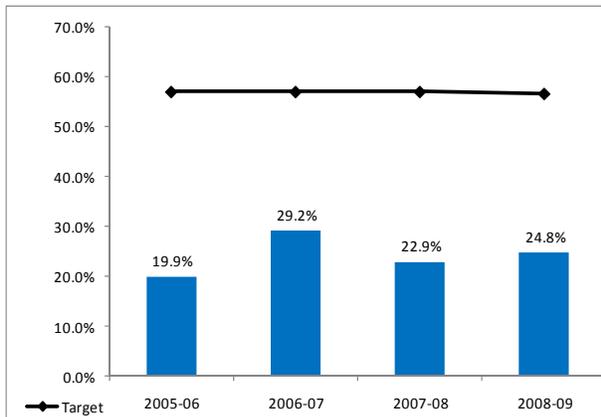
Middle School Reading



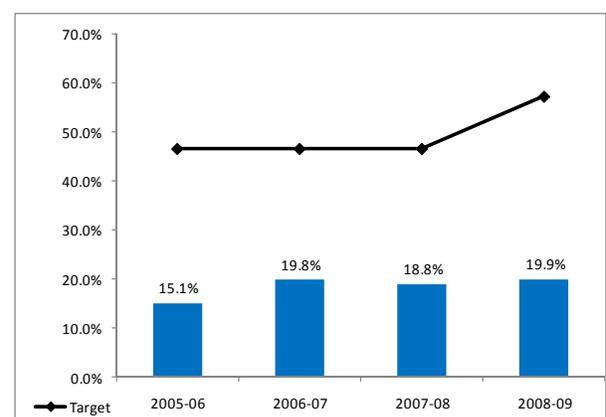
Middle School Math



High School Reading



High School Math



Discussion of Improvement Activities Completed

The status of ongoing improvement activities/strategies below consists of two tables: The first table sets forth the results of all completed activities and the deleted activities; the second table (if applicable) contains the new improvement strategies going forward. WDE has revised both tables by grouping the improvement strategies into eight improvement areas numbered as follows: 1) TA/PD, 2) Transition, 3) LRE, 4) Preservice, 5) Parent, 6) Timely Correction, 7) Dispute Resolution, and 8) Data. Each improvement area has specific improvement strategies which may be reported in more than one performance indicator. The improvement strategies are color coded to reflect their status.

| | |
|--------------------------------|----------------------|
| Light Pink – Completed/Deleted | Light Blue – Revised |
| Light Green – Continuing | Light Purple – New |

Table 1: Ongoing Improvement Strategies

| Improvement Area 1: TA/PD | | |
|--|--|--|
| Improvement Strategies | TA Resources Accessed | Results |
| <p>Activity 1.3: <i>Design an integrated professional development and technical assistance system which supports school improvement efforts.</i></p> <ul style="list-style-type: none"> Representatives from the Special Programs Unit participate on the WDE At-Risk Taskforce. As well as, collaborate with the School Improvement Conference (SIC) planners to secure presenters who highlight students at risk of dropping out. Special Programs Unit staff worked with outside consultants to create the foundation for the development of a more robust TA/PD system. This is a continuing activity. | <p>WDE Special Programs Unit MPPRC Cambium Learning/Sopris West TAESE NWREL NPDCI University of Oregon PBS RTI/IRIS Center Center on Instruction</p> | <p>Wyoming developed an At-Risk Project Legislative Oversight Team during the 2008 legislative session. This oversight team helped to pass Senate File 70 delegating funding toward an At-Risk Project. This At-Risk Project was initiated in July 2008 with the hiring of a project lead. In collaboration with WDE, a task force was established and assigned to research Wyoming’s At-Risk population and provide recommendations for the four key components of Senate File 70. The following is a brief summation of these tasks:</p> <ol style="list-style-type: none"> 1) Development of an operational definition “at-risk” student, 2) Development of standards for alternative schools programs, including entry and exit criteria, 3) Establishment of clear roles/responsibilities for court ordered placed students along with evaluation of appropriate programs/curricula and 4) Development of a recommended system and continuum of student |

| | | |
|--|--|---|
| | | <p>supports.</p> <p>Taskforce members were recruited from district leadership in geographically diverse portions of the state and from numerous district and state agency partners, including the Wyoming Departments of Education, Health and Family Services, and the University of Wyoming. Members were assigned to sub-committees for each of the four areas and began meeting in the Fall of 2008. These sub-committees met at regular intervals in collaboration with WDE consultants and leadership. The Legislative Oversight Team provided the taskforce with background information, research, and other relevant information to expedite their work. By June of 2009, the sub-committees had developed initial drafts of recommendations for the Joint Education Committee. The JEC was presented with the official recommendations in October 2009.</p> <p>The WDE Special Programs Technical Assistance and Personnel Development (TA/PD) section has worked throughout FFY 2008 to build a framework for a comprehensive TA/PD process. This process is based on data linked to other general supervision components and is responsive to the needs of LEAs.</p> |
|--|--|---|

| | | |
|---|---|--|
| <p>Activity 1.4: <i>Annually review AYP data to identify schools/districts meeting AYP for the cohort of students with IEPs. Gather information about evidence-based reading and math programs and progress monitoring tools that are proving successful in those schools. Post information on WDE website to make available statewide.</i></p> <ul style="list-style-type: none"> • The WDE completed an Instructional Survey designed by NWRCC and began to analyze this information in conjunction with AYP subgroup data. • This is a continuing activity. | <p>NSTTAC WDE Data and Special Programs Unit IRIS Center TAESE MPRRC NWRCC NPDCI NWREL STEEP Learning National RTI Center Center on Instruction</p> | <p>In January 2009, Wyoming public elementary schools and middle schools (those with grade 6) were asked to complete the Wyoming Survey of Elementary Instructional Practices. Eighty-four of the 134 elementary schools (63%) and 12 of the 29 middle schools (41%) completed the survey.</p> <p>The WDE is currently in the process of cross-walking AYP results with the data gathered around the following topics:</p> <ol style="list-style-type: none"> 1) Building Intervention Teams, 2) Professional Development, 3) Improvement of Instruction, 4) Core Reading and Behavior programs, 5) Screening/Progress Monitoring, 6) Level of Support for Students, 7) Parent Involvement, and 8) Early Childhood Programs. |
| <p>Activity 1.5: <i>Collaborate with Title 1 and School Improvement to develop guidance on the benefits and use of Continuous Early Intervening Services (CEIS) strategies and funds. Provide statewide training at statewide conferences.</i></p> <ul style="list-style-type: none"> • WDE Special Programs Unit staff presented information on the use of CEIS strategies and funds during FFY 2008. • This is a continuing activity. | <p>WDE Special Programs Unit, Federal Programs Unit, and Educational Quality and Accountability Unit</p> | <p>There were four statewide trainings delivered in FFY 2008:</p> <ol style="list-style-type: none"> 1) August 2008 at the Federal Programs Summer Camp. Target audience was district administrators. 2) September 2008 at the Fall School Improvement Conference. Target audience was general and special educators. This was provided in two sessions. 3) February 2009 at a meeting of the Wyoming Association of School Business Officers. 4) June 2009 at a meeting of the Wyoming Association of School Business Officers. |

| Improvement Area 3: LRE | | |
|--|---|--|
| Improvement Strategies | TA Resources Accessed | Results |
| <p>Activity 3.2: <i>Provide consultation and supports (e.g., access to technology, access to materials) to schools to ensure students who have visual impairments or are deaf/hard of hearing are able to remain in the home school environment and make educational progress.</i></p> <ul style="list-style-type: none"> On-site consultation for school districts and Child Development Centers statewide are offered throughout the school year by trained professionals of the Outreach Services for the Blind/Visually Impaired or the Deaf/Hard of Hearing. These specialized consultants offer districts and CDCs evidence-based strategies that can be incorporated into a student’s daily curriculum. This is a continuing activity. | <p>WDE Special Programs Unit Outreach Services for the Visually Impaired (SVI) Outreach Services for the Deaf/Hard of Hearing (DHH) WY Deaf/Blind Project Department of Health Maternal Child & Health Wyoming Life Resource Center (WLRC) WATR WIND NIMAC NIMAS Northern Rockies Association for the Education and Rehabilitation of the Blind and Visually Impaired (NRAER)</p> | <p>WDE Staff in both the Outreach Services for the Visually Impaired and the Deaf/Hard of Hearing provided consultation and support to students with disabilities ages 3 – 21 years. The SVI consultants provided over 109 visits to preschool age children with disabilities, mainly through the Child Development Centers and over 1222 visits to students with disabilities ages 6 – 21 years for the 2008 – 2009 school year. The DHH consultants provided over 48 visits to preschool age children with disabilities through the Child Development Centers and over 110 visits to the 48 school districts within the state during the 2008-2009 school year. The DHH consultants also made visits to 3 state institutions regarding children with disabilities providing more than 8 on-site visits during the school year.</p> |
| Improvement Area 4: Preservice | | |
| Improvement Strategies | TA Resources Accessed | Results |
| <p>Activity 4.1: <i>Develop a recruitment/retention system to assist LEAs in the recruiting and retaining of special education administrators, teachers, and related service providers.</i></p> <ul style="list-style-type: none"> WDE, in collaboration with Texas Tech University, provided a distance learning opportunity for local educators to build state capacity of highly qualified instructors: Teachers for the Visually Impaired, Teachers of the Deaf / Hard of Hearing, Certified Orientation and Mobility Instructors and Teachers of the Deaf-Blind. The goals of the State Personnel | <p>WDE Special Programs Unit National Personnel Center Projects Wyoming Diversity Task Force NASDSE NCCRESt University of Wyoming</p> | <p>Thirteen local educators participated in the first cohort of distant education representing ten LEAs and two Developmental Preschool Regions. WDE is currently accepting applications for the second cohort to begin January 2011.</p> <p>Ten schools participated in the RtI trainings during the FFY 2008. During the RtI data shareout there were 57 participants from various districts in the state.</p> <p>Thirty-four schools participated in the PBIS</p> |

| | | |
|--|--|---|
| <p>Development Grant (SPDG) were realigned in FFY 2008 to better reflect the work the Special Programs Unit is doing regarding the implementation of a three-tiered model of support (academic and behavior) for all struggling learners. One primary focus of the SPDG is to ensure implementation with fidelity through the provision of coaching and mentoring to LEAs involved in the state’s RtI and PBIS initiatives.</p> <ul style="list-style-type: none"> • This is a continuing activity. | | <p>trainings during the FFY 2008.</p> <p>The WDE received targeted technical assistance requests from nine districts and one institution during FFY 2008.</p> |
|--|--|---|

Public Reporting Information:

Public reports of assessment results may be found at:

https://fusion.edu.wyoming.gov/MySites/Data_Reporting/data_reporting_assessment_reports.aspx

Monitoring Priority: FAPE in the LRE

Indicator –4: Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.

(20 U.S.C. 1416(a)(3)(A); 1421(a)(22))

Data Source:

Data collected for reporting under section 618.

Measurement:

- A. Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by the (# of districts in the State)] times 100.

The WDE has defined significant discrepancy as any district that suspends or expels two or more students and at a rate of 5% or more of its students with disabilities.

| FFY | Measurable and Rigorous Target |
|------------------------------|--|
| 2008 (2008 – 2009) | 0% of districts with significant discrepancies in rates of suspensions & expulsions |

Actual Target Data for FFY 2008:

Display 4-1: Percent of Districts Identified with Significant Discrepancy

| | FFY 2008 |
|---|-------------|
| # of LEAs | 48 |
| # of LEAs with significant discrepancy in suspension/expulsion rates | 0 |
| % of LEAs with significant discrepancy in suspension/expulsion rates | 0.0% |

*There is a data lag for Indicator 4; the data reported for FFY 2008 reflects 2007-2008 data and is in alignment with the data reported in the CSPR.

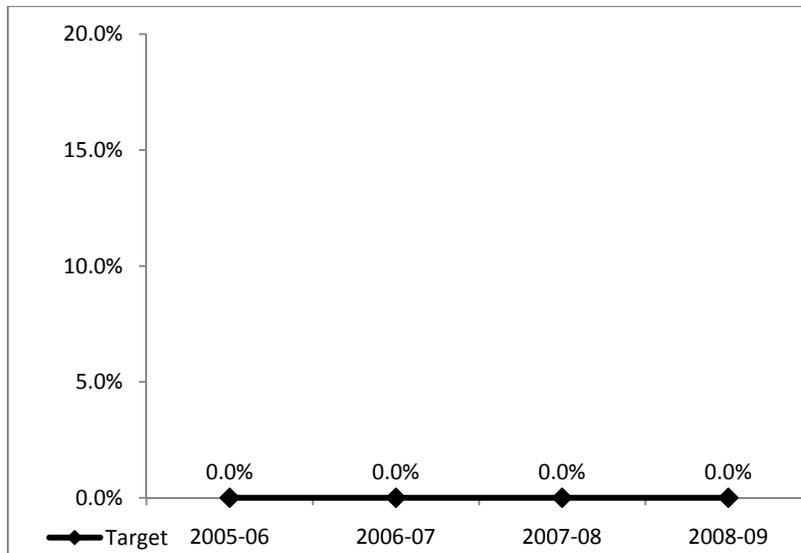
The target of 0% was met.

Display 4-2: Suspension Rates by District for Special Education Students, based on suspensions/expulsions of greater than 10 days

| District | # of special ed students suspended | # of enrolled special ed students | % of special ed students suspended |
|----------|------------------------------------|-----------------------------------|------------------------------------|
| 1 | 3 | 645 | 0.47% |
| 4 | 7 | 349 | 2.01% |
| 7 | 2 | 570 | 0.35% |
| 8 | 2 | 77 | 2.60% |
| 10 | 8 | 2157 | 0.37% |
| 12 | 4 | 1961 | 0.20% |
| 14 | 2 | 357 | 0.56% |
| 15 | 4 | 554 | 0.72% |
| 18 | 4 | 877 | 0.46% |
| 19 | 3 | 489 | 0.61% |
| 20 | 2 | 310 | 0.65% |

The reason the other 37 districts are not included in this table is due to the fact that their *n* size was smaller than two, therefore those districts did not meet the first prong of the criteria.

Display 4-3: Percent of Districts with Significant Discrepancy – Results Over Time



Explanation of Progress that Occurred for FFY 2008

States were advised to examine the data from the previous year for the comparison between the rates of suspensions and expulsions for children with IEPs among LEAs within the State. Therefore a data lag of one year is being reported for this indicator; below is the explanation of progress for 2007 - 2008 data. There is no reporting requirement for Indicator 4B for the February 1, 2010 submission.

Thirty-seven Wyoming school districts reported one or fewer suspensions or expulsions for students with disabilities; 14 developmental preschool regions reported no suspension or expulsions for students with disabilities. Listed in the table above are those 11 districts which reported at least two students with disabilities with a suspension or expulsion exceeding 10 days. Applying the definition of “significant discrepancy”, WDE identified that none of the districts with suspensions or expulsions met both prongs of the criteria. No district in the state of Wyoming suspended or expelled two or more students at a rate greater than 5% of their population of special education students. Therefore, the percent of the school districts in Wyoming identified as having a significant discrepancy in suspension/expulsion rates for students with disabilities is equal to 0%. For FFY 2007, and thus, FFY 2008, WY met the target of 0% of districts being 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.

Discussion of Improvement Activities Completed

The status of ongoing improvement activities/strategies below consists of two tables: The first table sets forth the results of all completed activities and the deleted activities; the second table (if applicable) contains the new improvement strategies going forward. WDE has revised both tables by grouping the improvement strategies into eight improvement areas numbered as follows: 1) TA/PD, 2) Transition, 3) LRE, 4) Preservice, 5) Parent, 6) Timely Correction, 7) Dispute Resolution, and 8) Data. Each improvement area has specific improvement strategies which may be reported in more than one performance indicator. The improvement strategies are color coded to reflect their status.

| | |
|--------------------------------|----------------------|
| Light Pink – Completed/Deleted | Light Blue – Revised |
| Light Green – Continuing | Light Purple – New |

Table 1: Ongoing Improvement Strategies

| Improvement Area 1: TA/PD | | |
|--|--|--|
| Improvement Strategies | TA Resources Accessed | Results |
| <p>Activity 1.3: <i>Design an integrated professional development and technical assistance system which supports school improvement efforts.</i></p> <ul style="list-style-type: none"> Representatives from the Special Programs Unit participate on the WDE At-Risk Taskforce as well as collaborate with the School Improvement Conference (SIC) planners to secure presenters who highlight students at risk of dropping out. Special Programs Unit staff worked with outside consultants to create the foundation for the development of a more robust TA/PD system. | <p>WDE Special Programs Unit MPRRC Cambium Learning/Sopris West TAESE NWREL University of Oregon PBS RTI/IRIS Center Center on Instruction</p> | <p>Wyoming developed an At-Risk Project Legislative Oversight Team during the 2008 legislative session. This oversight team helped to pass Senate File 70 delegating funding toward an At-Risk Project. This At-Risk Project was initiated in July 2008 with the hiring of a project lead. In collaboration with WDE, a task force was established and assigned to research Wyoming’s At-Risk population and provide recommendations for the four key components of Senate File 70. The following is a brief summation of these tasks:</p> <p>1) Development of an operational definition “at-risk” student,</p> |

| | | |
|--|--|---|
| <ul style="list-style-type: none"> This is a continuing activity. | | <ol style="list-style-type: none"> 2) Development of standards for alternative schools programs, including entry and exit criteria, 3) Establishment of clear roles/responsibilities for court ordered placed students (COPS) along with evaluation of appropriate programs/curricula and 4) Development of a recommended system and continuum of student supports. <p>Taskforce members were recruited from district leadership in geographically diverse portions of the state and from numerous district and state agency partners, including the Wyoming Departments of Education, Health and Family Services, and the University of Wyoming. Members were assigned to sub-committees for each of the four areas and began meeting in the Fall of 2008. These sub-committees met at regular intervals in collaboration with WDE consultants and leadership. The Legislative Oversight Team provided the taskforce with background information, research, and other relevant information to expedite their work. By June of 2009, the sub-committees had developed initial drafts of recommendations for the Joint Education Committee. The JEC was presented with the official recommendations in October 2009.</p> <p>The WDE Special Programs Technical Assistance and Personnel Development (TA/PD) section has worked throughout FFY 2008 to build a framework for a comprehensive TA/PD process. This process is based on data linked to other general supervision components and is responsive to the needs of LEAs.</p> |
|--|--|---|

| | | |
|---|---|--|
| <p>Activity 1.6: <i>Annually conduct a workshop for building administrators on discipline policy implementation at the state School Improvement Conference, the Special Education Leadership Symposium, or the annual Principals’ Association Meetings.</i></p> <ul style="list-style-type: none"> • The 2nd Annual Special Education Leadership Symposium provided technical assistance to support school improvement efforts on reducing expulsion and suspension. • WDE presented 2 workshops regarding discipline policy implementation at the state School Improvement Conference. • This activity is continuing. | <p>WDE Special Programs Unit and contract consultants</p> | <p>The 2nd Annual Special Education Leadership Symposium featured four sessions of “Behavioral Supports,” presented by Lucille Eber, Coordinator of Illinois’ Emotional and Behavioral Disabilities (EBD) Network and two sessions of “Discipline Policy Panel Discussion,” facilitated by the MPRRC. The panel consisted of three attorneys, two principals, two special education directors, and the WY State Director of Special Education.</p> <p>WDE staff and local district staff presented at the School Improvement Conference on “Targeted and Intensive Behavioral Supports”. The participants provided information regarding experiences implementing successful behavioral support.</p> <p>WDE staff and contract consultants presented at the School Improvement Conference regarding discipline requirements in 34 CFR §§300.530 – 300.536. “A Common Sense Approach to Discipline: What Administrators and School Staff Really Need to Know about Discipline in Special Education” was presented over a two hour session.</p> |
|---|---|--|

Monitoring Priority: FAPE in the LRE

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

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

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

Data Source: Data collected for reporting under section 618.

Measurement:

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

| FFY | Measurable and Rigorous Target | | |
|------------------------------|---|---|---------------------------------|
| | 5A | 5B | 5C |
| 2008 (2008 – 2009) | 57.4% Regular Classrooms >80% | 9.44% Regular Classrooms <40% | 2.43% Out of District |

Actual Target Data for FFY 2008:

Display 5-1: Percent of Students with Disabilities in Various Settings

| | 5A | 5B | 5C |
|---|---------------|--------------|--------------|
| Total number of students | 12,025 | 12,025 | 12,025 |
| Number of students in this setting | 7,275 | 1008 | 148 |
| Percentage of students in this setting | 60.50% | 8.38% | 1.23% |
| Met Target | Yes | Yes | Yes |

Wyoming exceeded the target for 5A and met the targets for 5B and 5C with statistical significance. Keep in mind that meeting the target for 5A requires the data to be higher than the target; meeting the target for 5B and 5C requires the data to be lower than the target.

