



**Wyoming
State Performance Plan
For Special Education
FFY 2005-2010**

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

**December 2, 2005
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**Wyoming Department of Education
Dr. Jim McBride, Superintendent of Public Instruction**

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**Submitted to the
Office of Special Education Programs
U.S. Department of Education
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Introduction

The Individuals with Disabilities Education act (IDEA) of 2004 established a requirement that all states develop and submit to the U.S. Department of Education, Office of Special Education Programs (OSEP) a performance plan designed to move the state from its current level of compliance with the statutory and regulatory requirements of the law and to improve the educational and functional outcomes for children with disabilities. The state plan must encompass baseline data (where available), projected targets, and activities to achieve those targets for twenty indicators that are included in this plan. The state is required to submit an Annual Performance Report (APR) in the years following the submission of this six-year state performance plan in order to inform OSEP and our stakeholders in Wyoming on the progress toward meeting those targets. This document fulfills the first step of that process - the State Performance Plan for Special Education in Wyoming.

Overview of the State Performance Plan Development

Wyoming's Broad Stakeholder Input

The Wyoming Department of Education (WDE) gathered and analyzed three-year trend data for the development of the State Performance Plan first using internal teams comprised of staff from the Special Programs Unit. The broad stakeholder involvement began with the dissemination of the indicators and trend data to the following groups: Local special education directors, staff and parents; the Wyoming Advisory Panel for Students with Disabilities; the Wyoming Transition Council; members of the Wyoming Chapter of the Council for Exceptional Children (CEC), and special education teachers and related service providers from across the State of Wyoming. The first group of stakeholders, including members of the Wyoming Association of Special Education Administrators (WASEA), met with staff from WDE in May 2005 to review the requirements of the State Performance Plan as included in IDEA 2004. Each of the twenty indicators was reviewed with this group of local special education directors, and input was received and noted. The WDE Special Programs Unit met with the local special education directors again during the WASEA fall meeting in September 2005 to review the SPP indicators including baseline data in order to obtain input for targets and improvement activities. The State Advisory Panel reviewed the plan's indicators along with the initial data provided by the Special Programs Unit once in the spring and again in the fall of 2005 in an intensive two-day meeting facilitated by Mountain Plains Regional Resource Center. This group carefully considered the baseline data, three-year trend data, and provided invaluable input for the targets and improvement activities for all twenty indicators. The same information was shared by the WDE Special Programs Unit during the fall meeting of the Wyoming Chapter of CEC meeting which included over 200 special education teachers, related service providers, general education teachers, district administrators, Protection and Advocacy, and parent advocates. Many questions were entertained and feedback provided by the group. The Wyoming Transition Council which includes members from local districts, Division of Vocational Rehabilitation (DVR), community college and University of Wyoming staff, and personnel from Residential Treatment and Juvenile Detention Centers, gave input at their fall meeting particularly to indicators 13 and 14 regarding transition and post school outcomes. Indicators 13 and 14 were also reviewed with the Wyoming Vocational Rehabilitation Council for their feedback concerning transition for students with disabilities. The advisory group WyPAT, which includes stakeholders who provide direction for the Wyoming State Improvement Grant activities, also gave input to WDE concerning the targets and improvement activities for all of the indicators included in the State Performance Plan.

The Intermediate Education Unit and lead agency for Part B 619 Services in Wyoming is the Developmental Disabilities Division (DDD) which is housed within the Wyoming Department of Health. The Early Intervention and Education Program (EIEP), under the direction of the DDD is responsible for providing special education and related services to preschool children ages three through five in regional centers across the State of Wyoming. The DDD worked with additional stakeholders specifically around indicators six through eight, twelve and the indicators pertinent to monitoring and accountability. Those stakeholder groups included the State Early Intervention Council (EIC) and directors and families members from each of the fourteen regional Preschool Development Centers. 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, Parent Information Center (Wyoming's PTI) consultants, representatives from both the Wyoming Departments of Education and Health, preschool providers, and other key community representatives. The DDD also worked with NECTAC and ECO staff to provide technical assistance and SPP training to the Early Intervention Council. Directors, staff and parents from the CDCs were also included as critical stakeholders in the development of measurable and rigorous targets and improvement activities for the indicators specific to preschool children with disabilities throughout the development of Wyoming's State Performance Plan.

After developing a draft of the State Performance Plan, the WDE assembled a work group to provide input on the indicators and targets. This group was comprised of stakeholders from WASEA, the State Advisory Panel, the Wyoming Federation of Families for Children's Mental Health (UPLIFT), staff from the DDD and the EIC, staff from the WDE Technology, Careers, and Data Unit, and the Assistant Attorney General for the State of Wyoming. This meeting was hosted by the WDE staff via our Wyoming Education Network video conferencing system, which allowed for a face-to-face discussion of targets, improvement activities and timelines. Through this kind of stakeholder involvement, WDE was able to set rigorous and measurable targets for each performance indicator.

WDE used statistically sound practices in determining targets for each indicator carefully accounting for our very small population. Wyoming is categorized as a frontier state with an exceptionally low population density. The total population for the state as of the last official census is just under 500,000. Total public school enrollment for the 2004-2005 school year was 84,164 students, with a corresponding special education Child Count of approximately 12,000 students. Our largest school district has an enrollment of 12,884 students and the smallest district has an enrollment of 93 students. Fifty percent of Wyoming's districts are eligible under the Small, Rural School Achievement Program (SRSA). Wyoming's population would be considered only marginally diverse. Three of our smallest school districts are on the Wind River Reservation and have school populations that are 98% Native American, 99% qualifying for free and reduced lunch. WDE will carefully consider each district's demographics when annually determining significant discrepancies in their data for children with disabilities.

The initial draft of the State Performance Plan was placed on the WDE website (www.k12.wy.us/se.asp) in order to elicit further stakeholder input. All stakeholder input was used to revise the draft and ultimately create the final document for submission to the U.S. Department of Education, Office of Special Education Programs for approval, December 2, 2005. Within 120 days, Wyoming will receive final approval of the State Performance Plan which will drive special education program accountability in the state for the subsequent six years.

Wyoming State Performance Plan Dissemination to the Public

Following the submission of the Wyoming State Performance Plan to the U.S. Department of Education, Office of Special Education Programs, the WDE Special Programs Unit will post the final version of the SPP on the WDE website and will alert constituency groups via existing list serves of that posting. Hard copies of the SPP will also be provided to the LEAs and the DDD along with any individuals making a request for a copy. Hard copies will also be made available for public review at the Wyoming Department of Education, Special Programs Unit offices in Riverton and Cheyenne. Public notice about the availability of the Wyoming SPP will be made in a press release to major Wyoming newspapers, radio and television stations through the reporting process at the Wyoming Department of Education. These same constituents will be apprised of any changes that become necessary to the SPP pending OSEP's final approval. In addition, the SPP will be sent to each county library to enhance accessibility to the general public. WDE will work with the Parent Information Center to facilitate getting out pertinent information to parents of students with disabilities across the state. Parents of students with disabilities will also be contacted via the University of Wyoming's Wyoming Institute for Disabilities (WIND) with information about how to access the SPP either electronically or in hard copy; including parents whose children attend a Child Development Center. Copies of the SPP document will also be shared with collaborative teams and parents during monitoring visits by the WDE Special Programs Unit.

Annual Report to the Public Regarding the Measurable and Rigorous Targets

In accordance with 20 U.S.C. 1416(b)(C)(ii), the WDE will report annually to the public on the performance of each local educational agency and intermediate education unit on the targets in the State Performance Plan. The WDE Special Programs Unit will report annually using the Annual Performance Report and individual LEA/IEU reports as a vehicle to determine progress toward the established targets. The Special Programs Unit will collaborate with the Technology, Careers, and Data Unit to develop the mechanisms needed to accomplish this reporting task. A member of the Special Programs Unit sits on the advisory committee for the State Data Advisory Group. The annual reports will be reviewed by the WDE and the DDD as part of the Focused Monitoring process to determine the need for technical assistance and professional development to better meet the identified needs and academic outcomes of children with disabilities.

Continuous Improvement Monitoring Process

The Wyoming Department of Education's Special Programs Unit previously conducted compliance monitoring of its 48 local school districts on a five-year rotating cycle. In addition, an audit of the Intermediate Education Unit (IEU) was completed annually which included monitoring visits to their 619 sub-contractors (CDCs). The previous cycle began during the 1999-2000 school year and ended in the spring of the 2004-2005. The new monitoring cycle began during the 2005-2006 school year and was not changed significantly from the previous cycle. At that time, however, the State's monitoring system underwent a comprehensive evaluation by an external contractor. With the results of that evaluation, the system was significantly modified, and data was reviewed to include an annual focused monitoring component around the indicators included in the SPP.

The previous monitoring process was a comprehensive program review that looked at all of the components of IDEA procedural requirements of general supervision included in 34 CFR §300.600. The process ensured that the requirements of Part B were carried out and that each educational program for children with disabilities administered within the State were under the general supervision of the WDE Special Programs Unit and met the standards of the WDE. The 48 local school districts and the Developmental Disabilities Division of the Wyoming Department of Health are included under the definition of local education agency or IEU. Although the 48 districts were monitored on a five-year rotating cycle, the EIEP was monitored each year to ensure that its monitoring process guaranteed a free appropriate public education (FAPE) in the least restrictive environment (LRE) for children with disabilities ages 3-5 in each of the 14 regional Preschool Development Centers.

Any findings of non-compliance by the WDE required the LEA or IEU develop a Quality Improvement Plan (QIP) addressing each area. The QIP included a process for correcting the non-compliance and the timeline of activities ensuring that the non-compliance was corrected within one year. In alignment with the OSEP's continuous improvement monitoring process, the following areas were reviewed for each school district's or IEU's special education programs: General Supervision, Free Appropriate Public Education in the Least Restrictive Environment, Parent Involvement, and Secondary Transition.

Due to the results of the outside evaluation conducted in August 2005 and the current IDEA requirements for outcome-based compliance monitoring, the WDE Special Programs Unit has undertaken a comprehensive "overhaul" of its monitoring system.

Continuous Improvement & Data-based Focused Monitoring System

The SPP has increased data accountability, and in response, Wyoming designed a comprehensive data-based monitoring system to meet the numerous challenges of a rural state with limited resources.

The monitoring system framework includes the following components: stable and risk-based self-assessment, on-site targeted and on-site random focused monitoring and IDEA compliance monitoring. The SPP indicators are used as a guide: each indicator is assigned to at least one of the system components. Data disaggregation is used as a key problem-identifying tool and as a monitoring and self-monitoring tool to aid in the creation of compliance hypotheses by the WDE. The system is designed to balance all SPP indicators with measurable student outcomes and allows for opportunities to examine all the other IDEA regulations simultaneously.

The self-assessment component is comprised of two subsets: stable and risk-based. The stable self-assessment is completed annually by all LEAs and IEUs and includes a student file review, transition check list, data accuracy verification, suspension/expulsion data, and out-of-district placement data. The risk-based self assessment is completed by any LEA or IEU whose data fall outside a defined range. This data set includes district AYP status, statewide assessment participation rates, disproportionality and evaluation timelines. Finally, the on-site component is determined with a weighted system using a combination of these indicators: graduation rate, dropout rate, statewide assessment proficiency rate, and least restrictive environment data. Parent survey data and due process complaints also influence the on-site decision.

Using the weighted formula, districts are selected for on-site monitoring from three population categories: small, medium, and large. Districts are ranked annually based on percentages taken from the weighted system. WDE then selects the three lowest performers from each population category for on-site monitoring. In addition to the nine LEAs selected through this process, four additional LEAs, institutions and IEU are randomly selected for on-site monitoring.

Similar to the stakeholder group assembled to develop the SPP, WDE formed a stakeholder group to assist the department in developing its new monitoring system. The stakeholder group includes district staff, parents, advocates, representatives from other state agencies and policy makers. Because this group represents various organizations and views, members provide valuable perspectives to this process. The stakeholder group assists the State in identifying priority indicators used in selecting districts for on-site monitoring, selecting targets and triggers, and reviewing the indicators and the results of the monitoring system annually. The priority indicators may change annually as a result of this review.

The comprehensive nature and flexibility of Wyoming's new procedure allows WDE to monitor school districts, regional Preschool Development Centers (in collaboration with the EIEP) and institution facilities, and incorporates components of compliance, continuous improvement and focus monitoring systems. Wyoming's monitoring design is multi-dimensional, since no single system fully allows a state to satisfy its general supervision role. As a small state with limited resources and capacities, the new system will allow the WDE to carry out all general supervision requirements more efficiently.

General Supervision of the Preschool Special Education Programs in Wyoming

In Wyoming's APR letter, OSEP asked for clarification regarding how WDE maintains general supervisory responsibility over the preschool special education programs operated by the DDD and the results of on-site monitoring visits WDE conducts to follow-up on alleged irregularities identified in narratives provided by the EIEP.

The WDE receives federal preschool grants under section 619 of Part B and Federal special Education 611 of Part B, to serve preschool children ages 3-5 who have a mental, physical or psychological disability which impairs learning, subject to the state's rules and regulations. According to Wyoming

statute (W.S. § 21-2-705), this funding is disseminated from the WDE to the Wyoming Department of Health, Developmental Disabilities Division (DDD).

A liaison from the WDE acts as the 619 Coordinator from the Department of Education. The Coordinator attends a predetermined number of DDD monitoring visits to regional Preschool Development Centers conducted on a yearly basis. During these visits, the WDE liaison observes all aspects of the monitoring completed by the EIEP and follows up with a summary of the observation to the EIEP. The WDE receives monitoring reports from the EIEP and receives reports of findings as well as corrective action plans and timelines.

The WDE provides supervision and oversight to the DDD through the following activities:

1. Promulgate rules and regulations necessary to carry out the purpose of IDEA, Part B;
2. Monitor the EIEP in carrying out its duties as an intermediate education unit (IEU);
3. Monitor and evaluate the EIEP's monitoring of the preschools and keep a copy of the monitoring review, findings and corrective action plans and timelines on file;
4. Request and collect all necessary data for state or federal reports;
5. Ensure that the EIEP, directly or with another appropriate entity such as a Child Developmental Center, screen and identify all children from birth through 5 suspected of having a disability;
6. Ensure that the EIEP provides necessary data and/or assistance to the developmental preschool centers concerning children in need of individual assessments to determine eligibility for special education and related services;
7. Ensure that the EIEP provides public awareness and a referral system to developmental preschool centers related to child find;
8. Provide technical assistance to staff members of EIEP as requested;
9. Allocate federal dollars to the DDD in accordance with state statute (W.S. § 21-2-705 or current applicable statute);
10. Review and ensure appropriate use of federal VI-B 611 and 619 funds;
11. Direct formal complaints regarding special education services to the State Superintendent of Public Instruction. Information on complaints will be shared between the WDE and the EIEP so issues may be addressed collaboratively within required timelines;
12. Respond to requests for due process and mediation in accordance with WDE Chapter 7 Rules Governing Services for Children with Disabilities.

The DDD, in its role as an Intermediate Education Unit, is responsible for the following:

1. Assure regional Preschool Development Centers' compliance with IDEA and WDE Chapter 7 Rules Governing Children with Disabilities;
2. Ensure that all Wyoming children with disabilities ages 3-5, receive a free and appropriate public education in the least restrictive environment;
3. Ensure that preschool children with disabilities and their parents are provided all the rights and procedural safeguards under Part B of IDEA;
4. Report the following annually to WDE:
 - a. All pupil data as required through the WDE-425 by January 10 and the-WDE 427 by August 31;
 - b. The uses and allocation of funds through annual financial report format provided by WDE (submitted by September 1);
 - c. Other information that WDE may request to fulfill Annual Performance Report and other data requirements of state or federal law (618) or for WDE program accountability needs in a timely manner;
5. Develop and make available to all interested persons in the state, material to assist with the identification, evaluation and location of children with disabilities ages 3-5 in coordination with IDEA Part B Section 619;
6. Conduct Child Find statewide including a public awareness effort for children, birth through 5 years of age, in collaboration with the WDE;
7. Submit IDEA Part B applications that comply with the requirements of the IDEA;

8. Request, through WDE, any technical assistance needed to comply with IDEA rules and WDE Chapter 7 rules;
9. Inform the parent of a preschool child with a disability ages 3-5 , or the parent of a preschool child who is suspected of being disabled, of his/her procedural rights to request a due process hearing if the parent disagrees with any action taken by DDD or the CDC(the dispute process guidelines are facilitated through the WDE in accordance with IDEA regulations and the WDE Chapter 7 Rules Governing Services for Children With Disabilities);
10. Collaborate with WDE on updates to the WDE directory listing of all CDCs including attendance, physical sites, and school district within which each site is located;
11. Provide the WDE with copies of monitoring reports, findings and results of corrective action, and independent audits from programs that provide services to preschool children with disabilities.

A more detailed accounting of the Part B preschool monitoring system is attached as an addendum to the SPP (see *Preschool Monitoring Protocol*, Attachment 5).

Provision of Technical Assistance, IDEA Reauthorization & Guidance Documents

The WDE is developing guidance documents to assist districts in implementing IDEA 2004 as it promulgates new state special education rules: revised Chapter 7 Rules Governing Services for Children with Disabilities. In most cases, these documents will have a focus on improved academic outcomes for children with disabilities. Several regional trainings will be held to help districts and IEOs maintain or improve compliance with IDEA 2004. Model forms will be developed as a guide for districts' use in ensuring that their IEPs are in compliance with IDEA 2004.

Data Sources

The WDE is implementing the Wyoming Integrated Statewide Education Data System (WISE), a system that will connect the several different software systems and/or databases within local school districts. When WISE is in place, local schools will only have to enter data once, and it will flow to all the other applications that require it. WISE will be used to assist districts in meeting requirements for the collection, formatting and reporting school and district data as needed by the Wyoming Department of Education's mandated reports. The biggest benefit, however, will be the ability to share educational data statewide, district to district, district to school and school to school. By utilizing WISE, the burden on the districts and schools associated with data collection and management will be significantly reduced.

WISE is focused on establishing a system for sharing and reporting data that is stored at the local districts on their internal software packages. The planned WISE system will change how the State collects data from districts and schools. Using the national data standards with Schools Interoperability Framework (SIF) will ensure compatibility, consistency and comparability of the data statewide without mandating specific software applications for districts and schools. SIF will permit the districts and schools to select the "best of breed" software packages to support their data requirements. WISE will be able to access the data from these various systems for government reporting to the Wyoming Department of Education and to Federal agencies much more efficiently through a concept known as vertical reporting.

The vertical reporting portion of the WISE project addresses several areas of interest of the National Forum on Education Statistics and National Center for Education Statistics (NCES). It coordinates the data flow through electronic transfer; it reduces the burden on the data providers and improves both the quality and timeliness of the reporting mechanism. Disparate and proprietary data sources can co-exist and share information. This sharing of data will offload the burden from district and school staff for re-entry of data into separate software systems onto the vendors and their software applications. Since the data is initially captured close to the source where the quality is the highest, there is a reduced need for edit reviews and data quality checking making the data attainable sooner. More detailed data is available for analysis. WISE will be instrumental in saving the districts numerous hours that have been required for district, school, state and federal reporting. A Wyoming Integrated Statewide Education Data System with

timely and accurate data about each student will improve the quality of education for every student in Wyoming.

SEA Resources

WDE utilizes research-proven resources available from a variety of sources. The Mountain Plains Regional Resource Center provides valuable ongoing services and technical assistance to the Special Programs Unit and to LEA staff across Wyoming. Throughout the last year, the WDE has received direct technical assistance from these OSEP-funded centers: Access Center; National Dropout Prevention Center for Students with Disabilities; Early Childhood Outcomes Center (ECO); National Center for Culturally Responsive Educational Systems (NCCRESt); Westat's Technical Assistance in Data Collection, Analysis, and Report Preparation; National Early Childhood Technical Assistance Center (NECTAC); National Post-School Outcomes Center; National Center on Secondary Education and Transition (NCSET); Center for Improving Teacher Quality (CTQ); and Center on Positive Behavioral Interventions and Supports (PBIS) through the University of Oregon, Technical Assistance for Excellence in Special Education (TAESE), and MPRRC. WDE has used tools and information provided by National Center for Special Education Accountability Monitoring (NCSEAM), National Center on Educational Outcomes (NCEO), Consortium for Appropriate Dispute Resolution in Special Education (CADRE), and National Association of State Director of Special Education (NASDSE). WDE consultants also participated in the National Research Center on Learning Disabilities (NRCLD) conference in the spring of 2006.

Additional resources will be added as they become available, whether at the state, regional or national level. Those resources are reflected in the *Acronym List for the State Performance Plan* as well as in the Improvement Activities for each indicator as they are revised through the Annual Performance Report submitted to OSEP on February 1st of each year.

Summary

This overview is intended to provide the reader with knowledge about the Wyoming State Department of Education's process for accountability and monitoring that are the backbone of ensuring compliance with IDEA 2004. The ultimate goal is that of improved outcomes for over 12,000 children with disabilities ages three through 21 across the State of Wyoming.

The State Performance Plan, with 20 separate indicators, baseline data, six-year targets and improvement activities, follows. Each indicator has been written with broad stakeholder input in order to provide the long-term goals for special education in Wyoming; provide updates to the APR prepared in March 2005; and provide a plan for collecting data for new indicators to be reported in the APR of February 2007. Measurable and rigorous targets and improvement activities have been identified for indicators with baseline data.

Staffs from the WDE Special Programs Unit and the EIEP extend their heartfelt gratitude to our stakeholders for the invaluable input we have received over the last several months.

Acronym List for the State Performance Plan

Acronym	Definition
ADA	Americans with Disabilities Act of 1990
APR	Annual Performance Report
AYP	Adequate Yearly Progress
CADRE	Consortium for Appropriate Dispute Resolution in Special Education
CAP	Corrective Action Plan
CCSSO	Council of Chief State School Officers
CDC	Child Development Center
CITEd	Center for Implementing Technology in Education
COSF	Child Outcomes Summary Form
DDD	Developmental Disabilities Division
DDE	Data Driven Enterprises
ECO	Early Childhood Outcomes
EDEN	Education Data Exchange Network
EIC	Early Intervention Council
EIEP	Early Intervention and Education Program
FAPE	Free Appropriate Public Education
FAQ	Frequently Asked Questions
FCTD	Family Center on Technology and Disability
FFY	Federal Fiscal Year
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IEU	Intermediate Education Unit
IFSP	Individualized Family Service Plan
LEA	Local Education Agency
LRE	Least Restrictive Environment
MOU	Memorandum of Understanding
MPPRC	Mountain Plains Regional Resource Center
<i>n</i>	Group Size (number)
NASDSE	National Association State Directors of Special Education
NCCRESt	National Center for Culturally Responsive Educational Systems
NCDB	National Consortium on Deaf-Blindness
NCEO	National Center on Educational Outcomes
NCES	National Center for Education Statistics
NCLB	No Child Left Behind Act of 2001
NCSEAM	National Center for Special Education Accountability Monitoring
NECTAC	National Early Childhood Technical Assistance Center
NICHCY	National Dissemination Center for Children with Disabilities
NIMAS	National Instructional Materials Accessibility Standard
NIMAS/CAST	National Instructional Materials Accessibility Standard Development and Technical Assistance Center
NIRN	National Implementation Research Network
NIUSI	National Institute for Urban School Improvement
NPDCI	National Professional Development Center on Inclusion
NPSO	National Post School Outcomes Center
NRCLD	National Research Center on Learning Disabilities
NSTTAC	National Secondary Transition Technical Assistance Center
NWREL	Northwest Regional Education Laboratory
OESE	Office of Elementary and Secondary Education
OSEP	Office of Special Education Programs

P & A	Protection and Advocacy
PACER	Technical Assistance ALLIANCE for Parent Center
PAWS	Proficiency Assessment of Wyoming Students
PAWS-ALT	Proficiency Assessment of Wyoming Students – Alternate Assessment
PBIS	Positive Behavioral Interventions and Supports
PIC	Parent Information Center
PTI	Parent Training and Information Centers
QIP	Quality Improvement Plan
RRFC	Regional Resource and Federal Center Network
RTI	Response to Intervention
SEA	State Education Agency
SPDG	State Personnel Development Grant
SPP	State Performance Plan
SWD	Students With Disabilities
SWIS	School Wide Information System
TAESE	Technical Assistance for Excellence in Special Education
TA	Technical Assistance
USDE	United States Department of Education
WAESP	Wyoming Association of Elementary School Principals
WASEA	Wyoming Association of Special Education Administrators
WASSP	Wyoming Association of Secondary School Principals
WDE	Wyoming Department of Education
WDH	Wyoming Department of Health
WEA	Wyoming Education Association
WedGATE	Wyoming Education Gateway
WIND	Wyoming Institute for Disabilities
WISE	Wyoming Integrated Statewide Education Data System
WyCAS	Wyoming Comprehensive Assessment System
WyCAS Alt	Wyoming Comprehensive Assessment System Alternate Assessment
WYPAT	Wyoming Partnership Advisory Team
WYSAC	Wyoming Survey and Analysis Center
WYSIG	Wyoming State Improvement Grant

Part B State Performance Plan (SPP) for 2005-2010

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.

Overview of Issue/Description of System or Process:

Wyoming adopted a rule regarding graduation rates that is specific to students with disabilities. Per USED guidance, students with disabilities who receive a regular diploma within the period specified by that student’s IEP team are considered to have received a regular diploma “within the standard number of years,” and are included in the graduation rate for that year. Students who transfer out are not currently included in the graduation rate calculation. Wyoming has developed a system that will improve tracking of individual students and will assist the state to verify LEA reports and more accurately track transfers. This is the WISE system discussed in length during the SPP overview.

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.

Baseline Data for FFY 2004 (2004-2005):

School Year	Overall Graduation Rates *	Number of Overall Graduates *	Graduation Rates for Students with Disabilities	Number of Graduating Students with Disabilities
1998-1999	76.7	6,348	39.39	334
1999-2000	77.2	6,469	42.64	388
2000-2001	76.0	6,063	49.45	446
2001-2002	77.0	6,106	46.07	434
2002-2003	77.2	5,843	45.72	427
2003-2004	79.3	5,830	48.47	490
2004-2005	81.5	5,614	48.13	438

* Overall graduation data includes both students without and with disabilities from the cohorts for each of the past four years.

Discussion of Baseline Data:

The WDE database does not currently include the "n" for students without disabilities because the rate is determined based on a cohort that does not differentiate subgroups. Data for students with disabilities is a specific data collection. Therefore, the WDE is able to determine graduation numbers and data for the subgroup.

Over the past seven years, the graduation rate for students with disabilities varied from a low of 39.39% to a high of 49.45%. Since 1999, the graduation rate for students with disabilities has improved, slightly narrowing the gap between students overall and students with disabilities.

The State Advisory Panel for Students with Disabilities expressed concern about the new graduation requirements that were mandated by the Wyoming legislature to go into effect beginning with the 2005-2006 school year. These requirements stipulate that a student must be proficient in five of the nine content area standards to receive a regular diploma. The WDE expects the graduation rates to show a slight decrease over the next few years due to this new requirement.

