

WYOMING



**Wyoming  
Annual Performance Report  
for Special Education  
FFY 2012**

Wyoming Department of Education  
Special Programs Division  
320 West Main Street  
Riverton, WY 82501  
<http://edu.wyoming.gov>

**February 3, 2014**

**WYOMING**

**Wyoming  
Annual Performance Report for Special Education  
FFY 2012 (2012-2013)**

**Submitted to the  
Office of Special Education Programs  
U.S. Department of Education  
February 3, 2014**

**Wyoming Department of Education  
Special Programs Division  
320 West Main Street  
Riverton, WY 82501  
<http://edu.wyoming.gov>**

**WYOMING**

**Table of Contents**

<b>Acronym List</b>		<b>Page 6</b>
<b>Overview:</b>		<b>Page 8</b>
<b>Indicator 1:</b>	Percent of youth with IEPs graduating from high school with a regular diploma.	<b>Page 11</b>
<b>Indicator 2:</b>	Percent of youth with IEPs dropping out of high school.	<b>Page 15</b>
<b>Indicator 3</b>	<p>Participation and performance of children with disabilities on statewide assessments:</p> <ul style="list-style-type: none"> <li>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;</li> <li>B. Participation rate for children with disabilities;</li> <li>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.</li> </ul>	<b>Page 18</b>
<b>Indicator 4A:</b>	<p>Rates of suspension and expulsion:</p> <p>Percent of districts identified by the State as having a significant discrepancy in the rate of suspensions and expulsions of children with IEPs for greater than 10 days in a school year; and</p>	<b>Page 28</b>
<b>Indicator 4B:</b>	<p>Rates of suspension and expulsion:</p> <p>Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p>	<b>Page 31</b>
<b>Indicator 5:</b>	<p>Percent of children with IEPs aged 6 through 21 served:</p> <ul style="list-style-type: none"> <li>A. Inside the regular class 80% or more of the day;</li> <li>B. Inside the regular class less than 40% of the day; or</li> <li>C. In separate schools, residential facilities, or homebound/hospital placements.</li> </ul>	<b>Page 34</b>
<b>Indicator 6:</b>	<p>Percent of children aged 3 through 5 with IEPs attending a:</p> <ul style="list-style-type: none"> <li>A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and</li> <li>B. Separate special education class, separate school or residential facility.</li> </ul>	<b>Page 37</b>

## FFY 2012 APR – Part B

### WYOMING

<b>Indicator 7:</b>	Percent of preschool children with IEPs who demonstrate improved: <ul style="list-style-type: none"> <li>A. Positive social-emotional skills (including social relationships);</li> <li>B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and</li> <li>C. Use of appropriate behaviors to meet their needs.</li> </ul>	<b>Page 40</b>
<b>Indicator 8:</b>	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.	<b>Page 46</b>
<b>Indicator 9:</b>	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	<b>Page 49</b>
<b>Indicator 10:</b>	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	<b>Page 53</b>
<b>Indicator 11:</b>	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.	<b>Page 57</b>
<b>Indicator 12:</b>	Percent of children referred by Part C prior to age 3, who are found eligible for Part B who have an IEP developed and implemented by their third birthdays.	<b>Page 61</b>
<b>Indicator 13</b>	Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable secondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	<b>Page 65</b>
<b>Indicator 14</b>	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: <ul style="list-style-type: none"> <li>A. Enrolled in higher education within one year of leaving high school.</li> <li>B. Enrolled in higher education or competitively employed within one year of leaving high school.</li> <li>C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.</li> </ul>	<b>Page 69</b>
<b>Indicator 15:</b>	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.	<b>Page 75</b>
<b>Indicator 15</b>	Summary of noncompliance identified during FFY 2010 and corrected during	<b>Page 78</b>

## FFY 2012 APR – Part B

### WYOMING

<b>Worksheet</b>	FFY 2011.	
<b>Indicator 16:</b>	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 agreed to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.	<b>Not Reported for FFY 2012</b>
<b>Indicator 17:</b>	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.	<b>Not Reported for FFY 2012</b>
<b>Indicator 18:</b>	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.	<b>Page 81</b>
<b>Indicator 19:</b>	Percent of mediations held that resulted in mediation agreements.	<b>Page 83</b>
<b>Indicator 20:</b>	State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.	<b>OSEP to calculate for FFY 2012</b>
<b>Appendix A</b>	SPP Improvement Strategies Table	<b>Page 85</b>
<b>Appendix B</b>	FFY 2011 Improvement Activities Table	<b>Page 89</b>

# FFY 2012 APR – Part B

## WYOMING

### Acronym List for the Annual Performance Report Acronym Definition

APR	Annual Performance Report
AT	Assistive Technology
AYP	Adequate Yearly Progress
BHD	Behavioral Health Division (Wyoming Department of Health)
BI	Traumatic Brain Injury
CAP	Corrective Action Plan
CD	Cognitive Disability
CDC	Child Development Center
CEIS	Coordinated Early Intervening Services
COPS	Court Ordered Placed Students
COSF	Child Outcomes Summary Form
CSPR	Consolidated State Performance Report
DAC	Data Accountability Center
DDD	Developmental Disabilities Division (former name of the Wyoming Department of Health, Behavioral Health Division)
ED	Emotional Disability
EDEN	Education Data Exchange Network
EIEP	Early Intervention and Education Program (part of the Wyoming Department of Health, Behavioral Health Division)
EIMAC	Education Information Management Advisory Consortium
EMAPS	EDFacts Metadata and Process System
ESEA	Elementary and Secondary Education Act
ESS	EDEN Submission System
ESY	Extended School Year
FAPE	Free Appropriate Public Education
FFY	Federal Fiscal Year
HI	Hearing Impairment
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IEU	Intermediate Education Unit
IFSP	Individualized Family Service Plan
LD	Learning Disability
LEA	Local Education Agency
LRE	Least Restrictive Environment
MOE	Maintenance of Effort
MOU	Memorandum of Understanding
MSIP	Monitoring and State Improvement Planning (Division of OSEP)
MU	Multiple Disabilities
<i>n</i>	Group Size (number)
NCES	National Center for Educational Statistics
NCLB	No Child Left Behind Act
NSTTAC	National Secondary Transition Technical Assistance Center
OESE	Office of Elementary and Secondary Education
OSEP	Office of Special Education Programs
PAWS	Proficiency Assessment of Wyoming Students
PAWS-ALT	Proficiency Assessment of Wyoming Students – Alternate Assessment
PBIS	Positive Behavior Interventions and Supports
PD	Professional Development

**FFY 2012 APR – Part B****WYOMING**

PIC	Parent Information Center
PLAAFP	Present Levels of Academic Achievement and Functional Performance
PSC	Partners Support Contractors
PTI	Parent Training and Information Centers
RtI	Response to Intervention
SEA	State Education Agency
SIF	Schools Interoperability Framework
SIS	Student Information System
SPDG	State Personnel Development Grant
SPP	State Performance Plan
SWD	Students With Disabilities
TA	Technical Assistance
TAESE	Technical Assistance for Excellence in Special Education
UPLIFT	Wyoming Federation of Families for Children's Mental Health
USDE	United States Department of Education
VI	Visual Impairment
WDE	Wyoming Department of Education
WDH	Wyoming Department of Health
WISE	Wyoming Integrated Statewide Education Data System
WRIR	Wind River Indian Reservation

### Part B State Annual Performance Report (APR) for FFY 2012

#### Overview of the Annual Performance Report Development:

##### Introduction

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

The APR for FFY 2012 provides a description of the process that Wyoming used to develop this report, including how and when the state will report to the public on: 1) Wyoming's progress and/or slippage in meeting the measurable and rigorous targets found in the SPP; and 2) the performance of each of the state's local educational agencies on the targets in the SPP.

With the submission of the revised State Performance Plan and FFY 2010 APR, the Wyoming Department of Education (WDE) set forth its redesigned approach for improving results on the twenty compliance and outcomes indicators. To summarize the approach laid out in the SPP, the WDE uses data, both in the aggregate and analyzed through a variety of drill downs, to develop improvement activities for a specific federal fiscal year. This process is repeated annually to determine the efficacy of the improvement activities and if necessary, to redesign and modify the activities based on the results. The primary vehicle for doing this is the statewide data drilldown. This strategy is laid out in far greater detail in the introduction to the SPP.

The WDE has crafted a consistent structure of the discussion within each indicator. First the aggregate data are laid out, followed by the explanation of progress or slippage. Next is a discussion of the results of the statewide data drilldown as it relates to this indicator. The data could have confirmed the effectiveness of the State's improvement strategies, which would lead to continuing or expanding on those activities. The data could show that in the context of overall improvement, there could be a regression in data for certain subgroups (disabilities groups, age groups, race/ethnicity groups, etc). This could prompt the WDE to redesign its improvement strategies or create new improvement activities based on specific data-based concerns. When data show a negative trend, the WDE refocuses its improvement efforts altogether to create a new approach focused on statewide improvement, as the past activities did not produce the desired effect.

The WDE pursues all promising avenues during the statewide data drilldown in order to achieve two objectives: 1) the Department determines whether or not activities undertaken during the prior year have been effective in improving key data, and 2) the State notes areas of poor performance upon which to focus during the upcoming school year(s). As described in the SPP, the WDE uses this annual data review to identify topics and audiences for professional development and technical assistance and to set priorities for monitoring. However, information from the statewide data drilldown affects all aspects of the general supervision system. It is also used to identify specific areas in which guidance documents are needed, plan focused fiscal oversight, determine staffing needs and more. Ultimately, evaluation of the effectiveness of each activity takes place through measuring the data changes that have or have not taken place. Thus, all of the WDE's general supervision activities begin and end with data—data regarding student results and outcomes.