Explanation of Progress that occurred for FFY 2008:

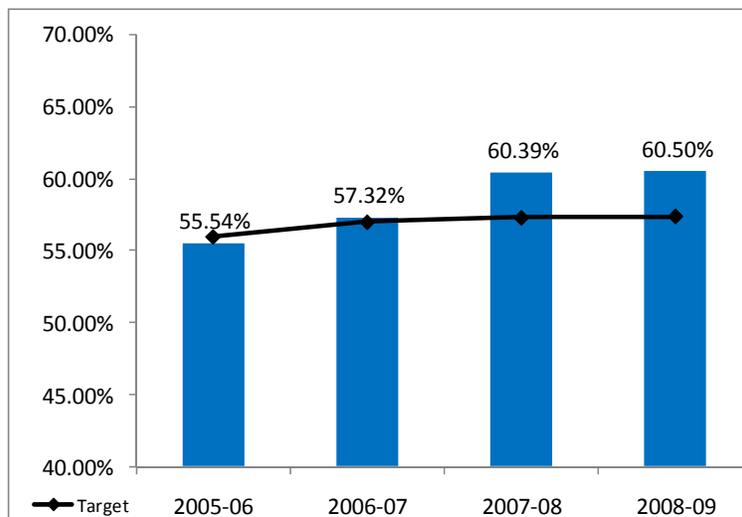
The data reported for Indicator 5 do not match the data in the 618 Data Table 3. For purposes of Indicator 5c, the WDE does not count those students that were placed by the courts (Court Order Placed Students or COPS) but these students are included in the data reported in Table 3 of the 618 data. By excluding these students the WDE felt the districts were able to reflect upon the procedures and practices that are in place by control of the districts, however, it was brought to the attention by stakeholders, students parentally-placed in private schools are also not a placement decision made by district IEP teams. Therefore, these students will also be removed from the data reported in Indicator 5c.

The WDE has developed a collaborative effort with the Department of Family Services, the Juvenile Justice system, and the Department of Health to review the processes involved in working with students who are either court placed or at risk of being court placed in residential placements; how to improve the process and the outcomes for those children. The WDE continues to monitor to ensure the provision of FAPE for students placed by the courts in residential settings.

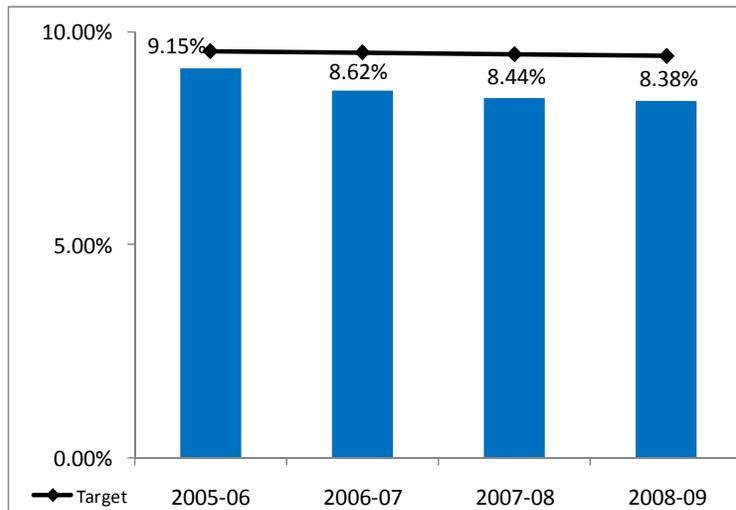
As can be seen in Display 5-2, the percentage of students in the regular classroom environment has increased over time. The percentage of students in separate classrooms has decreased over time. The percentage of students in separate facilities in FFY 2008 is very slightly higher than the percentage in FFY 2007.

Display 5-2: Percent of Students with Disabilities in Various Settings – Results Over Time

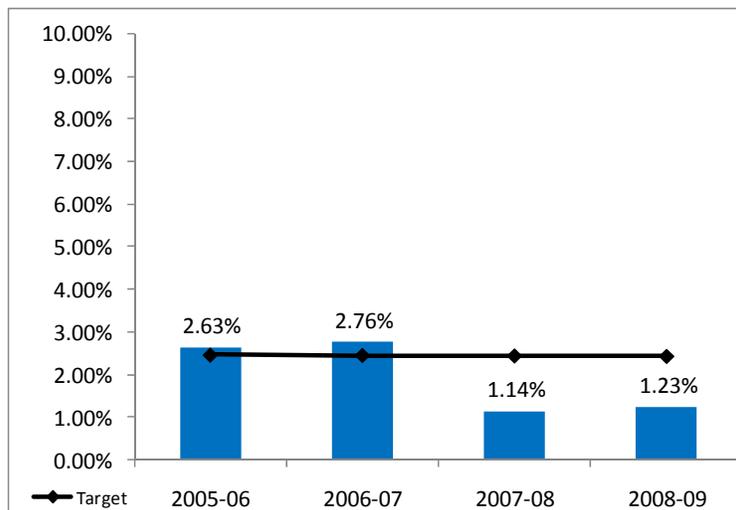
Indicator 5A: Inside the Regular Class 80% or More of the Day



Indicator 5B: Inside the Regular Class less than 40% of the Day



Indicator 5C: In Separate Schools, Residential Facilities, or Homebound/Hospital Placements



*Prior to FFY 2007, court-placed students were not subtracted from the calculation and thus, trend data between FFY 2005 and FFY 2006 are not comparable to FFY 2007 and FFY 2008.

Discussion of Improvement Activities Completed

The status of ongoing improvement activities/strategies below consists of two tables: The first table sets forth the results of all completed activities and the deleted activities; the second table (if applicable) contains the new improvement strategies going forward. WDE has revised both tables by grouping the improvement strategies into eight improvement areas numbered as follows: 1) TA/PD, 2) Transition, 3) LRE, 4) Preservice, 5) Parent, 6) Timely Correction, 7) Dispute Resolution, and 8) Data. Each improvement area has specific improvement strategies which may be reported in more than one performance indicator. The improvement strategies are color coded to reflect their status.

| | |
|--------------------------------|----------------------|
| Light Pink – Completed/Deleted | Light Blue – Revised |
| Light Green – Continuing | Light Purple – New |

Table 1: Ongoing Improvement Strategies

| Improvement Area 1: TA/PD | | |
|---|--|---|
| Improvement Strategies | TA Resources Accessed | Results |
| <p>Activity 1.1: <i>Implement Positive Behavioral Interventions and Supports (PBIS) in secondary settings across the state and analyze 5c data to determine target districts and assist in the development of transition plans to place students in a less restrictive environment.</i></p> <ul style="list-style-type: none"> WDE Special Programs Unit provided Positive Behavioral Interventions and Supports (PBIS) training to select secondary schools throughout the year. The select secondary schools were accepted into the fourth cohort of PBIS schools. The three-year commitment to ongoing training to these schools began in October 2009. In addition, trainings to other secondary schools about PBIS were provided at the WDE Fall School Improvement Conference, Spring School Improvement Conference, the 8th Annual Teton Institute, Special Education Leadership Symposium, the Wyoming School Psychologists Association Annual Conference, the 4th Annual Para-Educators Conference, and the Secondary Schools Tiered Intervention Conference. Emphasis of the training(s) involved providing tiered interventions to assist struggling students, monitoring their progress, and using data to make programming adjustments. The State Personnel Development Grant (SPDG) supports ongoing professional development in the areas of Response to Intervention (RtI) and Positive Behavior Interventions and Supports (PBIS). In an effort to be responsive to schools needs, the WDE began planning the integration of RtI and PBIS into one model. | <p>WDE PBIS Coordinator WDE Special Programs Unit and contract consultants University of Oregon (PBIS.org) Illinois PBIS Network Data Driven Enterprises School-Wide Information Systems (SWIS)</p> | <p>Schools involved in PBIS are provided training, on-site technical assistance, and coaching in the implementation of their data-driven, problem-solving model designed to improve academic and behavioral outcomes for all students. Trainings were provided and implemented for PBIS Tier One and Tier Two interventions. There were three cohorts of schools participating for a total of 62 schools.</p> <p>To increase statewide awareness and knowledge of the core principles of PBIS, the WDE presented introductory overviews and supporting research at various conferences. Through these opportunities, the WDE saw increased numbers of applications of schools participating in PBIS cohorts.</p> <p>In a coordinated effort to improve student outcomes, WDE has focused on merging the PBIS and RtI initiatives into one integrated three-tiered intervention framework. The Wyoming System of Instructional Supports (WySIS) was in the early development states the spring of 2009. The WDE contracted with staff from Michigan’s MiBLSi initiative, a project which has successfully and systematically integrated academic and behavioral intervention support, to provide consultation on Wyoming’s integration efforts. Applications were taken for schools wanting to participate in the first cohort and those schools already in either the PBIS cohort or RtI cohort were given priority. Twenty-eight schools were accepted into the first WySIS cohort. This activity is revised.</p> |

| | | |
|--|---|--|
| <p>Activity 1.3: <i>Design an integrated professional development and technical assistance system which supports school improvement efforts.</i></p> <ul style="list-style-type: none"> • Regional and state professional development opportunities are intentionally structured to take topics from a broad perspective to a more detailed focus. Some of the FFY 08 activities included the 7th Annual Teton Institute, the 2nd Annual Wyoming Special Education Leadership Symposium, the First Step Diagnostic Clinic and a series of trainings in ASL. • Professional development is provided in collaboration with WDE’s Deaf-Blind Project to provide districts evidence-based instructional strategies to increase the likelihood that students with dual sensory impairments can remain in the least restrictive environment possible. • The Northern Rockies Association for the Education and Rehabilitation of the Blind and Visually Impaired collaborated with WDE’s Deaf-Blind Project to provide districts evidence-based instructional strategies to increase the likelihood that students who have visual impairments or have dual sensory impairments can remain in the least restrictive environment possible. • Monthly technical assistance conference calls to Special Education Directors which focused on topics related to areas of concern as determined by Continuous Improvement Focused Monitoring (CIFM), state complaints, and the dispute resolution process as well as requested topics. LRE was one such topic. • On-site TA was provided to all districts with a finding in the area of LRE as identified by CIFM. • This is a continuing activity. | <p>WDE Special Programs Unit Outreach Services for the Visually Impaired (SVI) Sopris West Northern Rockies Association for the Education and Rehabilitation of the Blind and Visually Impaired (NRAER) WY Deaf-Blind Project State Personnel Development Grant (SPDG) Department of Health Maternal Child & Health Wyoming Life Resource Center (WLRC)</p> | <p>WDE delivered professional development through major regional and state conferences including the Special Education Leadership Symposium and Teton Institute, with attendance from all 48 school districts and most of the fourteen Developmental Preschool Regions in the state. 500 registration fees waiver were provided to attendees of the Teton Institute.</p> <p>WDE designed technical assistance through the use of the WY First Step Diagnostic Clinics on child-specific strategies to effect overall school improvement efforts. These clinics are offered twice a year in the fall and spring. Attendance for both clinics consisted of 14 students and 30 school personnel. The participants represented 8 school districts and 6 Child Development Centers. There was a 75% return rate on evaluations which reflected 98% highly satisfied with the student-specific strategies. Ninety-four percent reported the clinical information as having a high impact on students’ outcomes and technical assistance was of high importance.</p> <p>The WY Deaf/Blind Project co-sponsored a workshop with the Wyoming Occupational Therapy Association. This workshop specifically focused on seating issues for improving students’ accessibility to educational materials. There were 250 participants.</p> <p>WDE sponsored the workshop, “Visual Strategies: The Key to Improving Communication, Behavior, and Social Skills.” This workshop was held in September 2008 with 109 participants. Ninety-eight percent of participants reported that the information provided was of high relevance and practical for their use in the classroom.</p> <p>TA relating to LRE was widely disseminated through conference calls, written guidance and on-site visits. This TA was a key factor in districts being able to address LRE concerns in their Corrective Action Plans.</p> |
|--|---|--|

Improvement Area 3: LRE

| Improvement Strategies | TA Resources Accessed | Results |
|---|---|--|
| <p>Activity 3.1: <i>Based on accurate data collection from institutions, verify the accuracy of reported data and facilitate effective transition planning for students returning to home districts from residential placements.</i></p> <ul style="list-style-type: none"> WDE Special Programs Unit and Federal Programs Unit worked together to provide institutions and residential facilities guidance and information regarding students with disabilities in the provision of FAPE and implementation of IEP services in court ordered placements. WDE Special Programs Unit staff participated in on-site visitations to several institutions in the past year to observe and collect data regarding policies, procedures, and practices. During the 2008 – 2009 CIFM on-site monitoring visits students placed in residential facilities were included in monitoring samples. During file reviews, WDE staff identified barriers to effective transitions back to the home districts or different settings. Based on this information, the WDE is developing and providing ongoing TA in the development of appropriate planning for transitions back to home communities. This is a continuing activity. | <p>WDE Data, Federal, and Special Programs Units</p> <p>WDE Staff involved in Court Ordered Placed Students (COPS)</p> | <p>Information gathered from these on-site visits contributed to the revision of the monitoring approach specific to institutions. WDE Special Programs Unit selected public institutions to monitor. This approach will be piloted in the Wyoming Boys and Girls Schools for the 2009 – 2010 school year.</p> |
| <p>Activity 3.2: <i>Provide consultation and supports (e.g., access to technology, access to materials) to schools to ensure students who have visual impairments or are deaf/hard of hearing are able to remain in the home school environment and make</i></p> | <p>WDE Special Programs Unit</p> <p>Outreach Services for the Visually Impaired (SVI)</p> <p>Outreach Services for the Deaf/Hard of Hearing</p> | <p>WDE Staff in both the Outreach Services for the Visually Impaired and the Deaf/Hard of Hearing provided consultation and support to students with disabilities ages 3 – 21 years. The SVI consultants provided over 109 visits to preschool age children with</p> |

| | | |
|---|--|--|
| <p><i>educational progress.</i></p> <ul style="list-style-type: none"> On-site consultation for school districts and Child Development Centers statewide are offered throughout the school year by trained professionals of the Outreach Services for the Blind/Visually Impaired or the Deaf/Hard of Hearing. These specialized consultants offer districts and CDCs evidence-based strategies that can be incorporated into a student’s daily curriculum. Special Programs Unit staff provided consultation through the WY First Step Diagnostic Clinic. Outreach Services for the Deaf/Hard of Hearing provided instruction through the use of the distance education network. This is a continuing activity. | <p>(DHH)</p> <p>WY Deaf/Blind Project</p> <p>Department of Health Maternal Child & Health</p> <p>Wyoming Life Resource Center (WLFC)</p> <p>WATR</p> <p>WIND</p> <p>NIMAC</p> <p>NIMAS</p> <p>Northern Rockies Association for the Education and Rehabilitation of the Blind and Visually Impaired (NRAER)</p> | <p>disabilities, mainly through the Child Development Centers and over 1222 visits to students with disabilities ages 6 – 21 years for the 2008 – 2009 school year. The DHH consultants provided over 48 visits to preschool age children with disabilities through the Child Development Centers and over 110 visits to the 48 school districts within the state during the 2008-2009 school year. The DHH consultants also made visits to 3 state institutions regarding children with disabilities providing more than 8 on-site visits during the school year.</p> |
|---|--|--|

Improvement Area 4: Preservice

| Improvement Strategies | TA Resources Accessed | Results |
|---|--|---|
| <p>Activity 4.1: <i>Develop a recruitment/retention system to assist LEAs in the recruiting and retaining of special education administrators, teachers, and related service providers.</i></p> <ul style="list-style-type: none"> WDE, in collaboration with Texas Tech University, provided a distance learning opportunity for local educators to build state capacity of highly qualified instructors: Teachers for the Visually Impaired, Teachers of the Deaf / Hard of Hearing, Certified Orientation and Mobility Instructors and Teachers of the Deaf-Blind. The goals of the State Personnel Development Grant (SPDG) were realigned in FFY 2008 to better reflect the work the Special Programs Unit is doing regarding the implementation of a | <p>WDE Special Programs Unit</p> <p>National Personnel Center Projects</p> <p>Wyoming Diversity Task Force</p> <p>NASDSE</p> <p>NCCREST</p> <p>University of Wyoming</p> | <p>Thirteen local educators participated in the first cohort of distant education representing ten LEAs and two Developmental Preschool Regions. WDE is currently accepting applications for the second cohort to begin January 2011.</p> <p>Ten schools participated in the RtI trainings during the FFY 2008. During the RtI data shareout there were 57 participants from various districts in the state.</p> <p>Thirty-four schools participated in the PBIS trainings during the FFY 2008.</p> <p>The WDE received targeted technical assistance requests from nine districts and one institution during FFY 2008.</p> |

| | | |
|--|--|--|
| <p>three-tiered model of support (academic and behavior) for all struggling learners. One primary focus of the SPDG is to ensure implementation with fidelity through the provision of coaching and mentoring to LEAs involved in the state’s RtI and PBIS initiatives.</p> <ul style="list-style-type: none"> This is a continuing activity. | | |
|--|--|--|

Table 2: Revised or New Improvement Strategies

| Improvement Strategies | Timelines | | Resources |
|---|--|------|--|
| | FFY Year(s) When activities will occur | | |
| | 2009 | 2010 | |
| Improvement Area 1: TA/PD | | | |
| <p>Activity 1.1: Implement Positive Behavioral Interventions and Supports (PBIS) in secondary settings across the state to facilitate an increase in student engagement, the likelihood students will graduate, and successful post-school outcomes; as well as a decrease in students dropping out.</p> | X | X | <p>WDE PBIS Coordinator WDE Special Programs Unit and contract consultants University of Oregon (PBIS.org) Illinois PBIS Network Data Driven Enterprises School-Wide Information Systems (SWIS)</p> |

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))

Data Source: Wyoming uses sampling for data collection with the parent survey. The survey is completed by a stratified, representative sample of parents from each LEA in the State.

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

| FFY | Measurable and Rigorous Target |
|-----------------------|--|
| 2008 (2008 – 2009) | 53.55% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. |

Actual Target Data for FFY 2008:

Display 8-1: Percent of Parents Who Report that the School Facilitated Their Involvement

| | FFY 2008 |
|--|----------|
| Total number of Parent respondents | 770 |
| Number who reported school facilitated their involvement | 530 |
| Percentage who reported school facilitated their involvement | 68.8% |

WDE exceeded the target of 53.55%.

In FFY 2008, the survey was distributed to a stratified, representative sample of 3,741 parents of children receiving special education services. A total of 770 surveys were returned for a response rate of 20.6%.

To arrive at the percent of parents who report that the school facilitated their involvement, a “percent of maximum” scoring procedure was used. Each survey respondent received a percent of maximum score based on their responses to all 25 items. A respondent who rated their experiences with the school a “6” (Very Strongly Agree) on each of the 25 items received a 100% score; a respondent who rated their

experiences with the school a “1” (Very Strongly Disagree) on each of the 25 items received a 0% score. A respondent who rated their experiences with the school a “4” (Agree) on each of the 25 items received a 60% score. (Note: a respondent who **on average** rated their experiences a “4”, e.g., a respondent who rated 7 items a “4,” 9 items a “3” and 9 items a “5,” would also receive a percent of maximum score of 60%.) A parent who has a percent of maximum score of 60% or above was identified as one who reported that the school facilitated his/her involvement. A 60% cut-score is representative of a parent who, on average, agrees with each item; as such, the family member is agreeing that the school facilitated their involvement.

Reliability and Validity

The representativeness of the surveys was assessed by examining the demographic characteristics of the children of the parents who responded to the survey to the demographic characteristics of all special education students. This comparison indicates the results are representative (1) by geographic region where the child attends school; (2) by the race/ethnicity of the child; (3) by the grade level of the child; and (4) by the primary disability of the child. For example, 26% of the parents who returned a survey indicated that their children’s primary disability is a speech/language impairment, and 29% of special education students have a speech impairment; 32% of the parents who returned a survey indicated that their children’s primary disability is a learning disability, and 37% of special education students have a learning disability. Furthermore, 86% of parent respondents indicated that their student is White, and 83% of special education students are White. Parents from each district responded to the survey, with response rates by region ranging from 3.5-37.5%.

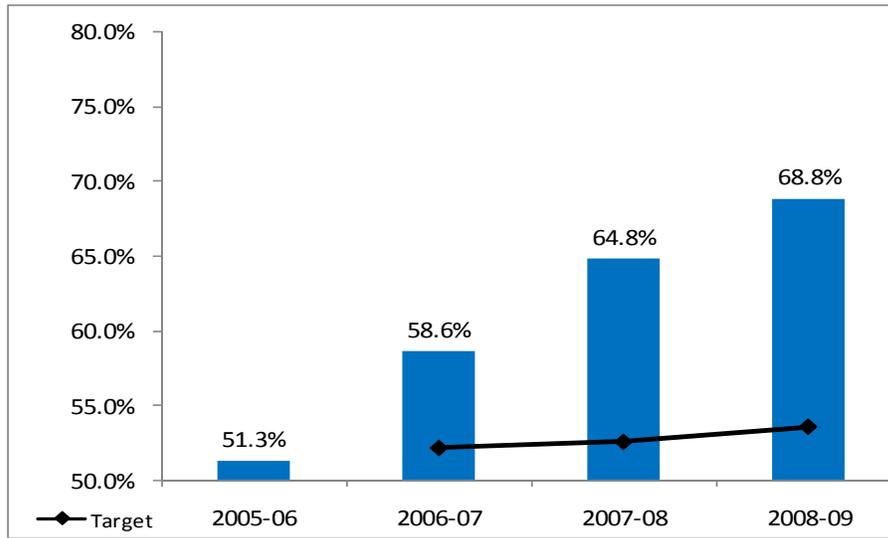
Explanation of progress or slippage that occurred for FFY 2008:

As indicated in Display 8-2, the percentage of parents who reported that the school facilitated their involvement increased from FFY 2005 to FFY 2008.