The WDE and stakeholder group set the six-year targets based on the last six years of trend data and took into consideration the graduation requirements that go into effect 2005-2006.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	48.0% of youth with IEPs graduating from high school with a regular diploma
2006 (2006-2007)	48.5% of youth with IEPs graduating from high school with a regular diploma
2007 (2007-2008)	49.0% of youth with IEPs graduating from high school with a regular diploma
2008 (2008-2009)	49.5% of youth with IEPs graduating from high school with a regular diploma
2009 (2009-2010)	50.0% of youth with IEPs graduating from high school with a regular diploma
2010 (2010-2011)	50.5% of youth with IEPs graduating from high school with a regular diploma

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines						Resources
	FFY Year(s) When activities will occur						
	2005	2006	2007	2008	2009	2010	
1. Recruit and retain highly qualified special education staff to work with diverse student populations	X	X	X	X	X	X	WDE Special Programs Unit National Personnel Center Projects Wyoming Diversity Task Force University of Wyoming NASDSE NCCRESt
2. Provide professional development opportunities designed to enhance skills of personnel working with diverse student populations	X	X	X	X	X	X	WDE Special Programs Unit Wyoming Diversity Task Force Cambium Learning / Sopris West Educational Services National Personnel Center Projects Northern Rockies Association for the Education and Rehabilitation of the Blind and Visually Impaired WY Deaf-Blind Project School Improvement Conference Leadership Symposium NWREL TAESE/MPRRC IRIS Center for Faculty Enhancement NPDCI Center for Improving Teacher Quality (CCSSO)
3. Implement Positive Behavior Interventions and Supports (PBIS) statewide;	X	X	X	X	X	X	WDE Special Programs Unit MPRRC/TAESE LEAs University of Oregon - Center for PBIS PBIS State Leadership Team
4. Identify and provide other targeted assistance in line with identified needs of districts around meeting AYP		X	X	X	X	X	WDE Special Programs, School Improvement, and Federal Programs Units NWREL Center on Instruction RRFC What Works Clearinghouse NCEA NICHCY

5. Coordinate with the Wyoming Transition Council to identify systemic graduation and dropout issues for students with disabilities including a focus on effective transition plans		X	X	X	X	X	WDE Special Programs Unit Wyoming Transition Council National Post School Outcomes Center MPRRC/TAESE National Dropout Prevention Center NSTTAC
6. Apply for the next cycle of State Personnel Development Grants (SPDG), focused on implementing a statewide PBIS initiative		X					WDE Special Programs Unit University of Wyoming MPRRC NWREL
7. Analyze the graduation rates after the implementation of the new graduation standards		X	X	X	X	X	WDE Data and Special Education Units Wyoming Transition Council State Advisory Panel NPSO NSTTAC NIUSI
8. Evaluation initial PBIS initiative and review the state plan and modify procedures for statewide implementation if necessary			X	X	X	X	WDE Special Programs Unit MPRRC/TAESE University of Oregon - Center for PBIS PBIS State Leadership Team
9. Annual Special Education Leadership Symposium			X	X	X	X	TAESE/MPRRC IRIS CEC WDE EIEP
10. Secondary Redesign Project			X	X	X	X	NWREL Lawrence Picus & Associates WDE WEA NPSO Center NSTTAC NIRN NPSO
11. Project Eye to Eye			X	X	X	X	Project Eye to Eye staff WDE Community Colleges LEAs Middle & High Schools Wyoming Transition Council PIC

Monitoring Priority: FAPE in the LRE

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

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

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).

Overview of Issue/Description of System or Process:

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 dropout formula is:

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

Baseline Data for FFY 2005 (2004-2005):

Comparison of Dropout Rates

School Year	Overall Dropout Rates	Overall Number of Dropouts	Dropout Rates for Students with Disabilities	Number of Dropouts for Students with Disabilities
1999-2000	5.69	1,717	13.6	419
2000-2001	6.27	1,854	15.9	508
2001-2002	5.87	1,633	16.7	534
2002-2003	4.62	1,274	14.5	462
2003-2004	4.49	1,216	14.2	463
2004-2005	4.75	1,269	14.2	454

Discussion of Baseline Data:

Trend data indicates the dropout rate for students with disabilities is about three times that of students without disabilities. Both areas have shown decreases in the last three years and there is slight closure of the gap between the two. The State plans to continue closing the gap. The State is concerned, however, that if the graduation rate drops the next two years, the dropout rate may increase or show little improvement.

The dropout rate for students with disabilities is significantly higher than the rate for students without disabilities. Wyoming counts students that leave school to enroll in a GED program as dropouts.

The WDE and stakeholder group set the six-year targets based on the last six years of trend data and took into consideration the graduation requirements that go into effect 2005-2006.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	14.0% of youth with IEPs dropping out of high school
2006 (2006-2007)	13.8% of youth with IEPs dropping out of high school
2007 (2007-2008)	13.6% of youth with IEPs dropping out of high school
2008 (2008-2009)	13.4% of youth with IEPs dropping out of high school
2009 (2009-2010)	13.2% of youth with IEPs dropping out of high school
2010 (2010-2011)	13.0% of youth with IEPs dropping out of high school

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines						Resources
	FFY Year(s) When activities will occur						
	2005	2006	2007	2008	2009	2010	
1. Assist the WDE in addressing systemic graduation and dropout issues for students with disabilities	X	X	X	X	X	X	Wyoming Transition Council State Advisory Panel WDE Special Programs and Standards, Assessment, and Accountability Units WDE Strategic Plan / State Board of Education Northern Rockies Association for the Education and Rehabilitation of the Blind and Visually Impaired National Dropout Prevention Center NSTTAC
2. Support and disseminate information regarding the development/implementation of system changes (e.g. vocational opportunities, PBIS, RTI) and analyze results to determine effectiveness in reducing dropout rates	X	X	X	X	X	X	PBIS/RTI State Leadership Teams WDE Cross Collaboration Teams Wyoming Transition Council MPRRC/TAESE University of Wyoming Special Education Department RTI Task Force
3. WDE will continue contact with the National Dropout Prevention Center for Students with Disabilities and the Community of Practice (CoP) for guidance and support		X	X	X	X	X	WDE Special Programs Unit WASEA State Advisory Panel Wyoming Transition Council NASDSE Project Forum; Communities of Practice
4. Collaborate with LEAs not meeting AYP and the Assessment and Accountability Units to ensure that Targeted Intervention Plans for dropout/graduation addresses unique needs of students with disabilities		X	X	X	X	X	WDE Special Education and Assessment and Accountability Units Wyoming Transition Council NWREL MPRRC/TAESE
5. Project Eye to Eye			X	X	X	X	Project Eye to Eye staff WDE Community Colleges LEAs Middle & High Schools Wyoming Transition Council PIC

6. Continue activities involving low incidence populations to improve completion of secondary education and move into successful post secondary activities			X	X	X	X	WDE Special Programs Unit Wyoming Transition Council National Post School Outcome Center National Dropout Prevention Center National Secondary Transition Technical Assistance Center NIMAS/CAST NCDB
7. Increase involvement of outreach consultants for Deaf and Hard of Hearing and Visually Impaired students in transition planning and activities			X	X	X	X	WDE Special Programs Unit Wyoming Transition Council MPRRC NASDSE, Inc.
8. Annual Special Education Leadership Symposium			X	X	X	X	TAESE/MPRRC IRIS CEC WDE EIEP
9. Secondary School Redesign (SSR)			X	X	X	X	NWREL Lawrence Picus & Associates WDE WEA NPSO Center NSTTAC NIRN NPSO

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.
- B. Participation rate for children with IEPs.
- 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:

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

Overview of Issue/Description of System or Process:

Wyoming’s state assessment system from 2000-2004 was known as the Wyoming Comprehensive Assessment System (WyCAS). In compliance with federal and state regulations, all Wyoming students participated in the WyCAS in one of the following ways: WyCAS without accommodations, WyCAS with accommodations, or the WyCAS Alternate Assessment (WyCAS Alt). Students taking the WyCAS were enrolled in 4th, 8th, or 11th grade.

Beginning with the 2005-2006 school year, however, the WDE implemented a new assessment system called the Proficiency Assessments for Wyoming Students (PAWS). All students enrolled in grades 3 – 8 and 11 are required to participate in the PAWS. Content areas of the 2005-2006 PAWS included reading, writing and mathematics with the addition of field test items in science to the system in 2006-2007.

Because teachers are often overwhelmed by being asked to promote student mastery of literally hundreds of curricular aims, PAWS assessment targets were conceptualized in the form of *important, teachable, and measurable skills* based on Wyoming’s content standards. Accordingly, after a careful analysis of the State’s content standards, a modest number of skills (eight in reading, two in writing, and twelve in mathematics) were derived directly from those state standards to constitute the heart of the PAWS accountability strategy. The State is committed to supplying Wyoming educators with guidelines and exemplars of formative assessments measuring students’ attainment of the subskills and en route bodies of knowledge needed for students to master these twenty-two PAWS skills. Independent studies indicate that the PAWS skills align with state content standards.

PAWS tests were divided into two parts with one mission: improved instruction. The entire assessment approach embodied in PAWS is focused on getting more Wyoming students to master sets of powerful,

high-priority skills in reading, mathematics, and writing derived from the state's content standards. By dividing each test into two subtests and permitting early administration of those subtests, PAWS assessments—originally designed to serve a summative function—can be employed for a formative, instructionally supportive purpose. Because tests that function formatively must provide information to teachers and/or students while there is still sufficient time to make meaningful adjustments either in a teacher's instructional activities or in a student's learning tactics, teachers can direct their students to complete one or more PAWS subtests in January. Results from those subtests will be available in ample time for students and teachers to make adjustments in how they pursue the curricular aims represented by the PAWS skills.

Students with the most significant cognitive disabilities who are working toward Alternate Achievement Standards participate in the Proficiency Assessments for Wyoming Students – Alternate (PAWS-ALT), which was also introduced in the 2005-2006 school year. In preparation for the PAWS-ALT's inception, a diverse group of stakeholders successfully developed the new Wyoming Academic Content Standards for students with the most significant cognitive disabilities. In compliance with federal guidelines outlined in NCLB, these standards are reduced in depth, breadth, and complexity, and are linked to grade level Wyoming Content and Performance Standards. The PAWS-ALT is a multiple measures assessment which assesses student knowledge and skills of these Academic Content Standards in reading, writing, mathematics and in science in the form of field test items in the 2006 – 2007 administration.

The PAWS-ALT reflects the same philosophy of providing students with multiple opportunities to demonstrate their mastery of grade-level linked Academic Content Standards for Students with the Most Significant Cognitive Disabilities. The PAWS-ALT is intended for the very small number of students in Wyoming with the most significant cognitive disabilities (less than 1% of all Wyoming students). This assessment focuses on assessment targets used by Wyoming educators for instructional guidance as they teach this population. These targets specify a modest number of extremely important skills that the students in this population should be able to do. The targets also define the essential elements of the Academic Content Standards, thus simplifying their cognitive complexity, and provide for breadth of student access across varying levels of cognitive complexity.

In order to provide students with these multiple opportunities to demonstrate their mastery of the standards, the PAWS-ALT is comprised of three test components: 1) Student Performance Events (SPE): on-demand solicitations of student performance on determined Academic Content Standards; 2) direct Teacher Observation of Academic Skills (TOAS): observation and evaluation of the demonstration of academic skills during instruction; and 3) Data Collection of Student Work (DCSW) on a specified Academic Benchmark to which the teacher aligns the skill and which is assessed during instruction. These different components, therefore, present the student with a variety of avenues through which to demonstrate what he or she has learned in relation to the Academic Content Standards for students with the most significant cognitive disabilities.

In developing the state's new alternate assessment system, the WDE brought together stakeholders representing a broad cross section of Wyoming citizens during the spring and summer of 2005. The participants developed new grade-level linked, academic expanded standards and benchmarks in language arts, mathematics and science, which were subsequently renamed as Wyoming's Academic Content Standards. The Language Arts and Mathematics Academic Content Standards for students with the most significant cognitive disabilities were approved by the Wyoming State Board of Education in May 2006 and the Science Academic Content Standards for students with the most significant cognitive disabilities in October 2006. Technical adequacy for Wyoming's PAWS-ALT was provided by Harcourt Assessment, Inc. to evaluate the assessment for Peer Review submission and to provide information to the Technical Advisory Committee for State Assessment Recommendations.

The state's previous alternate assessment system (WyCAS Alt) was primarily a portfolio aligned with Wyoming Content Standards and linked to Wyoming's Expanded Content Standards in the two areas of language arts and math. However, with the addition of more content areas and grade levels, the WDE Special Programs Unit advocated for an alternate assessment that would provide reliable and valid data

through a more diagnostically sound instrument. The WDE also sought to provide an assessment that would truly inform instruction, measure discrete growth and emphasize academic skills.

Harcourt and WDE staff provided regional trainings on the administration of the PAWS and PAWS-ALT during the 2005-2006 and 2006-2007 school years. Results from the PAWS and PAWS-ALT have been collected, and annual data will be reported in each APR submitted by the state. The WDE collects PAWS data directly from Harcourt Assessment. Districts receive their data via INFORM through the Wyoming Education Gateway (WEedGate) tool. Schools receive detailed score reports back from Harcourt Assessment within one month of testing in order to accommodate the dialogue necessary for improving student academic outcomes.

District Baseline Data for FFY 2004 (2004-2005):

A. 2004-2005 AYP Results

	% 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)
Grade 4	62.5%	5/8	62.5%	5/8
Grade 8	33.3%	3/9	44.4%	4/9
Grade 11	33.3%	1/3	0%	0/3

*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.

A. Participation Rates on State Assessments among Students with Disabilities

Indicator 3 Measurement B part:	2004-05 IEP Assessment PARTICIPATION						
	Subject	Reading			Math		
	Grade	4	8	11	4	8	11
	Exempt	6	7	5	6	7	5
	Not Tested	2	3	2	1	3	3
B #	Tested Regular Assessment Without Accommodations	172	174	119	172	174	118
C #	Tested Regular Assessment With Accommodations	644	717	438	644	717	438
D #	Tested Alternate Assessment at Grade Level Standards	0	0	0	0	0	0
E #	Tested Alternate Assessment at Alternate Standards	60	65	48	61	65	48
(b+c+d+e) #	TOTAL Tested	876	956	605	877	956	604
A #	TOTAL Tested + Not Tested + Exempt	884	966	612	884	966	612
b / a %	Tested Regular Assessment Without	19.5%	18.0%	19.4%	19.5%	18.0%	19.3%

	Accommodations						
c / a %	Tested Regular Assessment With Accommodations	72.9%	74.2%	71.6%	72.9%	74.2%	71.6%
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	6.8%	6.7%	7.8%	6.9%	6.7%	7.8%
(b+c+d+e) / a %	Participation Rate - Overall IEP %	99.1%	99.0%	98.9%	99.2%	99.0%	98.7%

B. Proficiency Rates on State Assessments among Students with Disabilities

Indicator 3 Measurement C part:	2004-05 Students with Disability Statewide Assessment PROFICIENCY						
	Subject	Reading			Math		
	Grade	4	8	11	4	8	11
B #	Tested PROFICIENT Regular Assessment Without Accommodations	44	19	16	47	20	13
C #	Tested PROFICIENT Regular Assessment With Accommodations	52	43	23	101	24	16
D #	Tested PROFICIENT Alternate Assessment at Grade Level Standards	0	0	0	0	0	0
E #	Tested PROFICIENT Alternate Assessment at Alternate Standards	35	30	25	30	33	22
(b+c+d+e) #	TOTAL "n" Tested PROFICIENT or ABOVE	131	92	64	178	77	51
A #	TOTAL Tested Proficient or Non-Proficient	884	966	612	884	966	612
(b+c+d+e) / a %	TOTAL % Tested Proficient or Above	14.8%	9.5%	10.5%	20.1%	8.0%	8.3%

Discussion of Baseline Data:

A. Districts Meeting AYP

In Wyoming there are 48 school districts that serve grades K-8 and 46 districts that serve grades 9-11. As reported in the baseline data, depending on the district and grade reported for accountability purpose the number of districts that met AYP in 2004-2005 varies from three to eight districts. In 2004-2005, eight districts serving 4th graders met the minimum "n" of 30 students and five of those districts met AYP in language arts and math. In 2004-2005, nine districts serving 8th graders met the minimum "n" of 30 students; three districts met AYP in language arts and four districts met AYP in math. Finally, in 2004-2005, three districts serving 11th graders met the minimum "n" of 30 students; one district met AYP in language arts and no district met AYP in math.

For accountability decisions, the minimum number of students is set at 30. This minimum sample size assures that reliable and valid decisions are made about school and LEA effectiveness. Subgroup results with fewer than 30 students in the assessed grade level are not included in AYP calculations based on the performance of that particular subgroup. The members of the subgroup are included in the AYP

calculations for the entire school and LEA. This definition of subgroup size of 30 is used consistently across the state for accountability purposes.

B. Participation Rates on State Assessments among Students with Disabilities

The assessment participation rate of Wyoming students with disabilities is greater than 99% in all three grades tested in 2004-2005.

The WDE goal is to have 100% participation rate in statewide assessments. Circumstances beyond the educational control of the school/LEA should not unnecessarily degrade the related participation rate. Therefore, students that have not participated in the state assessment due to expulsion or medical emergencies are not used in the calculation of school or LEA participation rate.

Any school/LEA falling below a 95% participation rate for its SWD subgroup will receive specialized attention and technical assistance from the WDE Special Education Unit. This 95% threshold has been established in order to match participation rate requirements set forth in NCLB.

C. Proficiency Rates on State Assessments among Students with Disabilities

Trend data for language arts proficiency rates for students with disabilities indicates a slight decrease in all three grades assessed. In 2004-2005, 15% of 4th graders, 10% of 8th graders and 11% of 11th graders scored proficient or higher on the regular assessment.

Trend data for math proficiency rates for students with disabilities indicate a slight improvement in all three grades assessed. In 2004-2005, 20% of 4th graders, 8% of 8th graders and 8% of 11th graders scored proficient or higher on the regular assessment.

While proficiency rates are not as high as comparison cohorts, the PAWS and PAWS-ALT will provide multiple opportunities for student assessment, and Wyoming expects the proficiency rates to improve.

Measurable and Rigorous Targets

A. Districts Meeting AYP

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Language Arts Elementary – 65% , Middle – 35% , High – 35% Math Elementary – 65% , Middle – 45% , High – 10%
2006 (2006-2007)	Language Arts Elementary – 69% , Middle – 43% , High – 43% Math Elementary – 69% , Middle – 51% , High – 20%
2007 (2007-2008)	Language Arts Elementary – 74% , Middle – 50% , High – 50% Math Elementary – 74% , Middle – 57% , High – 30%
2008 (2008-2009)	Language Arts Elementary – 78% , Middle – 57% , High – 57% Math Elementary – 78% , Middle – 63% , High – 40%
2009 (2009-2010)	Language Arts Elementary – 82% , Middle – 64% , High – 64% Math Elementary – 82% , Middle – 69% , High – 50%
2010 (2010-2011)	Language Arts Elementary – 86% , Middle – 71% , High – 71% Math Elementary – 86% , Middle – 75% , High – 60%

B. Participation Rates on State Assessments among Students with Disabilities

Measurable and Rigorous Targets for Participation in Reading and Math		
FFY	Reading Participation	Math Participation
2005 (2005-2006)	100%	100%
2006 (2006-2007)	100%	100%
2007 (2007-2008)	100%	100%
2008 (2008-2009)	100%	100%
2009 (2009-2010)	100%	100%
2010 (2010-2011)	100%	100%

C. Proficiency in State Achievement Standards

Proficiency Targets for Students with Disabilities						
FFY	Reading Proficiency			Math Proficiency		
	Elementary	Middle	High	Elementary	Middle	High
2005 (2005-2006)	42.00%	45.42%	57.00%	36.50%	37.75%	46.50%
2006 (2006-2007)	42.00%	45.42%	57.00%	36.50%	37.75%	46.50%
2007 (2007-2008)	42.00%	45.42%	57.00%	36.50%	37.75%	46.50%
2008 (2008-2009)	53.60%	56.33%	65.60%	49.20%	50.20%	57.20%
2009 (2009-2010)	53.60%	56.33%	65.60%	49.20%	50.20%	57.20%
2010 (2010-2011)	53.60%	56.33%	65.60%	49.20%	50.20%	57.20%

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines						Resources
	FFY Year(s) When activities will occur						
	2005	2006	2007	2008	2009	2010	
1. Provide research-based strategies during statewide conferences and professional development opportunities for LEA staff to increase academic performance of students with disabilities	X	X	X	X	X	X	WDE Special Programs Unit Cambium Learning / Sopris West Teton Institute Leadership Symposium NCA School Improvement Conference WASEA WASPE Council for Exceptional Children
2. Staff training in administering the PAWS and the PAWS-ALT	X	X	X	X	X	X	WDE Special Programs and Standards, Assessment and Accountability Units Harcourt Assessment Questar
3. Implement the PAWS-ALT based on Wyoming Academic Content Standards	X	X	X				WDE Special Programs and Standards, Assessment, and Accountability Units Harcourt Assessment Wyoming Alt Assessment Task Force Questar
4. Provide training and information on RTIRTI to schools who are not participating in the pilot program		X	X	X			WDE Special Programs Unit RTI Leadership Team Cambium Learning / Sopris West Teton Institute iSTEOP MPRRC/TAESE NRCLD IRIS Center NIRN NWREL Center on Instruction
5. Monitor/Analyze growth models in other states to determine usefulness to Wyoming	X	X	X	X	X	X	CCSSO WDE Special Programs and Standards, Assessment, and Accountability Units
6. Analyze PAWS and PAWS-ALT data to determine if assessment process (including accommodations and modifications) requires adjustment		X	X	X	X	X	WDE Special Programs and Standards, Assessment, and Accountability Units

<p>7. Establishment of a statewide procedure for agencies electing to use RTI as an identification strategy for special education</p>			X	X			<p>WDE Special Programs Unit University of Wyoming Montana Office of Public Instruction University of Montana Wyoming Pilot Elementary Schools iSTEOP MPRRC/TAESE NRCLD IRIS Center NIRN NWREL Center on Instruction</p>
<p>8. Identify successful model reading and math programs in districts meeting AYP for students with disabilities subgroup</p>		X	X	X	X	X	<p>WDE Special Programs and School Improvement Units WASEA WAESP WASSP Wyoming Curriculum Directors Association RTI StateTask Force</p>

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

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

Data Source: Data collected for reporting under section 618.

Measurement:

- | |
|---|
| <ul style="list-style-type: none"> A. Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by the (# of districts in the State)] times 100. B. Percent = [(# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the State)] times 100. |
|---|

Overview of Issue/Description of System or Process:

Wyoming districts report very few suspensions and expulsions. The low reporting frequency and small district populations make it difficult to interpret discrepancies among the rates of suspension and expulsion for children with disabilities and children without disabilities. The WDE currently collects data for this indicator annually from all 48 districts through the state-approved data collection system. This data is used to complete the OSEP Table 5, Section A, Columns 3A, 3B and 3C. Suspension and expulsion data for preschool students served in the state's CDCs are gathered in the same way, although Wyoming CDCs have stated policies prohibiting the suspension and/or expulsion of preschool students enrolled in their programs.

In the FFY 2003 APR, the WDE analyzed the data and compared suspension and expulsion rates between students with and without disabilities within each district. Data from all 48 Wyoming districts and all 14 developmental preschool regions revealed that only eight districts suspended or expelled a student with a disability. Each of those eight districts suspended or expelled one student; the remaining 40 districts and all 14 developmental preschool regions suspended or expelled zero students with a disability.

In conjunction with the annual data collection, the WDE special education monitoring process verifies the LEA suspension and expulsion rates and numbers. During the monitoring process, districts must provide discipline policies to guarantee that policies, procedures and practices are not discriminatory against students with disabilities.

After reviewing the APR letter and receiving input from the stakeholder group the WDE reevaluated the method used to determine significant discrepancy. The WDE will move from comparing suspension and expulsion rates between students with and without disabilities within the LEA to comparing suspension and expulsion rates among state LEAs.

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.

To determine significant discrepancy, the WDE will use the current data collection and monitoring methods. If the data indicates a district displays significant discrepancy, then the WDE will examine the district. The WDE will review district data and policies to identify potential areas of concern. Upon the completion of the internal evaluation, the district will complete a self-assessment of the data and provide the WDE with an explanation of the discrepancy. WDE will work with the district to establish improvement strategies.

Baseline Data for FFY 2004 (2004-2005):

A. Districts Identified as having significant discrepancy

Suspensions / Expulsions (>10 days) of Students with Disabilities 2004-2005 by Wyoming District

District	District Enrollment of Students with Disabilities	District Count of Students with Disabilities Suspended/Expelled	District Rate for Suspension/ Expulsion of Students with Disabilities
1	836	3	0.36%
2	403	5	1.24%
3	106	1	0.94%
4	1,578	8	0.51%
5	1,614	2	0.12%
6	61	1	1.64%
7	387	1	0.26%
8	70	1	1.43%
9	645	1	0.16%
10	231	1	0.43%
11	150	1	0.67%

Percent of the LEAs in Wyoming that had suspension and/or expulsion rates greater than 5% of their population of students with disabilities = **0%**

Districts identified as having significant discrepancy by race/ethnicity

District	Race / Ethnicity WDE-630	SPED Enrollment	Number Suspended/ Expelled	Percent Suspended/ Expelled
1	American Indian	12	1	8.33%
2	American Indian	12	1	8.33%
2	White (not Hispanic)	621	5	0.81%
3	Black (not Hispanic)	2	1	50.00%
3	White (not Hispanic)	388	2	0.52%
3	Hispanic	59	1	1.70%
4	Hispanic	104	1	0.96%
4	White (not Hispanic)	474	10	2.11%
5	Hispanic	45	1	2.22%
5	White (not Hispanic)	817	1	0.12%
6	Hispanic	306	2	0.65%
6	White (not Hispanic)	1337	1	0.08%
7	Hispanic	134	2	1.49%
7	White (not Hispanic)	1483	7	0.47%
8	White (not Hispanic)	260	2	0.77%
9	White (not Hispanic)	44	1	2.27%
10	White (not Hispanic)	382	1	0.26%
11	White (not Hispanic)	101	1	0.99%
12	White (not Hispanic)	196	1	0.51%
13	White (not Hispanic)	418	5	1.20%
14	White (not Hispanic)	412	4	0.97%
15	White (not Hispanic)	121	1	0.83%
State	American Indian	645	2	0.31%
State	Black (not Hispanic)	222	1	0.45%
State	Hispanic	1294	7	0.54%
State	White (not Hispanic)	11047	42	0.38%

Discussion of Baseline Data:**A. Districts Identified as having significant discrepancy**

During the 2004-2005 year, eleven school districts suspended or expelled 25 students with disabilities longer than 10 days. 37 Wyoming districts reported no suspensions of this length or expulsions for students with disabilities; 14 developmental preschool regions reported no suspensions or expulsions for students with disabilities. Overall, zero districts were identified as having significant discrepancy in suspension/expulsion of students with disabilities.

Beginning with the 2005-2006 school year, the State will require each of the 48 districts to report annually on this indicator through the stable self-assessment portion of the WDE monitoring system. Districts whose reported rates are higher than 5% are required to address the issue through a Corrective Action Plan detailing the policies and procedures the LEA will undertake in order to correct the significant discrepancy within one year.

B. Districts identified as having significant discrepancy by race/ethnicity

During the 2005-2006 year, 15 unique districts suspended or expelled students with disabilities from four racial/ethnic subgroups: American Indian, Black (not Hispanic), Hispanic, and White (not Hispanic). Some of these districts met the threshold for more than one racial/ethnic group. There were no districts who suspended or expelled Asian students with disabilities. Statewide, only 52 students with disabilities from these four racial/ethnic subgroups were suspended for ten or more days or expelled. When state suspension and expulsion rates by racial/ethnic group were statistically compared, no discrepancies were found.