In keeping with this framework, the modified structure adopted by WDE for FFY 2010 reporting on its improvement activities is again employed for the FFY 2012 APR. Wyoming's revised SPP describes the broad strategies the State is employing in its general supervision system. The State considers each of these strategies completed within its general supervision system to be improvement activities, since all of them must contribute to improving educational results and functional outcomes for students with disabilities. Appendix B of the APR describes specific steps taken within the Department's system of general supervision during FFY 2012 to address specific needs and areas of weakness within particular indicator areas as noted during the FFY 2012 statewide data drilldown.



**Wyoming's Broad Stakeholder Input**

The WDE Special Programs Division staff collected and analyzed a variety of data to develop the Annual Performance Report for FFY 2012. However, to meet the requirements of IDEA 2004, the WDE Special Programs Division annually solicits broad stakeholder input into the State Performance Plan and Annual Performance Report. As in prior years, Wyoming Advisory Panel for Students with Disabilities (WAPSD) serves to provide this broad stakeholder input as the required membership includes parents, educators, and a variety of state agency representatives (in accordance with 34 C.F.R. §§300.167 - 300.169). Parents of children with disabilities make up the majority of the panel's membership which brings a very valuable perspective to the analysis of the data and subsequent improvement activities conducted by the WDE.

The WAPSD reviewed the SPP/APR indicators and data throughout FFY 2012 as part of their process of developing project priorities for the year. The WDE distributed data and draft narratives for individual sections of the FFY 2012 APR to the panel. Additionally, the WDE facilitated data review activities with the WAPSD and LEA directors of special education in order to increase their familiarity with statewide data and obtain data-based feedback on effective improvement activities from these critical stakeholders.

**Ensuring Data Accuracy**

The Special Programs Division works in collaboration with the Information Management, Standards, Learning and Accountability, and Assessment Divisions of the WDE in the collection of data regarding students with disabilities ages three through 21 and the ensuing verification of data accuracy. Since the implementation of a unique student identification system (Wyoming Integrated Statewide Education Data System – WISE), the WDE has the capability to cross validate the various data reports submitted by local school districts. In addition, the WDE Special Programs Division completes a review of actual student files from each school district in the State to ensure the submitted data are accurate. As a result, the state has confidence that data submitted by school districts continue to be highly accurate.

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

The State Performance Plan continues to be the driving force for all of the major projects, initiatives, and monitoring efforts of the WDE's Special Programs Division. After any revision to the SPP, the document is placed on the WDE website for public review. Each Annual Performance Report (APR) accompanies the SPP documents on the WDE's external website ([http://edu.wyoming.gov/programs/special\\_education/spp\\_apr.aspx](http://edu.wyoming.gov/programs/special_education/spp_apr.aspx)).

FFY 2012 versions of both documents will be sent to each school district and the BHD through the online process used to provide superintendents and special education directors with memoranda and information from the WDE.

In addition, each member of the Wyoming Advisory Panel for Students with Disabilities will receive a copy of the SPP and APR documents at the February 2013 meeting. The State's parent advocacy groups will receive information about where the documents can be accessed, and the WDE will encourage these organizations to share this information with parents throughout Wyoming. In addition, presentations at various venues (such as the annual WDE Leadership Symposium and Regional Data Share-Out meetings) will include data from the APR and explanations of progress or slippage related to the SPP indicators. The WDE will continue to review and revise its improvement activities and their effect on improving outcomes for students with disabilities through data-based decision making processes.

**Annual Report to the Public Regarding the Measurable and Rigorous Targets**

In accordance with 20 U.S.C. 1416(b)(C)(ii), the WDE reports annually to the public on the performance of each local educational agency (including the BHD) on the targets in the State Performance Plan. This is accomplished through the issuance of individual school district "Report Cards," which are issued each spring. LEA Report Cards can be reviewed at: [http://edu.wyoming.gov/Programs/special\\_education/spp\\_apr.aspx](http://edu.wyoming.gov/Programs/special_education/spp_apr.aspx). Each District Report Card lists whether a district met the applicable indicator targets. It also compares the district rates to the State rates and to other districts in the population cohort. The District Report Cards, data from the desk audit component of the monitoring system, and results of on-site monitoring visits are used to make *determinations* for each of the local school districts as outlined in Wyoming's Chapter 7 Rules. Determinations and District Report Cards are reported annually to each district no later than 120 days from the submission of the APR.

### WYOMING

In addition, Report Cards are reviewed annually by the WDE and stakeholders as part of the State's general supervision system to determine the need for technical assistance and professional development in the process of preventing possible noncompliance and correcting confirmed noncompliance. These efforts are conducted for the purpose of ensuring positive functional and academic outcomes for children with disabilities ages three through 21 in the State of Wyoming.

#### **Improvement Activity Tables**

The State has included all improvement strategies in Appendix A and specific improvement activities for FFY 2012 in Appendix B for ease of reference. The Improvement Activity Table lists each of the activities organized by general supervision improvement area. The table outlines the indicator(s) on which each activity is designed to improve performance. The improvement areas are directly aligned to the eight areas of general supervision outlined in the introduction to the State's revised SPP. Each area has been organized to maximize the WDE's resources in order to assist all Wyoming's LEAs in providing and improving their IDEA Part B services to each of the State's students with disabilities.

## FFY 2012 APR – Part B

### WYOMING

#### Part B State Annual Performance Report (APR) for FFY 2012

**Monitoring Priority: FAPE in the LRE**

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

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

**Measurement:** Wyoming uses the Federal Four-Year Adjusted Cohort Graduation Rate or “on-time” graduation rate.

On-Time Graduation Rate = 
$$\frac{\text{On-Time Graduates}}{\text{Expected On-Time Graduates}}$$

A graduation cohort is a group of students who begin as first-time 9<sup>th</sup> graders in a particular school year, which is then adjusted over time by adding any students transferring into a cohort in a school and by subtracting any students who transfer out or are otherwise allowed to be removed from the cohort.

FFY	Measurable and Rigorous Target
2012 (2012-2013)	51.0% of youth with IEPs graduating from high school with a regular diploma

**Actual Target Data for FFY 2012:**

**Display 1-1: Graduation Rate for Students with Disabilities**

	Students w/ Disabilities
Number of Students Who Graduated	595
Number of Students with Disabilities Eligible to Graduate	1014
<b>Percent of Students with Disabilities Who Graduated</b>	<b>58.7%</b>

**WDE met the Indicator 1 target for FFY 2012.**

## FFY 2012 APR – Part B

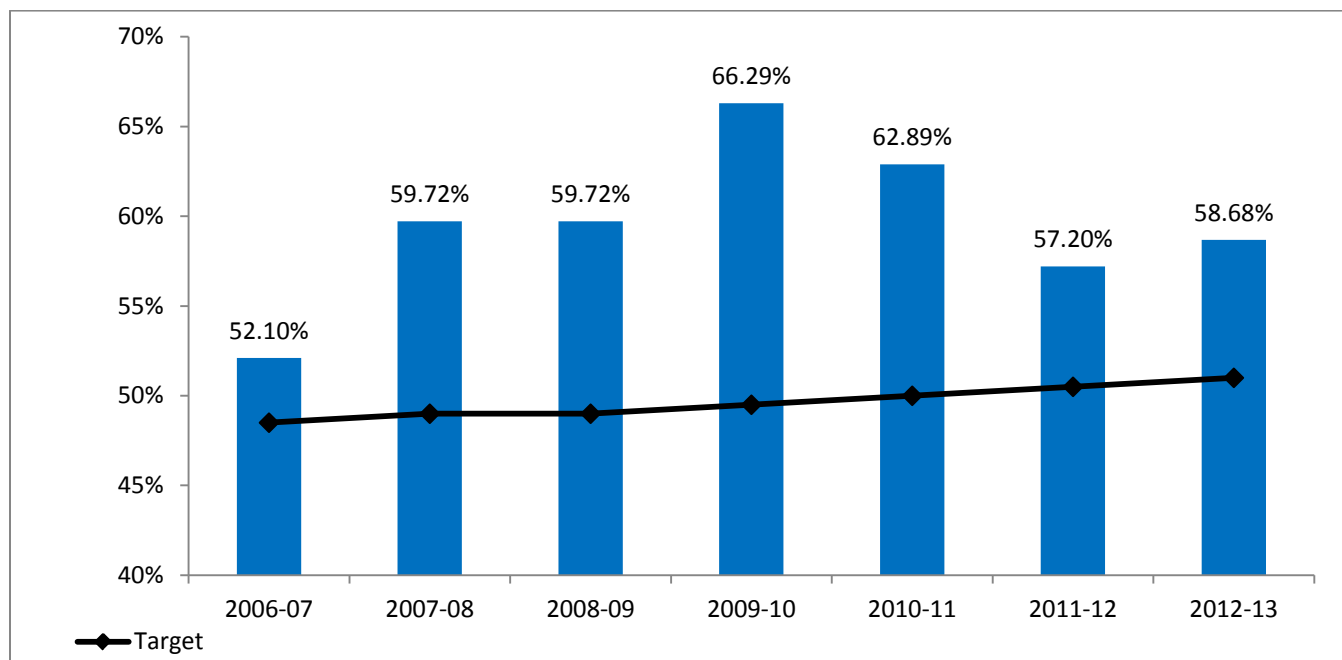
### WYOMING

**Display 1-2: Graduation Rates for Students with Disabilities and All Students – Results Over Time**

School Year	Overall Graduation Rates*	Number of Overall Graduates	Graduation Rates for Students with Disabilities	Number of Graduating Students with Disabilities
2005-2006	81.6%	5,942	50.5%	462
2006-2007	79.1%	5,409	52.1%	474
2007-2008	79.29%	5,483	59.72%	553
2008-2009*	79.29%	5,483	59.72%	553
2009-2010	81.35%	5,480	66.29%	584
2010-2011	80.42%	5,416	62.89%	527
2011-2012	79.74%	5,468	57.20%	536
2012-2013	78.89%	5,419	58.68%	595

\*Beginning with the 2008-2009 school year, WDE has used the OSEP “data lag” option.