Display 8-2: Percent of Parents Who Report that the School Facilitated Their Involvement, Results Over Time

| | FFY2005 | FFY2006 | FFY2007 | FFY2008 |
|--|----------------|----------------|----------------|----------------|
| Total number of Parent respondents | 429 | 759 | 783 | 770 |
| Number who reported school facilitated their involvement | 223 | 445 | 507 | 530 |
| Percentage who reported school facilitated their involvement | 51.9% | 58.6% | 64.8% | 68.8% |

Display 8-3: Percent of Parents Who Report that the School Facilitated Their Involvement - Results Over Time



Preschool Measurable and Rigorous Targets for Percentage of Parents who State that the Preschool Facilitated their Involvement:

| FFY | Measurable and Rigorous Target Preschool Settings (3 – 5 year olds) |
|-----------------------|--|
| 2008 (2008 – 2009) | 72.7% of parents with a child receiving special education services will report that preschools facilitated parent involvement as a means of improving services and results for children with disabilities. |

Actual Target Data for FFY 2008 for Preschool:

Display 8-4: Percent of Parents Who Report that the Preschool Facilitated Their Involvement

| | FFY 2008 |
|--|----------|
| Total number of Parent respondents | 1177 |
| Number who reported school facilitated their involvement | 924 |
| Percentage who reported school facilitated their involvement | 78.5% |

WDE exceeded the target of 72.7%.

In FFY 2008, the surveys were distributed in person by local CDC staff in conjunction with IEP meetings. Surveys were distributed to parents whose child had been enrolled in the CDC for at least six months. CDC Directors ensured that parents were provided with a private space to complete the survey and provided an envelope in which to seal their responses. A total of 1,177 surveys were returned. During FFY 2007, 2,607 children were enrolled in the Part B 619 program; thus, the estimated response rate is 45.1%. However, not all of these children were enrolled in the program for at least six months, so the response rate represents a conservative estimate of the actual response rate.

To arrive at the percent of parents who report that the school facilitated their involvement, a “percent of maximum” score based on the 20 items in Section A of the survey was calculated for each respondent. A respondent who rated the preschool a “5” (Strongly Agree) on each of the 20 items received a 100% score; a respondent who rated the preschool a “1” (Strongly Disagree) on each of the 20 items received a 0% score. A respondent who rated the preschool a “4” (Agree) on each of the 20 items received a 75% score. A parent who has a percent of maximum score of 80% or above was identified as one who reported that the school facilitated his/her involvement. An 80% cut-score represents a parent who is slightly more positive than “agree,” i.e., the parent has to have “strongly agreed” with at least one other item.

Reliability and Validity

The representativeness of the surveys was assessed by examining the demographic characteristics of the children of the parents who responded to the survey to the demographic characteristics of all special education students. This comparison indicates the results are representative (1) by geographic region where the child attends school; (2) by the race/ethnicity of the child; (3) by the age of the child; and (4) by the primary disability of the child. For example, 66% of the parents who returned a survey indicated that their children’s primary disability is speech impairment, and 73% of special education students have speech impairment. Furthermore, 83% of parent respondents indicated that their student is White; and 84% of special education students are White. Parents from each region responded to the survey, with response rates by region ranging from 25-88%.

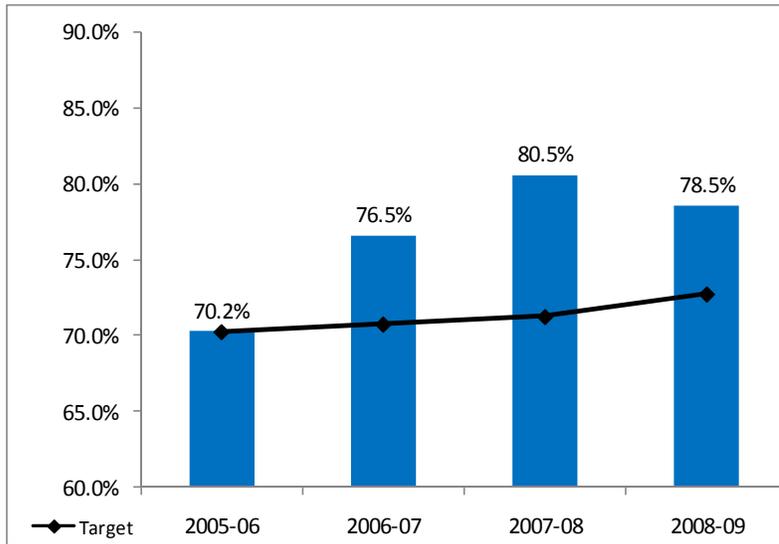
Explanation of progress or slippage that occurred for FFY 2008:

As indicated in Display 8-4, the percentage of parents who reported that the school facilitated their involvement has significantly increased from FFY 2005 to FFY 2008; it decreased from FFY 2007 to FFY 2008. Possible reasons for the increase since FFY 2005 are the Regional Child Development Centers report more parent involvement activities and trainings.

Display 8-5: Percent of Parents Who Report that the Preschool Facilitated Their Involvement, Results Over Time

| | FFY2005 | FFY2006 | FFY2007 | FFY2008 |
|--|----------------|----------------|----------------|----------------|
| Total number of Parent respondents | 309 | 972 | 1008 | 1177 |
| Number who reported school facilitated their involvement | 217 | 744 | 811 | 924 |
| Percentage who reported school facilitated their involvement | 70.2% | 76.5% | 80.5% | 78.5% |

Display 8-6: Percent of Parents Who Report that the Preschool Facilitated Their Involvement - Results Over Time



The WDE in collaboration with the EIEP developed new model forms to be used by the CDCs and school districts as they strive to implement the requirements of IDEA 2004 and the Chapter 7 Rules. The model forms were developed to be parent friendly and a tool to increase understanding of the process from initial evaluation forward. The model forms may be viewed at <http://www.k12.wy.us/SE/forms.asp>.

Discussion of Improvement Activities Completed

The status of ongoing improvement activities/strategies below consists of two tables: The first table sets forth the results of all completed activities and the deleted activities; the second table (if applicable) contains the new improvement strategies going forward. WDE has revised both tables by grouping the improvement strategies into eight improvement areas numbered as follows: 1)TA/PD, 2) Transition, 3) LRE, 4) Preservice, 5) Parent, 6) Timely Correction, 7) Dispute Resolution, and 8) Data. Each improvement area has specific improvement strategies which may be reported in more than one performance indicator. The improvement strategies are color coded to reflect their status.

| | |
|--------------------------------|----------------------|
| Light Pink – Completed/Deleted | Light Blue – Revised |
| Light Green – Continuing | Light Purple – New |

Table 1: Ongoing Improvement Strategies

| Improvement Area 1: TA/PD | | |
|---|---|---|
| Improvement Strategies | TA Resources Accessed | Results |
| <p>Activity 1.7: <i>Develop and provide professional development materials and opportunities for school staff to increase understanding about the parent survey, how to use the data, and strategies for improving parent understanding and involvement. Make material available on the web for just-in-time access.</i></p> <ul style="list-style-type: none"> WDE provided each of the 48 districts a detailed report of the parent survey results. The WY Deaf/Blind Project provided a workshop to service providers and school staff on improving the understanding of the grief process parents undergo when their child is identified as having a disability. This is a continuing activity. | <p>WDE Special Programs Unit and contract consultants WY Deaf/Blind Project Data Driven Enterprises PIC UPLIFT Early Hearing and Detection Intervention (EHDI)</p> | <p>In November 2009, WDE provided each district a detailed report of the spring 2009 parent survey results. Guidance was provided to the districts on how to interpret the report. Each district was asked to encourage parents to respond to the parent survey in the spring of 2010.</p> <p>WDE Special Programs staff, in collaboration with Data Driven Enterprises, offers an annual data share out meeting for all 48 districts. The data share out meeting is an opportunity for districts to review data from the parent survey.</p> <p>The workshop sponsored by the WY Deaf/Blind Project drew 38 participants from approximately 10 school districts and 10 Child Development Centers. The EHDI gathered the outcome data and these data were not made available. Anecdotal data indicated that the service providers and educators stated that the information provided fresh insight into working with families of students with disabilities.</p> |
| Improvement Area 2: Transition | | |
| Improvement Strategies | TA Resources Accessed | Results |
| <p>Activity 2.1: <i>Increasing the number of districts and higher education facilities implementing Project Eye to Eye by one college and one district per year.</i></p> <ul style="list-style-type: none"> WDE facilitated collaboration of Casper College and Natrona County School District #1 in implementing Project Eye to Eye during the 2008 - 2009 school year. | <p>WDE Special Programs Unit National Eye to Eye Coordinator Community Colleges University of Wyoming LEAs Middle and High Schools PIC</p> | <p>A handful of coordinators were identified and trained for the 2009 -2010 school year. The WDE is hopeful that Project Eye to Eye will continue to grow, both with an increased number of coordinators and with an increased number of higher education facilities.</p> <p>Project Eye to Eye is an effective strategy for empowering LD- and ADHD-identified</p> |

| <ul style="list-style-type: none"> This is a continuing activity. | | <p>students from fourth – twelfth grades as well as secondary education students attending higher education facilities.</p> |
|--|---|---|
| <p style="text-align: center;">Improvement Area 5: Parent</p> | | |
| <p style="text-align: center;">Improvement Strategies</p> | <p style="text-align: center;">TA Resources Accessed</p> | <p style="text-align: center;">Results</p> |
| <p>Activity 5.1: <i>Annually review survey data results with PIC and UPLIFT to identify collaborative strategies for increasing meaningful parent involvement.</i></p> <ul style="list-style-type: none"> The WDE recognizes that this improvement strategy has not yet been initiated. This is a continuing activity. | <p>WDE Special Programs Unit and contract consultants Data Driven Enterprises PIC UPLIFT EIEP</p> | <p>The WDE in collaboration with Data Driven Enterprises will provide the parent survey results to the parent advocacy agencies, PIC and UPLIFT, as a means to encourage parents to respond to the survey. This will provide WDE with additional opportunities to gather feedback in obtaining parent information.</p> |
| <p style="text-align: center;">Improvement Area 7: Dispute Resolution</p> | | |
| <p style="text-align: center;">Improvement Strategies</p> | <p style="text-align: center;">TA Resources Accessed</p> | <p style="text-align: center;">Results</p> |
| <p>Activity 7.1: <i>Collect, customize, and disseminate resources relating to effective communication skills, content knowledge, and early dispute resolution in order to improve the working relationship between parents and school staff.</i></p> <ul style="list-style-type: none"> During FFY 2008 the WDE conducted professional development activities statewide for parent and family advocates, parent liaisons, family coordinators, and family support specialists. This is a continuing activity. | <p>WDE Special Programs Unit and contract consultants MPPRC P & A EIEP PIC UPLIFT</p> | <p>The WDE conducted several professional development trainings across the state cross-walking federal regulations with the WDE Model forms. The parent/LEA relationship was a central theme regarding the ongoing process and responsibility for Individualized Education Programs.</p> <p>Another of the underlying themes in each of the trainings was early dispute resolution through compliance with federal regulations.</p> <p>WDE provided Coaches Training for parent and family advocates, parent liaisons, family coordinators, and family support specialists.</p> |

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))

Data Source: Data collected for reporting under section 618 and the State’s analysis to determine if the disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification.

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

Wyoming defines disproportionate representation as an Alternate Risk Ratio of 3.00 or above (over-representation) or .25 or below (under-representation).

| FFY | Measurable and Rigorous Target |
|--------------------------------------|--|
| <p>2008 (2008 – 2009)</p> | <p>0% of districts with disproportionate representation of racial and ethnic groups in special education or related services categories are the result of inappropriate identification.</p> |

Actual Target Data for FFY 2008:

Display 9-1: Percent of LEAs with Disproportionate Representation that is the result of Inappropriate Identification

| | Under-representation | Over-representation |
|---|----------------------|---------------------|
| Total # of LEAs | 48 | 48 |
| # of LEAs flagged for disproportionate representation | 0 | 0 |
| % of LEAs flagged for disproportionate representation | 0.00% | 0.00% |
| # of LEAs found to have disproportionate representation due to inappropriate identification | 0 | 0 |
| Percent of LEAs that had disproportionate representation due to inappropriate identification | 0.00% | 0.00% |

The target of 0% was met.

The Wyoming Department of Education collects these data through the state November 1 snapshot data collection. An Alternate Risk Ratio based on the identification rate for each racial/ethnic group at each LEA is calculated. The WDE used the Alternate Risk Ratio as defined by OSEP/WESTAT for determining disproportionate representation because it is most relevant and meaningful for Wyoming’s small, rural population.

Risk ratios are difficult to interpret when they are based on small numbers of students (either in the racial/ethnic group or the comparison group). When risk ratios are based on small numbers, minor variations in the number of students in either the racial/ethnic group or the comparison group can produce dramatic changes in the size of the risk ratio. Thus, an Alternate Risk Ratio was determined only if there were 10 or more students in the group of interest (based on child count data).

Disproportionate representation is defined as an Alternate Risk Ratio of 3.00 or above (over-representation) or .25 or below (under-representation). Once a ratio is flagged for disproportionate representation, the policies and procedures of that LEA are reviewed to determine if the disproportionate representation is due to inappropriate identification.

The review of district data is conducted through the risk based self assessment portion of Wyoming’s Continuous Improvement Focused Monitoring System. All districts which have been flagged are required to provide the WDE district policies and procedures and then the WDE has a series of probing questions which provide further data on the district’s practices around the appropriate identification of students with disabilities.

Table 9-2

| | FFY 2008 |
|---|-----------------|
| Total # of LEAs | 48 |
| # of LEAs with a “disproportionate representation” flag (over- and under-representation) | 0 |
| Percent of LEAs that had disproportionate representation due to inappropriate identification | 0.00% |

Wyoming will continue to use the following cut-scores for the identification of possible inappropriate identification.

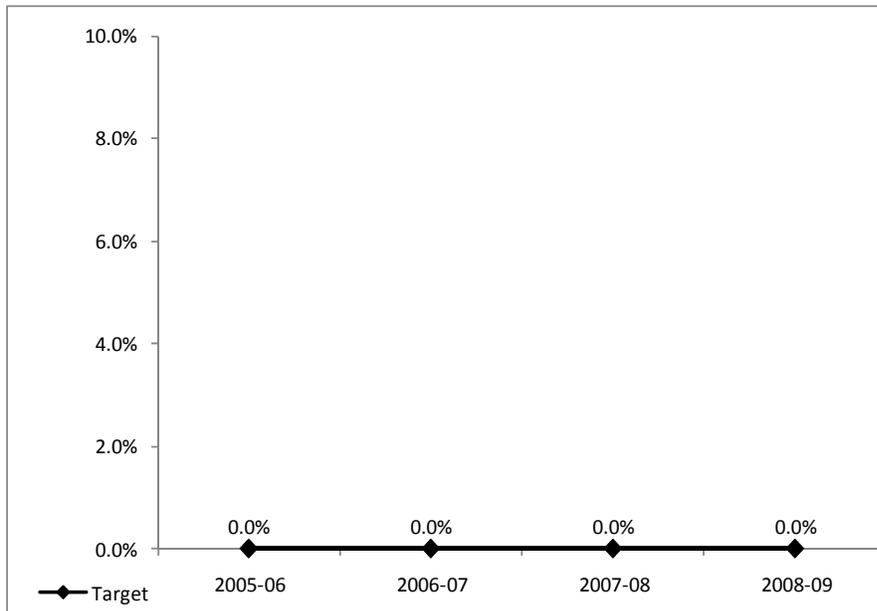
Display 9-3: Cut-Scores for Flagging the LEAs for Possible Inappropriate Identification

| Level | Alternate Risk Ratio |
|-----------------------------|-----------------------------|
| Over-Representation | 3.00 and up |
| Under-Representation | .25 and below |

Explanation of Progress that occurred for FFY 2008:

The WDE continues to have very few districts that are identified as having disproportionate representation as a result of inappropriate identification; in fact for the last four years WDE has met the target of 0%. Even though no district was flagged for disproportionate representation in FFY 2008, the WDE wants to stress that five ratios are calculated for every district – (one for each racial/ethnic group). Those ratios based on 10 or more students in the target group are considered for disproportionate representation. Because the Alternate Risk Ratio is used, there is no minimum *n* requirement for the comparison group. Given the low minimum *n* size in the target group and the lack of minimum *n* size for the comparison group, a very high proportion of the ratios are reviewed for disproportionate representation. Additionally, each district gets a detailed report of every one of their risk ratios so that they may be proactive in identifying racial/ethnic groups for which there might potentially be over- or under-representation in the future.

Display 9-4: Percent of LEAs with disproportionate representation that is the result of inappropriate identification



Correction of Noncompliance:

No LEAs were out of compliance in FFY 2007 and thus, no correction was necessary.

| Total # of LEAs with noncompliance findings in FFY 2007 | # of findings corrected & verified within one year | # of findings subsequently corrected |
|---|--|--------------------------------------|
| There were no findings in FFY 2007 | There were no findings in FFY 2007 | There were no findings in FFY 2007 |

Discussion of Improvement Activities Completed

The status of ongoing improvement activities/strategies below consists of two tables: The first table sets forth the results of all completed activities and the deleted activities; the second table (if applicable) contains the new improvement strategies going forward. WDE has revised both tables by grouping the improvement strategies into eight improvement areas numbered as follows: 1) TA/PD, 2) Transition, 3) LRE, 4) Preservice, 5) Parent, 6) Timely Correction, 7) Dispute Resolution, and 8) Data. Each improvement area has specific improvement strategies which may be reported in more than one performance indicator. The improvement strategies are color coded to reflect their status.

| | |
|--------------------------------|----------------------|
| Light Pink – Completed/Deleted | Light Blue – Revised |
| Light Green – Continuing | Light Purple – New |

Table 1: Ongoing Improvement Strategies

| Improvement Area 1: TA/PD | | |
|--|--|--|
| Improvement Strategies | TA Resources Accessed | Results |
| <p>Activity 1.5: <i>Collaborate with Title 1 and School Improvement to develop guidance on the benefits and use of CEIS strategies and funds. Provide statewide training at statewide conferences.</i></p> <ul style="list-style-type: none"> WDE Special Programs Unit staff presented information on the use of CEIS strategies and funds during FFY 2008. This is a continuing activity. | <p>WDE Special Programs Unit, Federal Programs Unit, and Educational Quality and Accountability Unit</p> | <p>There were four statewide trainings delivered in FFY 2008:</p> <ol style="list-style-type: none"> 1) August 2008 at the Federal Programs Summer Camp. Target audience was district administrators. 2) September 2008 at the Fall School Improvement Conference. Target audience was general and special educators. This was provided in two sessions. 3) February 2009 at a meeting of the Wyoming Association of School Business Officers. 4) June 2009 at a meeting of the Wyoming Association of School Business Officers. |
| <p>Activity 1.8: <i>Collect, customize, and disseminate guidance related to comprehensive evaluations in all areas of suspected disability.</i></p> <ul style="list-style-type: none"> The WDE recognizes that this improvement strategy has not yet been initiated. This is a continuing activity. | <p>WDE Special Programs Unit and contract consultants MPRRC</p> | <p>Through the examination of data and on-site monitoring visits, WDE recognizes the need to provide guidance and ongoing technical assistance in this area.</p> |

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))

Data Source: Data collected for report under section 618 and the State’s analysis to determine if the disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification.

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

Wyoming defines disproportionate representation as an Alternate Risk Ratio of 3.00 or above (over-representation) or .25 or below (under-representation).

| FFY | Measurable and Rigorous Target |
|--------------------------------------|--|
| <p>2008 (2008 – 2009)</p> | <p>0% of districts with disproportionate representation of racial and ethnic groups in specific disability categories are the result of inappropriate identification.</p> |

Actual Target Data for FFY 2008:

Display 10-1: Percent of LEAs with Disproportionate Representation that is the result of Inappropriate Identification

| | Under-representation | Over-representation |
|---|----------------------|---------------------|
| Total # of LEAs | 48 | 48 |
| # of LEAs flagged for disproportionate representation | 0 | 5 |
| % of LEAs flagged for disproportionate representation | 0% | 10.4% |
| # of LEAs found to have disproportionate representation due to inappropriate identification | 0 | 0 |
| Percent of LEAs that had disproportionate representation due to inappropriate identification | 0.0% | 0.0% |

The target of 0% was met.

The Wyoming Department of Education collects these data through the state November 1 snapshot data collection. An Alternate Risk Ratio based on the identification rate for each racial/ethnic group at each LEA is calculated. The WDE used the Alternate Risk Ratio as defined by OSEP/WESTAT for determining disproportionate representation because it is most relevant and meaningful for Wyoming’s rural population.

Risk ratios are difficult to interpret when they are based on small numbers of students (either in the racial/ethnic group or the comparison group). When risk ratios are based on small numbers, minor variations in the number of students in either the racial/ethnic group or the comparison group can produce dramatic changes in the size of the risk ratio. Thus, an Alternate Risk Ratio was determined only if there were 10 or more students in the group of interest (based on child count data).