According to the State’s definition, zero districts suspended or expelled two or more students from these racial/ethnic categories at a rate of 5% or more of its students with disabilities. The WDE will continue to collect data on this indicator through the WDE-630 and WDE-631 discipline reports submitted annually for Title IV Safe and Drug-Free Schools and crosscheck this data with information obtained from the stable self-assessment portion of the state’s monitoring system.

Indicator 4A: Districts identified as having significant discrepancy

FFY	Measurable and Rigorous Target
2005 (2005-2006)	0% of districts with significant discrepancies in rates of suspensions & expulsions
2006 (2006-2007)	0% of districts with significant discrepancies in rates of suspensions & expulsions
2007 (2007-2008)	0% of districts with significant discrepancies in rates of suspensions & expulsions
2008 (2008-2009)	0% of districts with significant discrepancies in rates of suspensions & expulsions
2009 (2009-2010)	0% of districts with significant discrepancies in rates of suspensions & expulsions
2010 (2010-2011)	0% of districts with significant discrepancies in rates of suspensions & expulsions

Indicator 4B: Districts identified as having significant discrepancy by race/ethnicity*

FFY	Measurable and Rigorous Target
2005 (2005-2006)	0%
2006 (2006-2007)	0%
2007 (2007-2008)	0%
2008 (2008-2009)	0%
2009 (2009-2010)	0%
2010 (2010-2011)	0%

* 4B will potentially be removed from the State Performance Plan. See notes in Annual Performance Report of February 1, 2008.

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines						Resources
	FFY Year(s) When activities will occur						
	2005	2006	2007	2008	2009	2010	
1. Analyze and determine districts with significant discrepancy for sub indicator A	X	X	X	X	X	X	WDE Special Programs Unit LEAs EIEP CDCs Data Driven Enterprises
2. Review data from pilot districts implementing RTI and Positive Behavioral Intervention Supports for improvement in Suspension and Expulsion is evident		X	X	X	X	X	WDE Special Programs Unit LEA Personnel RTI Task Force PBIS Task Force Data collections including SWIS

3. Review discipline policies of districts monitored each year; conduct focused monitoring and identify technical assistance as needed		X	X	X	X	X	WDE Special Programs Unit EIEP
4. Refine the state definition and reporting procedure for in-school suspension		X	X	X			WDE Special Programs, Data, and Health and Safety Units Data Quality Council Data Driven Enterprises
5. Offer professional development to identify and provide supports for suspension and expulsion strategies to Wyoming educators through the Teton Institute, RTI and PBIS	X	X	X	X	X	X	WDE Special Programs Unit Cambium Learning / Sopris West Educational Services University of Wyoming MPRRC/TAESE University of Oregon PBIS IRIS Center on Instruction NWREL
6. Review and modify the monitoring process to ensure accuracy and consistency in methodology that LEAs report suspensions and expulsions		X	X	X			WDE Special Programs, Data, and Health and Safety Units CDT Unit Data Driven Enterprises
7. Examine impact of in-school suspension on significant discrepancy, provide technical assistance through focused monitoring and adjust targets as necessary			X	X	X	X	WDE Special Programs Unit LEA Personnel RTI Task Force PBIS Task Force EIEP
8. Develop common definitions of suspension and expulsion for CDCs in accordance with OSEP guidance			X				EIEP WDE Special Programs Unit ECO NECTAC
9. Review CDC discipline policies and procedures; provide technical assistance as needed			X	X	X	X	EIEP WDE Special Programs Unit MPRRC/TAESE
10. Participate in WDE Data Quality Council in order to revise the state's data dictionary and create standard reporting definitions		X	X	X	X	X	WDE Special Programs Unit WDE Data Quality Council

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.

Overview of Issue/Description of System or Process:

Placement data indicates that the percent of students with disabilities in category categories A and B is stable. While the numbers have not changed significantly over the past three years, Wyoming's percent of students with disabilities who are removed from the regular classroom less than 21% of the day is higher than the national average. WDE has set targets to ensure that decisions made will continue to meet the needs of the individual child.

One area of concern is the placement of students with disabilities outside of their local district. These placements are often court-ordered. Students may be placed in residential treatment facilities because of violations of the law, need for specialized mental or psychological treatment, or because no other viable placement is available. The WDE has one consultant working in collaboration with other state agencies to ensure that all students are placed appropriately and in the least restrictive environment. The Wyoming legislature funded a study to examine this issue and the implications involved in placing students outside of their residential district. In response to the APR letter, the WDE found that the number of students with IEPs in residential facilities varies widely from month to month in but remains in the range of 45-70 percent of the facility population. The WDE will continue to evaluate information from the legislative study regarding students with IEPs reported receiving services in private separate schools, home schools or homebound settings. The WDE has established a method to gather data on a monthly basis from the residential facilities, including the number of students in court-ordered placement and on IEPs.

With the new NCLB requirements for highly qualified special education teachers, the number of children receiving services in the regular classroom may increase in 2006-2007 due to a potential shortage of highly qualified special education teachers who might otherwise provide instruction in settings outside the regular classroom.

Baseline Data for FFY 2004 (2004-2005):

	<21% Outside Regular Classroom	Number of Students <21% Outside Regular Classroom	>60% Outside Regular Classroom	Number of Students >60% Outside Regular Classroom	Combined Separate Facilities	Number of Students Combined Separate Facilities
2004 -2005	55.81%	6,493	9.59%	1,115	2.47%	289

Discussion of Baseline Data:

The number of students placed outside of the regular classroom less than 21% of the time remains stable over a five-year period. The number of students placed outside of the classroom more than 60% of the time has also remained relatively stable over the same period. More than half of all students with disabilities spend less than 21% of the time out of the regular classroom.

WDE believes that the number of students reported in separate facilities may be unreliable because of inconsistent tracking systems between public and private schools, including residential treatment centers, juvenile detention centers and adult correctional facilities. WDE is aware of this disconnect and is developing a process to better monitor placement of students.

The WDE set targets by reviewing five-year trend data and gathering stakeholder input.

FFY	Measurable and Rigorous Targets		
	Measurement A <21%	Measurement B >60%	Measurement C Separate %
2005 (2005-2006)	56.00%	9.55%	2.46%
2006 (2006-2007)	57.00%	9.52%	2.45%
2007 (2007-2008)	57.30%	9.48%	2.44%
2008 (2008-2009)	57.40%	9.44%	2.43%
2009 (2009-2010)	57.50%	9.39%	2.42%
2010 (2010-2011)	58.00%	9.30%	2.41%

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines						Resources
	FFY Year(s) When activities will occur						
	2005	2006	2007	2008	2009	2010	
1. Conduct study of the number of students with IEPs in residential placement to determine the yearly average of court-placed students with IEPs in residential institutions		X	X	X	X	X	WDE Special Programs, CDT Unit WDE staff involved with Court-Ordered Placed Students (COPS) Staff from public and private institutions BOCES
2. Identify and provide supports to regular and special education and pre-service teachers so diverse learners may receive scientifically research-based instruction in the regular classroom through the Teton Institute, RTI and PBIS		X	X	X	X	X	WDE Special Programs Unit Cambium Learning / Sopris West Educational Services University of Wyoming MPRRC/TAESE NWREL NPDCI University of Oregon PBIS WY School Improvement Conference WY Mentorship Academy What Works Clearinghouse
3. Develop a method to improve tracking of students with IEPs in separate school settings			X	X			WDE Special Programs and Data Units Data Driven Enterprises
4. Evaluate targets for combined separate facilities and adjust if necessary				X			WDE Special Programs and Data Units
5. Continue cross-unit collaboration toward overall school improvement activities		X	X	X	X	X	WDE (all units)
6. Utilize specially-trained consultants to assist in education program planning and staff training related to young children with low-incidence disabilities		X	X	X	X	X	WDE Special Programs Unit PIC NASDSE CAST NICHCY FCTD NCDB
7. WDE will conduct Regional Trainings related to the development of model IEP forms and the implementation of Chapter 7 Rules Governing Services for Children with Disabilities.			X	X	X	X	WDE Special Programs Unit staff and contractors MPRRC/TAESE
8. Annual Special Education Leadership Symposium			X	X	X	X	TAESE/MPRRC NWREL IRIS Center CEC WDE EIEP

Monitoring Priority: FAPE in the LRE

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

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

Use 618 data – sampling not allowed

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

Overview of Issue/Description of System or Process:

This data is collected from the 14 Developmental Preschool regions through the EIEP preschool database, and is based upon the December 1 Child Count Collection and is sent to WDE for use in federal reporting. In order to determine the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers, the EIEP combined the number of children in the Early Childhood Setting, Home, and Part-Time Early Childhood/Early Childhood Special Education Setting and divided that number by the total number of children with IEPs.

Historically, the Developmental Preschool regions have received many definitions for LRE which vary from program to program. Recognizing the need for timely and accurate data, WDE and EIEP have acknowledged the need for clear and concise definitions of LRE so that the Developmental Preschool regions can all adhere to the same placement settings; guidance documents and training will be provided to all Developmental Preschool regions.

Baseline Data for FFY 2007 (2007-2008):

Baseline data will be reported on the State Performance Plan due February 1, 2009. The definition of the environment settings changed; it will take a year to modify definitions, train staff of data element definitions and collect baseline data.

Discussion of Baseline Data:

The WDE will set targets based on FFY 2007 baseline data.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	N/A
2006 (2006-2007)	N/A

2007 (2007-2008)	TBD
2008 (2008-2009)	TBD
2009 (2009-2010)	TBD
2010 (2010-2011)	TBD

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines						Resources
	FFY Year(s) When activities will occur						
	2005	2006	2007	2008	2009	2010	
1. Continue to track data regionally recognizing variability due to local issues	X	X	X	X	X	X	WDE Special Programs Unit EIEP Preschool Database WESTAT MPRRC/TAESE Data Driven Enterprises
2. Provide Information, training and follow up training to regions regarding continuum of service settings through compressed video and DDD Annual Conference	X	X	X	X	X	X	WDE Special Programs Unit EIEP MPRRC/TAESE WDE Special Programs Unit
3. Work with regions not meeting LRE requirements to identify barriers to more inclusive settings		X	X	X	X	X	WDE Special Programs Unit EIEP NECTAC NCSEAM MPRRC Other state coordinators NPDCI
4. Modify the mechanism for collecting preschool LRE data to reflect the notification of TA provided via email from OSEP on 11/29/06 and posted on www.ideadata.org			X				EIEP WDE Special Programs Unit
5. Improve collaboration for transition of 5 year-olds from preschool to kindergarten		X	X	X	X	X	EIEP WASEA WAESP MPRRC/TAESE CDS staff members WDE Early Childhood Taskforce

Monitoring Priority: FAPE in the LRE

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

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

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

New indicator

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

Measurement:

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

Progress categories for A, B and C:

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

Summary Statements for Each of the Three Outcomes

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

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

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

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

Overview of Issue/Description of System or Process:

The processes used and data collection described in the FFY 2007 SPP remain the same for the FFY 2008 reporting period.

The Early Intervention and Education Program (EIEP) and Wyoming Department of Education (WDE) are using the Early Childhood Outcomes (ECO) summary tool, Child Outcome Summary Form (COSF), and the criteria for defining “comparable to same-aged peers” is a child who is rated a 6 or 7 on the COSF. A COSF is completed on all entering and exiting students to the Part B 619 program.

The EIEP and WDE require that Regional Child Development Centers (CDCs) use one or more of the following assessments annually to track child progress with respect to positive social-emotional skills (including social relationships); acquisition and use of knowledge and skills (including early language/communication and early literacy); and use of appropriate behaviors to meet their needs:

- Battelle Developmental Inventory,
- **BRIGANCE Inventory of Early Development–II (IED–II),**
- *The Creative Curriculum Developmental Continuum for Ages 3-5 or,*
- Other tools approved by DDD.

The EIEP requests that the IEP team assess the child using one or more of the above tools at the time of the child’s entry into the program and shortly before the child exits the program (three months prior or less). The IEP team also reviews other sources of information, including the comprehensive evaluation, the IEP objectives and outcomes, child observations and parent input in order to complete the ECO Center COSF for each child. This form is intended to summarize multiple sources of information as a method to report progress in the three developmental areas.

CDC staff members were given training on the COSF in January 2006, in August 2006, and in August 2007. They also received copies of an FAQ document that included instructions on how to complete the COSF and typical questions they might have about completing the form and collecting the data. The FAQ followed the best practices advocated by the ECO Center. In addition, NECTAC met with the EIEP staff members in March 2006 to provide in-depth training on summarizing and reporting out on the

COSFs. Lastly, the EIEP staff members provided individual consultations to the CDCs via email and phone.

The COSF was completed for each child entering the program starting January 15, 2006 through June 30, 2006. CDCs submitted the completed COSFs to the EIEP on a quarterly basis as indicated in the table below. For the initial data collection period, COSFs were collected from only two quarters. The COSFs are now collected monthly and can be reviewed on a daily basis.

Quarter	Data Collection	Submit to the EIEP
1	January through March	April 15
2	April through June	July 15
3	July through September	October 15
4	October through December	January 15

In 2007-08, an online COSF was implemented. This has allowed for the COSF to be completed in real-time and for efficient data collection and analysis processes. Both entry and exit data are collected using the online form. The Wyoming Department of Health (WYDH), Division of Developmental Disabilities (DDD), Early Intervention and Education Program (EIEP) contracted with Data Driven Enterprises (DDE) for assistance with the data collection, data analysis, and report-writing for this indicator.

Measurement Processes

Starting with the February 2008 APR, the EIEP had to be able to provide data in the official five reporting categories. The EIEP uses the COSF to do this. For any child with entry data and who has been in the program for at least six months, the CDCs are required to collect exit data on this child and report it on the COSF. Exit data was collected for FFY 2006 and FFY 2007. The same procedures used to complete the COSF at entry (e.g., using multiple data sources, using a state-approved assessment, gathering input from the IFSP team, assigning a rating on the COSF) are used at exit. This allows the EIEP to compare exit to entry scores on each of the three developmental areas.

Every year since FFY 2005, to ensure that the data reported on the COSF are reliable and valid, the EIEP examined the supporting documentation on the COSF and how it corresponded with the outcomes rating given the child. Documents showing the description of a child's skills on each outcomes area and the child's corresponding rating for the each outcomes area were produced.

In FFY2006, the decision tree was incorporated on to the COSF. An analysis was conducted to determine if CDC personnel were accurately assigning overall ratings given the decision tree ratings. This analysis showed an accuracy rating of about 67%. While this accuracy rating might seem low, in the August 2007 training session, it was determined that some CDCs did not understand the relationship of the decision tree to the overall rating; this was clarified during training. Furthermore, some CDC staff members left the decision tree questions blank; once again, this was clarified during training. The important thing is that the EIEP continues to provide training on the COSF, continues to improve upon the COSF, and continues to analyze reliability and validity statistics to make sure the process in Wyoming is a valid one.

Additional changes for 2007-08, based on the analysis of FFY2006 ratings include an online version of the COSF. Both of these changes will allow for more efficient tracking of children's entry and exit ratings. Furthermore, the online version of the COSF directly ties the decision tree to the overall ratings;

this has ensured that the overall assignment of ratings exactly matches the supporting documentation. The online form continues to be used in 2008-09.

Baseline Data for FFY 2008 (2008-2009):

Display 7-1 shows the number and percentage of children in each progress category as well as the results of the summary statement calculations.

Display 7-1: Number and Percentage of Children in Each Progress Category and Summary statement Calculations

	Positive Social-Emotional Skills		Acquiring and Using Knowledge and Skills		Taking Appropriate Action to Meet Needs	
	# of childr en	% of children	# of childr en	% of children	# of childr en	% of children
a - Children who did not improve functioning	32	3.36%	29	3.04%	28	2.94%
b - Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers	246	25.81%	242	25.39%	196	20.57%
c - Children who improved functioning to a level nearer to same-aged peers but did not reach it	133	13.96%	160	16.79%	90	9.44%
d - Children who improved functioning to reach a level comparable to same-aged peers	296	31.06%	266	27.91%	305	32.00%
e - Children who maintained functioning at a level comparable to same-aged peers	246	25.81%	256	26.86%	334	35.05%
Total	953	100.00%	953	100.00%	953	100.00%
Summary Statements:						
1. Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited.	60.68%		61.12%		63.81%	
2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited.	56.87%		54.77%		67.05%	

Reliability and Validity

Progress data are reported on all children who enter and exit the Part B 619 program; because data are collected from all children and not a sample of children, the EIEP and WDE do not need to be concerned about any response bias or non-representativeness.

To ensure that the data reported on the COSF are reliable and valid, the EIEP examined the supporting documentation on the COSF and how it corresponded with the outcomes rating given the child. For example, if a child receives an overall rating of 6 or 7 on the COSF, then the supporting documentation should include age-level skills that the child demonstrated; if the supporting documentation includes only foundational skills, then something is amiss. In addition, during the August 2006 training session, CDC staff members were asked about the procedures they used in collecting the assessment data and completing the COSF. Any misconceptions were addressed in the updated FAQ document that was sent out to CDCs in September 2006. Furthermore, as a result of examining the relationship between the supporting documentation and the outcomes rating and of hearing the misconceptions of certain CDC members, the EIEP revised the COSF. The revisions helped guide the IEP teams in what type of supporting information they are supposed to provide on the COSF and how the type of supporting documentation relates to the 7-point COSF rating scale. The EIEP also incorporated the ECO Center Decision Tree right onto the COSF to ensure that the different CDCs were applying the COSF decision rules consistently.

Discussion of Baseline Data for FFY2008:

Baseline data indicate that 54-67% of children are functioning at a level comparable to same-aged peers when they exit the program and that 60-65% of children who entered the program below age expectations substantially increased their rate of growth by the time they exited.

Display 7-2 shows results from the most recent two years. Summary statements from FFY 2008 are lower than those from FFY 2007. The FFY 2008 results are more representative than those in FFY 2007 because 2008-09 represents the first year where there has been three full years of data collection.

Display 7-2: Summary Statement Results Over Time

	Positive Social-Emotional Skills		Acquiring and Using Knowledge and Skills		Taking Appropriate Action to Meet Needs	
	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09
Number of Children:	293	953	293	953	293	953
1. Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited.	73.89%	60.68%	73.58%	61.12%	74.01%	63.81%
2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited.	59.73%	56.87%	65.75%	54.77%	70.98%	67.05%

Targets were set based on an analysis of the COSF data from 2008-09 and from 2007-08. Based on these data and input from the stakeholder group, the following targets have been set for 2009-10 and 2010-2011. These targets represent appropriate, yet challenging, targets.

Display 7-3: Targets

	Positive Social-Emotional Skills		Acquiring and Using Knowledge and Skills		Taking Appropriate Action to Meet Needs	
	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11
1. Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited.	60.68%	61.18%	61.12%	61.62%	63.81%	64.31%
2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited.	56.87%	57.37%	54.77%	55.27%	67.05%	67.55%

Improvement Activities/Timelines/Resources:

	Timelines		Resources
	FFY Year(s) When activities will occur		
	2009	2010	
Regional TA and training on State and Federal regulations relating to the provision of special education services.	X	X	EIEP WDE Special Programs Unit and contract consultants
Track progress on targets via COSF.	X	X	EIEP Data Driven Enterprises
Provide TA to regions that need to improve child outcomes.	X	X	EIEP WDE Special Programs Unit NECTAC ECO Center
Provide online version of the COSF and assign unique identification numbers to preschool children	X	X	EIEP Data Driven Enterprises WDE Data Unit

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))

<p>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.</p>
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Overview of Issue/Description of System or Process:

The WDE proposed using the University of Miami and National Center for Special Education Accountability Monitoring (NCSEAM) survey in its entirety to gather parent input. However, stakeholders, including parents of children with disabilities, parent group representatives and special education directors and staff, resisted. Reasons for resistance include the survey length, survey readability (higher than 8th grade) and relevance of some questions to the indicator. Based on the input from participants at three different meetings and stakeholder input, the WDE modified the survey to include the first subset of the survey "Schools' Efforts to Partner with Parents" The WDE chose the first subset of the NCSEAM survey to maintain reliability and validity as well as consider the stakeholder input. The WDE contracted with the Wyoming Institute for Disabilities (WIND) to conduct the survey.

WIND selected a random sample of 10% of all parents of students with disabilities with over sampling in districts with low populations, high poverty rates, and/or regions of the state that traditionally have low survey return rates. WIND contacted school districts to obtain parent contact information and associated each parent with a unique identification number. Office staff who gathered parent contact information were not involved in gathering, analyzing, or reporting the data. Therefore, parent anonymity was completely protected and maintained.

As a methodological test of parent willingness to respond to a lengthier survey, every fourth identification number was selected to receive the survey in its entirety. To adjust for over-sampling in some districts, scores were weighted based upon district representation in the overall special education population served.

The WDE and WIND were concerned about the possibility of low response rates from the outset of the project and took a number of steps to increase those rates. Parents were sent a notification postcard, letting them know they were selected to receive and were strongly encouraged to complete an important survey. A dollar bill was also included with each survey to increase parent motivation to return it. Reminder postcards were sent to the entire sample, and a second reminder postcard was sent to the entire sample one month later. A third and final reminder postcard went out to parents one month after that.

WIND also provided a number of different methods through which parents could respond to the survey. In addition to the printed copy, WIND collaborated with the Wyoming Survey and Analysis Center (WYSAC) to provide a toll-free number so respondents could respond via telephone—even during evenings and weekends. For Spanish speaking respondents, WIND provided a Spanish-speaking facilitator. Finally, a website was established for those who might prefer to answer the survey online.

After the surveys were collected and scored, WIND:

- completed a report of statewide baseline findings
- completed a summary report of findings by district
- completed more detailed reports by district for those districts being monitored
- completed a methodology report that includes recommendations for subsequent years

WDE will repeat the survey process every year of the SPP, and report annually in subsequent Annual Performance Reports.

After the surveys were collected and item results were calculated, the WDE and WIND decided that all 26 items on the short form of the survey related to the concept of the school facilitating parent involvement. Based on these 26 items, each survey respondent received a “sum total” score for the concept of “parent involvement” that indicated the total number of points a respondent “awarded” to the school. (Note: any respondent who left a question blank was assigned the average rating for that individual across all items rated. In this way, any missing value is an average of what the person rated other items.) A respondent who rated the school a “6” (Strongly Agree) on each of the 26 items received a sum total score of 156 (26 items times 6); a respondent who rated the school a “1” (Strongly Disagree) on each of the 26 items received a sum total score of 26. A respondent who rated the school a “4” (Agree) on each of the 26 items received a sum total score of 104.

After the item selection, the WDE and WIND decided where to set the cut-score for determining that the LEAs facilitated parent involvement. The WDE and WIND decided that a sum total score of 104 represented the most appropriate cut-score. A 104 cut-score would be representative of a parent who, on average, agrees with each of the 26 selected items and as such agrees that the school facilitated parent involvement.

At the end of the 2005-06 school year the WDE felt like in order to better align the analysis of this indicator with the state’s general supervision responsibilities we chose to change the vendor we were contracting with to perform the parent survey process. The WDE is currently contracting with Data Driven Enterprises for data collection and analysis of several components of our general supervision activities and this includes the parent survey. Included below is a description of the current process, including the sampling methodology, the WDE is using to gather the parent involvement information

During the 2006-07 school year, a total of 11,725 students with disabilities were being served in Wyoming public schools. In order to get the most valid results possible from a parent survey, a representative sample of the 11,725 students’ parents was chosen to be contacted. Specifically, a sample of 3,743 was selected. Mailing a survey to all parents was cost-prohibitive (in terms of direct mailing costs and personnel time for mailing and data entry).

The sampling was done at the district level. A sample of parents was randomly selected from each of the 48 Wyoming districts. The number of parents chosen was dependent on the number of total students at a district as indicated in the table below. The sample sizes selected ensured similar margins of error across the different district sizes.

Number of Students	Sample Size Chosen
1-70	All
71-100	70
101-150	80
151-200	90
201-1,000	100
1,001+	125

For those districts for which a sample was chosen, the population was stratified by gender, race/ethnicity, primary disability, and age ensure representativeness of the resulting sample.

Thus, parents from each of the 48 Wyoming districts were mailed a survey. This allowed for each district to receive results on its parents and ensured the state results were in fact representative of the state as a whole. When calculating the state-level results, responses were weighted by the student population size (e.g., a district that has four times the number of students as another district received four times the weight in computing overall state results).

Surveying Parents of Preschoolers

The EIEP program stated in the FFY 2004 SPP that they would implement the Part B (619) parent survey once disseminated by NCSEAM. While the EIEP waited for the survey's release, ongoing discussions were held with the Early Intervention Council regarding the development and status of the survey. Eventually, due to the tardiness of that survey's arrival, EIEP and EIC developed its own Part B 619 Parent Survey (which was based on the short version of the NCSEAM Part B Preschool Survey for 5 year-olds). This survey was administered in each CDC between April and June 2006, and every survey was identifiable to an individual CDC. The EIEP contracted with Data Driven Enterprises (DDE) for assistance with the data collection, data analysis, and report writing for this indicator.

Survey data was collected from April 2006 through June 2006. The surveys were distributed in person by local CDC staff in conjunction with a face-to-face contact, such as an IEP meeting. CDC directors ensured that parents were provided with a private space to complete the survey and an envelope for them to seal their responses. At the stakeholders' recommendation, assistance in completing the survey was provided to parents when necessary, and the survey was translated into Spanish. The EIEP provided CDCs with a written explanation describing the survey's purpose, explaining how the results would be reported, and stating that no identifying information would be requested so that parent anonymity would be maintained. This explanation was distributed to parents by the CDCs.

Surveys were distributed to parents whose child had been enrolled in the CDC for at least six months. CDCs submitted the completed surveys to the EIEP on a quarterly basis as indicated in the table below. For the baseline data collection period, surveys were collected from only one quarter. After the baseline year, survey results will be based on four quarters of data collection (July through June).

Quarter	Data Collection	Submit to EIEP
1	January through March	April 15
2	April through June	July 15
3	July through September	October 15
4	October through December	January 15

Between April 2006 and June 2006, 309 parent surveys were completed. A total of 2,061 children were receiving Part B 619 services as of December 1, 2005. Calculating a response rate based on 2,061 children gives a response rate of 18%. However, given that surveys were distributed at regularly-scheduled IEP meetings and that the surveys were collected for only a three-month period, this 18% response rate most likely represents an underestimate of the actual response rate since not all 2,061 parents had an opportunity to complete the parent survey in the three-month time period. Beginning with FFY 2006, all parents who have a child enrolled in the CDC for at least six months will be given the opportunity to complete the survey during any given twelve-month time period.

After the surveys were collected and item results were calculated, the Early Intervention Council members, CDC program directors, and EIEP staff members reviewed the survey items to determine which of the 33 items related to the concept of the preschool facilitating parent involvement. The 20 items

in Section A of the survey were selected. These 20 items most closely match the items on the short form of the NCSEAM Part B Preschool Parent Survey.

Based on the item selections, each survey respondent received a “percent of maximum” score for the concept of “parent involvement” that indicated the percentage of points the respondent “awarded” to the preschool. 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.

After the item selection, this same stakeholder group decided where to set the cut-score for determining that the preschools facilitated parent involvement. The stakeholder group decided that an 80% cut-score represented the most appropriate cut-score. A 75% cut-score would be representative of a parent who, on average, agrees with each of the 20 selected items and as such agrees that the preschool facilitated parent involvement. Thus, an 80% cut-score represents a family who is slightly more positive than “agree,” i.e., the family has to have “strongly agreed” with at least one other item. The stakeholder group did not believe it was appropriate to insist that respondents “strongly agree” with each item (a cut-score of 100%) in order for the respondent to be counted as someone who believes that the preschool facilitated parent involvement. Thus, any parent who had a percent of maximum score of 80% or above was identified as one who reported that the preschool facilitated his/her involvement.