**Display 1-3: Percent of Students with Disabilities Graduating in Four Years with Regular Diploma – Results Over Time**



#### **Valid and Reliable Data**

The WDE obtains data for Indicator 1 calculations through the Wyoming Department of Education (WDE) Information Management Division after a rigorous process of validation and adjudication. The data is the same as those reported in the *NCLB* CSPR. Wyoming has aligned the data source and measurement with ESEA; therefore the figures used in this indicator are from 2011-2012 graduation data and reflect a one-year data lag.

### WYOMING

#### **Wyoming Graduation Requirements**

The requirements for earning a high school diploma from any school district in the State of Wyoming are as follows:

- The successful completion of four years of English; three years of mathematics; three years of science; three years of social studies. [W.S. §21-2-304(a)(iii)]
- Satisfactorily passing an examination of the principles of the Constitution of the United States and the State of Wyoming. (W.S. §21-9-102)
- Evidence of proficient performance, at a minimum, on the uniform student conduct and performance standards for the common core of knowledge and skills. [W.S. 21-2-304(a)(iii) and (iv)]

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 must 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.

#### **Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target, that occurred for FFY 2012:**

For FFY 2012, WDE is reporting 58.7% of youth with IEPs graduated from high school with a regular diploma. The State exceeded its target of 51.0%. Although the WDE is not required to discuss improvement activities and explain slippage, the State thinks it is important to share the results of data analysis and improvement strategies with its stakeholders.

As indicated in Display 1-2 and Display 1-3, the graduation rate for students with disabilities increased from FFY 2005 to FFY 2009; however, in FFY 2010 and FFY 2011, the State experienced a decrease in the rate. The FFY 2012 rate is slightly higher than the FFY 2001 rate, but still almost eight percentage points lower than the FFY 2009 rate. The FFY 2010 rate (based on the 2009-2010 cohort) marks the first time WDE has used a cohort four-year graduation rate. This means the graduation rate includes only "on-time" graduates who earn a regular diploma within four years of entering high school. Although this rate establishes a uniform and accurate way to calculate and compare graduation rates among states, it means students who take longer than four years to graduate are not counted as graduates.

Also, as Display 1-2 illustrates, graduation rates have decreased for all students in Wyoming over the past two years, and these data are of great concern to the WDE, the Governor's office, the Legislature and the State Board of Education. As a result, the WDE delivers statewide technical assistance and professional development opportunities for all educators on an annual basis to reverse this apparent trend.

As shown in Display 1-4, when students who take longer than four years to earn a regular diploma are included in this calculation, graduation rates for students with disabilities increase. This table shows that the 5-year graduation rate for the 2009-10 cohort is 67.8% which represents an increase of about five percentage points over the 4-year graduation rate (62.9%); further the 6-year graduation rate for this cohort is 69.9% which is a seven percentage point increase from the 4-year rate. A similar pattern is emerging for the 2010-11 cohort with its 5-year graduation rate (62.5%) about five percentage points higher than its 4-year rate (57.2%).

## FFY 2012 APR – Part B

### WYOMING

**Display 1-4: Comparison of 4-Year and 5-Year Graduation Rates for Students with Disabilities – Results Over Time**

Group	4-Year		5-Year Extended		6-Year Extended	
	Cohort Size	Grad Rate	Cohort Size	Grad Rate	Cohort Size	Grad Rate
2009-10 Cohort (High School Start Year 2006-07)	883	62.9%	851	67.8%	848	69.9%
2010-11 Cohort (High School Start Year 2007-08)	937	57.2%	928	62.5%		
2011-12 Cohort (High School Start Year 2008-09)	1014	58.7%				

#### **Discussion of Improvement Activities Completed:**

When the statewide drill-down is conducted, the WDE calculates a “proxy” graduation rate. This graduation rate is based on students with disabilities in grades 9-12 in a given school year who had terminal exit codes (graduated with a diploma, graduated with a certificate, dropped-out, or aged out after completing the school year in which they turned 21 years of age). From this group of exiters, the WDE calculates the percentage of students who graduated with a diploma. This serves as the proxy graduation rate. When using this graduation rate calculation, the statewide data drill down conducted in September 2013 revealed:

- The graduation rate for students who are Native American (42.4%) is lower than that of students who are white (64.6%).
- Graduation rate for students with an Emotional Disability (46.8%) is one of the lowest rates.

Specific improvement activities implemented in FFY 2012 are listed in Appendix B of this document. This table includes a description of each activity and indicates which indicators were most impacted by the implementation of each activity. The activities are coded according to their connection to the eight main components of Wyoming's system of general supervision.

#### **Additional Information Required by the OSEP APR Response Table for this Indicator:**

No additional information was required from Wyoming.

#### **Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY2012: N/A**

## FFY 2012 APR – Part B

### WYOMING

#### Part B State Annual Performance Report (APR) for FFY 2012

**Monitoring Priority: FAPE in the LRE**

**Indicator 2:** Percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

**Measurement:** Wyoming uses the same dropout data used in the *NCLB* Consolidated State Performance Report (CSPR). 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.

**Data Source:** Wyoming uses the data reported in the cumulative completer collection which is compiled by the WDE on an annual basis.

**For FFY 2012, the WDE has chosen the OSEP option to report using the same data source and measurement that were used for the FFY 2011 APR that was submitted on February 14, 2013.**

FFY	Measurable and Rigorous Target
2012 (2012-2013)	12.8% of youth with IEPs dropping out of high school

**Actual Target Data for FFY 2012:**

**Display 1-1: Drop-Out Rate for Students with Disabilities**

	Students w/ Disabilities
Number of Students Who Dropped Out	199
Number of Students with Disabilities in the Cohort Denominator	3481
<b>Percent of Students with Disabilities who Dropped Out</b>	<b>5.72%</b>

**WDE met the Indicator 2 target for FFY 2012.**

## FFY 2012 APR – Part B

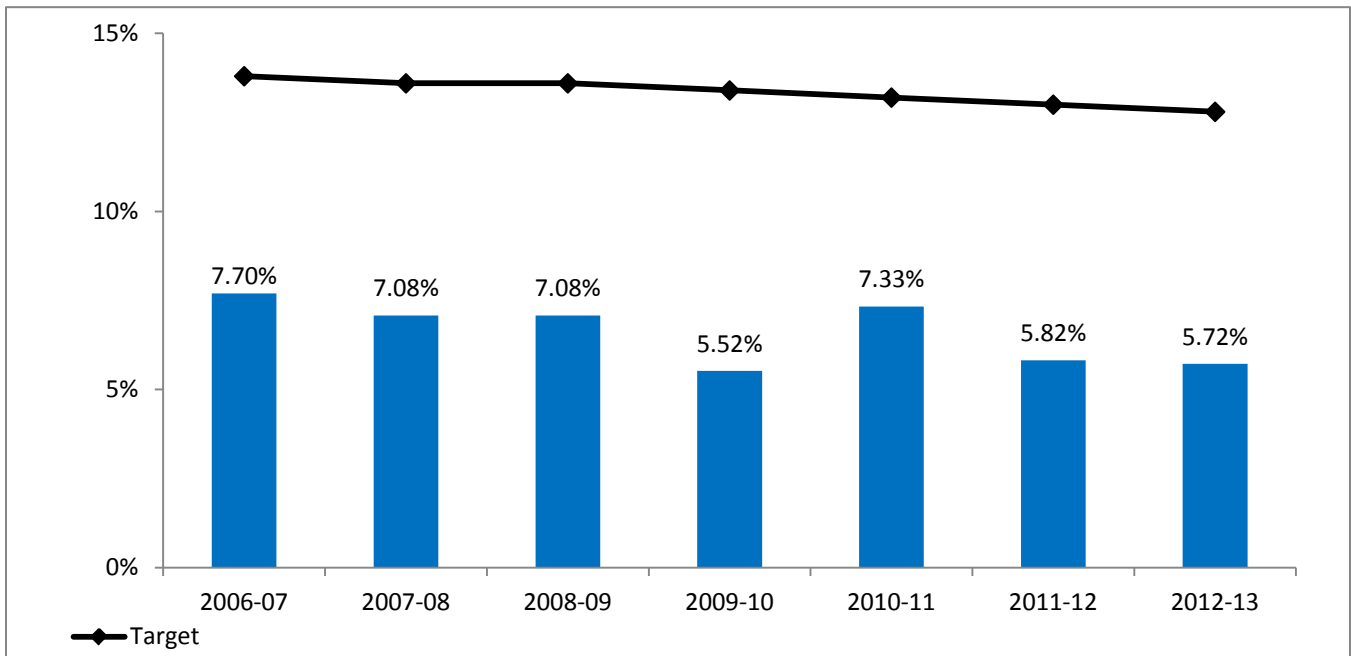
### WYOMING

**Display 2-2: Drop-Out Rates for Students with Disabilities and All Students – Results Over Time**

School Year	Overall Dropout Rate	Overall Number of Students who Dropped Out	Dropout Rate for Students with Disabilities	Number of Students with Disabilities who Dropped Out
2005-2006	5.6%	1,499	12.9%	419
2006-2007	5.3%	1,384	7.7%	228
2007-2008	5.06%	1,365	7.08%	218
2008-2009*	5.06%	1,365	7.08%	218
2009-2010	3.81%	1,000	5.52%	167
2010-2011	5.06%	1,416	7.33%	254
2011-2012	3.81%	1,051	5.82%	199
2012-13	4.04%	1,111	5.72%	199

\*Beginning with the 2008-2009 school year, WDE has used the OSEP “data lag” option.