Disproportionate representation is defined as an Alternate Risk Ratio of 3.00 or above (over-representation) or .25 or below (under-representation). Once a ratio is flagged for disproportionate representation, the policies and procedures of that LEA are reviewed to determine if the disproportionate representation is due to inappropriate identification.

The review of district data is conducted through the risk based self assessment portion of Wyoming’s Continuous Improvement Focused Monitoring System. All districts which have been flagged are required to provide the WDE district policies and procedures and then the WDE has a series of probing questions which provide further data on the district’s practices around the appropriate identification of students with disabilities.

Display 10-2: Cut-Scores for Flagging the LEAs for Possible Inappropriate Identification

| Level | Alternate Risk Ratio |
|----------------------|----------------------|
| Over-Representation | 3.00 and up |
| Under-Representation | .25 and below |

Display 10-3: Ratios Flagged at the Disproportionate Level

| LEA | Target Ethnic Group | Primary Disability | Number in target ethnic group with this PD | Target Risk | Number in other ethnic groups with this PD | Other group risk | Alternate RR |
|-----|---------------------|--------------------|--|-------------|--|------------------|--------------|
| 1 | n | ED | 17 | 4.68% | 48 | 2.30% | 4.92 |
| 2 | h | LD | 57 | 20.73% | 114 | 11.06% | 4.08 |
| 3 | n | LD | 10 | 16.95% | 40 | 4.60% | 3.36 |
| 4 | w | AT | 14 | 0.91% | 0 | 0.00% | 3.28 |
| 5 | w | AT | 63 | 0.88% | 4 | 0.49% | 3.16 |

*Displays 10-2 and 10-3 illustrate the cut-scores the WDE uses to identify potential disproportionate representation and provides the districts which were flagged at the disproportionate level during FFY 2008.

Explanation of Progress that occurred for FFY 2008:

As indicated in Display 10-4, WDE maintained their 0% rate. Even though no district was found to have disproportionate representation as a result of inappropriate identification in FFY 2008, the WDE wants to stress that five ratios are calculated for every district – (one for each racial/ethnic group). Those ratios based on 10 or more students in the target group are considered for disproportionate representation. Because the Alternate Risk Ratio is used, there is no minimum n requirement for the other group. Given the low minimum n size in the target group and the lack of minimum n size for the other group, a very high proportion of the ratios are reviewed for disproportionate representation. Additionally, each district gets a detailed report of every one of their risk ratios so that they may be proactive in identifying racial/ethnic groups for which there might potentially be over- or under-representation in the future.

As indicated in Display 10-3, there were five districts flagged at the disproportionate level during FFY 2008. Three of the five districts have been flagged for disproportionate representation for two or more consecutive years. It has been the WDE's practice to request the special education files for each of these identified students from the flagged districts, in order to determine if the districts were found to be noncompliant for the inappropriate identification of students in specific disability categories for race/ethnicity. However, for the districts which have been flagged for consecutive years, the WDE requested only the files of newly identified students in specific disability categories for race/ethnicity. WDE staff performed a thorough file review for each student, examining the comprehensiveness of the evaluation procedures and eligibility determination in compliance with §§300.301 - 300.311. After further review, WDE determined that the five districts flagged for disproportionate representation were not the result of inappropriate identification.

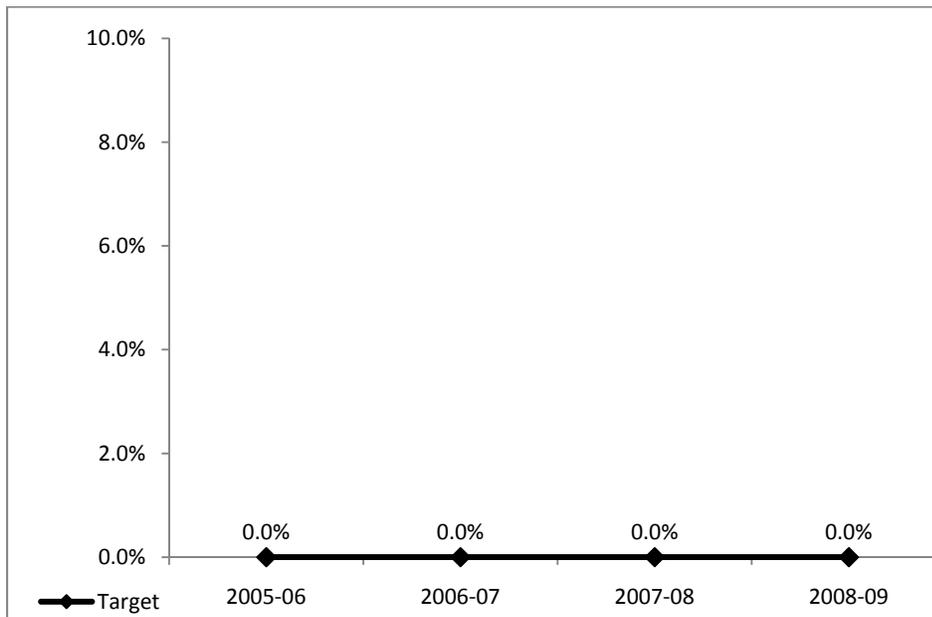
Additionally to test the process adopted above, the WDE conducted an on-site review in one district flagged as disproportionate in its overrepresentation of Hispanic students with a Specific Learning Disability. The WDE created a target sample of students who might have such a disability; the target sample totaled 37 students. These students were ELL students who were reportedly identified under the LD and/or SL eligibility criteria. All of these 37 students were also coded as Hispanic according to district data.

During the CIFM process, the WDE reviewed cumulative student records, pre-referral records (Building Intervention Team records), and special education files as applicable in each student's case. The WDE sought to determine whether or not any of these students might *not* be identified as having a Specific Learning Disability or Speech or Language Impairment as the result of inappropriate identification policies, procedures, or practices. Thus, the WDE determined that the district's overrepresentation of Hispanic students in the LD category is not the result of inappropriate identification.

Display 10-4: Percent of LEAs with Disproportionate Representation that is the result of Inappropriate Identification

| | FFY2006 | FFY2007 | FFY2008 |
|--|-------------|-------------|-------------|
| Total # of LEAs | 48 | 48 | 48 |
| # of LEAs flagged for potential disproportionate representation – Over-representation | 12 | 6 | 5 |
| # of LEAs found to have disproportionate representation due to inappropriate identification – Over-representation | 0 | 0 | 0 |
| Percent who had disproportionate representation due to inappropriate identification – Over-representation | 0.0% | 0.0% | 0.0% |
| # of LEAs flagged for potential disproportionate representation – Under-representation | 2 | 1 | 0 |
| # of LEAs found to have disproportionate representation due to inappropriate identification – Under-representation | 0 | 0 | 0 |
| Percent who had disproportionate representation due to inappropriate identification – Under-representation | 0.0% | 0.0% | 0.0% |

Display 10-5: Percent of LEAs with Disproportionate Representation that is the result of inappropriate identification -- Results Over Time



Correction of Noncompliance:

No LEAs were out of compliance in FFY 2007 and thus, no correction was necessary.

| Total # of LEAs with noncompliance findings | # of findings corrected & verified within one year | # of findings subsequently corrected |
|---|--|--------------------------------------|
| There were no findings in FFY 2007 | There were no findings in FFY 2007 | There were no findings in FFY 2007 |

Discussion of Improvement Activities Completed

The status of ongoing improvement activities/strategies below consists of two tables: The first table sets forth the results of all completed activities and the deleted activities; the second table (if applicable) contains the new improvement strategies going forward. WDE has revised both tables by grouping the improvement strategies into eight improvement areas numbered as follows: 1) TA/PD, 2) Transition, 3) LRE, 4) Preservice, 5) Parent, 6) Timely Correction, 7) Dispute Resolution, and 8) Data. Each improvement area has specific improvement strategies which may be reported in more than one performance indicator. The improvement strategies are color coded to reflect their status.

| | |
|--------------------------------|----------------------|
| Light Pink – Completed/Deleted | Light Blue – Revised |
| Light Green – Continuing | Light Purple – New |

Table 1: Ongoing Improvement Strategies

| Improvement Area 1: TA/PD | | |
|--|--|--|
| Improvement Strategies | TA Resources Accessed | Results |
| <p>Activity 1.5: <i>Collaborate with Title 1 and School Improvement to develop guidance on the benefits and use of CEIS strategies and funds. Provide statewide training at statewide conferences.</i></p> <ul style="list-style-type: none"> WDE Special Programs Unit staff presented information on the use of CEIS strategies and funds during FFY 2008. This is a continuing activity. | <p>WDE Special Programs Unit, Federal Programs Unit, and Educational Quality and Accountability Unit</p> | <p>There were four statewide trainings delivered in FFY 2008:</p> <ol style="list-style-type: none"> 1) August 2008 at the Federal Programs Summer Camp. Target audience was district administrators. 2) September 2008 at the Fall School Improvement Conference. Target audience was general and special educators. This was provided in two sessions. 3) February 2009 at a meeting of the Wyoming Association of School Business Officers. 4) June 2009 at a meeting of the Wyoming Association of School Business Officers. |

| | | |
|--|---|--|
| <p>Activity 1.8: <i>Collect, customize, and disseminate guidance related to comprehensive evaluations in all areas of suspected disability.</i></p> <ul style="list-style-type: none"> • The WDE recognizes that this improvement strategy has not yet been initiated. • This is a continuing activity. | <p>WDE Special Programs Unit and contract consultants MPRRC</p> | <p>Through the examination of data and on-site monitoring visits, WDE recognizes the need to provide guidance and ongoing technical assistance in this area.</p> |
|--|---|--|

Monitoring Priority: Effective General Supervision Part B/Child Find

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

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

Data Source: Data to be taken from cumulative State data collection (WDE 427) and based on actual number of days. Wyoming’s timeline for initial evaluations is 60 days.

Measurement:

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

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

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

| FFY | Measurable and Rigorous Target |
|-----------------------|--|
| 2008 (2008 – 2009) | 100% of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline). |

Actual Target Data for FFY 2008:

Display 11-1: Percent of Children Evaluated within the 60-Day Timeline

| | FFY 2008 |
|---|---------------|
| a. # of children for whom parental consent to evaluate was received | 2,108 |
| b. # of children whose evaluations were completed within 60 days | 1,920 |
| Percent who met the indicator | 91.08% |

The target of 100% was not met.

During the WDE 427 data collection, those districts which did not meet the 60-day timeline for Indicator 11 were required to submit reasons why the timeline exceeded 60 days. WDE staff reviewed all reasons submitted and eliminated those reasons which met the very narrow exceptions in 34 CFR §300.301(d). Of the 188 students who had evaluations not completed within the 60-day timeline, the length of their evaluation timeline ranged from 61 to 201 days. Reasons for these delays included scheduling conflicts, assessment delays, weather delays, and miscalculations of assessment results. Eighty-six of the 188 (47%) had evaluation timelines of 61-69 days.

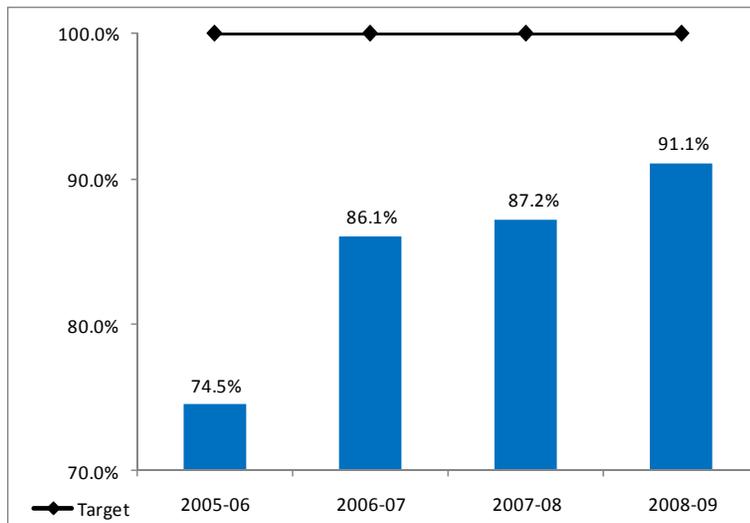
Explanation of Progress that occurred for FFY 2008:

As indicated in Display 11-4, the percent of children evaluated within 60 days has increased. One reason for the increase in meeting the 60-day timeline for evaluations may be attributed to the technical assistance provided to districts during the monthly TA calls for Special Education Directors.

Display 11-3: Percent of Children Evaluated within the 60-Day Timeline, Results over Time

| | FFY2005 | FFY2006 | FFY2007 | FFY2008 |
|---|--------------|--------------|--------------|--------------|
| a. # of children for whom parental consent to evaluate was received | 1,549 | 2,123 | 2,011 | 2,108 |
| b.# of children whose evaluations were completed within 60 days | 1,154 | 1,827 | 1,754 | 1,920 |
| Percent who met the indicator | 74.5% | 86.1% | 87.2% | 91.1% |

Display 11-4: Percent of Children Evaluated within the 60-Day Timeline - Results Over Time



The 188 evaluations that did not meet the 60-day timeline requirement were from 37 of the 48 school districts in WY. Eight of the 37 demonstrated substantial compliance of 95% or above. The remaining 29 LEAs received notification instructing each district to examine their current policies, procedures and practices, including evidence staff have received appropriate training on meeting the requirements for Indicator 11 as described 34 CFR §§300.301 – 300.311. They will be required to submit assurances to the WDE to verify completion of this requirement.

Preschool Measurable and Rigorous Targets for Percentage of Children with Parental Consent to Evaluate, Who were Evaluated within 60 day timeline.

| FFY | Measurable and Rigorous Target Preschool Settings (3 – 5 year olds) |
|-----------------------|--|
| 2008 (2008 – 2009) | 100% of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline). |

Actual Target Data for FFY 2008:

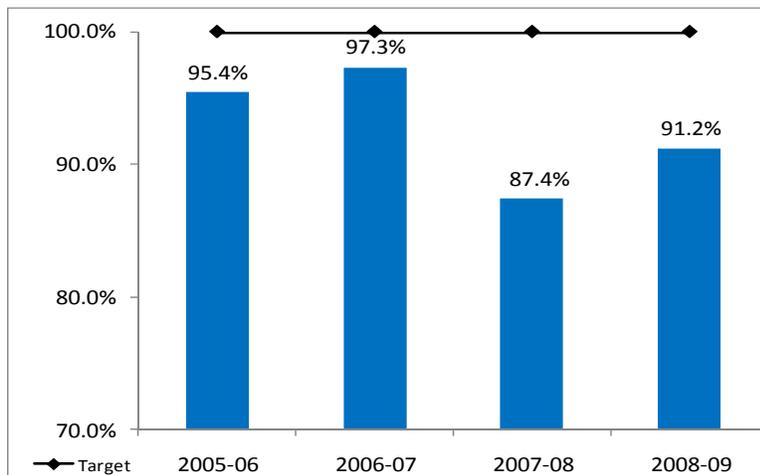
| | FFY 2008 |
|---|--------------|
| a. # of children for whom parental consent to evaluate was received | 1,876 |
| b. # of children whose evaluations were completed within 60 days | 1,711 |
| Percent who met the indicator | 91.2% |

The target of 100% was not met.

Explanation of Progress that occurred for FFY 2008:

The Early Intervention and Education Program (EIEP) reports progress from FFY 2007 of 87.4% to FFY 2008 of 91.2%. This increase may be attributed to the technical assistance provided to the fourteen Developmental Preschool Regions throughout the year and the continued use of the electronic data collection system. The data system provided a more accurate look at the data across the state and allowed for better technical assistance to those regional Child Development Centers that did not meet the target of 100%. Although the target of 100% was not met, the number of preschool children evaluated within the 60-day timeline is improving.

Display 11-6: Percent of Preschool Children Evaluated within 60-Day Timeline Over Time



The 165 evaluations that did not meet the 60-day timeline requirement were from 13 of the 14 Regional Developmental Preschool Centers in WY. One of the 14 demonstrated substantial compliance of 95% or above and was therefore not required to conduct additional activities.

Correction of Noncompliance:

In FFY 2007, there were 31 LEAs that were identified as not meeting the Indicator 11 60-day timeline for evaluations. The WDE instructed each district to review its evaluation policies, practices, and procedures and evidence these met the requirements set forth in 34 CFR §§300.301 – 300.311. In addition, districts submitted letters of assurance verifying compliance with these requirements. The WDE received 30 out of 31 assurances that demonstrated compliance with Indicator 11 requirements. Additionally, the WDE has verified that all but one of the LEAs with noncompliance reported is correctly implementing the specific regulatory requirements outlined in 34 CFR §§300.301(c)(1) and that the districts did complete the initial evaluations although late, unless the child was not longer within the jurisdiction of the LEA.

For the district with continued noncompliance, an on-site monitoring visit was conducted in May of 2009 and the team identified that conducting timely and comprehensive evaluations is a systemic problem. The district continues to be on a Corrective Action Plan and WDE has provided intense targeted technical assistance in this area. An on-site verification visit to this district will occur in August of 2010. If the district does not correct the noncompliance regarding timely and comprehensive evaluations, the WDE will be required to implement sanctions and execute a Compliance Agreement.

While the trend data for meeting compliance is positive, the WDE recognizes that districts will continue to struggle to meet the 100% requirement of this indicator even after they have examined their practices and revised policies and procedures. Unforeseen circumstances (e.g., hazardous winter weather) will always present barriers to meeting the 60-day timeline even for a district with a perfect record.

For the correction of non-compliance for the Regional Development Centers, the EIEP provided on-site targeted technical assistance to the six Regional Development Centers with findings of noncompliance for Indicator 11. Each Region’s noncompliance was corrected within one year through the revision of policies, procedures and practices and implementation to ensure 100% compliance. Regions demonstrating substantial compliance of 95% or above are not required to submit a Corrective Action Plan. However, regardless of how close a region was to 100% compliance all Regions are required to submit assurances of compliance with this requirement as part of their contract to provide services for children with disabilities ages 3-5.

In addition to assurances all noncompliance reported by the Regional Development Centers has been verified and each Center is correctly implementing the specific regulatory requirements outlines in 34 CFR §300.301(c)(1), and that, although late, an initial evaluation has been completed for all children unless the child is not longer within the jurisdiction of the Center.

| Total # of findings FFY 2007 | # of findings corrected & verified within one year | # of findings subsequently corrected |
|---|---|---|
| 37 | 36 | 0 |

Discussion of Improvement Activities Completed

The status of ongoing improvement activities/strategies below consists of two tables: The first table sets forth the results of all completed activities and the deleted activities; the second table (if applicable) contains the new improvement strategies going forward. WDE has revised both tables by grouping the improvement strategies into eight improvement areas numbered as follows: 1) TA/PD, 2) Transition, 3) LRE, 4) Preservice, 5) Parent, 6) Timely Correction, 7) Dispute Resolution, and 8) Data. Each improvement area has specific improvement strategies which may be reported in one or more performance indicators. The improvement strategies are color coded to reflect their status.

| | |
|--------------------------------|----------------------|
| Light Pink – Completed/Deleted | Light Blue – Revised |
| Light Green – Continuing | Light Purple – New |

Table 1: Ongoing Improvement Strategies

| Improvement Area 1: TA/PD | | |
|--|---|--|
| Improvement Strategies | TA Resources Accessed | Results |
| <p>Activity 1.9: <i>Identify districts/CDCs that are doing well with meeting the 60-day timeline. Generate with them strategies they have found to be successful. Develop a TA document to post on the web.</i></p> <ul style="list-style-type: none"> The Early Intervention and Education Program (EIEP) of the Department of Developmental Disabilities identified CDCs that were meeting the 60-day timeline, as well as, those not meeting the 60-day timeline through a desk audit. The WDE provided feedback to districts regarding data submitted during the Risk-Based Self-Assessment. Indicator 11 was a required component of the RBSA. The WDE Special Programs Unit and Data Driven Enterprises provide districts with data notebooks for review prior to the annual data share out. This is a continuing activity. | <p>WDE Special Programs Unit Early Intervention and Education Program Data Driven Enterprises (DDE) LEAs CDCs</p> | <p>Technical assistance was provided to CDCs below 95% regarding strategies for improvement in meeting the timeline.</p> <p>The WDE required districts 95% or below to submit letters of assurance that districts reviewed policies, procedures, and practices regarding timely evaluations. Districts that were 95% and below were required to attend the monthly TA calls for the next year.</p> <p>As a result of data collection review, WDE has initiated the development of TA documents involving all SPP indicators. These documents are near completion and will be posted to the web in the spring of 2010. Access to the TA documents can be found at http://www.k12.wy.us/se.asp</p> <p>WDE Special Programs staff, in collaboration with Data Driven Enterprises, offers an annual data share out meeting for all 48 districts. The data share out meetings have been a valuable tool for explaining to districts the importance of valid and accurate reporting, relaying the message of timeliness,</p> |

| | | |
|--|---|--|
| | | <p>and teaching districts how to interpret their data to use with LEA staff. WDE continues to monitor the data submissions and provide ongoing technical assistance for improvement in data collections.</p> |
| <p>Activity 1.10: <i>Provide TA to CDCs to ensure knowledge of and compliance with IDEA.</i></p> <ul style="list-style-type: none"> • The EIEP provided TA to the CDCs throughout the year via phone conference, email, and face-to-face meetings during their annual Early Childhood Conference held in August 2009. • WDE Special Programs staff provided TA to the EIEP throughout FFY 2008. • This is a continuing activity. | <p>WDE Special Programs Unit Early Intervention and Education Program MPRRC</p> | <p>The Annual Early Childhood Conference held in August 2009 had 117 participants including staff from 13 of the 14 Regional CDCs.</p> <p>Special Programs Unit staff and contract consultants provided regional trainings regarding implementation of new IEP forms during FFY 2008. EIEP staff attended all regional trainings.</p> |
| <p>Activity 1.11: <i>Report data back to each individual CDC to provide information for continuous program improvement.</i></p> <ul style="list-style-type: none"> • The EIEP provided feedback to each individual CDC during the annual Early Childhood Conference in August 2009. The data was reviewed and technical assistance was discussed regarding improvement activities. • This is a continuing activity. | <p>WDE Special Programs Unit Early Intervention and Education Program Data Driven Enterprises</p> | <p>The Annual Early Childhood Conference held in August 2009 had 117 participants including staff from 13 of the 14 Regional CDCs.</p> <p>EIEP hopes to continue providing information on continuous program improvement regarding data-based decision making for each Regional CDC.</p> <p>The DDD has sent out a RFP for a new data system contract. The DDD plans to have the new web based data system in place by the Fall of 2010.</p> |

Table 2: Revised or New Improvement Strategies

| Improvement Strategies | Timelines | | Resources |
|---|--|------|---|
| | FFY Year(s) When activities will occur | | |
| | 2009 | 2010 | |
| Improvement Area 1: TA/PD | | | |
| Activity 1.12: Provide Regional TA and training to CDCs regarding State and Federal regulations relating to the provision of special education services. | X | X | EIEP WDE and contract consultants MPRRC |
| Improvement Area 8: Data | | | |
| Activity 8.5: Implement a new web-based data system for better collection of data which will allow the EIEP to provide better TA to the CDCs. | X | X | EIEP and contract consultants |

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))

Data Source: Data to be taken from State data system.