During FFY 2006, CDC staff members were asked about the procedures they used in collecting the family outcome data through completion of the Parent Survey. Additional analysis of the data received from the CDCs on the Family Survey lead the EIEP to identify problem areas on the form and the EIEP revised the Part B Parent Survey form. See the Appendix for a copy of the revised form.

Baseline Data for FFY 2005 (2005-2006):

Percentage of Parents who State that Schools Facilitated their Involvement:

FFY	School facilitated parent involvement
2005 (2005-2006)	50.85%

Percentage of Parents who State that Preschools Facilitated their Involvement:

FFY	Preschool facilitated parent involvement
2005 (2005-2006)	70.2%

Discussion of School Baseline Data:

This first year of data collection indicates that about half of parents believe that the schools facilitate their involvement: 50.85% of parents state that their child’s school facilitated their involvement.

While this overall “parent involvement” percentage provides a benchmark of the extent to which schools are encouraging and facilitating parent involvement, the Special Programs Unit has also reviewed individual item results to determine specific areas in which the schools and the Special Programs Unit can

make improvements in how they communicate with and relate to parents of children with special needs. Districts will be given their survey results so that they might also target specific areas for improved parent involvement.

The Special Programs Unit is concerned, however, about the low response rate of 27%. There were responses from all districts, but for five districts there was but a single respondent, four districts had just two respondents, and seven districts had only three respondents. Caution is warranted in making generalizations with these few respondents. Because certain districts were under-represented, responses were weighted by district to reflect their actual weight in the population of special education children served.

Discussion of Preschool Baseline Data

This first year of data collection indicates that the majority of parents believe that the preschools facilitate their involvement: 70% of parents state that their child's preschool facilitated their involvement.

While this overall "parent involvement" percentage provides a benchmark of the extent to which preschools are encouraging and facilitating parent involvement, the EIEP has also reviewed individual item results to determine specific areas in which the preschools and the EIEP can make improvements in how they communicate with and relate to parents of children with special needs. CDCs will be given their survey results so that they might also target specific areas for improved parent involvement.

The WDE and EIEP are concerned, however, about the low response rate (18%) on this administration of the survey. Because the response rate was far below 100%, the demographic characteristics of the children of parents who responded were compared to the demographic characteristics of the 2,061 children receiving services as of December 1, 2005. The demographic characteristics based on current age of the child, the race/ethnicity of the child, the primary disability of the child, and the region to which the child is enrolled are very similar. For example:

- 30% of the December count children are 5 years old; 36% of the parents who completed a survey indicated that their child receiving services was 5 years old
- 84% of the December count children are white and 10% are Hispanic; 84% of the parents who completed a survey indicated that their child receiving services was white, and 7% of the parents who completed a survey indicated that their child receiving services was Hispanic
- 19% of the December count children have a primary disability of Developmental Disability; 14% of the parents who completed a survey indicated that their child has a primary disability of Developmental Disability
- 5% of the December count children are enrolled in Region 2 and 3% are enrolled in Region 4; 4% of the parents who completed a survey indicated that their child is enrolled in Region 2 and 2% indicated that their children are enrolled in Region 4.

Regions 7 and 10 were slightly overrepresented in the survey respondents, and Regions 3 and 5 were slightly under-represented. However, survey responses did not significantly differ by region (or by age of child, race, or primary disability), so weighting of results was not necessary.

The CDC directors have been urged to evaluate and refine their survey administration and collection methods to make sure they are as effective as possible. The WDE and EIEP are also confident that the response rate will improve when surveys are administered over the entire twelve-month period rather than the three-month window used to establish the State's baseline data.

WDE Measurable and Rigorous Targets for Percentage of Parents who State that Schools Facilitate their Involvement:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	51.85% of parents reporting schools facilitate involvement
2006 (2006-2007)	52.15% of parents reporting schools facilitate involvement
2007 (2007-2008)	52.55% of parents reporting schools facilitate involvement
2008 (2008-2009)	53.55% of parents reporting schools facilitate involvement
2009 (2009-2010)	54.55% of parents reporting schools facilitate involvement
2010 (2010-2011)	56.55% of parents reporting schools facilitate involvement

Preschool Measurable and Rigorous Targets for Percentage of Parents who State that Preschools Facilitate their Involvement:

FFY	Measurable and Rigorous Target, Preschool
2005 (2005-2006)	70.2% of parents reporting preschools facilitate involvement
2006 (2006-2007)	70.7% of parents reporting preschools facilitate involvement
2007 (2007-2008)	71.2% of parents reporting preschools facilitate involvement
2008 (2008-2009)	72.7% of parents reporting preschools facilitate involvement
2009 (2009-2010)	73.2% of parents reporting preschools facilitate involvement
2010 (2010-2011)	75.2% of parents reporting preschools facilitate involvement

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines						Resources
	FFY Year(s) When activities will occur						
	2005	2006	2007	2008	2009	2010	
1. Administer the parent survey to a statewide random sample of parents of children with disabilities		X	X	X	X	X	WDE Special Programs Unit Data Driven Enterprises LEAs
2. Analyze survey results and establish baseline data, set targets and identify improvement activities		X	X				WDE Special Programs Unit Stakeholder group, including State Advisory Panel LEAs Data Driven Enterprises
3. Provide statewide training on modified NCSEAM survey including follow up		X	X	X	X	X	WDE Special Programs Unit EIEP MPRRC Child Development Services PIC NECTAC
4. Analyze survey results and establish baseline data, set targets and identify improvement activities		X	X				EIEP PIC CDC Preschools Stakeholder group including State Advisory Panel WASEA
5. Add completed parent survey tool to CDC contract requirement		X					DDD Financial Manager
6. Increase collaboration with the Parent Information Center (PIC) to provide assistance and information to parents as a result of needs identified through the administration of the parent survey			X	X	X	X	WDE Special Programs Unit EIEP PIC UPLIFT WIND
7. Annually review the survey results and add activities if systemic statewide parent issues are identified				X	X	X	WDE Special Programs Unit Stakeholder group, including State Advisory Panel
8. Provide survey feedback to each district and CDC			X	X	X	X	WDE EIEP Data Driven Enterprises
9. Promote parent response to the Annual Parent Survey			X	X	X	X	WDE EIEP Data Driven Enterprises

Monitoring Priority: Disproportionality
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Indicator #9 – Percent of districts with disproportionate representation of racial and ethnic groups in special education or related services categories that is the result of inappropriate identification.

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

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

<p>Include State's definition of "disproportionate representation."</p>

<p>Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.</p>
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Overview of Issue/Description of System or Process:

Currently the Wyoming Department of Education collects this data through the state December 1 data collection report. The WDE reports child count and FAPE 618 data to OSEP. The WDE submits the data to the USOE clearinghouse each February and verifies the data for accuracy through LEA assurances and signatures. The WDE will use the 618 data to determine disproportionality.

Wyoming's small homogeneous population makes determining disproportionate representation a challenge. The WDE reviews potential disproportionality as part of the special education monitoring process. In many Wyoming districts, even one student in a specific disability category will cause the data to appear disproportionate. During 2005-2006, WDE analyzed 618 data at the local and state levels. The state then determined a standard for disproportionate representation and applied it to the disaggregated 618 data. The WDE used the Alternate Risk Ratio as defined by OSEP/WESTAT for determining disproportionality because it is most relevant and meaningful for Wyoming's rural population.

WDE Alternate Risk Ratio

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. Furthermore, it is impossible to calculate risk ratios if there are no students in the comparison group (i.e., the risk for the comparison group cannot be calculated) or if none of the students in the comparison group receives special education and related services either for the disability or in the educational environment (i.e., the risk for the comparison group is zero). For these reasons, the State opted to use the Alternate Risk Ratio when calculating disproportionality for this indicator.

The Alternate Risk Ratio provides for a more reliable indicator of disproportionality because the comparison group risk is based on state numbers of students, not on the often very small district numbers of students. Furthermore the Alternate Risk Ratio ensures a common standard (i.e., the comparison group identification risk) is being applied to all districts.

Below are the WESTAT guidelines to which the State adhered in making its calculations for Indicator #9:

- An Alternate Risk Ratio was not calculated/considered if there were fewer than 10 students in the racial/ethnic group of interest enrolled in the district (when examining child count data)
- An Alternate Risk Ratio was not calculated if there were fewer than 10 students in the comparison group enrolled in the state (when examining child count data) or if there were fewer than 10 students in the comparison group receiving special education and related services for the disability at the state level. (Note: the Alternate Risk Ratio uses state-level data to calculate the risk for the comparison group.)
- When calculating the Alternate Risk Ratio, the State used the district-level risk for the racial/ethnic group in the numerator and the state-level risk for the comparison group in the denominator.

<p>Alternate Risk Ratio = District-level risk for racial/ethnic group for disability <i>divided by</i> State-level risk for comparison group for disability</p>

Although the number of students may be small in a given district, if the State determines that an unusually large proportion of them are receiving special education and related services either for the, the State will examine existing policies, procedures, and practices to ensure that they comply with the requirements stated in Part B of the IDEA.

The WDE has established a system of evaluating whether the disproportionate representation is a result of inappropriate identification by comparing the district’s rate of identification for a given racial/ethnic group o the state’s rate of identification for the other racial/ethnic groups via the Alternate Risk Ratio. An Alternate Risk Ratio that is above the established cut score of 2.0 with a minimum “n” size of 10 for a racial or ethnic group is flagged for potential disproportionality. The table below outlines the State’s methods of addressing districts whose data are above the 2.0 threshold:

Level	Alternate Risk Ratio	Required Activities
Caution	2.0 to 2.49	<ul style="list-style-type: none"> • Year One: District is “flagged” and WDE performs internal analysis and drill down of district data, including analysis of trend data to determine the extent of disproportionality • Year Two: Districts flagged for second consecutive year required to explain policies, procedures, and practices for identification of students with disabilities via risk-based self-assessment component of monitoring system • Year Three: Districts flagged for third consecutive year receive automatic file review with WDE Special Programs Unit staff
Warning	2.5 to 2.99	<ul style="list-style-type: none"> • Year One: District is required to explain policies, procedures, and practices for identification of students with disabilities via risk-based self-assessment component of monitoring system • Year Two: District receives automatic file review with WDE Special Programs Unit staff • Year Three: District is moved to “Disproportionate Representation” category
Disproportionate Representation	3.0 and above	<ul style="list-style-type: none"> • Year One: District is required to explain policies, procedures, and practices for identification of students with disabilities via risk-based self-assessment component of monitoring system • Year One: District receives automatic file review with WDE Special Programs Unit staff

Additionally the WDE will also use the Alternate Risk Ratio to determine potential under representation disproportionality. The same process used for over representation will be implemented, however the threshold used for flagging districts will vary slightly. The table below defines how districts will be flagged for under representation.

Disproportionate Under Representation	.25 and below	<ul style="list-style-type: none"> Year One: District is required to explain policies, procedures, and practices for identification of students with disabilities via risk-based self-assessment component of monitoring system Year One: District receives automatic file review with WDE Special Programs Unit staff
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At any level or year of the continuum, if the disproportionality is determined to be the result of inappropriate identification policies, practices, and procedures, the district will be required to submit a Corrective Action Plan outlining steps and a timeline for correcting the non-compliance within one year.

Baseline Data for FFY 2005 (2005-2006):

District	Racial / Ethnic Group	District Enrollment of SWD in Ethnic Group	District Enrollment of SWD not in Ethnic Group	Alternate Risk Ratio	Disproportionate Level
1	Hispanic	66	180	1.86	Caution
2	Native American	12	92	1.81	Caution
3	Native American	12	524	1.78	Caution
4	Hispanic	10	83	1.71	Caution
5	Hispanic	19	66	1.69	Caution
6	Native American	80	2	1.65	Caution
7	Native American	77	363	1.59	Caution

Discussion of Baseline Data:

Seven of 48 districts (14.6%) were flagged at the cautionary level of disproportionality. None were flagged at the “Disproportionate” or “Disproportionate Representation” levels.

In accordance with the WDE’s plan for addressing disproportionality, the seven districts that fell into the “Caution” level based on their FFY 2005 data have been “flagged” in the State’s system. The WDE is performing internal analyses and further drill down of these district data, including analyses of trend data.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	0% of districts with disproportionate representation of racial and ethnic groups in special education or related services categories are the result of inappropriate identification.
2006 (2006-2007)	0% of districts with disproportionate representation of racial and ethnic groups in special education or related services categories are the result of inappropriate identification.
2007	0% of districts with disproportionate representation of racial and ethnic groups in

(2007-2008)	special education or related services categories are the result of inappropriate identification.
2008 (2008-2009)	0% of districts with disproportionate representation of racial and ethnic groups in special education or related services categories are the result of inappropriate identification.
2009 (2009-2010)	0% of districts with disproportionate representation of racial and ethnic groups in special education or related services categories are the result of inappropriate identification
2010 (2010-2011)	0% of districts with disproportionate representation of racial and ethnic groups in special education or related services categories are the result of inappropriate identification.

Improvement Activities/Timelines/Resources:

Activities	Timeline						Resources
	FFY Year(s) When activities will occur						
	2005	2006	2007	2008	2009	2010	
1. Analyze 618 data to determine baseline data		X					WDE Special Programs Unit
2. Define disproportionate representation		X					WDE Special Education and Data Units Stakeholder group
3. Establish rubric to evaluate whether or not disproportionate representation is a result of inappropriate identification		X					WDE Special Programs Unit Stakeholder group
4. Determine appropriate improvement activities		X	X	X	X	X	WDE Special Programs Unit Stakeholder group
5. Develop better self assessment tool for districts to use when examining policies, procedures and practices regarding identification of children with disabilities			X	X	X	X	WDE Special Programs Unit TAESE/MPRRC Data Driven Enterprises NCCRESt MPRRC/TAESE
6. Provide technical assistance to districts on developing appropriate district policies, procedures and practices			X	X	X	X	WDE Special Programs Unit TAESE/MPRRC
7. Participate on the WDE Cross Collaborative Team for At Risk Students			X	X	X	X	WDE staff members NWREL

Monitoring Priority: Disproportionality
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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))

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

<p>Include State's definition of "disproportionate representation."</p>

<p>Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.</p>
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Overview of Issue/Description of System or Process:

Currently the Wyoming Department of Education collects this data through the state December 1 data collection report. The WDE reports child count and FAPE 618 data to OSEP. The WDE submits the data to the USOE clearinghouse each February and verifies the data for accuracy through LEA assurances and signatures. The WDE will use the 618 data to determine disproportionality.

During 2005-2006, WDE analyzed 618 data at the local and state levels. The state then determined a standard for significant disproportionality and applied it to the disaggregated 618 data. The WDE used the Alternate Risk Ratio as defined by OSEP/WESTAT for determining disproportionality because it is most relevant and meaningful for Wyoming's rural population.

Wyoming's small homogeneous population makes determining disproportionate representation a challenge. The WDE reviews potential disproportionality as part of the special education monitoring process. In many Wyoming districts, even one student in a specific disability category will cause the data to appear disproportionate.

WDE Alternate Risk Ratio

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. Furthermore, it is impossible to calculate risk ratios if there are no students in the comparison group (i.e., the risk for the comparison group cannot be calculated) or if none of the students in the comparison group receives special education and related services either for the disability or in the educational environment (i.e., the risk for the comparison group is zero). For these reasons, the State opted to use the Alternate Risk Ratio when calculating disproportionality for this indicator.

The Alternate Risk Ratio provides for a more reliable indicator of disproportionality because the comparison group risk is based on state numbers of students, not on the often very small district numbers of students. Furthermore the Alternate Risk Ratio ensures a common standard (i.e., the comparison group identification risk) is being applied to all districts.

Below are the WESTAT guidelines to which the State adhered in making its calculations for Indicator #10:

- An Alternate Risk Ratio was not calculated/considered if there were fewer than 10 students in the racial/ethnic group of interest enrolled in the district (when examining child count data).

- An Alternate Risk Ratio was not calculated if there were fewer than 10 students in the comparison group enrolled in the state (when examining child count data) or if there were fewer than 10 students in the comparison group receiving special education and related services for the disability at the state level. (Note: the Alternate Risk Ratio uses state-level data to calculate the risk for the comparison group.)
- When calculating the Alternate Risk Ratio, the State used the district-level risk for the racial/ethnic group in the numerator and the state-level risk for the comparison group in the denominator.

<p>Alternate Risk Ratio = District-level risk for racial/ethnic group for disability <i>divided by</i> State-level risk for comparison group for disability</p>

Although the number of students may be small in a given district, if the State determines that an unusually large proportion of them are receiving special education and related services either for the disability, the State will examine existing policies, procedures, and practices to ensure that they comply with the requirements stated in Part B of the IDEA.

The WDE has established a system of evaluating whether the disproportionate representation is a result of inappropriate identification by comparing the district’s rate of identification for a given racial/ethnic group to the state’s rate of identification for the other racial/ethnic groups via the Alternate Risk Ratio. An Alternate Risk Ratio that is above the established cut score of 2.0 with a minimum “n” size of 10 for a racial or ethnic group is flagged for potential disproportionality. The table below outlines the State’s methods of addressing districts whose data are above the 2.0 threshold:

Level	Alternate Risk Ratio	Required Activities
Caution	2.0 to 2.49	<ul style="list-style-type: none"> • Year One: District is “flagged” and WDE performs internal analysis and drill down of district data, including analysis of trend data • Year Two: Districts flagged for second consecutive year required to explain policies, procedures, and practices for identification of students with disabilities via risk-based self-assessment component of monitoring system • Year Three: Districts flagged for third consecutive year receive automatic file review with WDE Special Programs Unit staff
Warning	2.5 to 2.99	<ul style="list-style-type: none"> • Year One: District is required to explain policies, procedures, and practices for identification of students with disabilities via risk-based self-assessment component of monitoring system • Year Two: District receives automatic file review with WDE Special Programs Unit staff • Year Three: District is moved to “Disproportionate Representation” category
Disproportionate Representation	3.0 and above	<ul style="list-style-type: none"> • Year One: District is required to explain policies, procedures, and practices for identification of students with disabilities via risk-based self-assessment component of monitoring system • Year One: District receives automatic file review with WDE Special Programs Unit staff

Additionally the WDE will also use the Alternate Risk Ratio to determine potential under representation disproportionality. The same process used for over representation will be implemented, however the threshold used for flagging districts will vary slightly. The table below defines how districts will be flagged for potential under representation due to inappropriate identification.

<p>Disproportionate Under Representation</p>	<p>.25 and below</p>	<ul style="list-style-type: none"> • Year One: District is required to explain policies, procedures, and practices for identification of students with disabilities via risk-based self-assessment component of monitoring system • Year One: District receives automatic file review with WDE Special Programs Unit staff
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At any level or year of the continuum, if the disproportionality is determined to be the result of inappropriate identification policies, practices, and procedures, the district is required to submit a Corrective Action Plan outlining steps and a timeline for correcting the non-compliance within one year.

Baseline Data for FFY 2005 (2005-2006):

District	Racial / Ethnic Group	Primary Disability	District Enrollment of SWD in Ethnic Group with Same PD	District Enrollment of SWD not in Ethnic Group with Same PD	Alternate Risk Ratio	Level
1	White	AT	15	0	3.14	Disproportionate
1	Hispanic	ED	14	70	2.69	Warning
2	Native American	LD	16	21	2.76	Warning
3	Native American	LD	77	0	2.47	Caution
4	Native American	ED	16	54	4.18	Disproportionate
4	White	ED	50	20	2.01	Caution
5	Hispanic	HL	10	24	2.14	Caution
6	White	HL	28	5	2.11	Caution
7	Asian	SL	11	364	2.76	Warning
7	White	AT	36	3	2.08	Caution
8	Native American	LD	11	38	3.95	Disproportionate
9	White	AT	10	2	2.64	Warning
9	Hispanic	SL	22	88	2.03	Caution
10	Hispanic	LD	47	107	3.63	Disproportionate
11	White	LD	14	0	2.02	Caution

Discussion of Baseline Data:

In accordance with the WDE’s plan for addressing disproportionality, eleven unique districts (22.9% of the 48 districts) were identified as having alternate risk ratios above the 2.0 threshold. Three of these districts were “flagged” for having alternate risk ratios above 2.0 in two different racial/ethnic groups and/or primary disability categories.

- Seven of 48 districts (14.6%) fell into the “Caution” level based on their FFY 2005 data. These five have been “flagged” in the State’s system. The WDE performed internal analyses and further drill down of these district data, including analyses of trend data.
- Four of 48 districts (8.3%) fell into the “Warning” level. These districts have been required to explain policies, procedures, and practices for identification of students with disabilities via the risk-based

self-assessment component of monitoring system. The risk-based self-assessment gives the WDE the ability to query the data in multiple disability categories and racial/ethnic groups.

- Four of 48 districts (8.3%) were placed in the “Disproportionate Representation” level. These districts were required to complete the risk-based self-assessment and participate in a file review with WDE Special Programs Unit staff.
- Through this process, the WDE found no districts to have disproportionate representation of racial and ethnic groups in specific disability categories that were the result of inappropriate identification of students with disabilities.

Wyoming's small homogeneous population makes determining disproportionate representation a challenge. In many Wyoming districts, even one student in a specific disability category will cause the data to appear disproportionate. In drilling down the data from these eleven districts, trend data were hard to identify due to the small numbers of students with disabilities in any given racial/ethnic category.

FFY	Measurable and Rigorous Target
<p>2005 (2005-2006)</p>	<p>0% of districts with disproportionate representation of racial and ethnic groups in specific disability categories are the result of inappropriate identification.</p>
<p>2006 (2006-2007)</p>	<p>0% of districts with disproportionate representation of racial and ethnic groups in specific disability categories are the result of inappropriate identification.</p>
<p>2007 (2007-2008)</p>	<p>0% of districts with disproportionate representation of racial and ethnic groups in specific disability categories are the result of inappropriate identification.</p>
<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>
<p>2009 (2009-2010)</p>	<p>0% of districts with disproportionate representation of racial and ethnic groups in specific disability categories are the result of inappropriate identification.</p>
<p>2010 (2010-2011)</p>	<p>0% of districts with disproportionate representation of racial and ethnic groups in specific disability categories are the result of inappropriate identification.</p>

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines						Resources
	FFY Year(s) When activities will occur						
	2005	2006	2007	2008	2009	2010	
1. Analyze 618 data to determine baseline data	X	X					WDE Special Programs Unit Data Driven Enterprises
2. Define disproportionate representation		X					WDE Special Education and Data Units Stakeholder group Data Driven Enterprises MPRRC/TAESE
3. Establish rubric to evaluate whether or not disproportionate representation is a result of inappropriate identification		X	X				WDE Special Programs Unit Stakeholder group WASEA NCCRESt MPRRC/TAESE
4. Determine appropriate improvement activities		X	X	X	X	X	WDE Special Programs Unit EIEP Stakeholder group WASEA
5. Develop better self assessment tool for districts to use when examining policies, procedures and practices regarding identification of children with disabilities			X	X	X	X	WDE Special Programs Unit EIEP TAESE/MPRRC
6. Provide technical assistance to districts on developing appropriate district policies, procedures and practices			X	X	X	X	WDE Special Programs Unit TAESE/MPRRC
7. Participate on the WDE Cross Collaborative Team regarding At Risk Students			X	X	X	X	WDE staff members NWREL TAESE/MPRRC

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.

Overview of Issue/Description of System or Process:

The WDE will ensure that children referred for special education and related services are evaluated and, as appropriate, offered services within the timelines set in IDEA 2004 and reinforce through proposed State rules and regulations. Wyoming's Chapter 7 Rules require districts and public agencies to determine if the child is a child with a disability and determine the educational needs of the child within 60 days of receiving parental consent to evaluate.

Beginning with the 2005-2006 school year, the WDE required each district to report the number of evaluations conducted, the number of children found eligible for services, the number of children found not eligible for services, the number of days between receipt of parental consent and evaluation/eligibility determination and the reason evaluation/eligibility was not determined within the timeline.

The WDE incorporated these data elements into an existing special education data collection which is conducted at the completion of each school year. Based on the information provided by districts and public agencies, each entity will be required to provide, as part of the WDE risk-based self assessment focused monitoring, an explanation of any evaluation not completed in the 60 day timeline. If a district has not completed the evaluations in the appropriate timeframe and the reason for missing the deadline isn't for the two reasons set forth in 34 CFR § 300.301(d)(1&2), the district will be required to provide the WDE with a plan to correct the non-compliance within one year.

Monitoring of Regional Preschool Development Centers

Wyoming's preschool monitoring process is founded upon federal and state rules and regulations governing the Part C and 619 Part B programs. These regulations include IDEA, OSEP guidance, and the Wyoming Department of Education Rules and Regulations. These governing entities require that the programs provide comprehensive services to the children and the families that they serve as well as monitoring of these services.

The monitoring process is based upon the integration of information at several different levels. The process includes electronic file reviews of 100% of the child files and the most recent parent survey prior to an on-site visit. The on-site monitoring visit includes focused group sessions that include staff, parents,

and community members and also includes a review of program data and 15% of the child files. This monitoring process is also comprised of an annual program self-assessment which includes a review of 5% of the child files and a focus group session for the administrative-level program staff during the on-site visit. The process employs a team approach to gathering the information via teams of Program Improvement Facilitators hosting the focus group session to the desk audits and file reviews completed on site by EIEP/WDE staff and peer reviewers from a visiting CDC. The process highlights the focus on children and families by allowing opportunities for feedback through parent surveys and focus groups.

The monitoring process focuses on the strengths of the CDCs and provides technical assistance or support necessary to improve services to children and families. The monitoring process results in a Corrective Action Plan if the state identifies any areas of noncompliance in its report to the region. This plan outlines improvement activities to correct noncompliance identified in the CDCs (see Attachment 5: *Preschool Monitoring Protocol*).

Baseline Data for FFY 2005 (2005-2006):

Since Indicator 11 was a new indicator on the FFY 2004 SPP, the data reported below serves as the State's baseline data for its elementary and secondary school population served under Part B:

DISTRICT	# Children for Whom Parental Consent to Evaluate was Received (a)	# Determined not Eligible whose Evaluations Completed w/in 60 Days (b)	# Determined Eligible whose Evaluations Completed w/in 60 Days (c)	# Children whose Evaluations not Completed w/in 60 Days	Percent = $[(B+C)/(A)]*100$
STATE TOTAL	1549	26	1128	395	74%
1	56		48	8	86%
2	4		1	3	25%
3					
4	7		5	2	71%
5	22		13	9	59%
6	202		149	53	74%
7	24		18	6	75%
8	7		5	2	71%
9	45		36	9	80%
10	10		10		100%
11	9		7	2	78%
12	1	1			100%
13	4		4		100%
14	11		7	4	64%
15	2			2	0%
16	5		5		100%
17	5		3	2	60%
18	37		29	8	78%
19	20		20		100%
20	23	2	3	18	22%
21	10		8	2	80%
22	25		12	13	48%
23	187		164	23	88%
24	19		17	2	89%
25	13		12	1	92%
26	46	8	26	12	74%

DISTRICT	# Children for Whom Parental Consent to Evaluate was Received (a)	# Determined not Eligible whose Evaluations Completed w/in 60 Days (b)	# Determined Eligible whose Evaluations Completed w/in 60 Days (c)	# Children whose Evaluations not Completed w/in 60 Days	Percent = $[(B+C)/(A)]*100$
27	170		124	46	73%
28	8		6	2	75%
29	8		3	5	38%
30	88		49	39	56%
31	10		10		100%
32	20	2	9	9	55%
33	1		1		100%
34	11		9	2	82%
35	38	11	21	6	84%
36	3		3		100%
37	20		15	5	75%
38	3	2	1		100%
39	67		54	13	81%
40	104		69	35	66%
41	52		39	13	75%
42	36		29	7	81%
43	12		10	2	83%
44	6		4	2	67%
45	68		43	25	63%
46	1			1	0%
47	23		22	1	96%
48	6		5	1	83%

The data reported below serves as the State's baseline data for its preschool population served under Part B:

Region	# Children for Whom Parental Consent to Evaluate was Received (a)	# Determined not Eligible whose Evaluations Completed w/in 60 Days (b)	# Determined Eligible whose Evaluations Completed w/in 60 Days (c)	# Children whose Evaluations not Completed w/in 60 Days	Percent = $[(B+C)/(A)]*100$
1	191	35	139	17	91.10%
3	41	10	30	1	97.56%
4	36	6	30	0	100.00%
5	46	0	44	2	95.65%
14	14	0	13	1	92.86%
Totals	328	51	256	21	95.43

See Attachment 6: *Account for Children for Whom Eligibility not Determined within 60 Days*

Discussion of Baseline Data:

The WDE collected the baseline data for July 01, 2005 through June 30, 2006 and required districts to provide explanations for each instance in which the 60 day timeline was not met. Based on the data, 25% of initial evaluations were not conducted within 60 days. In discussing this requirement with LEA special education directors, it became clear that there was significant confusion regarding this requirement.