**Display 2-3: Percent of Students with Disabilities Dropping Out – Results Over Time**



#### **Valid and Reliable Data**

The WDE obtains data for Indicator 2 calculations through the Wyoming Department of Education (WDE) Information Management Division after a rigorous process of validation and adjudication. The figures used in this indicator are from 2011-2012 drop-out data and reflect a one-year data lag.



### WYOMING

#### **Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target, that occurred for FFY 2012:**

For FFY 2012, the WDE reports 5.72% of students with IEPs dropped out of school, far exceeding its target of 12.8%. The FFY 2012 drop-out rate is similar to that obtained in FFY2011. Despite meeting its target, the WDE recognizes how critical continued improvement is in this area. The framework of improvement strategies is outlined in the SPP and is aligned with the eight general supervision components. The improvement activities aligned with this indicator can be found in Appendix B.

When the statewide drill-down is conducted, the WDE calculates a “proxy” dropout rate. This dropout rate is based on students with disabilities in grades 9-12 in a given school year who had terminal exit codes (graduated with a diploma, graduated with a certificate, dropped-out, or aged out after completing the school year in which they turned 21 years of age). From this group of exiters, the WDE calculates the percentage of students who dropped out of school. This serves as the proxy graduation rate. When using this calculation, the statewide data drill down in September 2013 revealed:

- The dropout rate for students with disabilities who are Native American is 42.4% is higher than that of students who are white (26.3%).
- The dropout rate for students with an Emotional Disability (ED) is one of the highest at 49.4%.
- Students with disabilities placed in separate facilities had a dropout rate of 53.3%, and those in court-ordered placements (COPS) had a dropout rate of 54.5%.

Specific improvement activities implemented in FFY 2012 are listed in Appendix B of this document. This table includes a description of each activity and indicates which indicators were most impacted by the implementation of each activity. The activities are coded according to their connection to the eight main components of Wyoming’s system of general supervision.

#### **Additional Information Required by the OSEP APR Response Table for this Indicator:**

No additional information was required from Wyoming.

#### **Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY2012: N/A**

**Monitoring Priority: FAPE in the LRE**

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

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

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

**Measurement:**

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

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

C. Proficiency rate percent = ((# of children with IEPs scoring at or above proficient against grade level, modified and alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned, and, calculated separately for reading and math)]. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

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

<b>FFY</b>	<b>Measurable and Rigorous Targets</b>
<b>2012</b> (2012-2013)	<b>3A:</b> Language Arts: Elementary – <b>94%</b> , Middle – <b>85%</b> , High – <b>85%</b> Math: Elementary – <b>94%</b> , Middle – <b>87%</b> , High – <b>80%</b>
<b>2012</b> (2012-2013)	<b>3B:</b> Reading Participation – <b>95%</b> Math Participation – <b>95%</b>
<b>2012</b> (2012-2013)	<b>3C:</b> Reading Proficiency: Elementary – <b>85.40%</b> , Middle – <b>79.7%</b> , High – <b>75.4%</b> Math Proficiency: Elementary – <b>83.3%</b> , Middle – <b>75.2%</b> , High – <b>69.5%</b>

## FFY 2012 APR – Part B

### WYOMING

#### Actual Target Data for FFY 2012

#### Display 3-1: Indicator 3A - Districts Meeting AYP

FFY 2012	% Districts Meeting AYP * and # of Districts Meeting AYP/Districts with a subgroup n>30 by grade level**			
	Language Arts (%)	Language Arts (n)	Math (%)	Math (n)
Elementary	76.47%	26/34	70.59%	24/34
Middle	64.71%	11/17	52.94%	9/17
High	0.00%	0/4	0.00%	0/4

\*There are 48 school districts in the State of Wyoming.

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

#### Display 3-2: Indicator 3A – WDE did not meet any of the six targets

	Language Arts	Math
Elementary	Did not meet target	Did not meet target
Middle	Did not meet target	Did not meet target
High	Did not meet target	Did not meet target

# FFY 2012 APR – Part B

## WYOMING

Display 3-3: Indicator 3B– Participation Rates

	2012-2013 Statewide Assessment Participation for Students with Disabilities						
	Subject	Math			Reading		
	Grade	Elementary	Middle	High	Elementary	Middle	High
	Not Tested	32	19	48	27	19	50
b #	Tested Regular Assessment Without Accommodations	1492	501	130	1494	501	130
c #	Tested Regular Assessment With Accommodations	2540	1272	426	2541	1272	424
d #	Tested Alternate Assessment at Grade Level Standards	0	0	0	0	0	0
e #	Tested Alternate Assessment at Alternate Standards	246	118	53	248	118	53
<b>(b+c+d+e) #</b>	<b>TOTAL Tested</b>	<b>4278</b>	<b>1891</b>	<b>609</b>	<b>4283</b>	<b>1891</b>	<b>607</b>
a #	TOTAL Tested + Not Tested	4310	1910	657	4310	1910	657
b / a	Tested Regular Assessment Without Accommodations	34.9%	26.5%	21.3%	34.9%	26.5%	21.4%
c / a	Tested Regular Assessment With Accommodations	59.4%	67.3%	70.0%	59.3%	67.3%	69.9%
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	5.8%	6.2%	8.7%	5.8%	6.2%	8.7%
<b>(b+c+d+e) / a</b>	<b>Participation Rate - Overall IEP %</b>	<b>99.3%</b>	<b>99.0%</b>	<b>92.7%</b>	<b>99.4%</b>	<b>99.0%</b>	<b>92.4%</b>

The WDE met all but the two high school targets. The targets for this indicator match those established in the state's accountability workbook for the purposes of NCLB.

Display 3-4: Indicator 3B – WDE met four of the six targets

	Reading	Math
Elementary	Met target	Met target
Middle	Met target	Met target
High	Did not meet target	Did not meet target

# FFY 2012 APR – Part B

## WYOMING

**Display 3-5: Indicator 3C – Proficiency Rates** *(this includes students enrolled for a full academic year and students not enrolled for a full academic year)*

	2012-2013 Proficiency Rates for Students with Disabilities						
	Subject Grade	Math			Reading		
		Elementary	Middle	High	Elementary	Middle	High
b #	Tested PROFICIENT Regular Assessment Without Accommodations	981	158	33	781	183	55
c #	Tested PROFICIENT Regular Assessment With Accommodations	1258	425	93	770	435	141
d #	Tested PROFICIENT Alternate Assessment at Grade Level Standards	0	0	0	0	0	0
e #	Tested PROFICIENT Alternate Assessment at Alternate Standards	197	89	37	199	99	39
(b+c+d+e) #	TOTAL Tested PROFICIENT or ABOVE	2436	672	163	1750	717	235
a #	TOTAL Tested Proficient or Non-Proficient	4278	1891	609	4283	1891	607
(b+c+d+e) / a	TOTAL % Tested Proficient or Above	56.9%	35.5%	26.8%	40.9%	37.9%	38.7%

Wyoming did not meet any of its six FFY 2012 proficiency targets for Indicator 3C. The targets for this indicator match those established in the state's accountability workbook for the purposes of NCLB.

**Display 3-6: Indicator 3C – WDE did not meet any of the six targets**

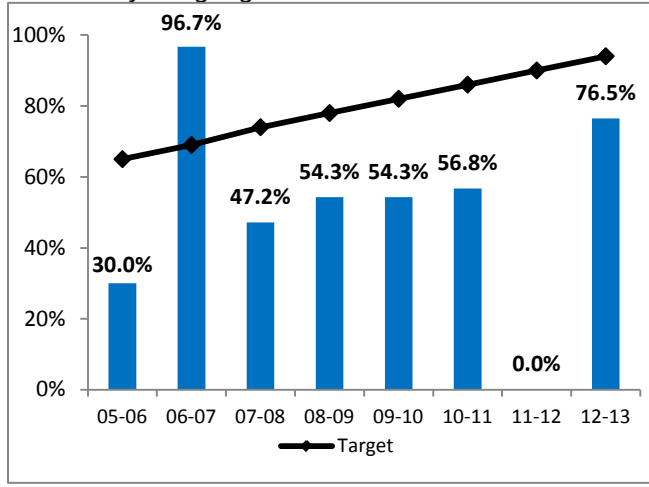
	Reading	Math
Elementary	Did not meet target	Did not meet target
Middle	Did not meet target	Did not meet target
High	Did not meet target	Did not meet target