Measurement:

- a.** # of children who have been served in Part C and referred to Part B (LEA notified pursuant to 637(a) (9) (A) for Part B eligibility determination.
- 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.
- e.** #of children who were referred to Part C less than 90 days before their third birthdays.

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

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

| FFY | Measurable and Rigorous Target |
|--------------------------------------|---|
| <p>2008 (2008 – 2009)</p> | <p>100% of children eligible transition from Part C to Part B by 3rd birthday</p> |

Actual Target Data for FFY 2008:

For the FFY 2008 APR submission, States are not required to include measure (e) in the calculation.

Display 12-1: Percent of Preschool Children Referred by Part C Who are Found Eligible for Part B and Have IEPs Developed by Their Third Birthdays

| | State |
|--|--------------|
| a= # of children served in Part C and referred to Part B for eligibility. | 523 |
| b= # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays. | 81 |
| c = # of those found eligible who have an IEP developed and implemented by their third birthdays. | 382 |
| d = # of children for whom the parent repeatedly failed or refused to produce the child for a Part B evaluation <i>or</i> parent refusal to provide consent caused delays in evaluation or initial services. | 24 |
| Percent who met the indicator [c divided by a – b – d – e] x 100 = | 91.4% |

The target of 100% was not met.

| Account for Children Referred from Part C and Found Eligible for Part B but did not have an IEP in place by their Third Birthday. | |
|--|---|
| Range of Days Beyond the Third Birthday | Reasons for Delay |
| 1 – 96 days | Parent not showing up for scheduled meetings and rescheduling; lost contact with families between consent and evaluations being completed; staff errors; family emergencies such as hospitalizations; and families left for vacation without advising the CDCs. |

Explanation of Slippage that occurred for FFY 2008:

During the FFY 2008 the regional Child Development Centers (CDC) in Wyoming continued to gather data for Indicator 12 through an electronic data collection system. The electronic data system helped to improve data accuracy across the state and allowed for better technical assistance to those regional Child Development Centers that did not meet the target of 100%. Prior to FFY 2007, the EIEP reported only on those regions monitored that year. Thus, since FFY 2007, the EIEP has taken a more systemic look at all regional CDCs and are reporting on all regional CDCs and all children enrolled in the Part B preschool programs.

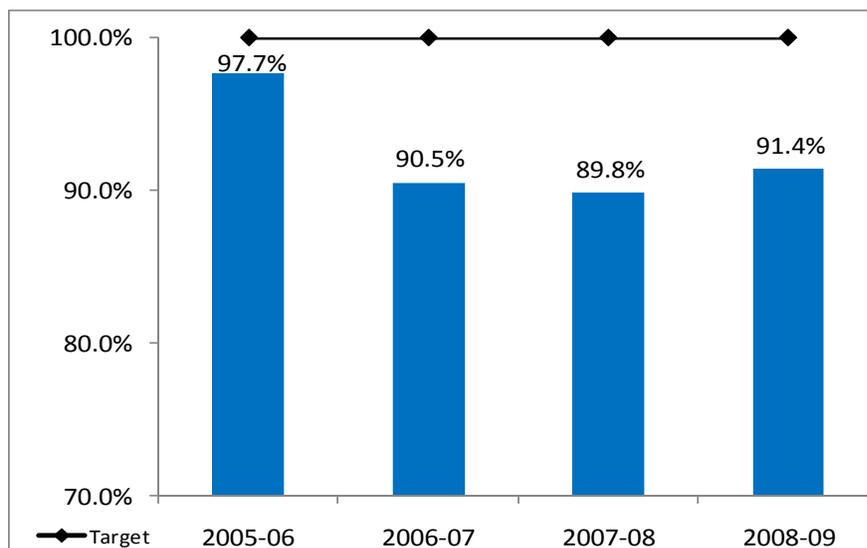
Under Display 12-1, the raw numbers used in calculating the State’s compliance percentage for this indicator can be found. In measurement ‘d’ of the display table, the WDE carefully examined each reason provided by the CDCs in order to ensure that only the exceptions described under 34 CFR §300.301(d)(1) were used to remove the 24 children from the indicator calculation.

As can be seen in Display 12-2, the percentage of children for whom this indicator was met increased from FFY 2007 to FFY 2008. However, the percent is still below 100%, and as such, the WDE is developing guidance documents specific to this indicator. WDE and the EIEP will utilize these guidance documents as targeted technical assistance to the regional CDCs. These guidance documents will be posted on the WDE website in the spring of 2010 and can be accessed at: <http://www.k12.wy.us/se.asp>.

Display 12-2: Percent of Children Referred by Part C Who are Found Eligible for Part B and Have IEPs Developed by Their Third Birthdays

| | FFY2005 | FFY2006 | FFY2007 | FFY 2008 |
|--|--------------|--------------|--------------|--------------|
| a. # of children served in Part C and referred to Part B | 133 | 218 | 375 | 523 |
| b. # found not eligible and whose eligibility was determined prior to third birthday | 3 | 53 | 69 | 81 |
| c. # of those found eligible who have an IEP developed and implemented by their third birthdays | 127 | 143 | 275 | 382 |
| d. # for whom parent refusals to provide consent caused delays in evaluation or initial services | 0 | 7 | 0 | 24 |
| Percent who met the indicator | 97.7% | 90.5% | 89.8% | 91.4% |

Display 12-3: Percent of Children Meeting Indicator Over Time



Correction of Non-compliance:

| Total # of findings FFY 2007 | # of findings corrected & verified within one year | # of findings subsequently corrected |
|---------------------------------|---|---|
| 10 | 10 | 0 |

For FFY 2007 the ten Child Development Centers reported as noncompliant were required to develop and submit a Corrective Action Plan to the EIEP. All activities in these Corrective Action Plans were completed and monitored; each center’s non-compliance was corrected within one year in accordance with 34 CFR §300.600(e). Through its verification process, the WDE is confident that each of the ten regional Child Development Centers 1) are correctly implementing the specific regulatory requirements of 34 CFR §300.124(b) and §300.301(d)(1); and 2) have developed and implemented IEPs for these children, although late, unless the child is no longer within the jurisdiction of the Center, consistent with OSEP Memo 09-02.

The five Child Development Centers in FFY 2008 not meeting this requirement have addressed the noncompliance in their respective Corrective Action Plans and are required to evidence correction of these findings within one year. The EIEP continues to work on revising the method used to collect these data using an electronic database. The revision allows the EIEP to systematically look at all the Child Development Centers every year in order to report a more comprehensive picture of how the developmental preschools are complying with 34 CFR §300.124(b).

Discussion of Improvement Activities Completed

The status of ongoing improvement activities/strategies below consists of two tables: The first table sets forth the results of all completed activities and the deleted activities; the second table (if applicable) contains the new improvement strategies going forward. WDE has revised both tables by grouping the improvement strategies into eight improvement areas numbered as follows: 1) TA/PD, 2) Transition, 3) LRE, 4) Preservice, 5) Parent, 6) Timely Correction, 7) Dispute Resolution, and 8) Data. Each improvement area has specific improvement strategies which may be reported in one or more performance indicators. The improvement strategies are color coded to reflect their status.

| | |
|--------------------------------|----------------------|
| Light Pink – Completed/Deleted | Light Blue – Revised |
| Light Green – Continuing | Light Purple – New |

Table 1: Ongoing Improvement Strategies

| Improvement Area 1: TA/PD | | |
|---|---|---|
| Improvement Strategies | TA Resources Accessed | Results |
| Activity 1.8: <i>Collect, customize, and disseminate guidance related to comprehensive evaluations in all areas of suspected disability.</i> | WDE Special Programs Unit and contract consultants MPRRC | Through the examination of data and on-site monitoring visits, WDE recognizes the need to provide guidance and ongoing technical assistance in this area. |

| | | |
|--|---|--|
| <ul style="list-style-type: none"> • The WDE recognizes that this improvement strategy has not yet been initiated. • This is a continuing activity. | | |
| <p>Activity 1.10: <i>Develop training for regions to ensure adequate parental participation.</i></p> <ul style="list-style-type: none"> • The EIEP developed training for the Regional CDCs involving strategies to ensure adequate parental participation. • Technical Assistance was provided through conference calls, email, and on-site visits to the various Regional CDCs. • This is a continuing activity. | <p>WDE Special Programs Unit and contract consultants EIEP PIC</p> | <p>Of the ten CDCs that were found noncompliant, nine showed an improvement in their percentages toward compliance for the FFY 2008.</p> |
| <p>Activity 1.11: <i>Provide guidance document for the CDCs regarding transition from Part C to Part B.</i></p> <ul style="list-style-type: none"> • Technical Assistance was provided to the Regional CDCs regarding transition from Part C to Part B through conference calls, emails, and on-site visits. • The EIEP reviewed data from desk audits and provided TA on the issues of improving the accuracy and timeliness for this indicator. • The EIEP will continue to monitor compliance and provide TA throughout the year. • This is a continuing activity. | <p>WDE Special Programs Unit EIEP Parent Information Center (PIC)</p> | <p>The TA provided to the CDCs has resulted in an increase in the number of Regional CDCs found compliant for FFY 2008.</p> |

| |
|---|
| Monitoring Priority: Effective General Supervision Part B / Effective Transition |
|---|

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

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

| |
|---|
| <p>Data Source: Data on this indicator were collected from each LEA using the National Secondary Transition Technical Assistance Center (NSTTAC)’s I-13 Checklist. The NSTTAC Checklist was completed on a representative sample of 339 students from all of the 48 districts in the state. By collecting data from each of the districts in the state, the Special Programs Unit is assured that data aggregated across the districts is representative of the state.</p> |
|---|

Measurement:

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

Actual Target Data for FFY 2008:

States are not required to report actual target data for this indicator in the FFY 2008 APR.

Required Response to FFY 2007 APR:

As OSEP requested in its FFY 2007 SPP/APR Response Table, Wyoming is reporting on the timely correction of noncompliance reported in the FFY 2007 APR for this indicator.

In the late fall of 2008, WDE requested a stratified, random sample of approximately 300 students with disabilities age 16 and above from all 48 Wyoming school districts for an internal transition file review. Once the files arrived, a core group of trained reviewers applied the NSTTAC Indicator 13 Checklist to each file. At the conclusion of its review, the WDE had identified 123 individual students from 40 unique school districts whose IEPs demonstrated evidence of noncompliance with one or more IDEA postsecondary transition requirements.

Overall, these 123 students were distributed across forty Wyoming school districts; eight of the state’s LEAs had zero students with identified instances of noncompliance. Some of these student files were determined to be in violation of more than one transition requirement. The Department elected to

make a single finding in each district's case (rather than making multiple findings for similar infractions in a single district). The breakdown of transition issues was as follows:

- 103 IEPs lacked one or more measurable postsecondary goals
- 20 IEPs lacked annual goals reasonably designed to enable the student to meet the postsecondary goal(s)
- 9 IEPs lacked evidence of appropriate transition services
- 4 IEPs lacked evidence that representatives from outside agencies were invited to the meeting (when the file documented that their participation would be desirable)
- 67 IEPs did not contain evidence that the students' postsecondary goals were based on age-appropriate transition assessments
- 43 IEPs did not include courses of study, designed to improve the students' academic and functional achievement and facilitate their movement to post-school opportunities

Each LEA demonstrating one or more instance of noncompliance was contacted by the WDE Special Programs Unit via certified mail in December 2008. The WDE's correspondence identified each student (by WISER ID number) found to have a transition deficiency in his/her current program and informed the district as to which specific areas were out of compliance. Districts were required to reconvene and/or amend these students' IEPs within 45 days in order to correct the noted noncompliance. Finally, after correcting the noted issue(s), the LEAs were also required to provide timely, written assurance to the WDE that each instance of noncompliance noted above was corrected. All forty districts were made aware of possible sanctions which would be enforced if the timely corrections were not made.

All forty districts managed to correct noncompliance and provide an assurance prior to the required deadline. However, one of the forty LEAs that had a handful of noncompliant transition plans managed to submit its letter of assurance prior to the deadline—however, this same LEA also had an open monitoring finding from FFY 2007 in the area of transition. Rather than clearing the monitoring finding due to the district's assurance of correction, the WDE conducted its typical verification visit process in the district during the early spring of 2009. Through the verification methodology (review of data, file reviews, and LEA staff interviews), the WDE determined that this LEA had not satisfactorily corrected the transition finding. This accounts for the single finding of noncompliance from FFY 2007 that was *not* corrected during FFY 2008 (as shown in rows 3, 4, and 6 of the table below). The LEA in question has subsequently been moved into a Compliance Agreement with the WDE and is being required to fund an external "coach" who visits the district monthly in order to build capacity among district staff to enable them to clear this finding as soon as possible¹.

With the exception of the single LEA discussed in the preceding paragraph, the state has verified each LEA with noncompliance in FFY 2007 is correctly implementing the specific regulatory requirements in 34 CFR 320(b) and has developed and implemented an IEP that includes the required transition content for each youth, unless the youth is not longer within the jurisdiction of the LEA.

¹ For additional information regarding this LEA and its Compliance Agreement, please refer to the "Explanation of Progress or Slippage" under Indicator 15 of this report.

Correction of FFY 2007 Findings of Noncompliance:

Level of compliance (actual target data) State reported for FFY 2007 for this indicator: **4.65%**

| | |
|---|-----------|
| 1. Number of findings of noncompliance the State made during FFY 2007 (the period from July 1, 2007 through June 30, 2008) | 40 |
| 2. Number of FFY 2007 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding) | 39 |
| 3. Number of FFY 2007 findings <u>not</u> verified as corrected within one year [(1) minus (2)] | 1 |

Correction of FFY 2007 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

| | |
|---|----------|
| 4. Number of FFY 2007 findings not timely corrected (same as the number from (3) above) | 1 |
| 5. Number of FFY 2007 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”) | 0 |
| 6. Number of FFY 2007 findings <u>not</u> yet verified as corrected [(4) minus (5)] | 1 |

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))

Data Source: Data to be taken from State monitoring, complaints, hearings and other general supervision system components.

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.

| | |
|------------------------------|---|
| FFY | Measurable and Rigorous Target |
| 2008 (2008 – 2009) | 100% of monitoring findings related to priority areas closed within 1 year |

Actual Target Data for 2008:

| Findings made in FFY | Number of Findings of Noncompliance | Number of Findings Corrected and Verified Within One Year | Percent of Findings Corrected Within One Year | Number of Findings Subsequently Corrected | Number of LEAs with Continuing Noncompliance |
|----------------------|-------------------------------------|---|---|---|--|
| 2007 | 46 | 44 | 95.7% | N/A | 1* |
| 2006 | 49 | 47 | 95.9% | N/A | 1** |

***Nature of continuing noncompliance and enforcement activities taken:**

As shown in the table above, the WDE determined that two findings of noncompliance originally identified through its Continuous Improvement Focused Monitoring system in FFY 2007 were not

corrected within one year. One of the findings was in the area of FAPE – Educational Benefit, and the second was in the area of Secondary Transition. Both of these systemic findings are from the same LEA.

As a result of the district’s failure to evidence correction of these two systemic findings of noncompliance, the LEA in question was required to enter into a Compliance Agreement with the WDE. Multiple parties were involved in this process, including the LEA Superintendent, School Board Chairperson, and the State Director of Special Education.

The WDE has assigned a special education “coach” to assist the district in its efforts to correct these two remaining areas of noncompliance, and the district is being required to fund the coach with a portion of its federal 611 grant. The coach meets monthly with district staff in order review files, policies, practices and procedures, making recommendations for needed adjustments and improvements in order to bring the LEA into compliance. Following each visit, the coach provides a written report to the WDE and receives direction and feedback from WDE Special Programs Unit leadership. With the support being provided to the district at this time, the WDE is confident that this LEA will be able to correct the two outstanding findings in a timely manner.

****Nature of continuing noncompliance and enforcement activities taken:**

As shown in the table above, the WDE again determined that two findings of noncompliance identified through its Continuous Improvement Focused Monitoring system in FFY 2006 were not corrected during FFY 2008. One of the findings was in the area of FAPE – Educational Benefit, and the second was in the area of Least Restrictive Environment. Both of these findings are from the same LEA.

As described in the State’s APR for FFY 2007, the LEA in question was required to enter into a Compliance Agreement with the WDE due to the district’s continued noncompliance. Multiple parties have been and are currently involved in this process, including the LEA Superintendent, School Board Chairperson, and the State Director of Special Education. Despite the efforts of the SEA and district, the LEA was unable to evidence correction prior to the end of FFY 2008. The WDE has thus intensified its efforts to assist the district in correcting these two findings of noncompliance.

In FFY 2009, the WDE increased its on-site technical assistance in the district in order to help spur necessary changes in the areas of FAPE – Educational Benefit and LRE. The WDE and LEA have identified specific schools within the district whose special education data are particularly problematic and is targeting principals and staff in those schools with intensive technical assistance. Due to the depth and complexity of the district’s noncompliance in these two areas, bringing about timely correction in this district has been challenging. In addition, the WDE worked with the district to apply federal funds toward activities outlined in their Compliance Agreement. The WDE anticipates that the district will continue to make necessary improvements in order to clear these findings as quickly as possible.

Description of the process for selecting LEAs for Monitoring:

Wyoming’s CIFM system uses a weighted formula in the selection of districts for on-site monitoring. This weighted formula is made up of key SPP indicators that emphasize student outcomes and educational results. The SPP indicators which make up the weighted formula are chosen by the Stakeholder Group annually. For FFY 2008 the weighted formula consisted of 3C for grades 7, 8, and 11. Regardless of the specific focus indicators used in a given year, data from each district feeds into the weighted formula annually, and an overall score for these indicators is computed. This yields a single percentage score for each of the 48 Wyoming school districts.

In order to facilitate the selection process and ensure equity among districts, the WDE divides districts into four population groups based on overall student enrollment figures. The districts are then ranked within these four population groups, and the two districts with the lowest overall percentage scores in each population group are chosen for on-site focused monitoring visits. If a district is still working through a Corrective Action Plan (CAP) or Compliance Agreement from the previous school year, the WDE will not monitor the district in the current school year. If a district in this situation is found to be in one of the two lowest rankings in its population group, the WDE skips over that district, and the district with the next lowest percentage score is selected.

In addition, one district is chosen randomly for an on-site monitoring visit each year. Districts receiving a WDE determination of *Meets Requirements* are automatically removed from the random district pool. Districts selected for random CIFM on-site visits are drawn from the *Needs Assistance* determinations category, and the WDE's CIFM approach to these districts is otherwise conducted in the same manner as it is for districts selected through the application of the weighted formula. The WDE follows the same sort of pre-staffing process before the visit, conducts similar activities while on-site, issues similar reports and requires corrective actions (if findings are made) following the on-site visit.

For any noncompliance not corrected within one year of identification, the WDE requires that the district agree to and implement a Compliance Agreement. The Compliance Agreement, like the Corrective Action Plan (CAP), describes the district's plan of action toward correcting the remaining noncompliance. However, unlike a CAP, the Compliance Agreement has a much shorter timeline, increased accountability and contact between the LEA and the WDE, and intensive, targeted, mandatory technical assistance from the WDE (or contractors selected by the WDE) to the district.