Through the improvement activities listed below, the WDE will provide clarification and technical assistance to all LEAs in order to ensure 100% compliance with this target.

Wyoming gathers preschool data for Indicator 11 through the self-assessment, electronic file review, and on-site file review components of its monitoring of the 14 regional Preschool Development Centers. Five of the regions are monitored every year, except every third year in which 4 regions are monitored. The data from regions monitored in FFY 2005 show a need for improvement in order for the state to meet its target of 100% compliance for this indicator. Of the 16 cases in which children's parents gave consent for an evaluation, yet did not have an evaluation completed and eligibility determined within 60 days, the following explanations were found in the children's files or provided by Center staff:

The WDE and EIEP are concerned about the wide range of days shown in the table above and are troubled by many of the explanations offered for such delays. Regions not meeting this requirement must address the issue in their respective Corrective Action Plans, and significant technical assistance will be provided to each of regions in order to move them toward the 100% target. The state will also aggressively pursue its improvement activities as described in the SPP (particularly #9) in order to achieve its 100% target for this indicator.

In addition, the EIEP is revising its method of collecting this data from the Preschool Development Centers. The agency is in the process of developing a method of collecting this data through self-assessment from all regions every year in order to report a more comprehensive picture of how the state is complying with 20 U.S.C. 1416(a)(3)(B) as reflected in Indicator 11. On-site monitoring visits will include verification of the data submitted by each region for the previous year.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% met 60-day timeline for initial evaluations
2006 (2006-2007)	100% met 60-day timeline for initial evaluations
2007 (2007-2008)	100% met 60-day timeline for initial evaluations
2008 (2008-2009)	100% met 60-day timeline for initial evaluations
2009 (2009-2010)	100% met 60-day timeline for initial evaluations
2010 (2010-2011)	100% met 60-day timeline for initial evaluations

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines						Resources
	FFY Year(s) When activities will occur						
	2005	2006	2007	2008	2009	2010	
1. Notify all districts of new data collection requirement for this indicator beginning 07/01/05	X	X					WDE Special Programs Unit
2. Amend monitoring procedures to consider 60-day timelines for initial evaluations	X	X					WDE Special Programs Unit
3. Amend monitoring system to include the review of files for students found not eligible	X	X					WDE Special Programs Unit
4. Modify data collection requirements to include information for this indicator		X					WDE Special Programs and Data Units Data Driven Enterprises
5. Improve the self-assessment process annually; address reasons the timeline was not met		X	X	X	X	X	WDE Special Programs Unit EIEP
6. Provide technical assistance to districts to collect baseline, annual evaluation and outcomes data as requested		X	X	X	X	X	WDE Special Programs and Data Units Data Driven Enterprises LEAs
7. Implement focused monitoring process to review districts with areas of concern based upon review of data for monitoring priorities		X	X	X	X	X	WDE Special Programs Unit LEAs Data Driven Enterprises
8. Add this indicator to EIEP monitoring file review		X	X	X	X	X	EIEP MPRRC/TAESE WDE Special Programs Unit
9. Provide TA to CDCs to ensure knowledge of and compliance with IDEA		X	X	X	X	X	WDE Special Programs Unit EIEP NECTAC MPRRC
10. Modify WDE reporting tool to include this indicator			X				WDE Special Programs Unit EIEP MPRRC NECTAC

11. Develop needed data collection mechanisms for online database to facilitate annual statewide data collection			X				EIEP WDE
12. Analyze data to determine if individual training, corrective action plans, or statewide TA is needed to meet target for this indicator			X	X	X	X	EIEP WDE Special Programs Unit Data Driven Enterprises
13. Report data back to each individual CDC to provide information for continuous program improvement			X	X	X	X	EIEP Data Driven Enterprises
14. Assist districts and CDCs with the review and development of appropriate policies, procedures, and practices			X	X	X	X	WDE Special Programs Unit EIEP MPRRRC/TAESE

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:

- # 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.
- # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- # of those found eligible who have an IEP developed and implemented by their third birthdays.
- # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.
- # 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.

Overview of Issue/Description of System or Process:

The WDE and the EIEP will monitor the CDCs to ensure that children referred by Part C have an IEP developed prior to the third birthday. The information is obtained through the file review conducted during on-site monitoring of CDCs. Progress toward implementing Corrective Action Plans will be submitted to the WDE. See monitoring protocol attached.

Baseline Data for FFY 2004 (2004-2005):

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				
Region Monitored	# files reviewed	Yes	No	Not eligible for Part B
2	13	11	1	1
7	38	34	2	1
9	37	36	0	1
10	30	30	0	0
11	15	15	0	0
Total:		127	3	3
127/(133-3) x 100 = 97.69%				

Discussion of Baseline Data:

The statewide percentage of children eligible for Part B services with an IEP in place by their third birthday is 97.69%.

Files of the three children that did not have IEPs in place by age three were reviewed. One preschooler moved from program to program then left the CDC prior to the development of the IEP.

The IEPs for two preschoolers were not completed by age three because IEP meetings were held from 4-11 weeks late on the IEP effective date. Region 7 has developed a corrective action plan to ensure IEPs are developed prior to the third birthday.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of children eligible transition from Part C to Part B by 3 rd birthday
2006 (2006-2007)	100% of children eligible transition from Part C to Part B by 3 rd birthday
2007 (2007-2008)	100% of children eligible transition from Part C to Part B by 3 rd birthday
2008 (2008-2009)	100% of children eligible transition from Part C to Part B by 3 rd birthday
2009 (2009-2010)	100% of children eligible transition from Part C to Part B by 3 rd birthday
2010 (2010-2011)	100% of children eligible transition from Part C to Part B by 3 rd birthday

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines						Resources
	FFY Year(s) When activities will occur						
	2005	2006	2007	2008	2009	2010	
1. Identify and review regions with late IEPs to do determine trends and to identify necessary TA	X	X	X	X	X	X	WDE Special Programs Unit EIEP NECTAC MPRRC/TAESE

2. Develop training for regions to ensure adequate parental participation		X	X	X	X	X	WDE Special Programs Unit EIEP NECTAC MPRRC/TAESE
3. Provide guidance document for the CDCs regarding transition from Part C to Part B			X	X	X	X	EIEP WDE Special Programs Unit MPRRC/TAESE
4. Provide training to CDC staff regarding transition from Part C to Part B			X	X	X	X	EIEP MPRRC/TAESE

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

New indicator – if from monitoring, how sample selected

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

Overview of Issue/Description of System or Process:

The Wyoming Department of Education continuously works to ensure that all districts are in compliance regarding the completion of secondary transition plans for all students with disabilities ages 16 and older to facilitate successful post school transitions.

From 1999-2000, the Wyoming Transition Council conducted an initiative to determine the status of secondary transition activities in Wyoming through surveys, file reviews and interviews. The results indicated that all LEAs had plans in place to implement secondary transition activities. However, the lack of a statewide program led to differences in the delivery of transition activities across the state.

In June 2004, the WDE appointed a secondary transition consultant to facilitate the Wyoming Transition Council, continue to develop a statewide plan for secondary transition and provide technical assistance to LEAs. The WDE also conducted follow-up interviews of the 2000 transition initiative and updated data from all 48 districts.

The Secondary Transition Council was activated again in 2005 and has been active in developing transition documents and providing technical assistance to districts on appropriate use and goal setting. The Council has provided transition training at the School Improvement Conference, spring and fall 2006. Training has been provided on transition services, transition assessment, IEP development, measurable post secondary goals, and understanding the summary of performance document, exit survey and the post secondary data collection process. Materials from trainings are available on our website.

Vocational education experiences are a proven predictor of post school success, especially for students with disabilities. The remoteness and small population of many Wyoming school districts limit the opportunities for students leaving secondary schools. The WDE will work with the Wyoming Transition Council to identify creative and flexible strategies to allow students to participate in vocational opportunities available in individual communities. The Wyoming Transition Council includes representation from the community colleges and the University of Wyoming as well as Workforce Services Centers to increase awareness of the need for more vocational education programs, especially programs that would serve students with disabilities. The WDE will work with LEAs and service providers to implement strategies to best meet the needs of individual students with disabilities.

Collection of these data is achieved through the stable self-assessment component of the Continuous Improvement and Focused Monitoring System. Annually, all schools districts will complete the National

Secondary Transition Technical Assistance Center (NSTTAC)'s I-13 Checklist on a stratified random sample of student files of students with disabilities aged 16 and older. Data are verified during the on-site monitoring process.

Percent of youth who had IEPs that met the criteria

School Year	SWDs 16 and older	SWDs 16 and older Sample	% of Transition Plans Meeting the Requirements*
FFY 2005 (2005-2006)	2070	953	50.8%

*To obtain the overall state percentage of students who met this indicator, the data were weighted to reflect each district's appropriate proportion of students age 16 and above in the state (i.e., given that some districts completed the checklist on all their qualifying students and other districts collected data on only a proportion of their qualifying students).

Discussion of Baseline Data:

The NSTTAC Checklist was completed on a representative sample of 953 students from each 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 the data aggregated across the districts is representative of the state.

For each district, a stratified random sample of up to 25 students age 16 and above was selected. The population of students at each district was stratified by school, primary disability, gender, and race/ethnicity. If a district had 24 or fewer students age 16 and above, then all students at that district were selected. If a district had 25 or more students age 16 and above, then a random sample of 25 students was selected. The WISER IDs (state-assigned unique ID number) of the selected students was sent to each district. Districts were instructed to complete the NSTTAC Checklist on the chosen students and return the completed checklists to the Special Programs Unit.

There were a total of 2,070 students in the population of students age 16 and above during the 2005-06 school year. By receiving data on a representative sample of 953 students, the margin of error at the state level, is 2.33% with a 95% confidence level. For each district, the margin of error ranges from 0% to 19%. For the seven districts which will be monitored in spring 2007, the monitoring team will complete the NSTTAC checklist on a random sample of their students for whom the district completed the NSTTAC checklist. Results will be compared to determine the accuracy with which these districts completed the checklist. In addition to these seven districts, the Special Programs unit will also review a few student files at several other districts to determine how accurate districts were in completing the checklist.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of youth whose IEPs met requirements for transition plans
2006 (2006-2007)	100% of youth whose IEPs met requirements for transition plans
2007 (2007-2008)	100% of youth whose IEPs met requirements for transition plans
2008 (2008-2009)	100% of youth whose IEPs met requirements for transition plans
2009 (2009-2010)	100% of youth whose IEPs met requirements for transition plans
2010 (2010-2011)	100% of youth whose IEPs met requirements for transition plans

Improvement Activities /Timelines/Resources:

Improvement Activities	Timelines						Resources
	FFY Year(s) When activities will occur						
	2005	2006	2007	2008	2009	2010	
1. Provide technical assistance to districts in the development of transition plans that meet Indicator #13 requirements	X	X	X	X	X	X	WDE Special Programs Unit MPRRC/TAESE NSTTAC NPSO
2. Assist districts in development of appropriate transition goals and writing transition plans	X	X	X	X	X	X	WDE Special Programs Unit MPRRC/TAESE Wyoming Transition Council
3. Collaborate with service providers, students, parents and districts to develop partnerships that ensure all transition needs are met	X	X	X	X	X	X	WDE Special Programs Unit Department of Vocational Rehabilitation Department of Health Parent Advocacy Organizations Business Leadership Networks LEAs Students MPRRC/TAESE
4. Provide technical assistance to districts to ensure compliance with this indicator.			X	X	X	X	WDE Special Programs Unit Department of Vocational Rehabilitation Wyoming Transition Council MPRRC/TAESE Data Driven Enterprises NSTTAC
5. Evaluate the efficacy of the Indicator #13 Checklist			X	X	X	X	WDE Special Programs Unit Wyoming Transition Council MPRRC/TAESE NSTTAC Michigan DOE

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

New indicator – sampling allowed

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

In the spring of each year, districts are required to provide current contact information on students with disabilities who exited high school during the prior school year. Exiters are students with disabilities who either graduated with a regular diploma, completed high school with a certificate or modified diploma, who dropped-out, who reached maximum age (21) for receipt of special education services, or who moved out of district and weren't known to be continuing. Given the small number of exiters statewide, WDE will not be implementing sampling. Each year there will be an attempt to contact all exiters.

Districts are given the WISER ID number (the state-assigned student ID number) of all their high-school exiters and asked to provide the student name, phone number, address and measurable post school goal(s). Professional phone interviews are then conducted and attempts to call each of the exiters are provided through a contract with a third party vendor. In cases where the exiters were not able to be reached by phone a written version of the protocol was mailed.

The definitions of competitive employment and post secondary school enrollment are provided below.

Employment/Competitive employment is work in the competitive labor market that is performed on a full time or part time basis in an integrated setting and compensated at or above minimum wage, but not less than customary wage, and level of benefits paid by employer for the same or similar work performed by individuals that are not disabled.

Post secondary school enrollment is defined as participation in a two- or four-year college program, vocational or technical education beyond high school and adult basic education, either full or part time. Full or part time is determined by the program in which the student is enrolled.

Baseline Data for FFY2005 (2005-2006):

Display 14-1: Number and Percent of Exiters Who Have Engaged in Employment and/or Education

Category	Number	Percent
Interviewed Exiters	290	100%
a. Attended Post-Secondary Education Only	34	11.7%
b. Been Competitively Employed Only	102	35.2%
c. Attended Post-Secondary Education AND Been Competitively Employed	106	36.6%

d. Neither Attended Post-Secondary Education OR Been Competitively Employed	48	16.6%
Met the indicator (sum of rows a, b, and c)	242	83.5%

Display 14-1 shows the number and percent of exiters who attended post-secondary education and/or were competitively employed since leaving high school. As can be seen in this display, 83.5% of students met this indicator.

Baseline Data for FFY 2005 (2005-2006)

In May 2007, contact information (phones and addresses) was obtained on the 878 students with disabilities who exited Wyoming schools in 2005-06. In August 2007, those exiters who were not interviewed on the phone were mailed a written version of the interview protocol.

250 Exiters were successfully interviewed on the phone; 40 exiters completed the written questionnaire. Thus, 290 out of 878 (33%) of the exiters were contacted. 276 Exiters had incorrect phone numbers; 148 had incorrect addresses; 16 exiters had returned to high school in 2006-07. If these “non-reachable” exiters are excluded from the denominator, the adjusted response rate is 66% (290/438).

The response rates were analyzed by demographic characteristics: gender, race/ethnicity, primary disability, and type of exiter. No significant differences existed in response rates by gender, race/ethnicity, or primary disability. Students who graduated with a regular diploma were more likely to respond (43%) than students who dropped out (26%) or students who moved out of district and weren't known to be continuing (16%).

The responses were also analyzed by these same demographic characteristics. Results of those who were contacted show that there are no significant differences in outcomes by type of exiter. Results by type of respondent (phone vs. written questionnaire) show no differences which suggest that those we would contact in a third wave would not have different outcomes. However, an “informal” third wave of investigation was conducted to check for non-response bias, 50 non-respondents were searched for on MySpace. Of these 50, 13 (26%) had a MySpace profile. Four of the 13 (31%) profiles were hidden (and as such, only designated “friends” can view their profile). Of those not hidden, 4 (44%) happened to mention in their profile that they were going to college, 2 (22%) happened to mention that they were working. And 9 (100%) apparently had enough skills to create a MySpace profile and to make friends on the extensive social network known as the World Wide Web! These numbers are too small to make any conclusions; however, tracking down students on MySpace is a possibility if districts are concerned about non-response bias.

The response rate by LEA varied from 0% to 100%, with a median response rate of 15.8%. The differences in response rates by districts and by demographic category were minor enough that statistical weighting wasn't necessary. Thus, the WDE is confident that these results are representative of the state.

Discussion has already taken place regarding how to improve the overall response rate and the response rate by districts. The WDE will provide districts with an end of school year reminder about the importance of maintaining accurate contact information with exiting students and in the future WDE plans to develop incentives for districts with the highest response rates.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	N/A
2006 (2006-2007)	83.5% of exiters engaged in employment or education
2007 (2007-2008)	83.7% of exiters engaged in employment or education
2008 (2008-2009)	84.5% of exiters engaged in employment or education
2009 (2009-2010)	85.5% of exiters engaged in employment or education
2010 (2010-2011)	87.0% of exiters engaged in employment or education

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines						Resources
	FFY Year(s) When activities will occur						
	2005	2006	2007	2008	2009	2010	
1. Develop a protocol for collecting post school outcomes.	X	X		X	X	X	WDE Special Programs Unit MPRRC/TAESE Wyoming Transition Council Data Driven Enterprises NPSO Center
2. Design a method to collect exit data from districts and annually evaluate	X	X	X	X	X	X	WDE Special Programs Unit MPRRC/TAESE National Post School Outcomes Center LEA transition coordinators Wyoming Transition Council Data Driven Enterprises
3. Attend National Post School Outcomes training		X	X	X	X	X	Secondary Transition Planning Team
4. Communicate information to districts about this reporting requirement and train on data collection..		X	X	X	X	X	WDE Special Programs Unit Secondary Transition Coordinator Wyoming Transition Council NSTTAC NPSO Center

5. Gather baseline exit information on students leaving during 2005-2006		X					WDE Special Programs Unit Data Driven Enterprises SPP Stakeholder Group
6. Analyze and develop technical assistance activities for districts to increase positive post school outcomes for students with disabilities		X	X	X	X	X	WDE Special Programs Unit Data Driven Enterprises Wyoming Transition Council NSTTAC NPSO Center
7. Set rigorous and measurable targets based on baseline data			X				WDE Special Programs Unit Wyoming Transition Council Wyoming State Advisory Panel SPP Stakeholders
8. Create an incentive program to improve response rate for post school outcomes survey			X	X	X	X	WDE Special Programs Unit Data Driven Enterprises Wyoming Transition Council.
9. Continue to refine methods to collect accurate contact information from districts and to increase the number of responding "exiters"		X	X	X			WDE Special Education and Data Units Data Driven Enterprises Wyoming Transition Council
10. Analyze data across indicators and based on regional employment opportunities to determine strategies for maintaining enrollment for the high number of employed drop outs		X	X	X	X	X	WDE Special Education and Data Units LEA transition specialists Wyoming Transition Council Data Driven Enterprises
11. Provide training, resources and technical assistance to districts which will support them in increasing the post-secondary success of students with disabilities.		X	X	X	X	X	WDE Special Education Unit Wyoming Transition Council Wyoming Department of Vocational Rehabilitation Wyoming Workforce Services MPRRC/TAESE NPSO Center

Monitoring Priority: Effective General Supervision Part B / General Supervision
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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))

Monitoring sampling description

Measurement:

- a. # of findings of noncompliance made related to monitoring priority areas and indicators.
 - b. # of corrections completed as soon as possible but in no case later than one year from identification.
- Percent = b divided by a times 100.

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

Overview of Issue/Description of System or Process:

The SPP has increased data accountability, and in response, Wyoming designed a comprehensive data-based monitoring system to meet the numerous challenges of a rural state with limited resources.

The monitoring system framework includes the following components: stable and risk-based self-assessment, on-site targeted and on-site random focused monitoring and IDEA compliance monitoring. The SPP indicators are used as a guide: each indicator is assigned to at least one of the system components. Data disaggregation is used as a key problem-identifying tool and as a monitoring and self-monitoring tool to aid in the creation of compliance hypotheses by the WDE. The system is designed to balance all SPP indicators with measurable student outcomes and allows for opportunities to examine all the other IDEA regulations simultaneously.

The self-assessment component is comprised of two subsets: stable and risk-based. The stable self-assessment is completed annually by all LEAs and IEUs and includes a student file review, transition checklist, data accuracy verification, suspension/expulsion data, and out-of-district placement data. The risk-based self assessment is completed by any LEA or IEU whose data fall outside a defined range. This data set includes district AYP status, statewide assessment participation rates, disproportionality and evaluation timelines. Finally, the on-site component is determined with a weighted system using a combination of these indicators: graduation rate, dropout rate, statewide assessment proficiency rate, and least restrictive environment data. Parent survey data and due process complaints also influence the on-site decision.

Using the weighted formula, districts are selected for on-site monitoring from three population categories: small, medium, and large. Districts are ranked annually based on percentages taken from the weighted system. WDE then selects the three lowest performers from each population category for on-site monitoring. In addition to the nine LEAs selected through this process, four additional LEAs, institutions and IEUs are randomly selected for on-site monitoring.

Similar to the stakeholder group assembled to develop the SPP, WDE formed a stakeholder group to assist the department in developing its new monitoring system. The stakeholder group includes district

staff, parents, advocates, representatives from other state agencies and policy makers. Because this group represents various organizations and views, members provide valuable perspectives to this process. The stakeholder group assists the State in identifying priority indicators used in selecting districts for on-site monitoring, selecting targets and triggers, and reviewing the indicators and the results of the monitoring system annually. The priority indicators may change annually as a result of this review.

The comprehensive nature and flexibility of Wyoming's new procedure allows WDE to monitor school districts, developmental preschools and institution facilities, and incorporates components of compliance, continuous improvement and focused monitoring systems. Wyoming's monitoring design is multi-dimensional because no single system allows a state to satisfy its general supervision requirements. As a small state with limited resources and capacities, the new system will allow the WDE to carry out all general supervision requirements more effectively and efficiently.

Each year the WDE will conduct an on-site monitoring of thirteen districts/institutions: nine districts selected based on the priority indicators, two districts randomly selected and two state institutions. In addition the WDE will assist with the monitoring of regional preschool development centers. At the completion of each monitoring visit the district/institution will receive a comprehensive report explaining the how the monitoring process resulted in any findings of non-compliance. For each area of noncompliance a district is required to complete a Corrective Action Plan (CAP). The CAP will include the following components: a statement/finding of non-compliance, baseline data, required outcome (in compliance language), steps, activities, timeline, person responsible for completion activities and evidence activities occurred, follow up tracking, and assurances from district administration indicating knowledge of the noncompliance and the plan to resolve the noncompliance.

Any district exhibiting exemplarily performance may be rewarded with the following incentives: waivers for national or state conferences, a 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 habitually having non-compliance issues which are not resolved, the WDE will employ the following sanctions: notify district superintendent, notify school board chairperson, request face to face meeting with school officials, notify State Advisory Panel, effect accreditation status, hire an outside consultant to develop CAP with district using Federal Part B funds to pay for this service, and ultimately withholding part or all of federal Part B funds.

Annually, as part of WDE's Continuous Improvement and Focused Monitoring System, each district and public agency will be evaluated using the criteria set forth in Wyoming Chapter 7 Rules Governing Services for Children with Disabilities, Part 8, Section 7, WDE Determinations. Based on the results of this review each district and public agency will be put into the following four categories: meets the requirements; needs assistance, needs intervention, and needs substantial intervention. Depending on the district and public agency determination the WDE will require a corrective action plan or improvement plan to correct the problems. The WDE will also work cooperatively with any and all districts or public agencies to provide technical assistance when necessary.

Monitoring of Regional Preschool Development Centers

Wyoming's preschool monitoring process is founded upon federal and state rules and regulations governing the Part C and 619 Part B programs. These regulations include IDEA, OSEP guidance, and the Wyoming Department of Education Rules and Regulations. These governing entities require that the programs provide comprehensive services to the children and the families that they serve as well as monitoring of these services.

The monitoring process is based upon the integration of information at several different levels. The process includes electronic file reviews of 100% of the child files and the most recent parent survey prior to an on-site visit. The on-site monitoring visit includes focused group sessions that include staff, parents, and community members and also includes a review of program data and 15% of the child files. This monitoring process is also comprised of an annual program self-assessment which includes a review of 5% of the child files and a focus group session for the administrative-level program staff during the on-site

visit. The process employs a team approach to gathering the information via teams of Program Improvement Facilitators hosting the focus group session to the desk audits and file reviews completed on site by EIEP/WDE staff and peer reviewers from a visiting CDC. The process highlights the focus on children and families by allowing opportunities for feedback through parent surveys and focus groups.

The monitoring process focuses on the strengths of the CDCs and provides technical assistance or support necessary to improve services to children and families. The monitoring process results in a Corrective Action Plan if the state identifies any areas of noncompliance in its report to the region. This plan outlines improvement activities to correct noncompliance identified in the CDCs (see Attachment 5: *Preschool Monitoring Protocol*).

Baseline Data for FFY 2004 (2004-2005):

Sub Indicator A	2004-2005
A. Monitoring findings related to priority areas closed within 1 year	100% (n=11)

A. Monitoring of Priority Areas

2004-2005 K-12 Monitoring Results - Percent of Districts with Non-Compliance & Corrections made within One Year

Number of Findings of Non-Compliance	General Supervision	FAPE	Parent Involvement	Secondary Transition	Percent of Non-Compliance corrected within one year
5 (11 of 48 districts monitored)	20% (1 finding)	40% (2 findings)	0%	40% (2 findings)	100% (5 findings)

2004-2005 3-5 year old Monitoring Results Percent of Districts with Non-Compliance & Corrections made within One Year

Number of Findings of Non-Compliance	General Supervision	FAPE	Parent Involvement	Transition at Age 5	Percent of Non-Compliance corrected w/in one year
10 (3 of 14 regions monitored)	70% (7 findings)	20% (2 findings)	0%	10% (1 finding)	100% (10 findings)

Discussion of Baseline Data:

A. Monitoring of priority areas

Prior to 2003-2004 monitoring classifications were *Positive Areas* and *Areas Identified for Improvement*. *Areas Identified for Improvement* was not necessarily out of compliance. Due to the confusion this caused as an unclear mechanism for reporting non-compliance, the Wyoming Department of Education has changed its classifications to *Compliant* and *Non-Compliant*. The WDE special education monitoring process changed four times in the last five years due to internal changes and external requirements and recommendations from OSEP. This may account for the difference in the number of districts found out of compliance between 2003-2004 and 2004-2005.

The WDE verified that the small number of actual complaints was not due to a lack of understanding of parental rights through a parent questionnaire, evidence from the dispute resolution process and confirmation from the Parent Information Center.