# FFY 2012 APR – Part B

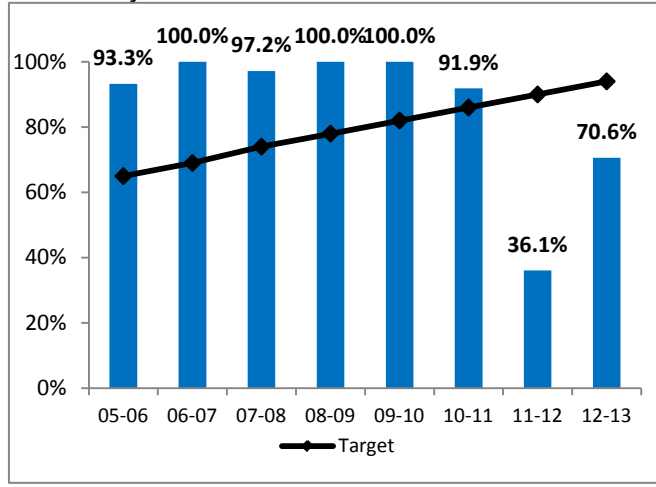
## WYOMING

**Display 3-7: Percent of Districts Meeting AYP – Results Over Time**

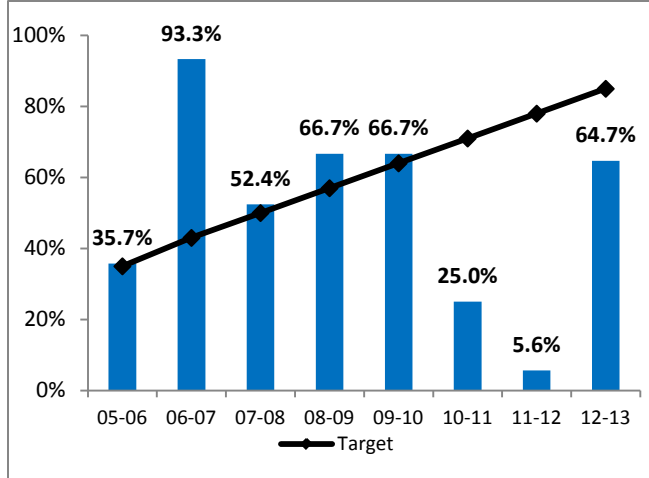
### Elementary Language Arts



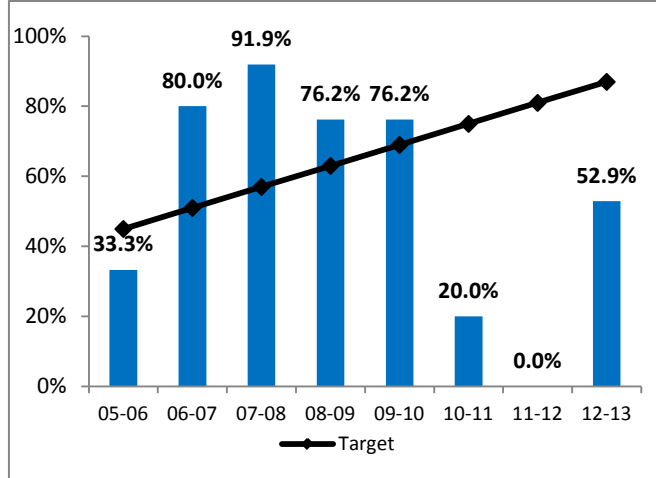
### Elementary Math



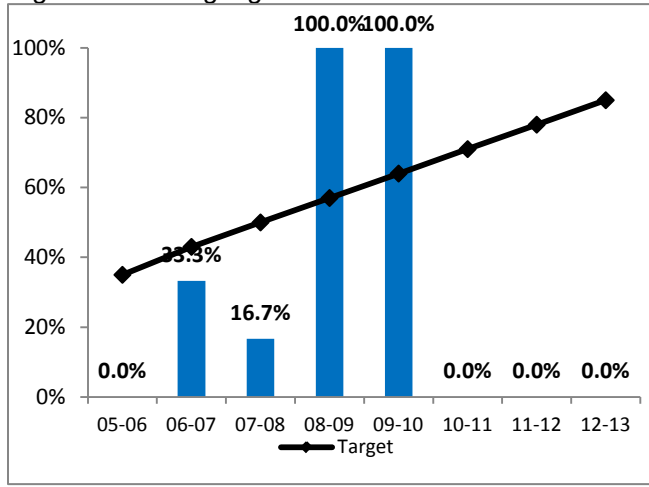
### Middle School Language Arts



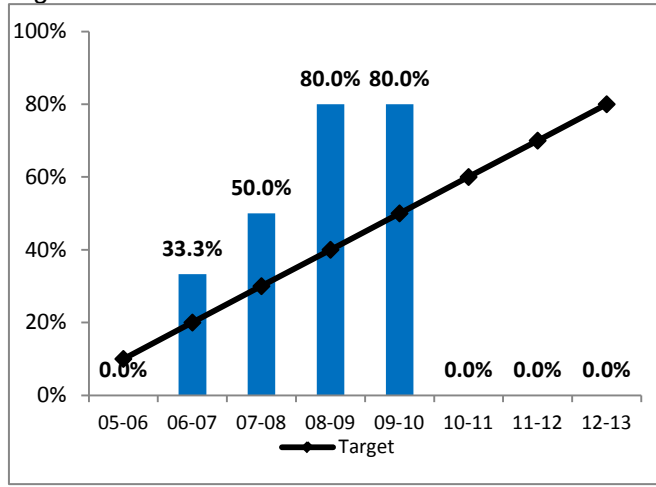
### Middle School Math



### High School Language Arts



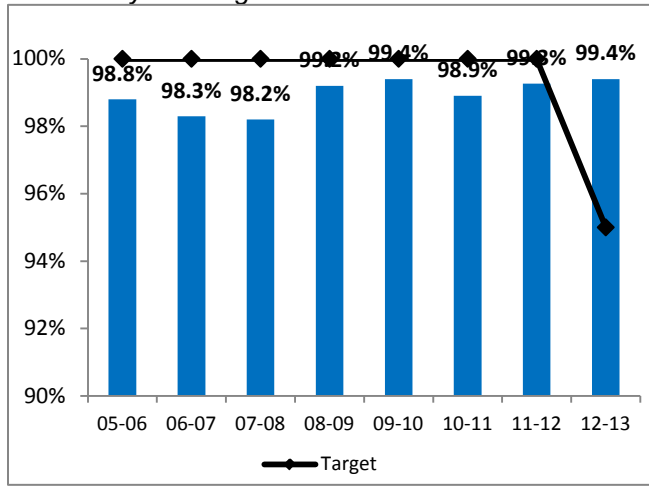
### High School Math



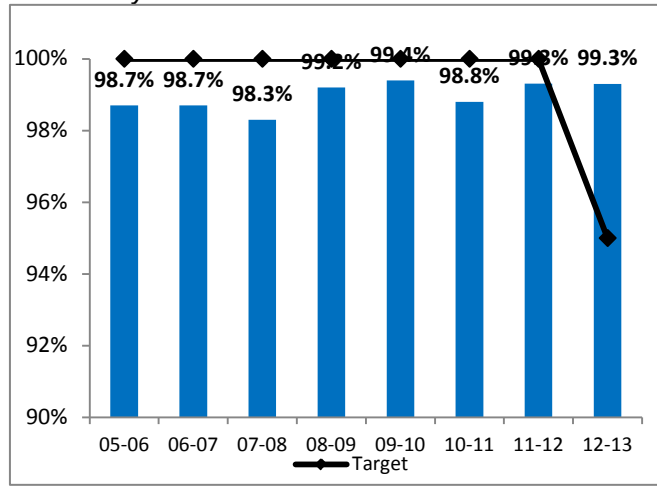
WYOMING

**Display 3-8: Participation Rates -- Results Over Time**

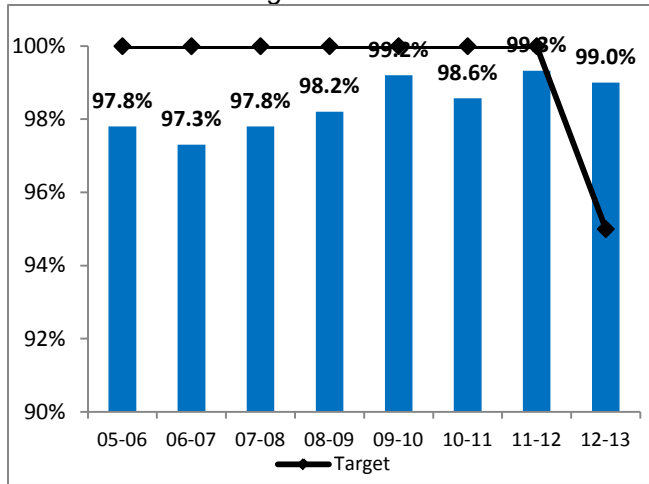
*Elementary Reading*



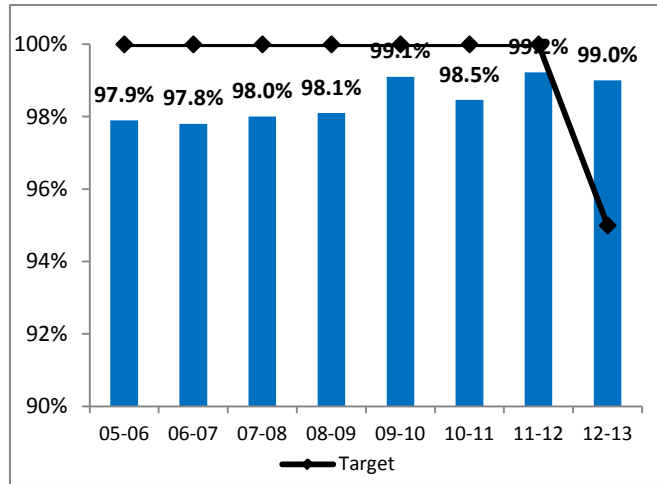
*Elementary Math*



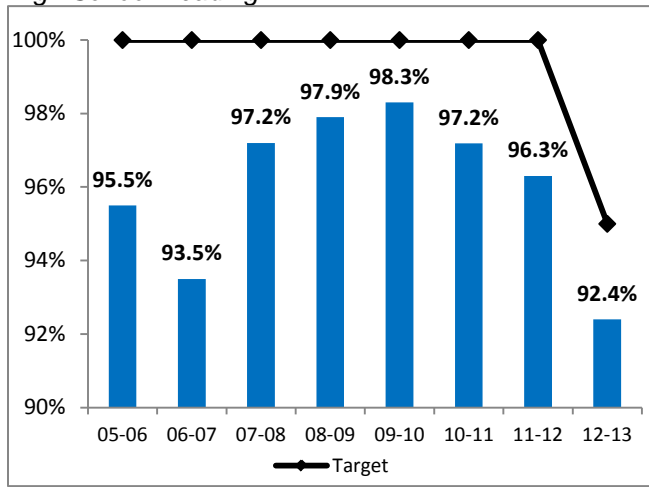
*Middle School Reading*



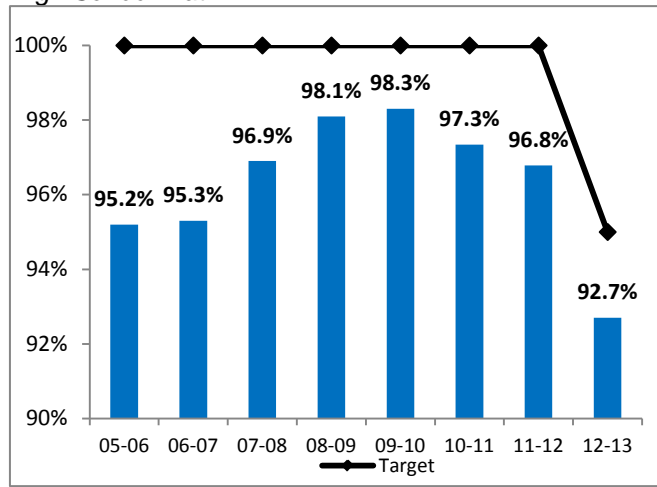
*Middle School Math*



*High School Reading*



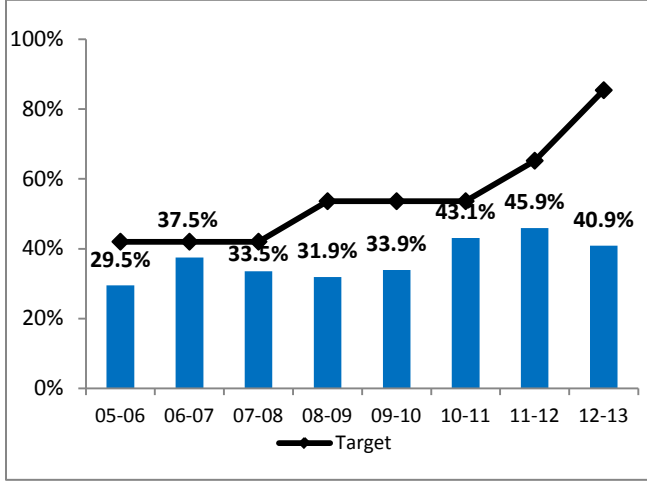
*High School Math*



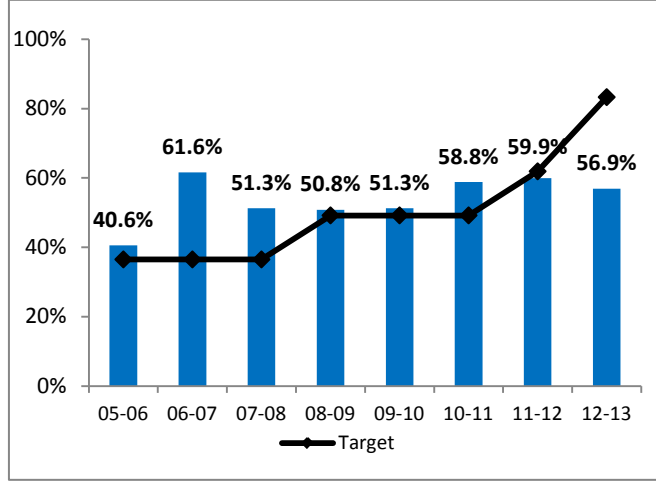
# FFY 2012 APR – Part B

## WYOMING

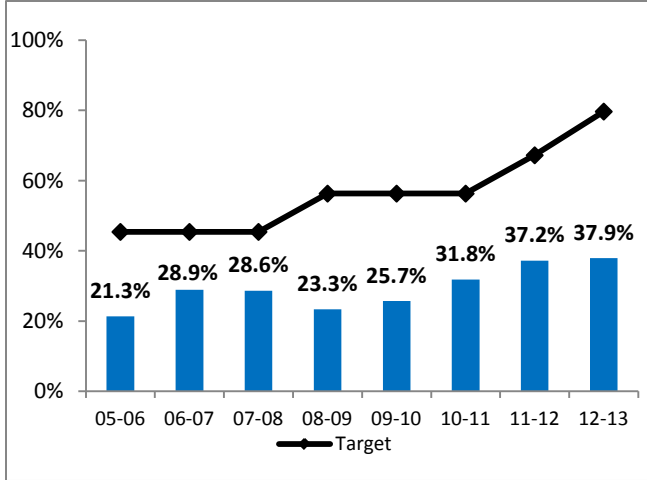
**Display 3-9: Proficiency Rates – Results Over Time**  
*Elementary Reading*



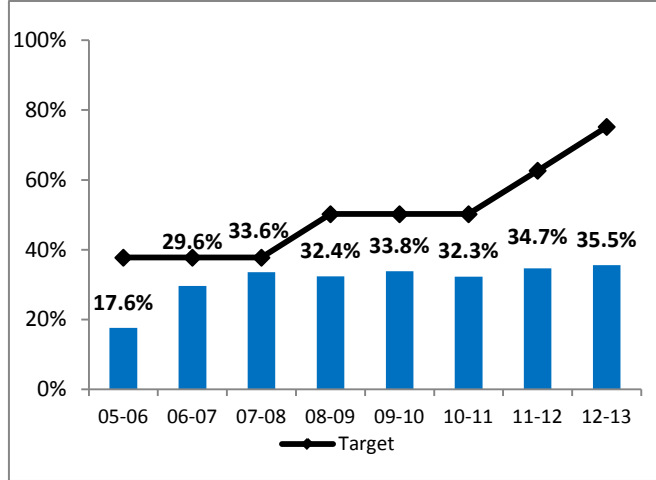
*Elementary Math*



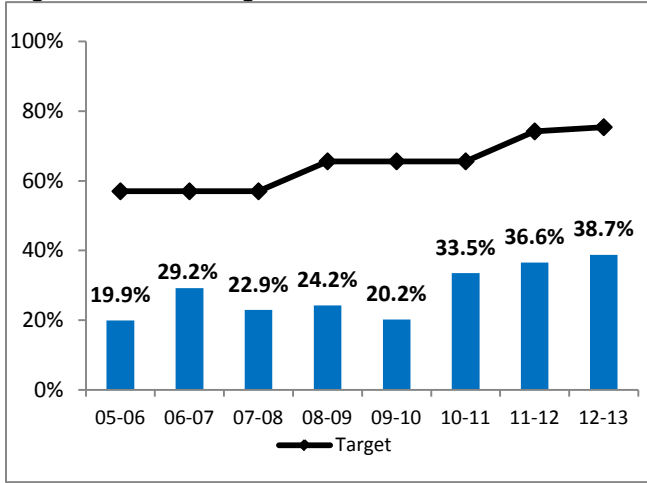
*Middle School Reading*



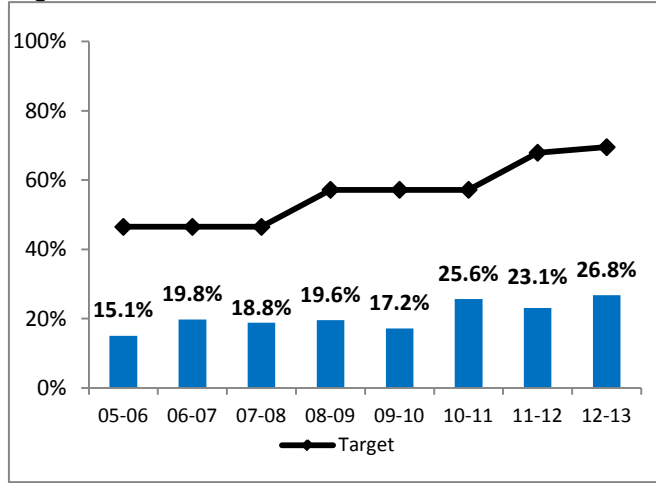
*Middle School Math*



*High School Reading*



*High School Math*





### WYOMING

#### **Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target, that occurred for FFY 2012:**

From FFY 2011 to FFY 2012, Wyoming's rate on Indicator 3A increased for elementary schools and middle schools but stayed at 0% for high schools (see Display 3-7). Although proficiency rates for students with disabilities have improved over time, fewer districts are able to meet the increasingly rigorous targets for AYP. The State anticipates this trend will continue pending changes to the AYP formula or the ESEA accountability structure. Please