Because of the seriousness of continued noncompliance and its impact on student performance and outcomes, the agreement is preceded by a meeting between the State Director of Special Education and the district's Superintendent, School Board Chairperson, and Special Education Director. At this meeting, the State Director of Special Education clearly explains the agreement's strict timelines and the enforcement consequences of continued noncompliance. At a minimum, any district requiring a Compliance Agreement is automatically placed in the *Needs Intervention* determinations category, regardless of the district's total score on the determinations formula.

The WDE employs a variety of both sanctions and incentives in response to district efforts to correct findings of noncompliance. Any district exhibiting exemplary performance may be rewarded with the following incentives: waivers for national or state conferences, a complimentary letter to the local school board and/or superintendent, removal from the random monitoring pool and/or public recognition of best practices through a special programs newsletter.

Accordingly, any district choosing not to cooperate or failing to resolve noncompliance issues will receive sanctions from the Department. Among these are the following: holding a face to face meeting with district officials, notifying the State Advisory Panel, hiring an outside consultant to assist the district (using the district's federal Part B 611 funds to pay for this service), withholding part or all of the district's federal Part B 611 funds, and affecting schools' accreditation status.

Explanation of Progress or Slippage that occurred for FFY 2008:

The WDE conducted Continuous Improvement Focused Monitoring (CIFM) visits in nine school districts and assisted in the monitoring of five regional developmental preschool programs in FFY 2007. At least

one finding of noncompliance was made in each of the nine school districts and each of the five developmental preschool regions. Although the regional developmental preschool programs are not LEAs per se, given the structure of preschool programs for students with disabilities in Wyoming, these regional programs are being treated as LEAs for the purposes of this report. In all, 34 findings of noncompliance originated through monitoring processes. Each district or regional preschool program was required to complete and implement a Corrective Action Plan (CAP) in order to address the findings, and WDE monitoring staff reviewed and approved each CAP.

At the close of the one-year period given for corrective action, the WDE Special Programs Unit conducted a series of verification visits to determine whether or not each of the aforementioned findings had been satisfactorily corrected. Once the one-year timeline for correction has expired, the WDE does not simply accept an implemented CAP as evidence that any finding has been corrected. The WDE sends a smaller team of monitors back to the district to engage in a fresh on-site monitoring activity to determine the current compliance status of each finding area. These visits entail file reviews, interviews with LEA staff, and other methodologies as necessary (i.e. observations, service provider time log reviews, etc.). In conducting these efforts, the WDE found that 32 of the 34 findings identified through monitoring visits had been corrected and verified that each LEA with identified noncompliance is correctly implementing all regulatory requirements, consistent with OSEP Memo 09-02. As described above, the two uncorrected findings from FFY 2007 are being addressed through the WDE's Compliance Agreement process.

Wyoming experienced a slight decrease in the number of formal complaints received during FFY 2008, and the State's trend data continue to demonstrate a relatively low number of complaints. During this time period, the WDE received a total of five written, signed complaints alleging various types of both procedural and substantive violations. Trained complaint investigators examined the evidence and delivered decisions within the 60-day timeline in each case, although one of the complaints was withdrawn before an investigation began. Of the four complaints that were investigated, three resulted in findings of noncompliance for the affected LEAs (there were a total of five findings in these three districts). Furthermore, the WDE verified that these LEAs successfully corrected the five findings made in these decisions, and the cases were all closed within the one-year timeline.

Overall, Wyoming's rate of correction within one year remains quite similar to the performance described in the APR covering FFY 2007. There was a statistically insignificant drop in the percentage of findings corrected within one year (two tenths of a percentage point); however, the state's percentage of findings corrected within the timeline required by 34 C.F.R. §300.600(e) was still above 95% overall, representing substantial compliance.

The WDE continues to monitor trends in its monitoring and complaint investigation findings in order to inform its technical assistance to LEAs and parent advocacy groups. Through this technical assistance, the WDE aims to lower the number of complaints resulting in findings, reduce the number of findings made through the monitoring process, and increase the use of early dispute resolution options throughout the state.

PART B INDICATOR 15 WORKSHEET

| Indicator/Indicator Clusters | General Supervision System Components | # of LEAs Issued Findings in FFY 2007 (7/1/07 to 6/30/08) | (a) # of Findings of noncompliance identified in FFY 2007 (7/1/07 to 6/30/08) | (b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification |
|--|--|---|---|--|
| 1. Percent of youth with IEPs graduating from high school with a regular diploma. 2. Percent of youth with IEPs dropping out of high school. | Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other | 2 | 2 | 2 |
| 14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school. | Dispute Resolution: Complaints, Hearings | 0 | 0 | 0 |
| 3. Participation and performance of children with disabilities on statewide assessments. 7. Percent of preschool children with IEPs who demonstrated improved outcomes. | Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other Dispute Resolution: Complaints, Hearings | 8 | 8 | 7 |
| 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 | Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other | 0 | 0 | 0 |

| Indicator/Indicator Clusters | General Supervision System Components | # of LEAs Issued Findings in FFY 2007 (7/1/07 to 6/30/08) | (a) # of Findings of noncompliance identified in FFY 2007 (7/1/07 to 6/30/08) | (b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification |
|---|--|---|---|--|
| year. | Dispute Resolution: Complaints, Hearings | 0 | 0 | 0 |
| 5. Percent of children with IEPs aged 6 through 21 -educational placements. | Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other | 2 | 2 | 2 |
| 6. Percent of preschool children aged 3 through 5 – early childhood placement. | Dispute Resolution: Complaints, Hearings | 0 | 0 | 0 |
| 8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. | Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other | 0 | 0 | 0 |
| | Dispute Resolution: Complaints, Hearings | 0 | 0 | 0 |
| 9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification. | Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other | 0 | 0 | 0 |
| 10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. | Dispute Resolution: Complaints, Hearings | 0 | 0 | 0 |

| Indicator/Indicator Clusters | General Supervision System Components | # of LEAs Issued Findings in FFY 2007 (7/1/07 to 6/30/08) | (a) # of Findings of noncompliance identified in FFY 2007 (7/1/07 to 6/30/08) | (b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification |
|---|--|---|---|--|
| 11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. | Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other | 37 | 37 | 36 |
| | Dispute Resolution: Complaints, Hearings | 0 | 0 | 0 |
| 12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. | Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other | 10 | 10 | 10 |
| | Dispute Resolution: Complaints, Hearings | 0 | 0 | 0 |
| 13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals. | Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other | 42 | 42 | 41 |
| | Dispute Resolution: Complaints, Hearings | 0 | 0 | 0 |
| Other areas of noncompliance (Procedural violations, including prior written notice, improper exit procedure, improper IEP amendment, failure to follow discipline regulations, IEP team membership, and others): | Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other | 9 | 9 | 9 |
| | Dispute Resolution: Complaints, Hearings | 0 | 0 | 0 |

| Indicator/Indicator Clusters | General Supervision System Components | # of LEAs Issued Findings in FFY 2007 (7/1/07 to 6/30/08) | (a) # of Findings of noncompliance identified in FFY 2007 (7/1/07 to 6/30/08) | (b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification |
|--|--|---|---|--|
| Other areas of noncompliance: Assistive Technology, Extended School Year, Provision of Related Services | Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other | 8 | 8 | 8 |
| | Dispute Resolution: Complaints, Hearings | 0 | 0 | 0 |
| Sum the numbers down Column a and Column b | | | 120 | 117 |
| Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100. | | | (b) / (a) X 100 = | 97.5* |

*This percentage differs from that reported under the “Actual Target Data for 2008” table above. This is because the worksheet includes self assessment data for Indicators 11 and 13 and does not include results of dispute resolution findings that were made in FFY 2008 and also corrected within FFY 2008.

Discussion of Improvement Activities Completed

The status of ongoing improvement activities/strategies consists of two tables: The first table sets forth the results of all completed activities and the deleted activities; the second table (if applicable) contains the new improvement strategies going forward. WDE has revised both tables by grouping the improvement strategies into eight improvement areas numbered as follows: 1) TA/PD, 2) Transition, 3) LRE, 4) Preservice, 5) Parent, 6) Timely Correction, 7) Dispute Resolution, and 8) Data. Each improvement area has specific improvement strategies which may be reported in more than one performance indicator. The improvement strategies are color coded to reflect their status.

| | |
|--------------------------------|----------------------|
| Light Pink – Completed/Deleted | Light Blue – Revised |
| Light Green – Continuing | Light Purple – New |

Table 1: Ongoing Improvement Strategies

| Improvement Area 1: TA/PD | | |
|---------------------------|-----------------------|---------|
| Improvement Strategies | TA Resources Accessed | Results |
| | | |

| | | |
|--|---|---|
| <p>Activity 1.1: <i>Implement Positive Behavioral Interventions and Supports (PBIS) in secondary settings across the state and analyze 5c data to determine target districts and assist in the development of transition plans to place students in a less restrictive environment.</i></p> <ul style="list-style-type: none"> WDE Special Programs Unit provided Positive Behavioral Interventions and Supports (PBIS) training to select secondary schools throughout the year. The select secondary schools were accepted into the fourth cohort of PBIS schools. The three-year commitment to ongoing trainings began in October 2009. In addition, trainings to other secondary schools about PBIS were provided at the WDE Fall School Improvement Conference, Spring School Improvement Conference, the 8th Annual Teton Institute, Special Education Leadership Symposium, the Wyoming School Psychologists Association Annual Conference, the 4th Annual Para-Educators Conference, and the Secondary Schools Tiered Intervention Conference. Emphasis of the training(s) involved providing tiered interventions to assist struggling students, monitoring their progress, and using data to make programming adjustments. | <p>WDE PBIS Coordinator WDE Special Programs Unit and contract consultants University of Oregon (PBIS.org) Illinois PBIS Network Data Driven Enterprises School-Wide Information Systems (SWIS)</p> | <p>In a coordinated effort to improve student outcomes, WDE has focused on merging the PBIS and Rtl initiatives into one integrated three-tiered intervention framework. The Wyoming System of Instructional Supports (WYSIS) was in the early development stages the spring of 2009. The WDE contracted with staff from Michigan’s MiBLSi initiative, a project which has successfully and systematically integrated academic and behavioral intervention support, to provide consultation on Wyoming’s integration efforts. Applications were taken for schools wanting to participate in the first cohort and those schools already in either the PBIS cohort or Rtl cohort were given priority. Twenty-eight schools were accepted into the first WYSIS cohort.</p> <p>The WYSIS will provide training on data-based decision making, universal screening, progress monitoring, and tiered interventions (both academic and behavioral support).</p> <p>This activity is revised.</p> |
| <p>Activity 1.3: <i>Design an integrated professional development and technical assistance system which supports school improvement efforts.</i></p> <ul style="list-style-type: none"> Representatives from the Special Programs Unit participate on the WDE At-Risk Taskforce as well as collaborate with the School Improvement Conference (SIC) planners to secure presenters who highlight students at risk of dropping out. Special Programs Unit staff worked with outside consultants to create the foundation for the development of a more robust TA/PD system. | <p>WDE Special Programs Unit MPRRC Cambium Learning/Sopris West TAESE NWREL NPDCI University of Oregon PBS RTI/IRIS Center Center on Instruction</p> | <p>Wyoming developed an At-Risk Project Legislative Oversight Team during the 2008 legislative session. This oversight team helped to pass Senate File 70 delegating funding toward an At-Risk Project. This At-Risk Project was initiated in July 2008 with the hiring of a project lead. In collaboration with WDE, a task force was established and assigned to research Wyoming’s At-Risk population and provide recommendations for the four key components of Senate File 70. The following is a brief summation of these tasks:</p> <ol style="list-style-type: none"> 1) Development of an operational definition “at-risk” student, |

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| <ul style="list-style-type: none"> This is a continuing activity. | | <ol style="list-style-type: none"> Development of standards for alternative schools programs, including entry and exit criteria, Establishment of clear roles/responsibilities for court ordered placed students (COPS) along with evaluation of appropriate programs/curricula and Development of a recommended system and continuum of student supports. <p>Taskforce members were recruited from district leadership in geographically diverse portions of the state and from numerous district and state agency partners, including the Wyoming Departments of Education, Health and Family Services, and the University of Wyoming. Members were assigned to sub-committees for each of the four areas and began meeting in the Fall of 2008. These sub-committees met at regular intervals in collaboration with WDE consultants and leadership. The Legislative Oversight Team provided the taskforce with background information, research, and other relevant information to expedite their work. By June of 2009, the sub-committees had developed initial drafts of recommendations for the Joint Education Committee. The JEC was presented with the official recommendations in October 2009.</p> <p>The WDE Special Programs Technical Assistance and Personnel Development (TA/PD) section has worked throughout FFY 2008 to build a framework for a comprehensive TA/PD process. This process is based on data linked to other general supervision components and is responsive to the needs of LEAs.</p> |
| <p>Activity 1.4: <i>Annually review AYP data to identify schools/districts meeting AYP for the cohort of students with IEPs. Gather information about evidence-based reading and math programs and progress monitoring tools that are proving successful in those schools.</i></p> | <p>WDE Special Programs Unit NSTTAC</p> | <p>In January 2009, Wyoming public elementary schools and middle schools (those with grade 6) were asked to complete the Wyoming Survey of Elementary Instructional Practices. Eighty-four of the 134 elementary schools (63%) and 12 of the 29 middle</p> |

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| <p><i>Post information on WDE website to make available statewide.</i></p> <ul style="list-style-type: none"> • The WDE completed an Instructional Survey designed by NWRCC and began to analyze this information in conjunction with AYP subgroup data. • This is a continuing activity. | | <p>schools (41%) completed the survey.</p> <p>The WDE is currently in the process of cross-walking AYP results with the data gathered around the following topics:</p> <ol style="list-style-type: none"> 1) Building Intervention Teams, 2) Professional Development, 3) Improvement of Instruction, 4) Core Reading and Behavior programs, 5) Screening/Progress Monitoring, 6) Level of Support for Students, 7) Parent Involvement, and 8) Early Childhood Programs. |
| <p>Activity 1.6: <i>Annually conduct a workshop for building administrators on discipline policy implementation at the state School Improvement Conference, the Special Education Leadership Symposium, or the annual Principals’ Association Meetings.</i></p> <ul style="list-style-type: none"> • The 2nd Annual Special Education Leadership Symposium provided technical assistance to support school improvement efforts on reducing expulsion and suspension. • This activity is continuing. | <p>WDE Special Programs Unit and contract consultants</p> | <p>The 2nd Annual Special Education Leadership Symposium featured four sessions of “Behavioral Supports,” presented by Lucille Eber, Coordinator of Illinois’ Emotional and Behavioral Disabilities (EBD) Network and two sessions of “Discipline Policy Panel Discussion,” facilitated by the MPRRC. The panel consisted of three attorneys, two principals, two special education directors, and the WY State Director of Special Education.</p> <p>WDE staff and local district staff presented at the School Improvement Conference on “Targeted and Intensive Behavioral Supports.” The participants provided information regarding experiences implementing successful behavioral support.</p> |
| <p>Activity 1.8: <i>Collect, customize, and disseminate guidance related to comprehensive evaluations in all areas of suspected disability.</i></p> <ul style="list-style-type: none"> • The WDE recognizes that this improvement strategy has not yet been initiated. • This is a continuing activity. | <p>WDE Special Programs Unit and contract consultants MPRRC</p> | <p>Through the examination of data and on-site monitoring visits, WDE recognizes the need to provide guidance and ongoing technical assistance in this area.</p> |
| <p>Improvement Area 2: Transition</p> | | |
| <p>Improvement Strategies</p> | <p>TA Resources Accessed</p> | <p>Results</p> |

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| <p>Activity 2.2: <i>Customize and distribute a FAQ document to go along with the Indicator 13 checklist that districts can use for improvement purposes. In addition, research and tailor existing training materials to be used by districts for training.</i></p> <ul style="list-style-type: none"> • The WDE recognizes that this improvement strategy has not yet been initiated. • This is a continuing activity | <p>WDE Special Programs Unit NSTTAC</p> | <p>WDE plans to survey districts and prioritize areas needed for further technical assistance.</p> |
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Improvement Area 3: LRE

| Improvement Strategies | TA Resources Accessed | Results |
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| <p>Activity 3.2: <i>Provide consultation and supports (e.g., access to technology, access to materials) to schools to ensure students who have visual impairments or are deaf/hard of hearing are able to remain in the home school environment and make educational progress.</i></p> <ul style="list-style-type: none"> • On-site consultation for school districts and Child Development Centers statewide are offered throughout the school year by trained professionals of the Outreach Services for the Blind/Visually Impaired or the Deaf/Hard of Hearing. These specialized consultants offer districts and CDCs evidence-based strategies that can be incorporated into a student’s daily curriculum. • Special Programs Unit staff provided consultation through the WY First Step Diagnostic Clinic. Outreach Services for the Deaf/Hard of Hearing provide instruction through the use of the distance education network. • This is a continuing activity | <p>WDE Special Programs Unit Outreach Services for the Visually Impaired (SVI) Outreach Services for the Deaf/Hard of Hearing (DHH) WY Deaf/Blind Project Department of Health Maternal Child & Health Wyoming Life Resource Center (WLRC) WATR WIND NIMAC NIMAS Northern Rockies Association for the Education and Rehabilitation of the Blind and Visually Impaired (NRAER)</p> | <p>WDE staff in both the Outreach Services for the Visually Impaired and the Deaf/Hard of Hearing provided consultation and support to students with disabilities ages 3 – 21 years. The SVI consultants provided over 109 visits to preschool age children with disabilities, mainly through the Child Development Centers and over 1222 visits to students with disabilities ages 6 – 21 years for the 2008 – 2009 school year. The DHH consultants provided over 48 visits to preschool age children with disabilities through the Child Development Centers and over 110 visits to the 48 school districts within the state during the 2008 – 2009 school year. The DHH consultants also made visits to 3 state institutions regarding children with disabilities providing more than 8 on-site visits during the school year.</p> |

Improvement Area 4: Preservice

| Improvement Strategies | TA Resources Accessed | Results |
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| <p>Activity 4.1: <i>Develop a recruitment/retention system to assist LEAs in the recruiting and retaining of special education administrators, teachers, and related service providers.</i></p> <ul style="list-style-type: none"> WDE, in collaboration with Texas Tech University, provided a distance learning opportunity for local educators to build state capacity of highly qualified instructors: Teachers for the Visually Impaired, Teachers of the Deaf / Hard of Hearing, Certified Orientation and Mobility Instructors and Teachers of the Deaf-Blind. The goals of the State Personnel Development Grant (SPDG) were realigned in FFY 2008 to better reflect the work the Special Programs Unit is doing regarding the implementation of a three-tiered model of support (academic and behavior) for all struggling learners. One primary focus of the SPDG is to ensure implementation with fidelity through the provision of coaching and mentoring to LEAs involved in the state’s RtI and PBIS initiatives. This is a continuing activity. | <p>WDE Special Programs Unit National Personnel Center Projects Wyoming Diversity Task Force NASDSE NCCRESt University of Wyoming</p> | <p>Thirteen local educators participated in the first cohort of distant education representing ten LEAs and two Developmental Preschool Regions. WDE is currently accepting applications for the second cohort to begin January 2011.</p> |
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Improvement Area 6: Timely Correction

| Improvement Strategies | TA Resources Accessed | Results |
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| <p>Activity 6.1: <i>Use database to aggressively track LEA implementation of corrective actions developed as a result of dispute resolution or monitoring.</i></p> <ul style="list-style-type: none"> WDE and Data Driven Enterprises have collaborated to develop a CAP database. This is a continuing activity. | <p>WDE Special Programs Unit Data Driven Enterprises (DDE) i-Sight Hosted Services and Customer Expression Corporation</p> | <p>WDE and Data Driven Enterprises have worked extensively to build an efficient database to capture the components of the CIFM system to aggressively track LEA implementation of corrective actions. The CAP database is managed by WDE staff and provides an accurate history of LEA Corrective Action Plans, improvement activities, implementation status, timelines, verification findings, clearing of noncompliance, etc. Within this database, there is the capacity to run reports, deadline management, task assignment and tracking,</p> |