Preschool Development Center Monitoring

The EIEP’s monitoring system had formerly not denoted problems identified during monitoring visits in regions as “areas of noncompliance.” Previously, regions were found to have areas of strengths and areas that need improvement. Due to the reporting requirements in the SPP, EIEP reviewed each of the monitoring reports and collaborative action plans from the 2003-2004 year and assessed the findings that fall into an area of non-compliance. If there were findings of noncompliance EIEP requested a report from the region stating completed follow-up activities and status of those that were incomplete. These reports were then used to create the baseline data represented above.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of monitoring findings related to priority areas closed within 1 year
2006 (2006-2007)	100% of monitoring findings related to priority areas closed within 1 year
2007 (2007-2008)	100% of monitoring findings related to priority areas closed within 1 year
2008 (2008-2009)	100% of monitoring findings related to priority areas closed within 1 year
2009 (2009-2010)	100% of monitoring findings related to priority areas closed within 1 year
2010 (2010-2011)	100% of monitoring findings related to priority areas closed within 1 year

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines						Resources
	FFY Year(s) When activities will occur						
	2005	2006	2007	2008	2009	2010	
1. Notify districts of OSEP requirement to correct non compliance within one year		X	X	X	X	X	WDE Special Programs Unit

2. Provide technical assistance to districts regarding new resolution session requirement		X	X	X	X	X	WDE Special Programs Unit State Advisory Panel Wyoming Parent Information Center
3. Provide annual training for the WDE hearing and mediation officers		X	X	X	X	X	WDE Special Programs Unit MPRRC/TAESE
4. Review monitoring process and make necessary adjustments: explore current process and web-based monitoring for focused-monitoring system		X	X	X	X	X	WDE Special Programs Unit Data Driven Enterprises MPRRC/TAESE NCSEAM
5. Develop internal system to track and respond to informal complaints from LEAs, parents and stakeholders; analyze data by district		X	X	X	X	X	WDE Administration Unit WDE Special Programs Unit Wyoming Parent Information Center State Advisory Panel
6. Implement focused monitoring and provide technical assistance to districts regarding priority monitoring areas		X	X	X	X	X	WDE Special Programs and Data Units MPRRC/TAESE WASEA LEAs
7. Develop internal system for the EIEP in order to track, respond to and report informal complaints from regions, parents and stakeholders	X	X	X	X	X	X	EIEP Data Driven Enterprises MPRRC/TAESE Wyoming Parent Information Center State Advisory Panel EIC
8. Update monitoring protocol to ensure tracking and correction of non-compliance identified in the CDCs within one year	X						WDE Special Programs Unit EIEP NECTAC MPRRC/TAESE EIC PIC
9. Provide training on procedural safeguards to parents of children with disabilities		X	X				WDE Special Programs Unit EIEP PIC UPLIFT MPRRC/TAESE
10. Review CDCs' complaint databases, update databases, incorporate into region's annual self-assessment	X	X	X	X	X	X	CDCs NECTAC EIEP MPRRC/TAESE

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.

Overview of Issue/Description of System or Process:

Indicator 16 revised narrative

State Complaint Procedures

The Wyoming Department of Education (WDE) is responsible for investigating complaints and issuing a written decision within 60 days of receipt of the complaint. The complaint must be in writing and signed. It must allege a violation of Wyoming 2007 Chapter 7 Rules Governing Services for Children with Disabilities, and/or the Individuals with Disabilities Education Act (IDEA). The violation alleged must have occurred not more than one year prior to the date that the complaint is received. The complaint also must set out sufficient facts to permit the Wyoming Department of Education to initiate an investigation of the allegation. If the complaint allegation involves a specific child, the complaint must include the name of the child, the child's address, the name of the school where the child attends, a description of the nature of the problem of the child, including related facts, and a proposed resolution of the problem to the extent known and available at the time the complaint is filed. A parent or other person filing a complaint may either use the form provided by WDE or provide a letter that contains the above information; the forms and explanation are available on the WDE website.

Acknowledgement of Complaint:

When a letter stating a potential complaint is received, the letter is forwarded immediately to the complaint coordinator. If the complaint is deemed sufficient, the complaint coordinator prepares an acknowledgement letter to the complainant and the agency administrator that includes the date WDE received the complaint, who filed the complaint, and the issues to be investigated. The acknowledgment letter informs the school district or public agency staff that WDE will contact the school district or public agency, requests the school district or public agency review the matter to determine actions the school district or public agency may take to resolve the issues, and requests that the child(ren)'s relevant special education records be forwarded to WDE by a specified date, generally within 10 calendar days. The school district or public agency is offered the opportunity, at its discretion, to propose a resolution of the complaint. The acknowledgment letter also informs the parties of the opportunity to voluntarily resolve the issues through mediation per 34 CFR §300.506 and 2007 Wyoming Chapter 7 Rules Governing Services for Children with Disabilities, Part 2, Section 6. The complaint coordinator contacts the special education director regarding the complaint and identifies who will investigate the complaint. If the complainant is not the child's parent, the complaint coordinator will request the parent's written permission to release personally identifiable information to the complainant.

EIEP Complaint Procedure

Currently the mechanism that the EIEP uses for handling complaints is addressed through the MOU between the DDD and the WDE. The MOU indicates that all written complaints are forwarded to and investigated by the WDE.

Baseline Data for FFY 2004 (2004-2005):

The baseline measurement is 100%

Formal Written Complaints Resulting in Investigation

School Year	Warranted Complaints (number)	Complaints Withdrawn (number)	Complaints with Written Report (number)	Complaints with Written Report within Timeline (number)	Complaints with Written Report within Timeline (percent)
2000-2001	0	0	0	0	100%
2001-2002	4	2	2	2	100%
2002-2003	1	0	1	1	100%
2003-2004	0	0	0	0	100%
2004-2005	0	0	0	0	100%

Discussion of Baseline Data:

A review of the written complaints lodged in the past five years indicates that parties addressed all issues within the timelines. The WDE receives few written complaints each year. The small number of cases indicates a satisfaction with the special education services the state and local education agencies provide. However, the WDE wants to ensure that this small number is due to an actual lack of complaints, not a lack of knowledge about the process or parental rights. In 2005, the WDE modified the parent survey distributed to parents in monitored districts to include a question that asks parents if someone at the school has fully explained all of their rights to the parent. The WDE verified that the small number of actual complaints was not due to a lack of understanding of parental rights through a parent questionnaire, evidence from the dispute resolution process and confirmation from the Parent Information Center.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of complaints resolved within appropriate timeline
2006 (2006-2007)	100% of complaints resolved within appropriate timeline
2007 (2007-2008)	100% of complaints resolved within appropriate timeline
2008 (2008-2009)	100% of complaints resolved within appropriate timeline

2009 (2009-2010)	100% of complaints resolved within appropriate timeline
2010 (2010-2011)	100% of complaints resolved within appropriate timeline

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines						Resources
	FFY Year(s) When activities will occur						
	2005	2006	2007	2008	2009	2010	
1. Modify the WDE dispute resolution database to capture due process data as required by IDEA 2004		X	X				WDE Special Programs Unit MPRRC/TAESE WDE legal counsel
2. Evaluate and improve communication with Parent Advocacy Groups		X	X	X	X	X	WDE Special Programs Unit Parent Information Center Parent Education Network UPLIFT Wyoming Family Support Network CADRE Protection and Advocacy
3. Review and analyze data and identify trends in complaints; address as needed		X	X	X	X	X	WDE Special Programs Unit EIEP State Advisory Panel WASEA WDE legal counsel MPRRC/TAESE
5. Develop internal system to track, respond to and report informal complaints from regions, parents and stakeholders	X	X	X				WDE Special Programs Unit EIEP Wyoming Parent Information Center State Advisory Panel EIC UPLIFT Data Driven Enterprises
6. Place parent handbook on DDD website		X	X	X	X	X	WDE Special Programs Unit EIEP MPRRC Wyoming Early Intervention Council
7. Develop parental rights and procedural safeguards training for parents		X	X	X	X	X	EIEP Wyoming Parent Information Center Governor's Planning Council on Developmental Disabilities

Monitoring Priority: Effective General Supervision Part B/General Supervision
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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 (<i>Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act</i>).
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Measurement: Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

Overview of Issue/Description of System or Process:

Due Process Procedures

Either the parent, adult student or the school district or public agency has the right to request a due process hearing. The due process hearing is filed under Wyoming 2007 Chapter 7 Rules Governing Services for Children with Disabilities and the Individuals with Disabilities Education Act (IDEA). An alternative dispute resolution option in Wyoming is mediation.

Requesting Due Process

A hearing is requested by sending a letter or completed form (retrievable on the WDE website) to the school district or public agency and the Wyoming Department of Education. The request must include the name and address of the child, the name of the school where the child is attending, a description of the nature of the problem of the child relating to the due process hearing request, including the facts relating to such problem, and a proposed resolution of the problem to the extent known and available to the parents at the time. When a due process hearing is requested, WDE appoints an impartial hearing officer to conduct the hearing and sends the parent a notice of the procedural safeguards and a list of free or low-cost legal services available in the state.

EIEP Due Process

Currently the mechanism that the EIEP uses for handling due process requests is addressed through the MOU between the DDD and the WDE. The MOU indicated that all due process requests are forwarded to and investigated by the WDE.

Baseline Data for FFY 2004 (2004-2005):

The baseline measurement is 100%.

Due Process Hearings

School Year	Hearing Requests (number)	Hearings Held/Fully Adjudicated (number)	Decisions Issued Within Timeline (number)	Hearing Requests Fully Adjudicated within Timeline (percent)
2000-2001	2	1	1	100%
2001-2002	4	2	2	100%
2002-2003	4	0	0	100%
2003-2004	2	1	1	100%
2004-2005	2	1	1	100%

Discussion of Baseline Data:

In the two hearing requests held during the 2004-2005 school year, both parties waived the mediation option and requested due process hearings. In one case the parent chose to homeschool the child and withdrew the request. The other request was fully adjudicated and the hearing officer issued a decision within the timeline.

The WDE utilizes information from a variety of sources to identify systemic issues throughout the state. Each year the WDE examines district special education data and results from the monitoring and dispute resolution processes to identify potential problems. The state works with districts to provide technical assistance or trainings addressing identified areas.

The WDE verified that the small number of actual complaints was not due to a lack of understanding of parental rights through a parent questionnaire, evidence from the dispute resolution process and confirmation from the Parent Information Center.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of due process hearings fully adjudicated within 45-day timeline
2006 (2006-2007)	100% of due process hearings fully adjudicated within 45-day timeline
2007 (2007-2008)	100% of due process hearings fully adjudicated within 45-day timeline
2008 (2008-2009)	100% of due process hearings fully adjudicated within 45-day timeline
2009 (2009-2010)	100% of due process hearings fully adjudicated within 45-day timeline
2010 (2010-2011)	100% of due process hearings fully adjudicated within 45-day timeline

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines						Resources
	FFY Year(s) When activities will occur						
	2005	2006	2007	2008	2009	2010	
1. Provide technical assistance as needed in defined area of non-compliance.	X	X	X	X	X	X	WDE Special Programs Unit LEAs WDE hearing officers State Advisory Panel
2. Provide hearing and mediation officer training		X	X	X	X	X	WDE Special Programs Unit MPRRC/TAESE Leadership Symposium
3. Modify the WDE dispute resolution database to include due process resolution data as required by IDEA 2004 and Wyoming Rules		X	X	X	X	X	WDE Special Programs Unit MPRRC/TAESE WDE legal counsel State Advisory Panel
4. Provide technical assistance to districts regarding due process		X	X	X	X	X	WDE Special Programs Unit MPRRC/TAESE Leadership Symposium
5. Explore alternative methods for providing technical assistance to districts and regions			X	X	X	X	WDE Special Programs Unit NASDSE MPRRC/TAESE State Advisory Panel CADRE
6. Review and analyze data and identify trends regarding due process; address as needed				X	X	X	WDE Special Programs Unit State Advisory Panel WASEA WDE legal counsel MPRRC/TAESE
7. Modify MOU to ensure adequate communication as we work through the process of resolving formal parental complaints		X		X		X	WDE Special Programs Unit DDD/EIEP
8. Develop internal system to track, respond to and report informal complaints from regions, parents and stakeholders	X	X	X	X	X	X	WDE Special Programs Unit DDD/EIEP Wyoming Parent Information Center State Advisory Panel EIC
9. Place parent handbook on DDD website		X	X	X	X	X	WDE Special Programs Unit DDD MPRRC/TAESE Wyoming Early Intervention Council

Monitoring Priority: Effective General Supervision Part B / General Supervision
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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))

New indicator – sampling not allowed

Measurement: Percent = 3.1(a) divided by (3.1) times 100.
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Overview of Issue/Description of System or Process:

The LEA/Preschool Development Centers inform parents of children with disabilities in Wyoming of their rights to the dispute resolution process at each child's initial IEP meeting. The resolution session is the first step when a person requests a due process hearing. The WDE will begin to gather data regarding the percent of hearing requests that go to resolution sessions.

Baseline data regarding resolution session outcomes will be included in the WDE tracking system to ensure that the WDE and the LEA/Preschool Development Centers address and resolve all complaints, mediations and due process hearings consistent with IDEA 04 statute and regulations and the Wyoming Chapter 7 Rules *Governing Services for Children with Disabilities*.

Resolution Session

Within 15 days of receiving notice of the parents' due process hearing request, the school district or public agency must schedule a resolution session with the parents and relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request. A school district or public agency representative who has decision making authority for the district must participate in the resolution session. The school district or public agency may not have an attorney at the resolution session unless the parent is accompanied by an attorney. The resolution session process must be used unless the parents and school district or public agency agree in writing to waive the resolution session or agree to use the mediation process. When the school district or public agency and the parents resolve the request for due process hearing during a resolution session, they must execute a legally binding agreement that is signed by both the parent and the representative of the school district or public agency who has the authority to bind the agency. If the parties execute a legally binding agreement either party may void the agreement within three business days from the date on which the parties signed the agreement. If the parties agree to use the mediation process WDE has provides a form for parties to voluntarily request mediation.

If the school district or public agency has not resolved the request for the due process hearing to the satisfaction of the parents within 30 days of the receipt of the parents' due process hearing request, the due process hearing may proceed and all of the applicable timelines for a due process hearing begin. Except where the hearing relates to certain discipline requirements (34CFR§500.533), the hearing officer must issue a written decision based solely upon the evidence presented at the hearing within 45 days of completion of the resolution session or waiving of the resolution session. The WDE pays for the hearing officer, court reporter and facility charge. The WDE does not pay the school district or public agency's attorney fees or other school district or public agency's costs associated with the due process hearing.

Baseline Data for FFY 2005 (2005-2006):

Resolution Session Hearing Requests

School Year	Resolution Session Hearing Requests (number)	Resolution Sessions Hearing Held / Fully Adjudicated (number)	Resolution Session Settlement Agreements Reached Within Timeline (number)	Resolution Session Settlement Agreements Fully Adjudicated within Timeline (percent)
2005-2006	2	2	2	100%

Discussion of Baseline Data:

When the State resolution session hearing requests reach the minimum number of 10, the WDE looks forward to developing and discussing baseline data and improvement activities.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of resolution sessions conducted within timeline and resulting in agreement
2006 (2006-2007)	100% of resolution sessions conducted within timeline and resulting in agreement
2007 (2007-2008)	100% of resolution sessions conducted within timeline and resulting in agreement
2008 (2008-2009)	100% of resolution sessions conducted within timeline and resulting in agreement
2009 (2009-2010)	100% of resolution sessions conducted within timeline and resulting in agreement
2010 (2010-2011)	100% of resolution sessions conducted within timeline and resulting in agreement

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines						Resources
	FFY Year(s) When activities will occur						
	2005	2006	2007	2008	2009	2010	
1. Modify the WDE dispute resolution database to capture due process data as required by IDEA 2004.	X	X	X	X	X	X	WDE Special Programs Unit MPRRC/TAESE WDE legal counsel Data Driven Enterprises
2. Develop a system to track resolution sessions and outcome data	X	X	X	X	X	X	WDE Special Programs and Technology Units Wyoming Parent Information Center
3. Provide TA to the districts regarding procedures for resolution process based on IDEA 2004 and Wyoming Rules	X	X	X	X	X	X	WDE Special Programs Unit WDE Legal Counsel Consortium for Appropriate Dispute Resolution in Special Education (CADRE) MPRRC/TAESE
4. Modify MOU to ensure adequate communication as we work through the process of resolving parental complaints		X		X		X	WDE Special Programs Unit DDD/EIEP
5. Develop internal system to track, respond to and report informal complaints from regions, parents and stakeholders	X	X	X	X	X	X	WDE Special Programs Unit EIEP Wyoming Parent Information Center State Advisory Panel EIC UPLIFT MPRRC/TAESE
6. Place parent handbook on DDD website		X	X	X	X	X	WDE Special Programs Unit EIEP MPRRC Wyoming Early Intervention Council

Monitoring Priority: Effective General Supervision Part B / General Supervision
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Indicator #19: Percent of mediations held that resulted in mediation agreements.

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

Sampling not allowed

<p>Measurement: Percent = (2.1(a)(i) + 2.1(b)(i)) divided by (2.1) times 100.</p>
--

Overview of Issue/Description of System or Process:

The WDE offers mediation procedures to parents and public education agencies to assist in dispute resolution. Issues involving the identification, evaluation or educational placement of a child or the provision of a free appropriate public education (FAPE) to the child may be the basis of alleged disputes.

Mediation Procedures

Each School district or public agency must ensure that procedures are established and implemented to allow parties to resolve disputes involving any matter under the Individuals with Disabilities Act (IDEA) to engage in mediation per 34 CFR§ 300.506 or Wyoming Chapter 7, Part 2, Section 6.

A school district, public agency, parent or both may initiate a request for mediation services. A request for mediation services will be accepted by telephone or fax to the WDE but the request must be confirmed in writing and must include a brief description of the dispute and identify both parties. WDE provides and explanation of mediation procedures and a form to request mediation on its website. The WDE is available to the parties to encourage the use, and explain the benefits of the mediation process.

The WDE maintains a list of qualified mediators who are trained in effective mediation techniques and who are knowledgeable in laws and regulations relating to special education and related services. The parties may jointly recommend a mediator to the WDE; however consistent with §34 CFR 300.506, the selection of the mediator is at the discretion of the WDE. The mediator will receive a copy of the request for mediation. WDE bears the cost of the mediation, including the cost of the mediator. Each session in the mediation process will be scheduled in a timely manner and held in a location convenient to the parties. If the parties resolve a dispute through the mediation process, the parties must execute a legally binding agreement that sets forth the resolution and states that the discussions which occurred during the mediation process are confidential and may not be used as evidence in any subsequent due process hearing or civil proceedings. The mediation agreement is signed by both parties and is enforceable in any State court of competent jurisdiction or in a district court of the United States.

Unless both parties agree otherwise, mediation shall begin within 21 days after the mediator is appointed and shall not delay hearings or appeals related to the dispute. The mediator will contact the parties to arrange the mediation session. Mediation session will be conducted at a neutral site and at a day and time convenient to all parties. The mediator will require the parties to sign an agreement to mediate which contains a confidentiality provision. If the parties resolve the dispute or a portion of the dispute, or agree to use another procedure to resolve the dispute, the mediator shall ensure that the agreement is in writing, signed by the parties, and that a copy of the agreement is given to each party. The agreement is legally binding upon the parties.

EIEP Due Process

Currently the mechanism that the EIEP uses for handling mediations is addressed through the MOU between the DDD and the WDE. The MOU indicates that all mediation requests are forwarded to and mediators assigned by the WDE.

Baseline Data for FFY 2004 (2004-2005):

The measurement indicator is 100%.

Mediations

School Year	Mediations	Mediation Requests Withdrawn	Mediation Agreements	Percent of Mediations Held that Resulted in Mediation Agreements within Timelines
2000-2001	2	0	2	100%
2001-2002	4	0	4	100%
2002-2003	3	1	2	67%
2003-2004	1	0	1	100%
2004-2005	9	0	9	100%

DDD Baseline Data

Year	General Supervision Process	Issue	Result
2004	Complaint and request for Due Process requested from P&A for apparent	Alleged failure of the CDC to implement an IEP	Signed mediation resulted

Discussion of Baseline Data:

In 2002-2003 an original request for Due Process was withdrawn. The parties reached consensus and no longer requested the WDE assistance. In the last two years the percent of mediations held that resulted in mediation agreements within the timeline was 100%.

A review of complaints, mediations and due process hearings shows all issues were addressed within the timelines. Wyoming continues to have very few requests for the dispute resolution process each year. The small number of cases brought to the dispute resolution process indicates satisfaction with the special education services the state and LEAs provide.

The WDE and DDD anticipate the number of mediation requests will remain low.

The WDE verified that the small number of actual complaints was not due to a lack of understanding of parental rights through a parent questionnaire, evidence from the dispute resolution process and confirmation from the Parent Information Center.

FFY	Measurable and Rigorous Target
<p>2005 (2005-2006)</p>	<p>100% of mediations result in mediation agreements</p>
<p>2006 (2006-2007)</p>	<p>100% of mediations result in mediation agreements</p>
<p>2007 (2007-2008)</p>	<p>100% of mediations result in mediation agreements</p>
<p>2008 (2008-2009)</p>	<p>100% of mediations result in mediation agreements</p>
<p>2009 (2009-2010)</p>	<p>100% of mediations result in mediation agreements</p>
<p>2010 (2010-2011)</p>	<p>100% of mediations result in mediation agreements</p>

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines						Resources
	FFY Year(s) When activities will occur						
	2005	2006	2007	2008	2009	2010	
1. Analyze mediation results and provide technical assistance in identified areas as needed	X	X	X	X	X	X	WDE Special Programs Unit Wyoming hearing officers WDE legal counsel Independent external consultant MPRRC/TAESE
2. Modify and distribute dispute resolution guidelines	X	X	X				WDE Special Programs Unit EIEP MPRRC/TAESE
3. Provide technical assistance to districts regarding mediations	X	X	X	X	X	X	WDE Special Programs Unit MPRRC/TAESE
4. Explore alternative methods for providing training to mediators		X	X	X	X	X	WDE Special Programs Unit NASDSE MPRRC/TAESE State Advisory Panel
5. Modify MOU to ensure adequate communication as we work through the process of resolving parental		X		X		X	WDE Special Programs Unit DDD
6. Develop internal system to track, respond to and report informal complaints from Regions, parents and stakeholders	X	X	X	X	X	X	WDE Special Programs Unit WDH Division for Developmental Disabilities Wyoming Parent Information Center State Advisory Panel EIC UPLIFT Data Driven Enterprises
7. Place parent handbook on DDD website		X					WDE Special Programs Unit DDD MPRRC/TAESE Wyoming Early Intervention Council
8. Review CDC's database of complaints, update database, incorporate into annual regions self-assessment	X	X	X	X	X	X	CDC's NECTAC MPRRC/TAESE

Monitoring Priority Effective General Supervision Part B / General Supervision:
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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))

<p>Measurement: State reported data, including 618 data and annual performance reports, are:</p>

- | |
|---|
| <p>a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and</p> <p>b. Accurate (describe mechanisms for ensuring accuracy).</p> |
|---|

Overview of Issue/Description of System or Process:

The WDE works to ensure valid and clean data by comparing student level information on special education forms to student level information on other forms collected by the department. The WDE notifies the districts of any discrepancies and requires the district to correct and re-submit the data by a given date.

The WDE has improved the reporting time of special education data by improving the methods districts use to collect data. The WDE is in the process of implementing the Wyoming Integrated Statewide Education Data System that will connect the different district software systems and databases with the WDE software systems and databases. The data system will minimize the amount of data the districts collect and submit to the WDE. The WDE continues to work to meet the OSEP deadlines. Trend lines indicate the state is improving in meeting the OSEP data submission deadlines in a timely manner.

In 2004, the WDE established a system of incentives and sanctions to ensure the districts submit data in a timely manner. Sanctions include telephone calls, renegotiating submission deadlines and letters sent to the school board and district accreditation folder. Incentives include letters of recognition for timely and accurate submissions sent to the school district special education data staff, special education administrator and the school board.

Data Accuracy

The WDE integrated data collection system (WISE) will decrease the number of reports districts submit to the Data Unit therefore decreasing the chance of collection errors such as duplicated counts or inaccurate entries. The WDE is participating in the ED*Facts* 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 ED*Facts* 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.

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

The Education Data Exchange Network (EDEN) is a centralized, coordinated repository of state reported, K-12, educational data residing at the U. S. Department of Education.

- EDEN houses data on over 100 data elements identified by the Department's Strategic Accountability Service, the National Center for Education Statistics, the Department's program offices, and the Office of the Chief Information Officer, as well as the Council of Chief State School Officers, state IT/data managers, state program directors, and a coordinating committee of representatives from the states and school districts.
- EDEN data is available at the state, local educational agency, and school levels, and provides information on school, district, and state characteristics; program participation; Federal funding; implementation of educational programs; staffing, and student demographics and outcomes, among others.
- A dictionary of terms and definitions is provided to the states for consistent reporting.
- EDEN's primary customers are the U. S. Department of Education and State Education Agencies, however, as EDEN matures, plans include providing access to other key customer groups.

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. Wyoming is one of only fourteen states to begin submitting portions of the 618 data through this mechanism. WDE believes this consolidated approach to data submission will improve the overall accuracy and reduce duplication.

Baseline Data for FFY 2004 (2004-2005):

Data Submitted on or before due dates

OSEP Report	Report Due Date	Date Report Submitted	Submitted on or before due date Yes/no
Child Count/Environment	2/1/03	01/31/03	Yes
Personnel/Exits/Discipline	11/1/03	11/2/03	No
Child Count/Environment	2/1/04	2/15/04	No
Personnel/Exits/Discipline	11/1/04	10/20/04	Yes
Child Count/Environment	2/1/05	1/20/05	Yes

Discussion of Baseline Data:

In the 2003-2004 school year, the WDE hired and trained a new Part B data manager. During this transition period, the State was late on submitting the required 618 data tables—in both cases, however, the delay was two weeks or less.

The WDE has instituted a number of changes and procedures to ensure that its data collections and reports are of the highest level of accuracy. The implementation of the WISE system allows the WDE to create data business rules which validate data elements as they are submitted from districts. In addition the unique student identification number permits the WDE to internally crosscheck data elements between various statewide data collections.