note that FFY 2009 data for Indicator 3A reflect data from the spring 2009 (FFY 2008) PAWS administration. As noted in the State's APR for FFY 2009, the State experienced significant technical difficulties with the PAWS online testing platform for the regular assessment and as such, Wyoming received a waiver from the U.S. Department of Education permitting the State to report the FFY 2008 AYP results for a second year.

Participation rates for elementary schools have been above 99% over the past two years (see Display 3-8). Participation rates for middle and high school students decreased in FFY 2012; WDE suspects the decrease in high school rates is due to the ACT being administered as the state-wide assessment for the first time in FFY 2012. This testing window is much smaller than our PAWS administration testing window, making it more difficult to ensure all absent students get tested. Additional follow-up on why the participation rates decreased will occur.

Proficiency rates for middle school and high school students increased from FFY 2011 to FFY 2012 (see Display 3-9); proficiency rates for elementary school students decreased from FFY 2011 to FFY 2012. The WDE Special Programs Division examines data for growth in each category each year. Improvement Activities will continue and/or be adjusted in order to continuously improve proficiency rates for Wyoming's students with disabilities.

Although the WDE did not meet any of its statewide assessment proficiency rate targets for students with disabilities during FFY 2012, the WDE would like to point out the following positive aspects of these data:

- Reading and math proficiency rates for middle and high school students with disabilities are at their highest level since the start of the SPP.
- Reading and math proficiency rates for elementary students have generally increased over time. Although the FFY 2012 rates are lower than those in FFY 2011 and FFY 2010, they are higher than previous years.