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| <p>Activity 6.2: <i>Review compliance findings with LEA Special Education Directors through conference presentations, regional trainings, and conference calls. Disseminate effective improvement and correction strategies through similar means.</i></p> <ul style="list-style-type: none"> • WDE staff presented CIFM summary information to the General Supervision Stakeholder Group in September of 2008. • WDE Special Programs staff developed a series of monthly technical assistance conference calls for new Special Education directors. • The CIFM summary information was also presented to the LEA Special Education Directors at the Spring WASEA (Wyoming Association of Special Education Administrators) meeting in March 2009. • This is a continuing activity. | <p>WDE Special Programs Unit and contract consultants</p> | <p>and download of longitudinal data.</p> <p>In September of 2008 and March of 2009, WDE staff presented its annual summary of previous school year’s monitoring results. The purpose of the presentation is to keep local administrators informed about common issues identified around the state.</p> <p>The Special Education Directors’ Academy was initiated in October 2008 and involved a series of monthly TA conference calls specifically targeting new directors in Special Education. The academy was attended by new and experienced directors. Each call targeted a specific area of special education as determined by frequent findings of noncompliance.</p> <p>Local directors were also encouraged throughout the year to use their professional association meetings as a means/venue of sharing effective approaches to clearing common findings and improving districts’ delivery of special education programming.</p> |
| <p>Activity 6.3: <i>Distribute resources about WDE general supervision of IDEA to LEA administrators and School Boards.</i></p> <ul style="list-style-type: none"> • WDE Special Programs staff provides resources and information regarding IDEA’s general supervision requirements to LEA administrators and School Boards through a variety of formats (email, webpage, face-to-face meetings, etc.) • This is a continuing activity. | <p>WDE Special Programs Unit MPRRC</p> | <p>WDE Special Programs staff distributed the CIFM procedure manual to WASEA members at the annual fall meeting. In addition, one or more WDE Special Programs staff attended quarterly WASEA meetings when available.</p> <p>WDE Special Programs staff members meet with LEA administrators during the first day of an on-site visit and again on the final day of the monitoring visit in order to further explain the state’s General Supervision requirements and how those are reflected in the CIFM procedure.</p> |
| <p>Activity 6.4: <i>Conduct outside independent evaluation of the comprehensiveness and effectiveness of the EIEP system of monitoring ensuring compliance and improving outcomes for preschool students with disabilities. Based on the recommendations of this report, WDE will make appropriate changes and refine the EIEP’s monitoring system.</i></p> <ul style="list-style-type: none"> • This activity was revised. In April 2009, | <p>WDE Special Programs Unit and contract consultants EIEP</p> | <p>The WDE is in the process of assisting the EIEP in the substantive revision of its monitoring process for young children with disabilities ages 3 through 5. Once the structure is in place, the revised monitoring system will be piloted in FFY 2010. A preschool monitoring stakeholder group has also been established, and the group is regularly provided opportunities for</p> |

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| <p>WDE Special Programs Unit staff and a contract consultant met with the EIEP staff of the DDD. Over the course of FFY 2009, the WDE and EIEP plan to conduct a thorough revision of the EIEP’s compliance monitoring system. Wyoming plans to create and pilot a preschool monitoring system in FFY 2010 that more closely mirrors what is in use in the state’s school districts.</p> | | <p>feedback and input as the WDE and EIEP work to improve the system.</p> |
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Table 2: Revised or New Improvement Strategies

| Improvement Strategies | Timelines | | Resources |
|--|--|------|--|
| | FFY Year(s) When activities will occur | | |
| | 2009 | 2010 | |
| Improvement Area 1: TA/PD | | | |
| <p>Activity 1.1: Implement Positive Behavioral Interventions and Supports (PBIS) in secondary settings across the state to facilitate an increase in student engagement, the likelihood students will graduate, and successful post-school outcomes; as well as a decrease in students dropping out.</p> | X | X | <p>WDE PBIS Coordinator WDE Special Programs Unit and contract consultants University of Oregon (PBIS.org) Illinois PBIS Network Data Driven Enterprises School-Wide Information Systems (SWIS)</p> |
| Improvement Area 6: Timely Correction | | | |
| <p>Activity 6.4: Conduct outside independent evaluation of the comprehensiveness and effectiveness of the EIEP system of monitoring ensuring compliance and improving outcomes for preschool students with disabilities. Based on the recommendations of this report, WDE will make appropriate changes and refine their monitoring system.</p> | X | X | <p>WDE Special Programs Unit and contract consultants EIEP</p> |

Monitoring Priority: Effective General Supervision Part B/General Supervision

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

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

Data Source: Data collected on Table 7 of Information Collection 1820-0677 (*Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act*).

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

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| FFY | Measurable and Rigorous Target |
| 2008 (2008 – 2009) | 100% of complaints resolved within appropriate timeline |

Actual Target Data for FFY 2008:

| School Year | Complaints (number) | Complaints Withdrawn (number) | Complaints Extended for Exceptional Circumstances | Complaints Resolved within 60-day timeline (number) | Percent of Complaints with Reports Issued that were Resolved within 60-day Timeline (percent) |
|-------------|---------------------|-------------------------------|---|---|---|
| 2008 - 2009 | 5 | 1 | 0 | 4 | 100% |

Explanation of Progress that occurred for FFY 2008:

The WDE noted a decline in the number of signed, written complaints during FFY 2008. A total of five signed, written complaints were received in the WDE office as compared to eleven in FFY 2007. Of the five state complaint requests, one was resolved prior to investigation and withdrawn, one resulted in no findings of noncompliance and three required corrective actions by the LEAs to address findings of noncompliance. All complaint decisions were delivered within the 60 day timeline.

The state believes a variety of factors continue to affect the number of complaints received by the WDE including heightened accountability for the outcomes of students with disabilities and a growing knowledge base among parents of how their children are progressing through the system. WDE continues to monitor trends in complaint investigations to inform technical assistance offered to Districts and parent advocacy groups. WDE continues to offer training to complaint investigators, additionally complaint investigators are encouraged to participate in the complaint investigator’s work group sponsored by Mountain Plains Regional Resource Center (MPRRC) and Technical Assistance for Excellence in Special Education (TAESE).

Discussion of Improvement Activities Completed

The status of ongoing improvement activities/strategies below consists of two tables: The first table sets forth the results of all completed activities and the deleted activities; the second table (if applicable) contains the new improvement strategies going forward. WDE has revised both tables by grouping the improvement strategies into eight improvement areas numbered as follows: 1) TA/PD, 2) Transition, 3) LRE, 4) Preservice, 5) Parent, 6) Timely Correction, 7) Dispute Resolution, and 8) Data. Each improvement area has specific improvement strategies which may be reported in more than one performance indicator. The improvement strategies are color coded to reflect their status.

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| Light Pink – Completed/Deleted | Light Blue – Revised |
| Light Green – Continuing | Light Purple – New |

Table 1: Ongoing Improvement Strategies

| Improvement Area 1: TA/PD | | |
|----------------------------------|------------------------------|----------------|
| Improvement Strategies | TA Resources Accessed | Results |
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| <p>Activity 1.7: <i>Develop and provide professional development materials and opportunities for school staff to increase understanding about the parent survey, how to use the data, and strategies for improving parent understanding and involvement. Make materials available on the web for just-in-time access.</i></p> <ul style="list-style-type: none"> WDE provided each of the 48 districts a detailed report of the parent survey results. This is a continuing activity | <p>WDE Special Programs Unit and contract consultants WY Deaf/Blind Project Data Driven Enterprises PIC UPLIFT Early Hearing and Detection Intervention (EHDI)</p> | <p>In November 2009, WDE provided each district a detailed report of the spring 2009 parent survey results. Guidance was provided to the districts on how to interpret the report. Each district was asked to encourage parents to respond to the parent survey in the spring of 2010.</p> <p>WDE Special Programs staff, in collaboration with Data Driven Enterprises, offers an annual data share out meeting for all 48 districts. The data share out meeting is an opportunity for districts to review data from the parent survey.</p> |
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Improvement Area 5: Parent

| Improvement Strategies | TA Resources Accessed | Results |
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| <p>Activity 5.1: <i>Annually review survey data results with PIC and UPLIFT to identify collaborative strategies for increasing meaningful parent involvement.</i></p> <ul style="list-style-type: none"> The WDE recognizes that this improvement strategy has not yet been initiated. This is a continuing activity. | <p>WDE Special Programs Unit and contract consultants Data Driven Enterprises (DDE) PIC UPLIFT EIEP</p> | <p>The WDE in collaboration with Data Driven Enterprises will provide the parent survey results to the parent advocacy agencies, PIC and UPLIFT, as a means to encourage parents to respond to the survey. This will provide WDE with additional opportunities to gather feedback in obtaining parent information.</p> |

Improvement Area 6: Timely Correction

| Improvement Strategies | TA Resources Accessed | Results |
|--|--|---|
| <p>Activity 6.1: <i>Use database to aggressively track LEA implementation of corrective actions developed as a result of dispute resolution or monitoring.</i></p> <ul style="list-style-type: none"> WDE and Data Driven Enterprises have collaborated to develop a CAP database. This is a continuing activity. | <p>WDE Special Programs Unit Data Driven Enterprises (DDE) i-Sight Hosted Services and Customer Expression Corporation</p> | <p>WDE and Data Driven Enterprises have worked extensively to build an efficient database to capture the components of the CIFM system to aggressively track LEA implementation of corrective actions. The CAP database is managed by WDE staff and provides an accurate history of LEA Corrective Action Plans, improvement activities, implementation status, timelines, verification findings, clearance of noncompliance, etc. Within this database, there is the capacity to run reports, deadline</p> |

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| | | management, task assignment and tracking, and download of longitudinal data. |
| <p>Activity 6.2: <i>Review compliance findings with LEA Special Education Directors through conference presentations, regional trainings, and conference calls. Disseminate effective improvement and correction strategies through similar means.</i></p> <ul style="list-style-type: none"> WDE Special Programs staff developed a series of monthly technical assistance conference calls for new Special Education directors. WDE staff presented CIFM summary information to the General Supervision Stakeholder Group in September of 2008. The CIFM summary information was also presented to the LEA Special Education Directors at the Spring WASEA (Wyoming Association of Special Education Administrators) meeting in March of 2009. This is a continuing activity. | WDE Special Programs Unit and contract consultants | <p>The Special Education Directors’ Academy was initiated in October 2008 and involved a series of monthly TA conference calls specifically targeting new directors in Special Education. The academy was attended by new directors, as well as, seasoned directors. The TA targeted areas of special education such as noncompliance findings discovered through the CIFM process, general IDEA/procedural requirements, FAPE issues/concerns, etc.</p> <p>Special Programs staff frequently attends the WASEA meetings to provide information to LEA Special Education Directors on various topics and relay specific OSEP guidance directly to this audience.</p> |
| <p>Activity 6.3: <i>Distribute resources about WDE general supervision of IDEA to LEA administrators and School Boards.</i></p> <ul style="list-style-type: none"> WDE Special Programs staff provides resources and information regarding general supervision requirements under IDEA to LEA administrators and School Boards through a variety of formats (email, webpage, face-to-face meetings, etc.) This is a continuing activity. | WDE Special Programs Unit MPRRC | <p>WDE Special Programs staff distributed the CIFM manual to WASEA members at the annual fall meeting. One or more WDE Special Programs staff attends quarterly WASEA meetings when available. Each of the 48 LEAs is represented at the meetings.</p> <p>As part of the CIFM process, WDE Special Programs staff and LEA administrators meet during initial on-site visits and exit meetings for selected districts.</p> |
| Improvement Area 7: Dispute Resolution | | |
| Improvement Strategies | TA Resources Accessed | Results |
| <p>Activity 7.1: <i>Collect, customize, and disseminate resources relating to effective communication skills, content knowledge, and early dispute resolution in order to</i></p> | WDE Special Programs Unit and contract consultants P & A | The WDE conducted several professional development trainings across the state cross-walking federal regulations with the WDE Model forms. The parent/LEA |

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| <p><i>improve the working relationship between parents and school staff.</i></p> <ul style="list-style-type: none"> • During FFY 2008 the WDE conducted professional development activities statewide for parent and family advocates, parent liaisons, family coordinators, and family support specialists. • This is a continuing activity. | <p>EIEP PIC UPLIFT</p> | <p>relationship was a central theme regarding the ongoing process and responsibility for Individualized Education Programs.</p> <p>Another of the underlying themes in each of the trainings was early dispute resolution through compliance with federal regulations.</p> <p>WDE provided Coaches Training for parent and family advocates, parent liaisons, family coordinators, and family support specialists.</p> <p>Trainings of due process hearing officers, mediators, and complaint investigators are targeted for summer 2010.</p> |
| <p>Activity 7.2: <i>Modify the WDE dispute resolution database to capture due process data as required by IDEA 2004.</i></p> <ul style="list-style-type: none"> • Throughout FFY 2008, WDE has been in the process of implementing a dispute resolution database developed by i-Sight Hosted Services and Customer Expression Corporation. • This is a continuing activity. | <p>WDE Special Programs Unit Data Driven Enterprises i-Sight Hosted Services and Customer Expression Corporation</p> | <p>WDE Special Programs staff will enter test compliant and mediation cases in order to ensure that the i-Sight Hosted dispute resolution data base meets federal requirements and is functional in January 2010.</p> |

Monitoring Priority: Effective General Supervision Part B/General Supervision

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

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

Data Source: Data collected on Table 7 of Information Collection 1820-0677 (*Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act*).

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

| FFY | Measurable and Rigorous Target |
|--------------------------------------|---|
| <p>2008 (2008 – 2009)</p> | <p>100% of due process hearings fully adjudicated within 45-day timeline</p> |

Actual Target Data for FFY 2008:

There were no requests for due process in FFY 2008. The WDE continues to maintain an extremely low rate of due process hearing requests. WDE continues to offer early dispute resolution guidance and encourages the use of mediation and resolution as a means to resolve disputes in a timely manner and as amicably as possible. The WDE continues to provide training to contracted due process officers and be participants in the due process officer’s work group sponsored by the Mountain Plains Regional Resource Center (MPRRC).

Although the state did not have any due process hearing requests in FFY 2008, improvement activities were developed last year and progress is reported below.

Discussion of Improvement Activities Completed

The status of ongoing improvement activities/strategies below consists of two tables: The first table sets forth the results of all completed activities and the deleted activities; the second table (if applicable) contains the new improvement strategies going forward. WDE has revised both tables by grouping the improvement strategies into eight improvement areas numbered as follows: 1) TA/PD, 2) Transition, 3) LRE, 4) Preservice, 5) Parent, 6) Timely Correction, 7) Dispute Resolution, and 8) Data. Each improvement area has specific improvement strategies which may be reported in more than one performance indicator. The improvement strategies are color coded to reflect their status.

| | |
|--------------------------------|----------------------|
| Light Pink – Completed/Deleted | Light Blue – Revised |
| Light Green – Continuing | Light Purple – New |

Table 1: Ongoing Improvement Strategies

| Improvement Area 1: TA/PD | | |
|---|---|--|
| Improvement Strategies | TA Resources Accessed | Results |
| <p>Activity 1.7: <i>Develop and provide professional development materials and opportunities for school staff to increase understanding about the parent survey, how to use the data, and strategies for improving parent understanding and involvement. Make materials available on the web for just-in-time access.</i></p> <ul style="list-style-type: none"> WDE provided each of the 48 districts a detailed report of the parent survey results. This is a continuing activity | <p>WDE Special Programs Unit and contract consultants WY Deaf/Blind Project Data Driven Enterprises (DDE) PIC UPLIFT Early Hearing and Detection Intervention (EHDI)</p> | <p>In November 2009, WDE provided each district a detailed report of the spring 2009 parent survey results. Guidance was provided to the districts on how to interpret the report. Each district was asked to encourage parents to respond to the parent survey in the spring of 2010.</p> <p>WDE Special Programs staff, in collaboration with Data Driven Enterprises, offers an annual data share out meeting for all 48 districts. The data share out meeting is an opportunity for districts to review data from the parent survey.</p> |
| Improvement Area 5: Parent | | |
| Improvement Strategies | TA Resources Accessed | Results |
| <p>Activity 5.1: <i>Annually review survey data results with PIC and UPLIFT to identify collaborative strategies for increasing meaningful parent involvement.</i></p> <ul style="list-style-type: none"> The WDE recognizes that this improvement strategy has not yet been initiated. This is a continuing activity. | <p>WDE Special Programs Unit and contract consultants Data Driven Enterprises (DDE) PIC UPLIFT EIEP</p> | <p>The WDE in collaboration with Data Driven Enterprises will provide the parent survey results to the parent advocacy agencies, PIC and UPLIFT, as a means to encourage parents to respond to the survey. This will provide WDE with additional opportunities to gather feedback in obtaining parent information.</p> |
| Improvement Area 6: Timely Correction | | |
| Improvement Strategies | TA Resources Accessed | Results |
| <p>Activity 6.1: <i>Use database to aggressively track LEA implementation of corrective actions developed as a result of dispute resolution or monitoring.</i></p> <ul style="list-style-type: none"> WDE and Data Driven Enterprises | <p>WDE Special Programs Unit Data Driven Enterprises (DDE) i-Sight Hosted Services and Customer Expression</p> | <p>WDE and Data Driven Enterprises have worked extensively to build an efficient database to capture the components of the CIFM system to track LEA implementation of corrective actions. The CAP database is</p> |

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|--|---|---|
| <p>have collaborated to develop a CAP database.</p> <ul style="list-style-type: none"> This is a continuing activity. | <p>Corporation</p> | <p>managed by WDE staff and provides an accurate history of LEA Corrective Action Plans, improvement activities, implementation status, timelines, verification findings, clearing of noncompliance, etc. Within this database, there is the capacity to run reports, deadline management, task assignment and tracking, and download of longitudinal data.</p> |
| <p>Activity 6.2: <i>Review compliance findings with LEA Special Education Directors through conference presentations, regional trainings, and conference calls. Disseminate effective improvement and correction strategies through similar means.</i></p> <ul style="list-style-type: none"> WDE staff presented CIFM summary information to the General Supervision Stakeholder Group in September of 2008. WDE Special Programs staff developed a series of monthly technical assistance conference calls for new Special Education directors. The CIFM summary information was also presented to the LEA Special Education Directors at the Spring WASEA (Wyoming Association of Special Education Administrators) meeting March 2009. This is a continuing activity. | <p>WDE Special Programs Unit and contract consultants</p> | <p>In September of 2008 and March of 2009, WDE staff presented its annual summary of the previous school year’s monitoring results. The purpose of the presentation is to keep local administrators informed about common issues identified around the state.</p> <p>The Special Education Directors’ Academy was initiated in October 2008 and involved a series of monthly TA conference calls specifically targeting new directors in Special Education. The academy was attended by new and experienced directors. Each call targeted a specific area of special education as determined by frequent findings of noncompliance.</p> <p>Local directors were also encouraged throughout the year to use their professional association meetings as a means/venue of sharing effective approaches to clearing common findings and improving districts’ delivery of special education programming.</p> |
| <p>Activity 6.3: <i>Distribute resources about WDE general supervision of IDEA to LEA administrators and School Boards.</i></p> <ul style="list-style-type: none"> WDE Special Programs staff provides resources and information regarding IDEA’s general supervision requirements to LEA administrators and School Boards through a variety of formats (email, webpage, face-to-face meetings, etc.) This is a continuing activity. | <p>WDE Special Programs Unit MPRRC</p> | <p>WDE Special Programs staff distributed the CIFM procedure manual to WASEA members at the annual fall meeting. In addition, one or more WDE Special Programs staff attended quarterly WASEA meetings when available.</p> <p>WDE Special Programs staff meet with LEA administrators during the first day of an on-site visit and again on the final day of a monitoring visit in order to further explain the state’s General Supervision requirements and how those are reflected in the CIFM procedure.</p> |

| Improvement Area 7: Dispute Resolution | | |
|--|--|--|
| Improvement Strategies | TA Resources Accessed | Results |
| <p>Activity 7.1: <i>Collect, customize, and disseminate resources relating to effective communication skills, content knowledge, and early dispute resolution in order to improve the working relationship between parents and school staff.</i></p> <ul style="list-style-type: none"> • During FFY 2008 the WDE conducted professional development activities statewide for parent and family advocates, parent liaisons, family coordinators, and family support specialists. • This is a continuing activity. | <p>WDE Special Programs Unit and contract consultants MPPRC P & A EIEP PIC UPLIFT</p> | <p>The WDE conducted several professional development trainings across the state cross-walking federal regulations with the WDE Model forms. The parent/LEA relationship was a central theme regarding the ongoing process and responsibility for Individualized Education Programs.</p> <p>Another of the underlying themes in each of the trainings was early dispute resolution through compliance with federal regulations.</p> <p>WDE provided Coaches Training for parent and family advocates, parent liaisons, family coordinators, and family support specialists.</p> <p>Trainings of due process hearing officers, mediators, and complaint investigators are targeted for summer 2010.</p> |
| <p>Activity 7.2: <i>Modify the WDE dispute resolution database to capture due process data as required by IDEA 2004.</i></p> <ul style="list-style-type: none"> • Throughout FFY 2008, WDE has been in the process of implementing a dispute resolution database developed by i-Sight Hosted Services and Customer Expression Corporation. • This is a continuing activity. | <p>WDE Special Programs Unit Data Driven Enterprises i-Sight Hosted Services and Customer Expression Corporation</p> | <p>WDE Special Programs staff will enter test compliant and mediation cases in order to ensure that the i-Sight Hosted dispute resolution data base meets federal requirements and is functional in January 2010.</p> |

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))

Data Source: Data collected on Table 7 of Information Collection 1820-0677 (*Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act*).

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

| FFY | Measurable and Rigorous Target |
|--------------------------------------|--|
| <p>2008 (2008 – 2009)</p> | <p>100% of resolution sessions conducted within timeline and resulting in agreement</p> |

Actual Target Data for FFY 2008:

There were no due process cases in Wyoming during the period of July 1, 2008 through July 30, 2009; therefore no resolution sessions were held in relation to due process.

Regardless, WDE affords early dispute resolution guidance and encourages the use of mediation and resolution as a means to resolve disputes in a timely manner and as amicably as possible. The WDE requires training for contracted due process officers including participation in the hearing officer work group sponsored by Mountain Plains Regional Resource Center (MPRRC) and Technical Assistance for Excellence in Education (TAESE).

Although the state does not meet the *n* size for reporting, improvement activities were developed last year and progress is listed below.