FFY	Measurable and Rigorous Target
<p>2005 (2005-2006)</p>	<p>100% for timeliness; 100% for accuracy</p>
<p>2006 (2006-2007)</p>	<p>100% for timeliness; 100% for accuracy</p>
<p>2007 (2007-2008)</p>	<p>100% for timeliness; 100% for accuracy</p>
<p>2008 (2008-2009)</p>	<p>100% for timeliness; 100% for accuracy</p>
<p>2009 (2009-2010)</p>	<p>100% for timeliness; 100% for accuracy</p>
<p>2010 (2010-2011)</p>	<p>100% for timeliness; 100% for accuracy</p>

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines						Resources
	FFY Year(s) When activities will occur						
	2005	2006	2007	2008	2009	2010	
1. Implement reward/sanction program to encourage the LEAs to implement data according to the WDE timeline.	X	X	X	X	X	X	WDE Special Programs and Data Units LEAs
2. Provide technical assistance to LEA staff to submit data to the WDE		X	X	X	X	X	WDE Special Programs and Data Units LEAs
3. Develop and implement schedule for staff to complete individual portions of the APR		X	X	X	X	X	WDE Special Programs Unit EIEP MPRRC/TAESE RRFC
4. Complete the implementation of the WISE System	X	X	X	X			WDE Data and Special Programs Units
5. Update the internal data collection and submission procedural manual			X				WDE Special Programs and Data Units
6. Update WDE forms to maintain and improve efficient data submission				X			WDE Special Programs and Data Units
7. Participate in the EdFacts initiative to convert all 618 reporting to the EDEN system	X	X	X	X	X	X	WDE Special Programs and Data Units
8. Update EIEP forms and database to maintain and improve efficient data submission			X	X	X	X	EIEP WDE Special Programs Unit WDE Career, Data, Tech Unit
9. Develop and implement procedures and timelines for CDC data submission to EIEP			X	X	X	X	EIEP WDE Special Programs Unit
10. Explore changing collection window for Fall district data collection			X	X	X	X	WDE Special Programs and Career, Data Tech Units EIEP
11. Develop a data integration pipeline specifically for electronic IEP systems			X	X	X	X	WDE Special Programs and Career, Data, Tech Units Data Driven Enterprises

Attachments

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

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	0
(1.1) Complaints with reports issued	0
(a) Reports with findings	0
(b) Reports within timeline	0
(c) Reports within extended timelines	0
(1.2) Complaints withdrawn or dismissed	0
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0
SECTION B: Mediation requests	
(2) Mediation requests total	9
(2.1) Mediations	
(a) Mediations related to due process	9
(i) Mediation agreements	9
(b) Mediations not related to due process	0
(i) Mediation agreements	0
(2.2) Mediations not held (including pending)	0
SECTION C: Hearing requests	
(3) Hearing requests total	2
(3.1) Resolution sessions	0
(a) Settlement agreements	0
(3.2) Hearings (fully adjudicated)	1
(a) Decisions within timeline	0
(b) Decisions within extended timeline	1
(3.3) Resolved without a hearing	1
SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	0
(4.1) Resolution sessions	0
(a) Settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0

Stakeholder Groups Required Membership	SPP Particip ation
<p><u>Early Intervention Council</u></p> <ul style="list-style-type: none"> • Parents • Service providers • State Legislature • Agency for early intervention services • Agency for preschool services • State Medicaid agency • Head Start Agency • Child Care Agency • Agency for health insurance • Office of the coordinator of homeless children and youth • State foster care representative³ • Mental Health Agency 	<p>X</p>
<p><u>State Advisory Panel</u></p> <ul style="list-style-type: none"> • Parents of children with disabilities (ages birth – 26) • Individuals with disabilities • Teachers • Representatives of Institutions of higher education that prepare special education and related services personnel • State and local education officials including officials who carry out activities under sub title B of Title 7 of the McKinney Vento Homeless Assistance Act • Administrators of programs for children with disabilities • Representatives of other state agencies involved in the financing or delivery of related services to children with disabilities • Representatives of private schools and public charter schools • Not less than one representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities • A representative from the state child welfare agency responsibility for foster care • Representatives from the state Juvenile and Adult Correction agencies 	<p>X</p>
<p><u>State Data Advisory Group</u></p> <ul style="list-style-type: none"> • Through State Superintendent appointment and opened up to any district personnel 	<p>X</p>
<p><u>State Rehabilitation Council</u></p> <ul style="list-style-type: none"> • Individuals with disabilities from business, industry and labor 	<p>X</p>
<p><u>Wyoming Association of Special Education Administrators</u></p> <ul style="list-style-type: none"> • District Special Education Administrators 	<p>X</p>
<p><u>Wyoming Transition Council</u></p> <ul style="list-style-type: none"> • Universities and Community Colleges • Parents • Voc Rehab Counselors • Special Education Directors • Business Representatives • Workforce Services • Secondary Transition Specialists 	

Region _____
Collaborative Action Plan
Date

Introduction

In accordance with the Individuals with Disabilities Education Act, 20 U.S.C. §§1400 *et seq.*, and the corresponding regulations, 34 C.F.R. Parts 300 and 303, the following action plan is developed in coordination with Region _____ and the Developmental Disabilities Division to address findings of the _____ 2004 monitoring visit.

Part B Actions

- 1. Issue
Actions:
 - a.
Due Date:
Actions Taken:
Date Complete:
 - b.
Due Date:
Actions Taken:
Date Complete:

Part C Actions

- 1. Issue
Actions:
 - a.
Due Date:
Actions Taken:
Date Complete:

Other Suggested Actions

- 1. Issue
Actions:
 - a.
Due Date:
Actions Taken:
Date Complete:

Other Identified Issues (informational)

Conclusion

All actions, except other identified issues, will be documented as complete by

Section IX – Projected Monitoring Cycle for DDD		
2004-2005	2005-2006	2006-2007
Region II	Region I	Region VI
Region VIII	Region III	Region VII
Region IX	Region IV	Region X
Region XI	Region V	Region XII
		Region XIII

SPP Attachment 3

Wyoming

Excerpt taken from www.nectac.org/~Calls/2005/Outcomes/Child/childoutcomes.asp

Child Outcomes Summary Form

Child Name: _____

Date: ___/___/___

<p>To what extent does this child show behaviors and skills appropriate for his or her age across a variety of settings and situations? <i>(Circle one number)</i></p>	Completely		Somewhat		Emerging		Not Yet	<p><i>(If this question has been answered previously):</i></p> <p>Has the child shown any new skills or behaviors related to positive social relationships since the last outcomes summary?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>Positive Social Relationships</p>	7	6	5	4	3	2	1	
<p><i>To select an answer, think about the child's functioning in these and closely related areas:</i></p> <ul style="list-style-type: none"> • <i>Relating with adults</i> • <i>Relating with other children</i> • <i>Following rules related to groups or interacting with others (if older than 18 months.)</i> <p><i>As indicated by assessments and based on observations from individuals in close contact with the child</i></p>								
<p>To what extent does this child show behaviors and skills appropriate for his or her age across a variety of settings and situations? <i>(Circle one number)</i></p>	Completely		Somewhat		Emerging		Not Yet	<p><i>(If this question has been answered previously):</i></p> <p>Has the child shown any new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>Acquiring and Using Knowledge and Skills</p>	7	6	5	4	3	2	1	
<p><i>To select an answer, think about the child's functioning in these and closely related areas:</i></p> <ul style="list-style-type: none"> • <i>Thinking, reasoning, remembering, and problem solving</i> • <i>Understanding symbols</i> • <i>Understanding the physical and social worlds</i> <p><i>As indicated by assessments and based on observations from individuals in close contact with the child</i></p>								
<p>To what extent does this child show behaviors and skills appropriate for his or her age across a variety of settings and situations? <i>(Circle one number)</i></p>	Completely		Somewhat		Emerging		Not Yet	<p><i>(If this question has been answered previously):</i></p> <p>Has the child shown any new skills or behaviors related to taking appropriate action to meet his/her needs since the last outcomes summary?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>Taking Appropriate Action to Meet Needs</p>	7	6	5	4	3	2	1	
<p><i>To select an answer, think about the child's functioning in these and closely related areas:</i></p> <ul style="list-style-type: none"> • <i>Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.)</i> • <i>Contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects) (if older than 24 months.)</i> • <i>Getting from place to place (mobility) and using tools (e.g., forks, pencils, strings attached to objects)</i> <p><i>As indicated by assessments and based on observations from individuals in close contact with the child</i></p>								

Draft under development by the Early Childhood Outcomes Center - revised: 9/30/05

1

**Parent Survey – Special Education Services
Schools’ Efforts to Partner with Parents**

This is a survey for parents of students receiving special education services. Your responses will help guide efforts to improve services and results for children and families. Please select one answer for each question.

- 1. I am considered an equal partner with teachers and other professionals in planning my child’s program.**
Very Strongly Disagree Strongly Disagree Disagree Agree Strongly Agree Very Strongly Agree
- 2. I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP).**
Very Strongly Disagree Strongly Disagree Disagree Agree Strongly Agree Very Strongly Agree
- 3. At the IEP meeting, we discussed how my child would participate in statewide assessments.**
Very Strongly Disagree Strongly Disagree Disagree Agree Strongly Agree Very Strongly Agree
- 4. At the IEP meeting, we discussed accommodations and modifications that my child would need.**
Very Strongly Disagree Strongly Disagree Disagree Agree Strongly Agree Very Strongly Agree
- 5. All of my concerns and recommendations were documented on the IEP.**
Very Strongly Disagree Strongly Disagree Disagree Agree Strongly Agree Very Strongly Agree
- 6. Written justification was given for the extent that my child would not receive services in the regular classroom.**
Very Strongly Disagree Strongly Disagree Disagree Agree Strongly Agree Very Strongly Agree
- 7. I was given information about organizations that offer support for parents of students with disabilities.**
Very Strongly Disagree Strongly Disagree Disagree Agree Strongly Agree Very Strongly Agree
- 8. I have been asked for my opinion about how well special education services are meeting my child’s needs.**
Very Strongly Disagree Strongly Disagree Disagree Agree Strongly Agree Very Strongly Agree
- 9. My child’s evaluation report is written in terms I understand.**
Very Strongly Disagree Strongly Disagree Disagree Agree Strongly Agree Very Strongly Agree
- 10. Written information I receive is written in an understandable way.**
Very Strongly Disagree Strongly Disagree Disagree Agree Strongly Agree Very Strongly Agree
- 11. Teachers are available to speak with me.**
Very Strongly Disagree Strongly Disagree Disagree Agree Strongly Agree Very Strongly Agree
- 12. Teachers treat me as a team member.**
Very Strongly Disagree Strongly Disagree Disagree Agree Strongly Agree Very Strongly Agree
- 13. Teachers and administrators seek out parent input.**
Very Strongly Disagree Strongly Disagree Disagree Agree Strongly Agree Very Strongly Agree
- 14. Teachers and administrators show sensitivity to the needs of students with disabilities and their families.**
Very Strongly Disagree Strongly Disagree Disagree Agree Strongly Agree Very Strongly Agree
- 15. Teachers and administrators encourage me to participate in the decision-making process.**
Very Strongly Disagree Strongly Disagree Disagree Agree Strongly Agree Very Strongly Agree
- 16. Teachers and administrators respect my cultural heritage.**
Very Strongly Disagree Strongly Disagree Disagree Agree Strongly Agree Very Strongly Agree

17. Teachers and administrators ensure that I have fully understand the Procedural Safeguards (the rules in federal law that protect the rights of parents).

Very Strongly Disagree Strongly Disagree Disagree Agree Strongly Agree Very Strongly Agree

18. The school has a person on staff who is available to answer parents' questions.

Very Strongly Disagree Strongly Disagree Disagree Agree Strongly Agree Very Strongly Agree

19. The school communicates regularly with me regarding my child's progress on IEP goals.

Very Strongly Disagree Strongly Disagree Disagree Agree Strongly Agree Very Strongly Agree

20. The school gives me choices with regard to services that address my child's needs.

Very Strongly Disagree Strongly Disagree Disagree Agree Strongly Agree Very Strongly Agree

21. The school offers parents training about special education issues.

Very Strongly Disagree Strongly Disagree Disagree Agree Strongly Agree Very Strongly Agree

22. The school offers parents a variety of ways to communicate with teachers.

Very Strongly Disagree Strongly Disagree Disagree Agree Strongly Agree Very Strongly Agree

23. The school gives parents the help they may need to play an active role in their child's education.

Very Strongly Disagree Strongly Disagree Disagree Agree Strongly Agree Very Strongly Agree

24. The school provides information on agencies that can assist my child in the transition from school.

Very Strongly Disagree Strongly Disagree Disagree Agree Strongly Agree Very Strongly Agree

25. The school explains what options parents have if they disagree with a decision of the school.

Very Strongly Disagree Strongly Disagree Disagree Agree Strongly Agree Very Strongly Agree

26. My child's age is: _____

27. My child's grade is: _____

28. My child's age when first referred to early intervention or special education _____

29. My child's race/ethnicity is:

- African-American/Black
- American Indian/ Alaskan Native
- Asian/ Pacific Islander
- Hispanic or Latino
- Multiracial
- White

30. My child's primary disability is (please mark only one answer):

- Autism
- Deaf-Blindness
- Deafness
- Developmental Delay
- Emotional Disability
- Hard of Hearing
- Learning Disability
- Mental Retardation
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Speech/Language Impairment
- Traumatic Brain Injury
- Visual Impairment (including Blindness)

31. The school my child attends is: _____

Thank you for your time and input.

State of Wyoming
Part B Developmental Preschool Family Survey

Name of Developmental Preschool and Site: _____

Region #: _____

Today's Date: _____

If your child is 3 years or older, please complete this survey.

This is a survey for families receiving special education services. Your responses will help guide efforts to improve services and results for children and families. *You may skip any item that you feel does not apply to you or your child.*

A. My Level of Agreement

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
1. I am an equal partner with developmental preschool staff members in planning my child's IEP.....	1	2	3	4	5
2. I have been asked for my opinion about how well developmental preschool services are meeting my child's needs.....	1	2	3	4	5
3. I am satisfied with how often the developmental preschool personnel communicate with me about my child's progress on IEP goals.....	1	2	3	4	5
4. I am able to help my child learn new skills at home.....	1	2	3	4	5
5. I understand my child's special needs.....	1	2	3	4	5
6. I am able to tell if my child is making progress.....	1	2	3	4	5
7. I know what community-based programs and services are available for my child and family.....	1	2	3	4	5
8. I am satisfied with the help my family has received through the developmental preschool.....	1	2	3	4	5
9. I am satisfied with the developmental preschool services provided to my child.....	1	2	3	4	5
10. I can better meet my child's needs as a result of the services he/she receives at the developmental preschool.....	1	2	3	4	5
11. I understand my child's needs better as a result of his/her participation at the developmental preschool.....	1	2	3	4	5
12. My child's evaluation report is written in terms I understand.....	1	2	3	4	5
13. Teachers are available to speak with me.....	1	2	3	4	5
14. The services provided by the preschool have helped my child's development.....	1	2	3	4	5
Developmental preschool staff members:					
15. Listen to my ideas about what my child needs.....	1	2	3	4	5
16. Consider my input when developing services for my child.....	1	2	3	4	5
17. Explain what options parents have if they disagree with a decision of the developmental preschool.....	1	2	3	4	5
18. Allow me to decide what services my child receives.....	1	2	3	4	5
19. Listen to me when I have a concern.....	1	2	3	4	5

SPP Attachment 4

Wyoming

20. Encourage me to participate in my child's education at the developmental preschool.....	1	2	3	4	5
---	---	---	---	---	---

B. Activities Surrounding Your Child's IEP

	No	Maybe/ Unsure	Yes
1. I was given an evaluation report prior to my child's most recent IEP meeting.....	1	2	3
2. I was updated on my child's progress at least two times during the past six months.....	1	2	3
3. I know what services my child receives at the preschool	1	2	3
4. My child receives all of the services as outlined on his/her IEP.....			
5. My child's most recent IEP meeting was scheduled at a time and place that was convenient to me	1	2	3
6. Someone at the developmental preschool gave me a copy of the Procedural Safeguards which describes my rights as a parent of a child with disabilities	1	2	3
<i>At your child's most recent IEP meeting, did the IEP team:</i>			
7. Discuss various types of options (such as developmental preschool, home, other child care) for delivering services to your child?	1	2	3
8. Discuss what services your child needs to be successful.....	1	2	3
9. Discuss what aids and supports your child needs.....	1	2	3
10. Discuss what accommodations and modifications your child needs.....	1	2	3
11. Give you choices with regard to services that addressed your child's needs.....	1	2	3
12. Listen to your opinions and suggestions.....	1	2	3
13. Incorporate your suggestions into the IEP.....	1	2	3

C. Information About My Child

1. My child's age: ____ Years ____ Months

2. My child's age when first referred to early intervention or special education: ____ Years ____ Months

3. My child's race/ethnicity (select one)

- | | |
|-------------------------------------|-----------------------------|
| 1 White | 4 Black |
| 2 Hispanic or Latino | 5 Asian or Pacific Islander |
| 3 American Indian or Alaskan Native | 6 Multi-Racial |

4. My Child's Primary Disability (select one)

- | | |
|-------------------------|--|
| 1 Autism | 8 Orthopedic Impairment |
| 2 Deaf-blindness | 9 Other Health Impairment |
| 3 Deafness | 10 Developmental Disability |
| 4 Emotional Disability | 11 Speech/Language Impairment |
| 5 Hard of Hearing | 12 Traumatic Brain Injury |
| 6 Mental Retardation | 13 Visual Impairment (Including Blindness) |
| 7 Multiple Disabilities | 14 Unsure/don't know |

**Estado de Wyoming
Encuesta Familiar
Centro de Desarrollo Infantil Parte B**

Nombre y dirección del Centro de Desarrollo Infantil: _____

Región #: _____

Fecha de hoy: _____

Si su niño(a) es mayor de tres años de edad conteste las siguientes preguntas por favor.

Esta encuesta es para familias que reciben servicios de educación especial. Sus respuestas ayudarán a mejorar los servicios y resultados de los niños y sus familias. *Usted puede dejar sin contestar cualquier pregunta que sienta que no se aplica a usted o a su niño(a).*

A. Mi Nivel de Acuerdo o Desacuerdo

	Totalmente en Desacuerdo	Algo en Desacuerdo	No Estoy de Acuerdo ni en Desacuerdo	Algo de Acuerdo	Completamente de Acuerdo
21. Soy tomado en cuenta como parte del equipo por los miembros del centro de desarrollo cuando planeamos el IEP (Programa de Educación Individual) de mi niño(a).....	1	2	3	4	5
22. Se me ha pedido mi opinión respecto a qué tan bien los servicios ofrecidos por la escuela de desarrollo sirven las necesidades de mi hijo(a).....	1	2	3	4	5
23. Estoy satisfecho (a) con la frecuencia con que el personal de la centro de desarrollo se comunica conmigo con respecto al progreso de mi hijo(a) en los objetivos IEP (Programa de Educación Individual)	1	2	3	4	5
24. Soy capaz de ayudar a mi niño(a) a aprender nuevas habilidades en casa	1	2	3	4	5
25. Entiendo las necesidades especiales de mi niño(a).....	1	2	3	4	5
26. Me doy cuenta del progreso de mi niño(a).....	1	2	3	4	5
27. Sé cuales son los servicios y programas en la comunidad que están disponibles para mi niño(a) y mi familia.....	1	2	3	4	5
28. Estoy satisfecho(a) con la ayuda que mi familia ha recibido a través del centro de desarrollo infantil.....	1	2	3	4	5
29. Estoy satisfecho(a) con los servicios que el centro de desarrollo infantil proporciona a mi niño(a)	1	2	3	4	5
30. Puedo satisfacer mejor las necesidades de mi niño(a) como resultado de los servicios que él/ella recibe en el centro de desarrollo infantil	1	2	3	4	5
31. Entiendo mejor las necesidades de mi niño(a) como resultado de su participación en el centro de desarrollo infantil.....	1	2	3	4	5
32. El reporte de evaluación de mi niño(a) está escrito en términos que yo puedo entender.....	1	2	3	4	5
33. Los maestros están disponibles para hablar conmigo.....	1	2	3	4	5
34. Los servicios que el centro de desarrollo infantil provee han ayudado al progreso de mi niño(a)	1	2	3	4	5
<i>El personal del centro de desarrollo infantil:</i>					
35. Escucha mis ideas con respecto a lo que mi niño(a) necesita.....	1	2	3	4	5

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36. Considera mis ideas al evaluar servicios para mi niño(a)	1	2	3	4	5
37. Explica las opciones que los padres tienen cuando discrepan con la decisión del centro de desarrollo infantil.....	1	2	3	4	5
38. Me deja decidir los servicios que mi niño(a) recibe	1	2	3	4	5
39. Escucha mis inquietudes	1	2	3	4	5
40. Promueve mi participación en la educación de mi niño(a) en el centro de desarrollo infantil	1	2	3	4	5

B. Actividades Relacionadas con el IEP (Programa de Educación Individual) de su Niño(a)

	No	Puede ser/ No estoy seguro(a)	Sí
14. Se me entregó una evaluación antes de la última reunión IEP de mi niño(a)	1	2	3
15. Se me informó sobre el progreso de mi hijo al menos dos veces en los últimos seis meses	1	2	3
16. Conozco los servicios que mi niño recibe en el programa preescolar	1	2	3
17. Mi niño(a) recibe todos los servicios indicados en su IEP			
18. La reunión IEP de mi niño(a) fue programada en un horario y lugar convenientes para mí	1	2	3
19. Alguien en la escuela de desarrollo me proporcionó una copia de Los Procedimientos de Seguridad (Procedural Safeguards) que describe mis derechos como padre de un niño discapacitado	1	2	3
En la última reunión IEP (Programa de Educación Individual), el equipo:			
20. Discutió varios tipos de opciones (tales como centros de desarrollo, cuidado en el hogar o cuidado en la guardería preescolar) para entregar los servicios a su niño(a)	1	2	3
21. Discutió los servicios que su niño(a) necesita para ser exitoso(a)	1	2	3
22. Discutió qué tipo de ayuda y de apoyo necesita su niño(a)	1	2	3
23. Discutió qué condiciones especiales o modificaciones su niño(a) necesita.....	1	2	3
24. Le dio opciones de servicios orientados a las necesidades de su niño(a).....	1	2	3
25. Escuchó sus opiniones y sugerencias	1	2	3
26. Incorporó sus sugerencias en el IEP de su niño(a)	1	2	3

C. Información de mi Niño(a)

- La edad de mi niño(a) es: ____ Años ____ Meses
- Edad de mi niño(a) cuando fue referido(a) por primera vez a un programa de intervención temprana o una escuela de educación especial: ____ Años ____ Meses

3. Raza u origen étnico de mi niño(a) (elija una)

- | | |
|---|--|
| 1 Blanco | 4 Afro americano |
| 2 Hispano o Latino | 5 Asiático o de las Islas del Pacífico |
| 3 Indio Norteamericano o Nativo de Alaska | 6 Múltiples razas |

4. La principal discapacidad de mi hijo es (elija una)

- | | |
|-----------------|------------------------------|
| 1 Autismo | 8 Discapacidad Ortopédica |
| 2 Sordo ceguera | 9 Otro Problema de Salud |
| 3 Sordera | 10 Alteración del Desarrollo |

SPP Attachment 4

Wyoming

- | | | | |
|---|--------------------------|----|--|
| 4 | Desorden Emocional | 11 | Alteración del Habla y del Lenguaje |
| 5 | Deficiencias Auditivas | 12 | Lesión Cerebral Traumática |
| 6 | Retardo Mental | 13 | Deficiencias Visuales (Incluyendo Ceguera) |
| 7 | Múltiples Discapacidades | 14 | No estoy seguro(a)/ no sé |

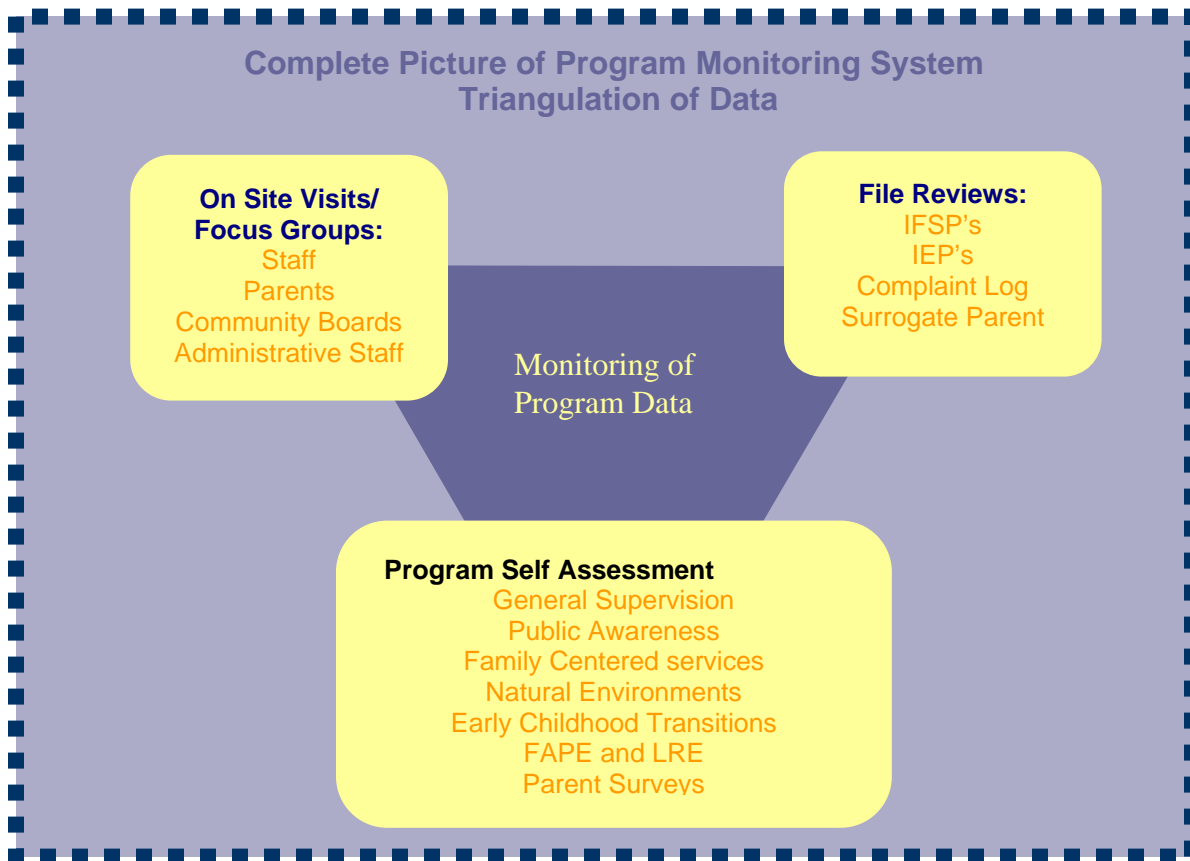
1. WYOMING PART C/PART B 619 MONITORING PROCESS - 2004**SECTION I – INTRODUCTION**

The purpose of the Wyoming Monitoring Process is to ensure that Regional Child Developmental Centers (CDCs) provide high-quality comprehensive services to the children and families they serve. This process is conducted in partnership with State and local staff to support the continuous improvement in the quality of the DD Regional Preschool services.

The monitoring process integrates information from several different levels. The process reviews the program data and child files, information from staff, parents, and community members, as well as the program's own self – assessment by employing a team approach to gathering the information via teams of Program Improvement Facilitators (contracted staff through MPRRC) hosting the focus group session to the desk audits and file reviews completed on site completed by state staff from the DDD and WDE and peer reviewers. Most importantly, the process assesses the focus on the child and family via a parent survey and parent focus groups, allowing families opportunities to explain how the service play out for their children.

Federal and state rules and regulations governing the Part C and 619 Part B programs is the foundation of the Wyoming Monitoring Process. These regulations include IDEA, OSEP, and the Wyoming Department of Education Rules and regulations. These governing entities require that the programs provide comprehensive services to the children and the families that they serve. The knowledge of the regulations and experience provides a basis for the State staff and the Program Improvement Facilitators to understand how each Regional Preschool Program meets the regulations in their own distinctive manner.

A concept map for the Wyoming Monitoring Process shows that the multiple data collection system will assist in assessing the overall program as well as to triangulate data for a more complete assessment of the regional DD preschool programs.



SECTION II – GENERAL INSTRUCTIONS AND TIMELINES
 DDD will monitor approximately one-third of the 14 regions annually. The schedule for monitoring was determined based upon several factors including; dates of past monitoring, size of regions and the region’s proximity to each to facilitate peer monitoring. Several months prior to a monitoring visit the DDD office contacts the CDC and jointly a date for monitoring is established. This date

is then communicated with WDE and MPRRC to ensure that their participation can be scheduled.