Outlined in the SPP is a framework of strategies aligned with the WDE general supervision system. The specific improvement activities implemented in FFY 2012 are listed in Appendix B of this document. This table includes a description of each activity and indicates which indicators were most impacted by the implementation of each activity. The activities are coded according to their connection to the eight main components of Wyoming's system of general supervision. In addition to the data highlighted above, examination of data during the statewide data drill down generated concerns in all areas (race, disability category, etc.) therefore activities were designed to broadly address these issues.

In addition to the data provided above, the FFY 2012 statewide data drill down revealed:

- Reading proficiency rates for students spending >20% of their school week in environments that do not include nondisabled peers ranged from 13% to 25%. The State's proficiency rate for students spending at least 80% of their school week in the general education environment was 50%.
- The WDE reviewed data by disability category and lower-than-expected performance on the statewide assessment by students with a Specific Learning Disability (SLD). On the regular PAWS, just 28% of students eligible under the SLD criteria demonstrated proficiency in FFY 2012. Further exploration revealed that of the students with SLD who were below proficient on at least one PAWS subtest (reading and/or mathematics), only 15% were reported to be using assistive technology. Of the students below proficient on at least 2 subtests, only 17% were using assistive technology.

In response to these data-based concerns, the following activities are among those completed during FFY 2012 to address academic performance of students with disabilities in Wyoming:

**WYOMING**

- In FFY 2012, the WDE used a formula for selecting districts for on-site monitoring that consisted of the proficiency rates of students with learning disabilities. This resulted in the WDE visiting the districts that struggled most in meeting proficiency targets for students with learning disabilities.
- In 2011, the WDE established a Professional Learning Community (PLC) tasked with exploring assistive technology use in the state and ways in which school districts and educators can more effectively utilize assistive technology with students with disabilities. This first cohort has been extremely successful at creating change in their districts, by developing AT teams, processes and procedures, and offering expertise in this field to their local and surrounding districts. Due to the success of this first PLC, in 2012 the WDE established a second cohort, again focused on assistive technology. As with the initial cohort, this group was selected through a rigorous application process. Educators from around the state were strategically selected based on location, experience, and ability to make change. Along with the initial PLC, this group was tasked with continuing the exploration of the current provision of assistive technology in the state and developing promising practices and processes for increasing the effective implementation of such devices. Finally, at the 2012 Leadership Symposium, PLC members presented about assistive technology use and easy ways educators could utilize technology in their classrooms and with specific students. Group members also began developing an Assistive Technology Handbook that can be utilized by all districts in selecting, implementing, and using AT devices with students with disabilities. This handbook will be adopted for use this year.
- The WDE continued its expansion of the Project Eye to Eye program for students with learning disabilities and/or ADHD. Eye to Eye pairs upper elementary school students with learning disabilities and college mentors who also have learning disabilities. Structured art projects allow these mentors and mentees to explore self advocacy, better understand their unique challenges, identify beneficial accommodations, and help students and school staff to better understand their potential.
- The WDE brought-in an external contractor highly experienced in RTI practices to work with one of Wyoming's largest districts on RTI implementation strategies at the secondary level. Interested surrounding districts also attended this event. As a result, the initial district mentioned has begun implementing RTI practices within the middle school setting.
- The WDE continues to support and encourage the use of RTI to meet the unique needs of students. As such, WDE contracted with an external coach, who has offered several trainings around RTI (often at the secondary level) and assisted schools in implementing RTI procedures and processes.

As mentioned above, specific improvement activities implemented in FFY 2012 are listed in Appendix B of this document. This table includes a description of each activity and indicates which indicators were most impacted by the implementation of each activity. The activities are coded according to their connection to the eight main components of Wyoming's system of general supervision.

**Public Reporting Information**

The public reports of Wyoming statewide assessment participation and proficiency conforming with 34 C.F.R. §300.160(f) can be reviewed at the following URL:

[http://fusion.edu.wyoming.gov/MySites/Data\\_Reporting/data\\_reporting\\_assessment\\_reports.aspx](http://fusion.edu.wyoming.gov/MySites/Data_Reporting/data_reporting_assessment_reports.aspx).

**Additional Information Required by the OSEP APR Response Table for this Indicator:**

No additional information was required from Wyoming.

## FFY 2012 APR – Part B

### WYOMING

#### **Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY2012:**

The 3B targets were changed in FFY 2012 to align with the targets in the “State of Wyoming Consolidated State Application Accountability Workbook 2012-2013 Revisions.” The new targets are:

	<b>Elementary</b>	<b>Middle</b>	<b>High</b>
<b>Reading</b>	95.0%	95.0%	95.0%
<b>Math</b>	95.0%	95.0%	95.0%

The 3C targets were also changed in FFY 2012 to align with the targets in the “State of Wyoming Consolidated State Application Accountability Workbook 2012-2013 Revisions.” The new targets are:

	<b>Elementary</b>	<b>Middle</b>	<b>High</b>
<b>Reading</b>	85.4%	79.7%	75.4%
<b>Math</b>	83.3%	75.2%	69.5%

## Part B State Annual Performance Report (APR) for FFY 2012

Monitoring Priority: FAPE in the LRE

Indicator 4A: Rates of suspension and expulsion

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

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

**Measurement:**

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

Include State's definition of "significant discrepancy."

FFY	Measurable and Rigorous Target
2012 (2012-2013)	0% of districts with significant discrepancies in rates of suspension and expulsions.

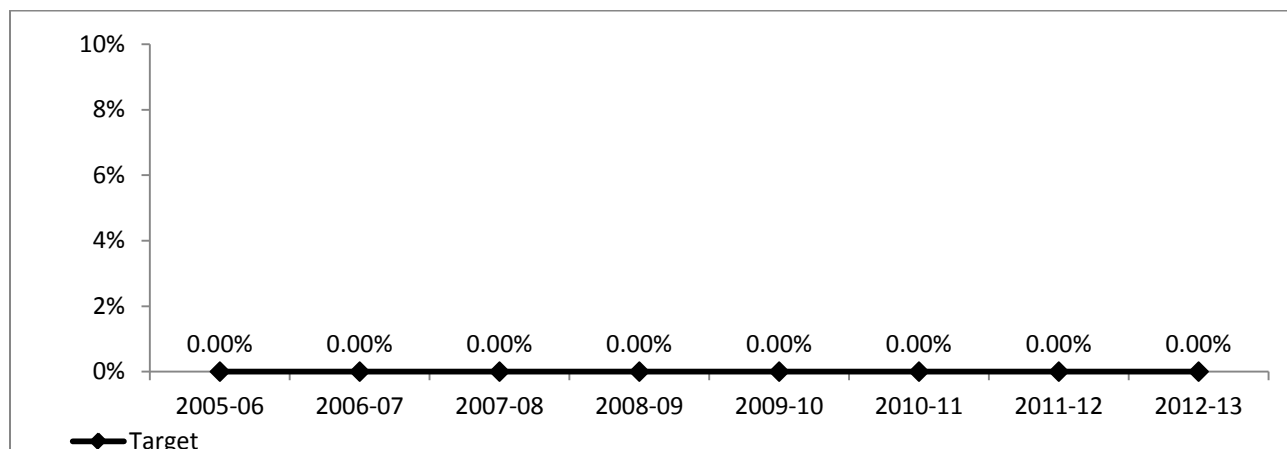
Actual Target Data for FFY 2012:

Display 4A-1: LEAs with Significant Discrepancy in Rates for Suspension and Expulsion

Year	Total Number of LEAs	Number of LEAs that have Significant Discrepancies	Percent of LEAs
FFY 2012 (using 2011-2012 data)	46	0	0.0%

Note: Three of 49 LEAs were excluded. These three districts did not have at least 25 students with disabilities enrolled in the district. However, these districts did not have any students with disabilities who were suspended or expelled for more than ten days.

WDE met the Indicator 4A target for FFY 2012.

WYOMING**Display 4A-2: Percent of Districts with Significant Discrepancy – Results Over Time****Valid and Reliable Data:**

Data on suspensions and expulsions of children with disabilities is derived from Section 618 data submitted annually by districts to the WDE Information Management Division. All data are verified through a rigorous process of validation and adjudication.

The WDE uses the “state bar” method for defining significant discrepancy. The FFY 2012 state rate for suspending/expelling students with disabilities for more than ten days is 0.60%. The WDE is setting the state bar as five percentage points higher than the state rate. Thus, any district that suspends or expels 5.60% or more of its students with disabilities for more than ten days is flagged for significant discrepancy. There must be at least 25 students in the denominator of a suspension rate for it to be flagged.

**Review of Policies, Procedures, and Practices** *(completed in FFY 2012 using 2011-2012 data) If any LEAs are identified with significant discrepancies:*

Because Wyoming is reporting that none of its 49 LEAs including the BHD have a significant discrepancy in suspensions or expulsions of more than ten days in a school year by race or ethnicity, the WDE did not review LEA policies, procedures and practices relating to discipline of children with disabilities for this purpose during FFY 2012. If the State has an increase in the number of districts with significant discrepancies in this area or identifies an LEA with a significant discrepancy, it will then complete a review of policies, procedures and practices and report results in the subsequent year’s APR.

**Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target, that occurred for FFY 2012:**

Of the 49 LEAs in Wyoming, none were identified as having significant discrepancy in FFY 2012 for Indicator 4A. In the entire state of Wyoming, only 94 students with disabilities were suspended or expelled for greater than ten days in FFY 2012. Only 18 LEAs had a suspension rate greater than 0%, and none had a suspension rate greater than 5.60%. Three LEAs were excluded from the Indicator 4A analyses due to not having at least 25 students with disabilities enrolled at the district.