Discussion of Improvement Activities Completed

The status of ongoing improvement activities/strategies below consists of two tables: The first table sets forth the results of all completed activities and the deleted activities; the second table (if applicable) contains the new improvement strategies going forward. WDE has revised both tables by grouping the improvement strategies into eight improvement areas numbered as follows: 1) TA/PD, 2) Transition, 3) LRE, 4) Preservice, 5) Parent, 6) Timely Correction, 7) Dispute Resolution, and 8) Data. Each improvement area has specific improvement strategies which may be reported in more than one performance indicator. The improvement strategies are color coded to reflect their status.

| | |
|--------------------------------|----------------------|
| Light Pink – Completed/Deleted | Light Blue – Revised |
| Light Green – Continuing | Light Purple – New |

Table 1: Ongoing Improvement Strategies

| Improvement Area 1: TA/PD | | |
|---|---|--|
| Improvement Strategies | TA Resources Accessed | Results |
| <p>Activity 1.7: <i>Develop and provide professional development materials and opportunities for school staff to increase understanding about the parent survey, how to use the data, and strategies for improving parent understanding and involvement. Make materials available on the web for just-in-time access.</i></p> <ul style="list-style-type: none"> WDE provided each of the 48 districts a detailed report of the parent survey results. This is a continuing activity | <p>WDE Special Programs Unit and contract consultants WY Deaf/Blind Project Data Driven Enterprises PIC UPLIFT Early Hearing and Detection Intervention (EHDI)</p> | <p>In November 2009, WDE provided each district a detailed report of the spring 2009 parent survey results. Guidance was provided to the districts on how to interpret the report. Each district was asked to encourage parents to respond to the parent survey in the spring of 2010.</p> <p>WDE Special Programs staff, in collaboration with Data Driven Enterprises, offers an annual data share out meeting for all 48 districts. The data share out meeting is an opportunity for districts to review data from the parent survey.</p> |
| Improvement Area 5: Parent | | |
| Improvement Strategies | TA Resources Accessed | Results |
| <p>Activity 5.1: <i>Annually review survey data results with PIC and UPLIFT to identify collaborative strategies for increasing meaningful parent involvement.</i></p> <ul style="list-style-type: none"> The WDE recognizes that this improvement strategy has not yet been initiated. This is a continuing activity. | <p>WDE Special Programs Unit and contract consultants Data Driven Enterprises PIC UPLIFT EIEP</p> | <p>The WDE in collaboration with Data Driven Enterprises will provide the parent survey results to the parent advocacy agencies, PIC and UPLIFT, as a means to encourage parents to respond to the survey. This will provide WDE with additional opportunities to gather feedback in obtaining parent information.</p> |
| Improvement Area 7: Dispute Resolution | | |
| Improvement Strategies | TA Resources Accessed | Results |
| <p>Activity 7.1: <i>Collect, customize, and disseminate resources relating to effective communication skills, content knowledge, and early dispute resolution in order to improve the working relationship between parents and school staff.</i></p> | <p>WDE Special Programs Unit and contract consultants MPRRC P & A EIEP</p> | <p>The WDE conducted several professional development trainings across the state cross-walking federal regulations with the WDE Model forms. The parent/LEA relationship was a central theme regarding the ongoing process and responsibility for</p> |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> • During FFY 2008 the WDE conducted professional development activities statewide for parent and family advocates, parent liaisons, family coordinators, and family support specialists. • This is a continuing activity. | <p>PIC UPLIFT</p> | <p>Individualized Education Programs.</p> <p>Another of the underlying themes in each of the trainings was early dispute resolution through compliance with federal regulations.</p> <p>WDE provided Coaches Training for parent and family advocates, parent liaisons, family coordinators, and family support specialists.</p> <p>Training of due process hearing officers, mediators, and complaint investigators are targeted for summer 2010.</p> |
| <p>Activity 7.2: <i>Modify the WDE dispute resolution database to capture due process data as required by IDEA 2004.</i></p> <ul style="list-style-type: none"> • Throughout FFY 2008, WDE has been in the process of implementing a dispute resolution database developed by i-Sight Hosted Services and Customer Expression Corporation. • This is a continuing activity. | <p>WDE Special Programs Unit Data Driven Enterprises i-Sight Hosted Services and Customer Expression Corporation</p> | <p>WDE Special Programs staff will enter test compliant and mediation cases in order to ensure that the i-Sight Hosted dispute resolution database meets federal requirements and is functional in January 2010.</p> |

Monitoring Priority: Effective General Supervision Part B/General Supervision

Indicator –19: Percent of mediations held that resulted in mediation agreements.

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

Data Source: Data collected on Table 7 of Information Collection 1820-0677 (*Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act*).

Measurement: Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

| FFY | Measurable and Rigorous Target |
|-----------------------|---|
| 2008 (2008 – 2009) | 100% of mediations result in mediation agreements |

Actual Target Data for FFY 2008:

Guidance from OSEP indicates that states are not required to establish baseline or targets until the reporting period in which the number of mediations reaches ten or greater. Therefore, Wyoming does not need to establish a baseline or targets for this indicator at this time.

Display 19-1

| FFY | Number of Mediation Requests | Number of Mediations Requests Withdrawn | Number of Mediations Resulting in Agreement | Number of Mediations not Resulting in Agreement |
|------|------------------------------|---|---|---|
| 2008 | 1 | 1 | 0 | 0 |

The number of mediations in FFY 2008 remained at one and the mediation request was withdrawn when the parties resolved the dispute prior to mediation. WDE continues to encourage parents, LEAs and advocacy groups to utilize early dispute procedures. The WDE provides training to contracted mediators and invites them to participate in a mediators’ work group sponsored by Mountain Plains Regional Resource Center (MPRRC) and Technical Assistance for Excellence in Education (TAESE).

Although the state does not meet the *n* size for reporting, improvement activities were developed and progress is listed below.

Discussion of Improvement Activities Completed

The status of ongoing improvement activities/strategies below consists of two tables: The first table sets forth the results of all completed activities and the deleted activities; the second table (if applicable) contains the new improvement strategies going forward. WDE has revised both tables by grouping the improvement strategies into eight improvement areas numbered as follows: 1) TA/PD, 2) Transition, 3) LRE, 4) Preservice, 5) Parent, 6) Timely Correction, 7) Dispute Resolution, and 8) Data. Each improvement area has specific improvement strategies which may be reported in more than one performance indicator. The improvement strategies are color coded to reflect their status.

| | |
|--------------------------------|----------------------|
| Light Pink – Completed/Deleted | Light Blue – Revised |
| Light Green – Continuing | Light Purple – New |

Table 1: Ongoing Improvement Strategies

| Improvement Area 1: TA/PD | | |
|---|---|--|
| Improvement Strategies | TA Resources Accessed | Results |
| <p>Activity 1.7: <i>Develop and provide professional development materials and opportunities for school staff to increase understanding about the parent survey, how to use the data, and strategies for improving parent understanding and involvement. Make materials available on the web for just-in-time access.</i></p> <ul style="list-style-type: none"> WDE provided each of the 48 districts a detailed report of the parent survey results. This is a continuing activity | <p>WDE Special Programs Unit and contract consultants WY Deaf/Blind Project Data Driven Enterprises (DDE) PIC UPLIFT Early Hearing and Detection Intervention (EHDI)</p> | <p>In November 2009, WDE provided each district a detailed report of the spring 2009 parent survey results. Guidance was provided to the districts on how to interpret the report. Each district was asked to encourage parents to respond to the parent survey in the spring of 2010.</p> <p>WDE Special Programs staff, in collaboration with Data Driven Enterprises, offers an annual data share out meeting for all 48 districts. The data share out meeting is an opportunity for districts to review data from the parent survey.</p> |
| Improvement Area 5: Parent | | |
| Improvement Strategies | TA Resources Accessed | Results |
| <p>Activity 5.1: <i>Annually review survey data results with PIC and UPLIFT to identify collaborative strategies for increasing meaningful parent involvement.</i></p> <ul style="list-style-type: none"> The WDE recognizes that this | <p>WDE Special Programs Unit and contract consultants Data Driven Enterprises PIC UPLIFT</p> | <p>The WDE in collaboration with Data Driven Enterprises will provide the parent survey results to the parent advocacy agencies, PIC and UPLIFT, as a means to encourage parents to respond to the survey. This will</p> |

| | | |
|--|-------------|--|
| <p>improvement strategy has not yet been initiated.</p> <ul style="list-style-type: none"> This is a continuing activity. | <p>EIEP</p> | <p>provide WDE with additional opportunities to gather feedback in obtaining parent information.</p> |
|--|-------------|--|

Improvement Area 7: Dispute Resolution

| Improvement Strategies | TA Resources Accessed | Results |
|--|--|--|
| <p>Activity 7.1: <i>Collect, customize, and disseminate resources relating to effective communication skills, content knowledge, and early dispute resolution in order to improve the working relationship between parents and school staff.</i></p> <ul style="list-style-type: none"> During FFY 2008 the WDE conducted professional development activities statewide for parent and family advocates, parent liaisons, family coordinators, and family support specialists. This is a continuing activity. | <p>WDE Special Programs Unit and contract consultants MPRRC P & A EIEP PIC UPLIFT</p> | <p>The WDE conducted several professional development trainings across the state cross-walking federal regulations with the WDE Model forms. The parent/LEA relationship was a central theme regarding the ongoing process and responsibility for Individualized Education Programs.</p> <p>Another of the underlying themes in each of the trainings was early dispute resolution through compliance with federal regulations.</p> <p>WDE provided Coaches Training for parent and family advocates, parent liaisons, family coordinators, and family support specialists.</p> <p>Trainings of due process hearing officers, mediators, and complaint investigators are targeted for summer 2010.</p> |
| <p>Activity 7.2: <i>Modify the WDE dispute resolution database to capture due process data as required by IDEA 2004.</i></p> <ul style="list-style-type: none"> Throughout FFY 2008, WDE has been in the process of implementing a dispute resolution database developed by i-Sight Hosted Services and Customer Expression Corporation. This is a continuing activity. | <p>WDE Special Programs Unit Data Driven Enterprises i-Sight Hosted Services and Customer Expression Corporation</p> | <p>WDE Special Programs staff will enter test compliant and mediation cases in order to ensure that the i-Sight Hosted dispute resolution database meets federal requirements and is functional in January 2010.</p> |

Monitoring Priority: Effective General Supervision Part B/General Supervision

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

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

Data Source: State selected data sources, including data from State data system, SPP/APR, assessment system, as well as technical assistance and monitoring systems.

Measurement: State reported data, including 618 data, State Performance Plan and Annual Performance Reports, are:

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

| FFY | Measurable and Rigorous Target |
|--------------------------------------|---|
| <p>2008 (2008 – 2009)</p> | <p>100% for timeliness; 100% for accuracy</p> |

Actual Target Data for FFY 2008:

The WDE reports a combined timeliness and accuracy percentage of 97.56%.

Discussion of Baseline Data:

Because Wyoming has individualized IDs (WISER ID), the department is able to ensure valid and clean data by comparing student level information on special education collections to student level information on other statewide collections. The WDE notifies the districts of any discrepancies and requires the district to correct and re-submit to provide better overall department alignment. The WDE is an EDEN only state for table 1 Child Count, Table 2 Personnel, Table 3 Educational Environments, Table 4 Exiting, and Table 5 Discipline. The State continues to work closely with its EDEN Coordinator to complete the congruency analysis for Table 6 Assessment.

The WDE has improved the reporting time of special education data by improving the methods districts use to collect data. The Special Programs Unit also participates in the Data Collection Forum Meetings working with districts to ensure a better understanding of all data collection definitions and deadlines.

Reliability and Validity of Data Collected

The WDE has a robust student-level longitudinal data system able to track individual student progress over time and through his/her educational career. It has the ability to use valid, reliable and consistent information to make decisions across the education sector. The Data Quality Campaign recently conducted a survey of all 50 states, the District of Columbia and Puerto Rico to assess states progress toward implementing the 10 Essential Elements of high-quality longitudinal data systems. Wyoming was one of eleven states that has implemented all 10 Essential Elements.

The WDE is in its fifth year of implementing the Wyoming Integrated Statewide Education (WISE) Data System. The goal of this system is to collect, certify, and transform school district data into standardized data sets. WISE captures the data close to the source where the quality is the highest. WISE has decreased the chance of collection errors such as duplicated counts or inaccurate entries; and reduces the need for edit reviews and data quality checking.

The WISE data system provides timely and accurate data about each student. It uses the data for government reporting much more efficiently through vertical reporting. Vertical reporting coordinates the data flow through electronic transfer and improves both the quality and timeliness of the reporting mechanism.

All 48 school districts in Wyoming are members of the Schools Interoperability Framework (SIF) Association. The national data standards provided by the SIF Association have generated compatibility, consistency and comparability of the data. Wyoming is considered to have the leading education information system in the United States because of statewide incorporation of SIF data standards.

The WDE is participating in the *EDFacts* initiative with the U. S. Department of Education, the State Education Agencies and other collaborators to centralize all state reported data into one federally-coordinated, K-12 educational data repository. The purpose of *EDFacts* is to:

- Increase the focus on outcomes and accountability rather than process
- Provide robust K-12 business intelligence by integrating student achievement and Federal program performance data
- Reduce data collection burden for ED and the states
- Ensure that cost-effective, timely, and high-quality data are available to continuously assess the educational progress and performance of the Department, state and local educational agencies
- Provide data for program planning, policy development, and management.

EDFacts includes several components including the Education Data Exchange Network (EDEN) and the EDEN Submission System (ESS).

States report data to EDEN using the EDEN Submission System (ESS), an electronic system facilitating the efficient and timely transmission of data from SEAs to the Department. Data is transmitted by the states to meet the data requirements of annual and final grant reporting, specific program mandates, and data supporting the Government Performance and Results Act.

FFY 2008 Wyoming B

| SPP/APR Data - Indicator 20 | | | |
|------------------------------------|---|----------------------------|--------------|
| APR Indicator | Valid and Reliable | Correct Calculation | Total |
| 1 | 1 | | 1 |
| 2 | 1 | | 1 |
| 3A | 1 | 1 | 2 |
| 3B | 1 | 1 | 2 |
| 3C | 1 | 1 | 2 |
| 4A | 1 | 1 | 2 |
| 5 | 1 | 1 | 2 |
| 7 | 1 | 1 | 2 |
| 8 | 1 | 1 | 2 |
| 9 | 1 | 1 | 2 |
| 10 | 1 | 1 | 2 |
| 11 | 1 | 1 | 2 |
| 12 | 1 | 1 | 2 |
| 13 | * N/A | * N/A | 0 |
| 14 | * N/A | * N/A | 0 |
| 15 | 1 | 1 | 2 |
| 16 | 1 | 1 | 2 |
| 17 | 1 | 1 | 2 |
| 18 | 1 | 1 | 2 |
| 19 | 1 | 1 | 2 |
| | | Subtotal | 34 |
| APR Score Calculation | Timely Submission Points - If the FFY 2008 APR was submitted on-time, place the number 5 in the cell on the right. | | 5 |
| | Grand Total - (Sum of subtotal and Timely Submission Points) = | | 39.00 |

FFY 2008 Wyoming B

| 618 Data - Indicator 20 | | | | | |
|---|--------|---------------|---|---------------------------------|-------|
| Table | Timely | Complete Data | Passed Edit Check | Responded to Data Note Requests | Total |
| Table 1 - Child Count Due Date: 2/1/09 | 1 | 1 | 1 | 0 | 3 |
| Table 2 - Personnel Due Date: 11/1/09 | 1 | 1 | 1 | N/A | 3 |
| Table 3 - Ed. Environments Due Date: 2/1/09 | 1 | 1 | 1 | N/A | 3 |
| Table 4 - Exiting Due Date: 11/1/09 | 1 | 1 | 1 | N/A | 3 |
| Table 5 - Discipline Due Date: 11/1/09 | 1 | 1 | 1 | N/A | 3 |
| Table 6 - State Assessment Due Date: 2/1/10 | N/A | N/A | N/A | N/A | 0 |
| Table 7 - Dispute Resolution Due Date: 11/1/09 | 0 | 1 | 1 | N/A | 2 |
| | | | | Subtotal | 17 |
| 618 Score Calculation | | | Grand Total (Subtotal X 1.857) = | | 31.57 |

| Indicator #20 Calculation | |
|--|--------------|
| A. APR Grand Total | 39.00 |
| B. 618 Grand Total | 31.57 |
| C. APR Grand Total (A) + 618 Grand Total (B) = | 70.57 |
| Total N/A in APR | 0 |
| Total N/A in 618 | 3.72 |
| Base | 74.28 |
| D. Subtotal (C divided by Base*) = | 0.950 |
| E. Indicator Score (Subtotal D x 100) = | 95.00 |

Note any cell marked as N/A will decrease the denominator by 1 for APR and 1.857 for 618

* Call your State Contact if you choose to provide data for Indicators 13 or 14

Discussion of Improvement Activities Completed

The status of ongoing improvement activities/strategies below consists of two tables: The first table sets forth the results of all completed activities and the deleted activities; the second table (if applicable) contains the new improvement strategies going forward. WDE has revised both tables by grouping the improvement strategies into eight improvement areas numbered as follows: 1) TA/PD, 2) Transition, 3) LRE, 4) Preservice, 5) Parent, 6) Timely Correction, 7) Dispute Resolution, and 8) Data. Each improvement area has specific improvement strategies which may be reported in more than one performance indicator. The improvement strategies are color coded to reflect their status.

| | |
|--------------------------------|----------------------|
| Light Pink – Completed/Deleted | Light Blue – Revised |
| Light Green – Continuing | Light Purple – New |

Table 1: Ongoing Improvement Strategies

| Improvement Area 3: LRE | | |
|---|--|---|
| Improvement Strategies | TA Resources Accessed | Results |
| <p>Activity 3.1: <i>Based on accurate data collection from institutions, verify the accuracy of reported data and facilitate effective transition planning for students returning to home districts from residential placements.</i></p> <ul style="list-style-type: none"> WDE Special Programs Unit and Federal Programs Unit worked together to provide institutions and residential facilities guidance and information regarding students with disabilities in the provision of FAPE and implementation of IEP services in court-ordered placements. WDE Special Programs Unit staff participated in on-site visitations to several institutions in the past year to observe and collect data regarding policies, procedures, and practices. WDE explored data for students in districts monitored during the 2008 – 2009 school year. The CIFM on-site monitoring activities took place based on 5c data – analyzed current barriers to effective transitions back to home districts or different environmental settings and provide guidance to special education directors. This is a continuing activity. | <p>WDE Data, Federal Programs, and Special Programs Units WDE Staff involved in Court Ordered Placed Students (COPS)</p> | <p>Information gathered from these on-site visits contributed to the development of the monitoring approach for institutions. WDE Special Programs Unit selected public institutions to monitor. This approach will be piloted in the Wyoming Boys and Girls Schools for the 2009 – 2010 school year.</p> |

Improvement Area 8: Data

| Improvement Strategies | TA Resources Accessed | Results |
|---|--|---|
| <p>Activity 8.1: <i>Conduct annual data share out with Special Education staff in order to clarify data collection sources. Monitor data submissions and provide ongoing technical assistance in the provision of valid and reliable data through annual data share out, state and regular conferences, and one-on-one discussions.</i></p> <ul style="list-style-type: none"> • The WDE Special Programs Unit and Data Driven Enterprises provide districts with data notebooks for review prior to the annual data share out. • This is a continuing activity. | <p>WDE Special Programs Unit Data Driven Enterprises (DDE)</p> | <p>WDE Special Programs staff, in collaboration with Data Driven Enterprises, offers an annual data share out meeting for all 48 districts. The data share out meetings have been a valuable tool for explaining to districts the importance of valid and accurate reporting, relaying the message of timeliness, and teaching districts how to interpret their data to use with LEA staff. WDE continues to monitor the data submissions and provide ongoing technical assistance for improvement in data collections.</p> |
| <p>Activity 8.2: <i>Update the internal data collection and submission procedural manual.</i></p> <ul style="list-style-type: none"> • The WDE Special Programs Unit participates in cross-unit monthly calls to develop and align data elements, business rules, and requirements for all state data requirements. • This is a continuing activity. | <p>WDE Data and Special Programs Unit</p> | <p>Each statewide data collection has a collection guidebook and conducts annual training sessions available to all districts.</p> |
| <p>Activity 8.3: <i>Participate in the EdFacts initiative to convert all 618 reporting to the EDEN system.</i></p> <ul style="list-style-type: none"> • Special Programs Unit staff attend the biannual CCSSO sponsored EIMAC meetings. • This is a continuing activity. | <p>WDE Data and Special Programs Unit</p> | <p>WDE Special Programs Unit staff collaborates with EDEN Coordinator to align and prepare EDEN submissions.</p> |
| <p>Activity 8.4: <i>Update EIEP forms and database to maintain and improve efficient data submission.</i></p> <ul style="list-style-type: none"> • The EIEP forms have been updated to incorporate the revised “model” forms from the WDE. • The database used by the Developmental Preschool Regions has been updated with these model forms. • This is a continuing activity. | <p>EIEP Staff Special Programs Unit</p> | <p>Technical assistance has been provided for use of these model forms both by the WDE and EIEP throughout the state at various “Forms Trainings”.</p> |