Below are outlines of monitoring process timeline and a matrix of the onsite activities:

Wyoming Part C/619 B Monitoring Protocol			
Activity	Purpose	By Whom	Timeline
Information dissemination to Contracted Program Improvement Facilitators	To facilitate their knowledge of the Part C/619 B Monitoring Process and the structure of the Wyoming DD Preschool system	MPRRC	Upon entering a contract with MPRRC
PIF Team assembled and Team Leader identified	To determine the facilitator team and determine team contact	MPRRC	4-6 weeks prior
Notification to Team Leader of any additional focus group questions	To clarify any changes/additions to the focus group questions for assist the PIF team’s preparations.	State Staff	2 weeks prior
Desk Audit Review of Random IEP electronic files	Compliance Review	State Staff	2-3 weeks prior
Analysis of Desk Audits	Identification of Systemic Issues	State Staff	1-2 weeks prior
Self assessment	Analysis of local program	Administrators, Service Coordinators, Service Providers, Parents, Local ICC	Submitted to the DDD annually

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Wyoming

Analysis of Self-Assessments	Identification of Positive program Results/Areas for Improvement	State Staff/ Peer reviewers	4 weeks prior
On-Site Visit (Records Review, Interviews, Focus Groups)	Verifications/Validation /Probe	State Staff/Contract monitors/ Peer monitors	0
Focus Group Report to the State	Monitoring Results	MPRRC	3-4 weeks after
Report to Regions	Monitoring Results	State Staff	4-8 weeks after
Action Plans/TA	Program Improvement and Action Plan Tracker	State Staff	2-12 months after

Proposed Wyoming Part C/619 B On Site Monitoring Protocol			
Activity	Purpose	By Whom	Timeline
PIF Team Planning Meeting	<ul style="list-style-type: none"> ✓ Introduction of PIF Team members ✓ Clarification of PIF Team member assignments ✓ Schedule of events ✓ Review of code of conduct ✓ Overview of the Wyoming DD preschool system 	MPRRC/ State staff	Prior to any interaction with the program staff
Orientation Meeting	<ul style="list-style-type: none"> ✓ Provide opportunity for State Staff to make general comments about the course of the monitoring to program staff ✓ Provide an opportunity for the PIF team and program staff to meet one another ✓ Provide an opportunity for program staff to make a presentation about their program to the PIF team members ✓ Outline the agenda for the monitoring ✓ Tour of the facility 	MPRRC/ State staff/ Program staff	Either the evening prior to or the morning of the beginning of the focus groups
Focus Groups <ul style="list-style-type: none"> • Part C parent group • Part B parent group • Program staff group • ICC/Board/local community group 	Identification of program strengths and systemic issues	PIF Team members	Day 1-3 of onsite monitoring – as scheduled by the program
File Review	Compliance Review	State Staff – Part B & Part C Coordinators/ Peer reviewers	Day 1-3 of onsite visit – occurs simultaneous to the Focus groups
Program Director Interview	Identification of Systemic Issues	State Staff - Early Intervention and Education Program Manger	Day 1-3 of onsite visit – occurs simultaneous to the Focus groups
School District Informal Meeting	Open dialogue for the analysis of local program's performance on transitional issues	State Staff - Early Intervention and Education Program Manger	Day 1-3 of onsite visit, occurs simultaneous w/focus groups
Exit Meeting	<ul style="list-style-type: none"> ✓ Provide the program with the opportunity to reflect on the monitoring process ✓ Provide the program with initial feedback on the outcomes of the monitoring 	State Staff	At the conclusion of the visit

SECTION III – PROGRAM PORTFOLIO

The Program Portfolio is Wyoming DDD's version of a program self-assessment. This piece has been under development but has not yet been implemented within the monitoring process. The Self Assessment will include the following activities by the center: file review, review of practices, administrative practices and policies, Child Find activities, Curriculum choices and implementation, and community involvement. The self-assessment will be due to DDD annually however, the program is also investigating the possibilities of quarterly data reports on different aspects of the self assessment to allow for ongoing data analysis and to not overload the CDCs with a large annual report. The self-assessment will be used in guiding the monitoring process during the regular monitoring cycle as well as triggering a visit by DDD to a local program if there is an apparent need for technical assistance at other times.

SECTION IV – PRE-SITE VISIT**DESK AUDIT STUDENT RECORDS REVIEW**

The student records review is a comprehensive review of the regional preschools' special education evaluation and placement process as well as programs and services provided to students with disabilities. Student record reviews start 2 – 3 weeks before the on-site visit in order to complete the Desk Audit Review of IFSP/IEP files prior to the onsite visit. The Wyoming DDD State Staff will review all electronic records (100%) and are reviewed for:

For Part C

- Referral Source
- Developmental Level
- Evaluations and assessments
- Family Routines, Concerns, and Priorities
- Child Strengths and Concerns
- Meeting Dates for timeliness of services
- 45 day justification
- Eligibility Areas
- Exit information
- Natural Environment
- Interventions
- Service Plan Goal Areas and Expected Outcomes

For Part B

- Meeting Date/IEP Date
- Primary Setting
- Eligibility determination and Eligibility for services
- General Factors
- Recent Evaluations
- Special Factors
- Accommodations and Modifications
- Services in IEP seem appropriate for the disability including ESY and Special Transportation services

DDD staff use the following guidelines to determine which records to review based upon the electronic records review:

For Part C

- Represent each disability category currently represented in the state;
- Have been placed on an IFSP within the last year; and
- Have transitioned from a Part C program to Part B within the past year.

For Part B

- Represent each disability category currently represented in the state;
- Have transitioned from a Part C program to Part B;

- Have been placed in special education within the last year; and
- Have transitioned to the school district within the past year.

SECTION V – ON SITE VISIT**On-site Program Improvement Facilitators Team Planning Meeting**

This meeting occurs before any interaction with the program staff. The activities that are included in this meeting are:

- Introduction of contract monitor team members
- Clarification of assignments
- Schedule of events
- Review of code of conduct
- Overview of the Wyoming Part C/610 B Programs
- Focus Group Process Review
- Facilitator Roles and Responsibilities
- Report Writing Responsibilities and Timelines
- Reimbursement Process
- Specific Question from PIF Team members

Orientation Meeting

This meeting is held with all of the monitoring team and CDC staff. The purpose of the orientation meeting is:

- To provide an opportunity for the DDD Staff to make some general comments about the course of the monitoring
- To provide an opportunity for the PIF Team members and the program staff to meet one another
- To provide program staff with the opportunity to make a presentation about their program to the PIF team
- Outline the agenda for the monitoring visit and how the PIF Team will conduct the focus group simultaneously to the State staff completing other pieces of the monitoring
- To provide the opportunity for program staff and PIF team members to socially interact during a non-structured time (est. 30-60 minutes)
- Brief tour of the physical facility

Focus Group Sessions

DDD will contact a local program representative to coordinate the scheduling of the focus group sessions, orientation meeting, and the exit meeting. DDD will communicate this schedule with WDE and MPRRC. The program representative will need to set up times, locations, and invite individuals to attend focus groups for:

- Part C Parent Focus group
- Part B Parent Focus group
- Direct Staff/Therapists Focus group (excluding management level staff)
- ICC/Board/Community Focus group

ITEMS TO BE VERIFIED DURING THE ON SITE VISIT**1. Student Records**

- Crosscheck at least 20% of the files reviewed in the desk audits. Also, check two other files from each site selected at random. Note any discrepancies.
- Visit with the special education teachers and related service providers during the interviews to confirm implementation of goals/objectives and review schedules to confirm amount of services. Confirm effective practices and areas of concern identified in the self-assessment. Note any discrepancies.
- DDD utilizes the Wyoming Department of Education PART B 619 STUDENT RECORDS REVIEW form to complete file reviews.

2. Focus Groups

- The Program will establish a schedule and invite individuals to participate in the Parent Focus group, ICC and Board Member focus group, and staff focus group. If a program has several centers scheduling several parent and staff focus groups may be necessary.
- Contract monitors will run and record information for the focus groups.

3. Interviews

- DDD Staff will conduct interviews with Regional Preschool Director (in development)

4. Summary Information – Exit Meeting

- Review with the local program any discrepancies with the DDD and come to agreement on the correct percentage(s), effective practices, or areas of concern.
- Complete a review of any findings with the local program.

SECTION VI – POST-SITE ACTIVITIES

- MPRRC will gather the focus group notebooks and computer files and forward to the DDD after final formatting within 3-4 weeks of the completion of the monitoring visit.
- The State staff will create a monitoring report for the preschool program within 4-8 weeks of the onsite visit.
- The State staff will schedule a follow up meeting, within 8 weeks of the onsite visit, with the regional preschool program to review the monitoring report and to establish the collaborative action plan, as needed.
- The State staff will finalize the Collaborative Action plan and forward it to the regional preschool for comments. Once both parties come to agreement on the items on the Action plan and the timelines, the action plan will be implemented.

SECTION VII – Collaborative Action Plan

See the next page for a sample template of a Collaborative Action Plan.

Section VIII – Action Plan Tracker

The DDD will develop and implement a Collaborative Action Plan Tracker. All Collaborative Action Plans, tasks and timelines, will be input into this database. A staff member at the DDD will be assigned to tracking and updating the outlined activities within the Collaborative Action Plans. At a minimum, this staff member will review with other DDD staff, at established staff meetings, the activities and target dates from the Action Plan Tracker. This will ensure that the necessary follow-up and technical assistance will be provided to regions to guarantee that they can bring issues on their Collaborative Action Plan within compliance within one year.

**State Performance Plan (SPP) February 2007
Wyoming State Report Card for 2005-06**

Indic. #	Indicator	Measurement	2005-06 Target	2005-06 Rate	Did State Meet the Target?
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	48.00%	48.23%	Y
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	14.00%	14.19%	N
3	Statewide Assessment	<i>Percent of youth with IEPs dropping out of high school.</i>			
3A	State AYP Objectives	<i>Percent of districts meeting the State's AYP objectives for progress for disability subgroup:</i>			
	Language Arts	Percent of elementary school districts.	65.00%	30.00%	N
	Language Arts	Percent of middle school districts.	35.00%	35.70%	Y
	Language Arts	Percent of high school districts.	35.00%	0.00%	N
	Math	Percent of elementary school districts.	65.00%	93.30%	Y
	Math	Percent of middle school districts.	45.00%	33.30%	N
	Math	Percent of high school districts.	10.00%	0.00%	N
3B	Participation Rate (PAWS)	<i>Participation rate for children with IEPs:</i>			
	Language Arts	Percent of grade 3-6 students.	100.00%	98.66%	N
	Language Arts	Percent of grade 7-8 students.	100.00%	97.67%	N
	Language Arts	Percent of grade 11 students.	100.00%	94.72%	N
	Math	Percent of grade 3-6 students.	100.00%	99.01%	N
	Math	Percent of grade 7-8 students.	100.00%	98.33%	N
	Math	Percent of grade 11 students.	100.00%	95.50%	N
3C	Proficiency Rate (PAWS)	<i>Proficiency rate for children with IEPs:</i>			
	Language Arts	Percent of grade 3-6 students.	42.00%	24.25%	N
	Language Arts	Percent of grade 7-8 students.	45.42%	22.16%	N
	Language Arts	Percent of grade 11 students.	57.00%	18.69%	N
	Math	Percent of grade 3-6 students.	36.50%	40.60%	Y
	Math	Percent of grade 7-8 students.	37.75%	17.70%	N
	Math	Percent of grade 11 students.	46.50%	15.12%	N
4	Suspension/Expulsion Rate	<i>Rates of suspension and expulsion:</i>			
4A	Suspension/Expulsion Rate, Overall	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	4.00%	14.60%	N
4B		Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	TBD	<i>Not reported in 05-06</i>	

State Performance Plan (SPP) February 2007
Wyoming State Report Card for 2005-06

Indic. #	Indicator	Measurement	2005-06 Target	2005-06 Rate	Did State Meet the Target?
5	LRE for Students 6 - 21	<i>Percent of children with IEPs aged 6 through 21 who are:</i>			
5A	Regular Classroom	Removed from regular class less than 21% of the day.	56.00%	55.54%	N
5B	Separate Classroom	Removed from regular class greater than 60% of the day.	9.55%	9.15%	Y
5C	Separate Facilities	Served in public or private separate schools, residential placements, or homebound or hospital placements.	2.46%	2.63%	N
6	LRE for children 3 - 5	Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers.	69.84%	N/A	
7	Child outcomes for children 3 - 5	<i>Percent of preschool children with IEPs who demonstrate improved: (who were at age-level)</i>			
7A	Social-emotional	Positive social-emotional skills (including social relationships).	TBD	22.90%	
7B	Knowledge and skills	Acquisition and use of knowledge and skills (including early language/communication and early literacy).	TBD	22.90%	
7C	Behaviors	Use of appropriate behaviors to meet their needs.	TBD	32.80%	
8	Parent Involvement	<i>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.</i>			
	Part B 619	Preschool (Age 3-5)	70.20%	70.20%	Y
	Part B	K-12	N/A	N/A	
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in related services categories that is the result of inappropriate identification.	0%	<i>Not reported in 05-06</i>	
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	TBD	<i>Not reported in 05-06</i>	
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days.	100.00%	74.50%	N
12	Transition from Part C to Part B	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.	100.00%	N/A	
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.	100.00%	50.80%	N

**State Performance Plan (SPP) February 2007
Wyoming State Report Card for 2005-06**

Indic. #	Indicator	Measurement	2005-06 Target	2005-06 Rate	Did State Meet the Target?
14	Post-secondary Outcomes	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.	TBD	<i>Not reported in 05-06</i>	
15	General Supervision Noncompliance Correction	Percent of noncompliance [related to monitoring priority areas and indicators; related to areas not included in priority areas; identified through other mechanisms] corrected within one year of identification.	100.00%	N/A	
20	General Supervision Timely and Accurate State-Reported Data	Percent of state-reported data that are timely and accurate.	100.00%	N/A	

Wyoming Department of Health
Developmental Disabilities Division
Early Intervention & Education Program

CHILD OUTCOMES SUMMARY FORM

I. Background

1. Today's Date: ____/____/____
Month Day Year

2. Region: _____ 3. Name of Developmental Preschool or Site: _____

4. Child's Last Name: _____ 5. Child's First Name: _____

6. Child's Date of Birth: ____/____/____
Month Day Year

7. Type of Outcomes Summary being completed on this child (*circle one response*):

- a Initial
- b Transition (exit from C, entry to B)
- c Exit (leaving early intervention and education services)

8. This Outcome Summary Form is for:

- a Part B
- b Part C

9. Persons involved in **assigning ratings**:

First and Last Name	Title or Role

10. How was information from the child's parent gathered (*circle all that apply*):

- a Received in team meeting
- b Collected separately
- c Incorporated into assessment(s)
- d Other: _____

11. List any "special considerations" (e.g., child hospitalized, new intervention was implemented, new adaptations used, or other family issues) that are important in interpreting the summary of results:

II. POSITIVE SOCIO-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

To answer the questions below, think about the child's functioning in these and closely related areas:

Relating with adults; Relating with other children; Following rules related to groups or interacting with others (if older than 18 months)

A. Evidence of Skills

1. State-Approved Core Assessments

List the state-approved core assessments that you used in assigning your rating. List also the highest level of positive socio-emotional skills the child demonstrated, i.e., if the child demonstrated age-appropriate skills, list those; if not, then list the immediate foundational skills the child demonstrated; if none, list the foundational skills the child demonstrated. Be specific. Indicate whether the skill you listed is age-appropriate (AA), immediate foundational (IF), or foundational (F).

Assessment Name	Assessment Date	Summary of the actual test results (e.g., test scores)	List the Positive socio-emotional age-appropriate skills the child demonstrated on this assessment; if none, list the positive socio-emotional immediate foundational skills the child demonstrated; if none, list the positive socio-emotional foundational skills this child demonstrated.	The skill listed:
				AA IF F
				AA IF F

2. Other Data

List the other data you used to assign your ratings. This could include IFSP/IEP goals, Parents, Teacher Observations, non-core assessments, or other useful data sources. Then list the highest level of skill the child demonstrated on each of these sources. Indicate whether the skill you listed is age-appropriate (AA), immediate foundational (IF), or foundational (F).

Did you use this source?	Data Collection Date	List the positive socio-emotional age-appropriate skills the child demonstrated via this source; if none, list the positive socio-emotional immediate foundational skills the child demonstrated; if none, list the positive socio-emotional foundational skills this child demonstrated.	The skill listed:
a. Parent: Yes No			AA IF F
b. IFSP/IEP Goals: Yes No			AA IF F
c. Other (list):			AA IF F
d. Other (list):			AA IF F

To determine the Overall Rating, answer the following two questions.

3. Think of the positive socio-emotional **age-appropriate** skills the child demonstrated as indicated in the tables above. Did the child demonstrate these **age-appropriate** skills across all or almost all everyday situations (multiple settings)? (Circle one response)

a Yes → 7 or 6 b Somewhat → 5 c Rarely → 4 d Child demonstrated **no** age-appropriate skills (go to Q4)

4. Think of the positive socio-emotional **immediate foundational** skills the child demonstrated as indicated in the tables above. Did the child demonstrate these **immediate foundational** skills across all or almost all everyday situations (multiple settings)? (Circle one response; If you answered a, b, or c for question 3, no need to answer)

a Yes → 3 b Somewhat → 2 c No → 1 d Child demonstrated no immediate foundational skills → 1

B. Overall Rating

1. Based on your answers to questions A.3. and A.4., to what extent does this child show positive social-emotional behaviors and skills appropriate for his or her age across a variety of settings and situations? (Circle one number)

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

III. ACQUIRING AND USING KNOWLEDGE AND SKILLS

To answer the questions below, think about the child's functioning in these and closely related areas:

Thinking, reasoning, remembering, and problem solving; Understanding symbols; Understanding the physical and social worlds

A. Evidence of Skills

1. State-Approved Core Assessments

List the state-approved core assessments that you used in assigning your rating. List also the highest level of skills the child demonstrated in the area of acquiring and using knowledge and skills, i.e., if the child demonstrated age-appropriate skills, list those; if not, then list the immediate foundational skills the child demonstrated; if none, list the foundational skills the child demonstrated. Be specific. Indicate whether the skill you listed is age-appropriate (AA), immediate foundational (IF), or foundational (F).

Assessment Name	Assessment Date	Summary of the actual test results (e.g., test scores)	List the age-appropriate skills the child demonstrated on this assessment in the area of acquiring and using knowledge and skills; if none, list the immediate foundational skills the child demonstrated in this outcomes area; if none, list the foundational skills this child demonstrated.	The skill listed:
				AA IF F
				AA IF F

2. Other Data

List the other data you used to assign your ratings. This could include IFSP/IEP goals, Parents, Teacher Observations, non-core assessments, or other useful data sources. Then list the highest level of skill the child demonstrated on each of these sources. Indicate whether the skill you listed is age-appropriate (AA), immediate foundational (IF), or foundational (F).

Did you use this source?	Data Collection Date	List the age-appropriate skills the child demonstrated via this source in the area of acquiring and using knowledge and skills; if none, list the immediate foundational skills the child demonstrated in this outcomes area; if none, list the foundational skills this child demonstrated.	The skill listed:
a. Parent: Yes No			AA IF F
b. IFSP/IEP Goals: Yes No			AA IF F
c. Other (list):			AA IF F
d. Other (list):			AA IF F

To determine the Overall Rating, answer the following two questions.

3. Think of the **age-appropriate** skills related to acquiring and using knowledge/skills the child demonstrated as indicated in the tables above. Did the child demonstrate these **age-appropriate** skills across all or almost all everyday situations (multiple settings)? (Circle one response)

a Yes → 7 or 6 b Somewhat → 5 c Rarely → 4 d Child demonstrated no age-appropriate skills (go to Q4)

4. Think of the **immediate foundational** skills related to acquiring and using knowledge/skills the child demonstrated as indicated in the tables above. Did the child demonstrate these **immediate foundational** skills across all or almost all everyday situations? (Circle one response; If you answered a, b, or c for question 3, no need to answer)

a Yes → 3 b Somewhat → 2 c No → 1 d Child demonstrated no immediate foundational skills → 1

B. Overall Rating

1. Based on your answers to questions A.3. and A.4., to what extent does this child acquire and use knowledge and skills appropriate for his or her age across a variety of settings and situations? (Circle one number)

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

IV. TAKING APPROPRIATE ACTION TO MEET NEEDS

To answer the questions below, think about the child's functioning in these and closely related areas:

Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.); Contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects) (if older than 24 months); Getting from place to place (mobility) and using tools (e.g., forks, strings attached to objects)

A. Evidence of Skills

1. State-Approved Core Assessments

List the state-approved core assessments that you used in assigning your rating. List also the highest level of skill the child demonstrated in the area of taking appropriate action to meet needs, i.e., if the child demonstrated age-appropriate skills, list those; if not, then list the immediate foundational skills the child demonstrated; if none, list the foundational skills the child demonstrated. Be specific. Indicate whether the skill you listed is age-appropriate (AA), immediate foundational (IF), or foundational (F).

Assessment Name	Assessment Date	Summary of the actual test results (e.g., test scores)	List the age-appropriate skills the child demonstrated on this assessment in the area of taking appropriate action to meet needs; if none, list the immediate foundational skills the child demonstrated in this outcomes area; if none, list the foundational skills this child demonstrated.	The skill listed:
				AA IF F
				AA IF F

2. Other Data

List the other data you used to assign your ratings. This could include IFSP/IEP goals, Parents, Teacher Observations, non-core assessments, or other useful data sources. Then list the highest level of skill the child demonstrated on each of these sources.

Indicate whether the skill you listed is age-appropriate (AA), immediate foundational (IF), or foundational (F)

Did you use this source?	Data Collection Date	List the age-appropriate skills the child demonstrated via this source in the area of taking appropriate action to meet needs; if none, list the immediate foundational skills the child demonstrated in this outcomes area; if none, list the foundational skills this child demonstrated.	The skill listed:
a. Parent: Yes No			AA IF F
b. IFSP/IEP Goals: Yes No			AA IF F
c. Other (list):			AA IF F
d. Other (list):			AA IF F

To determine the Overall Rating, answer the following two questions.

3. Think of the **age-appropriate** skills related to taking appropriate action to meet needs the child demonstrated as indicated in the tables above. Did the child demonstrate these **age-appropriate** skills across all or almost all everyday situations (multiple settings)? *(Circle one response)*

a Yes → 7 or 6 b Somewhat → 5 c Rarely → 4 d Child demonstrated no age-appropriate skills (go to Q4)

4. Think of the **immediate foundational** skills related to taking appropriate action the child demonstrated as indicated in the tables above. Did the child demonstrate these **immediate foundational** skills across all or almost all everyday situations? *(Circle one response; If you answered a, b, or c for question 3, no need to answer)*

a Yes → 3 b Somewhat → 2 c No → 1 d Child demonstrated no immediate foundational skills → 1

B. Overall Rating

1. Based on your answers to questions A.3. and A.4., to what extent does this child take appropriate actions to meet needs that are appropriate for his or her age across a variety of settings and situations? **(Circle one number)**

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

V. CHILD'S PROGRESS

Complete this section **only** if this is an annual or exit outcomes summary. Do not complete this section if this is an initial outcomes summary for this child.

Think of the progress the child has made since the initial or prior annual outcomes summary. Then answer the following three questions.

A. Positive Socio-Emotional Skills

1. Has the child shown any new skills or behaviors related to positive socio-emotional skills (including positive social relationships) since the last completion of the child outcomes summary form?

- a Yes b No

If no, please explain:

B. Acquiring and Using Knowledge and Skills

1. Has the child shown any new skills or behaviors related to acquiring and using knowledge and skills since the last completion of the child outcomes summary form?

- a Yes b No

If no, please explain:

C. Taking Appropriate Action to Meet Needs

1. Has the child shown any new skills or behaviors related to taking appropriate action to meet needs since the last completion of the child outcomes summary form?

- a Yes b No

If no, please explain:

Wyoming Department of Education Post-School Data Collection Questions to Address Indicator #14

Post-School Data Collection Survey (PSS)

Hi my name is _____. I'm calling on behalf of the Wyoming Department of Education. May I please speak to *[insert student name]*?

Note 1: if the person says something about the student not being able to talk on the phone e.g., because of his/her disability, ask if you may ask that person the questions about the student in question.

Note 2: if the person asks why you want to speak to the student say: The Wyoming Department of Education wants to improve its services to students with disabilities. As such, they are interviewing students who left school a year ago to determine if they've continued their education or if they are working.

Note 3: If the person wants to contact someone from the Wyoming Department of Education, he/she may contact: Donna Thompson, 307-7772569

Once the student is on the phone say:

Hi my name is _____. I'm calling on behalf of the Wyoming Department of Education. *The Wyoming Department of Education wants to improve its services to students. As such, they are interviewing students who left school a year ago to determine if they've continued their education or if they are working.*

1. Indicate who is the person responding to the questions:

- (1) the student
- (2) parent
- (3) guardian
- (4) someone else (who: _____)

EDUCATION SECTION

First I want to ask you some questions about education and training you have received since leaving high school.

2 There are different types of education that you may have participated in For example, you may have attended college or you may have received job training or vocational training. Which of the following best describes your current educational status? *(Read these options and select one)*

- (1) I'm currently enrolled full-time in an educational or training program or pursuing a degree
- (2) I'm currently enrolled part-time in an educational or training program or pursuing a degree
- (3) I completed an education program, training, or degree
- (4) I have attended some type of education since leaving high school but quit the program before completion
- (5) I have not attended any further educational or training program *(skip to question 4)*
- (6) I returned to high school during the 2006-07 school year (end interview)
- (98) Don't know
- (99) Refused to answer

3 What type of educational or training program are you/have you been enrolled in since leaving high school? Have you attended a *(Read these options and **check all that apply**):*

- (1) High school completion program including an Adult Basic Education or GED program?
- (2) Short-term education or employment training program such as the Job Corps, WIA, or DVR?
- (3) Vocational or Technical School – (a certificate program or less than a 2-year program)?
- (4) Two-year Community or Technical College?
- (5) Four-year College or University?
- (6) Educational program while incarcerated?
- (7) Other (describe: _____)
- (98) Don't know
- (99) Refused to answer

EMPLOYMENT SECTION

Now I'd like to know about your work history since leaving high school.

4 Which of the following best describes your current employment status? *(Read these options and select one)*

- (1) I am currently working for pay
- (2) I am not currently working for pay but I have worked for pay since leaving high school
- (3) I am not currently working for pay and I haven't worked for pay since leaving high school *(skip to end of interview)*
- (98) Don't know
- (99) Refused to answer

Ask the following questions about the current job, or if not currently working, ask this about the longest job held since leaving high school.

5 Is/was your job: *(Read these options and select one.)*

- (1) in an integrated, competitive employment setting where most employees are non-disabled?
- (2) in a home-based business or as a homemaker?
- (3) in the military
- (4) In a sheltered setting (where most workers have disabilities)
- (5) in a supported employment setting (paid work in community with support services)
- (6) Within jail or prison?
- (7) unpaid volunteer or internship
- (8) other (what: _____)
- (98) Don't know
- (99) Refused to answer

6 On this job, are you paid at least minimum hourly wage (\$5.15/hr)?

- (1) no
- (2) yes
- (98) Don't know
- (99) Refused to answer

7 How many hours do you usually work per week at this job? **(Record number of hours)**

- (98) Don't know
- (99) Refused to answer

End of Interview:

Thank you very much for taking the time to answer my questions.