As Display 4A-2 indicates, Wyoming has maintained a 0% suspension/expulsion rate since FFY 2005 for Indicator 4A. Given Wyoming’s low suspension and expulsion rates, the WDE concludes that the LEAs in Wyoming are utilizing more proactive ways of addressing behavioral issues than suspensions and expulsions.

Outlined in the SPP is a framework of strategies aligned with the WDE general supervision system. The specific improvement activities implemented in FFY 2012 are listed in Appendix B of this document. This table includes a description of each activity and indicates which indicators were most impacted by the implementation of each

## FFY 2012 APR – Part B

### WYOMING

activity. The activities are coded according to their connection to the eight main components of Wyoming's system of general supervision.

**Additional Information Required by the OSEP APR Response Table for this Indicator:**

No additional information was required from Wyoming.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY2012: N/A**

## Part B State Annual Performance Report (APR) for FFY 2012

Monitoring Priority: FAPE in the LRE

Indicator 4B: Rates of suspension and expulsion

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

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

**Measurement:**

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

Include State's definition of "significant discrepancy."

FFY	Measurable and Rigorous Target
<b>2012 (2012-2013)</b>	<b>0%</b> of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions & expulsions of greater than ten days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

**Actual Target Data for FFY 2012:****Display 4B-1: LEAs with Significant Discrepancy in Rates for Suspension and Expulsion by Race/Ethnicity (using 2011-2012 data)**

Total # of LEAs	46
# of LEAs determined to have numerical significant discrepancy	0
% of LEAs determined to have numerical significant discrepancy	0.0%
# of LEAs found to have significant discrepancy due to inappropriate policies, practices, and procedures	0
<b>Percent of LEAs that had significant discrepancy due to inappropriate policies, practices, and procedures</b>	<b>0.0%</b>

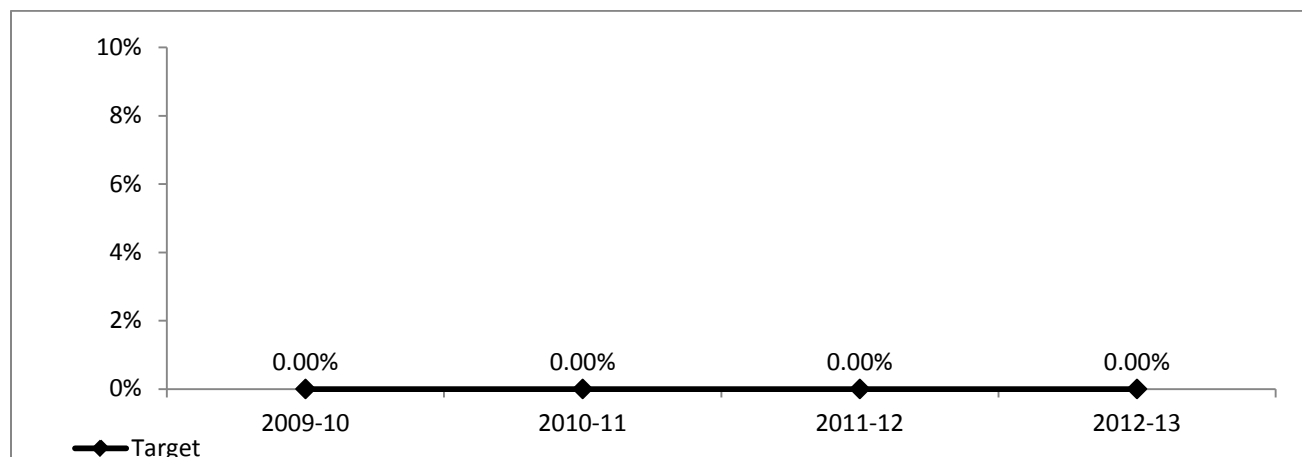
*Note: Three LEAs were excluded as they did not meet the minimum n size requirement of 25 students in the denominator. The other 46 districts had at least one ratio by race/ethnicity calculated.*

## FFY 2012 APR – Part B

### WYOMING

WDE met the Indicator 4B target for FFY 2012.

#### Display 4B-2: Percent of Districts with Significant Discrepancy – Results Over Time



#### Valid and Reliable Data:

Data on suspensions and expulsions of children with disabilities is derived from Section 618 data submitted annually by districts to the WDE Information Management Division. All data are verified through a rigorous process of validation and adjudication.

The WDE uses the “state bar” method for defining significant discrepancy. The FFY 2012 state rate for suspending/expelling students with disabilities for more than ten days is 0.60%. The WDE is setting the state bar as five percentage points higher than the state rate. Thus, any district that suspends or expels 5.60% or more of its students with disabilities for more than ten days is flagged for significant discrepancy. There must be at least 25 students in the denominator of a suspension rate for it to be flagged, and all seven race and ethnicity reporting categories are included in this analysis.

For each of Wyoming's 49 LEAs, the WDE calculates a suspension and expulsion rate for each of the seven race and ethnicity reporting categories. (Note: many LEAs do not have members of every race and ethnicity reporting category enrolled in the district.) None were identified as having significant discrepancy in FFY 2012 for Indicator 4B. Only 18 LEAs had a suspension rate greater than 0%. Of these 18 LEAs, two were excluded for a given race/ethnicity rate because there were not at least 25 students in the denominator (for one of these LEAs, the suspension rate was 1 out of 2; for another 1 out of 17). This illustrates the very small numbers of students with disabilities for a particular racial/ethnic group in some Wyoming LEAs. Of the 49 LEAs, 46 had at least one ratio calculated for Indicator 4B that was based on at least 25 students.

**Review of Policies, Procedures, and Practices** (completed in FFY 2012 using 2011-2012 data) If any LEAs are identified with significant discrepancies:

Because Wyoming is reporting that none of its 49 LEAs (including the BHD) have a significant discrepancy in suspensions or expulsions of more than ten days in a school year by race or ethnicity, the WDE did not review LEA policies, procedures and practices relating to discipline of children with disabilities for this purpose during FFY 2012. If the State has an increase in the number of districts with significant discrepancies in this area or identifies an LEA with a significant discrepancy, it will then complete a review of policies, procedures and practices and report results in the subsequent year's APR.

#### Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target, that occurred for FFY 2012:

As Display 4B-2 indicates, Wyoming has maintained a 0% suspension/expulsion rate since FFY 2009 for Indicator 4B. Given Wyoming's low suspension and expulsion rates, the WDE concludes that the LEAs in Wyoming are utilizing more proactive ways of addressing behavioral issues than suspensions and expulsions.



### WYOMING

Outlined in the SPP is a framework of strategies aligned with the WDE general supervision system. The specific improvement activities implemented in FFY 2011 are listed in Appendix B of this document. This table includes a description of each activity and indicates which indicators were most impacted by the implementation of each activity. The activities are coded according to their connection to the eight main components of Wyoming's system of general supervision.

**Additional Information Required by the OSEP APR Response Table for this Indicator:**

No additional information was required from Wyoming.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY2012: N/A**

## Part B State Annual Performance Report (APR) for FFY 2012

## Monitoring Priority: FAPE in the LRE

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

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

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

**Measurement:**

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

**Data Source:** Section 618 data submitted by districts to WDE Information Management Division.

FFY	Measurable and Rigorous Targets		
2012 (2012-2013)	5A	5B	5C
	60.00%	<9.25%	<2.39%

**Actual Target Data for FFY 2012:****Display 5-1: Percent of Students with Disabilities being Served in Various Environments**

	5A	5B	5C
Total number of students	11,883	11,883	11,883
Number of students in this setting	7,388	840	263
<b>Percentage of students in this setting</b>	<b>62.17%</b>	<b>7.07%</b>	<b>2.21%</b>

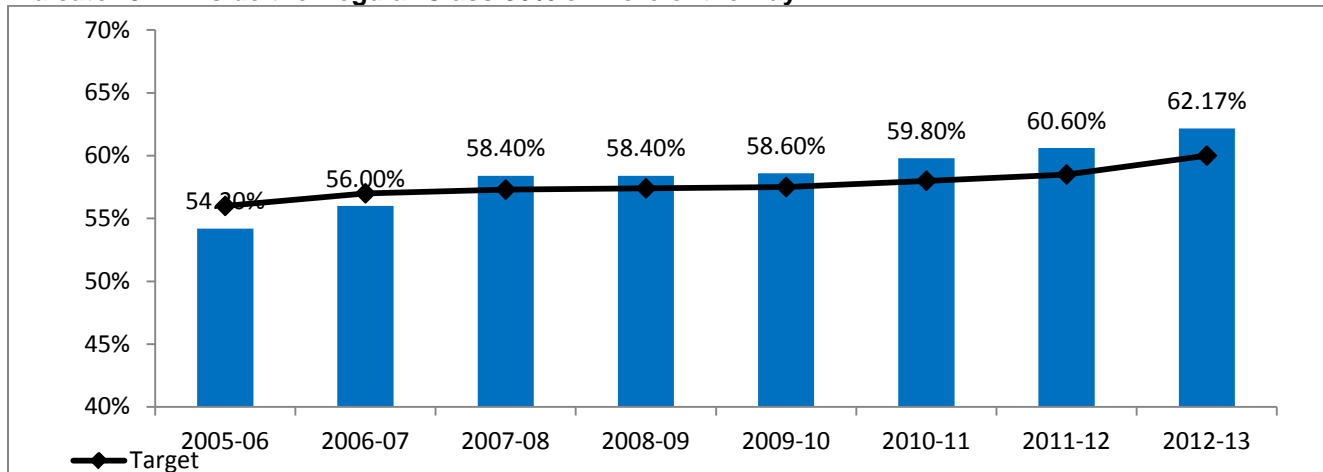
**WDE met all three targets for FFY 2012.**

## FFY 2012 APR – Part B

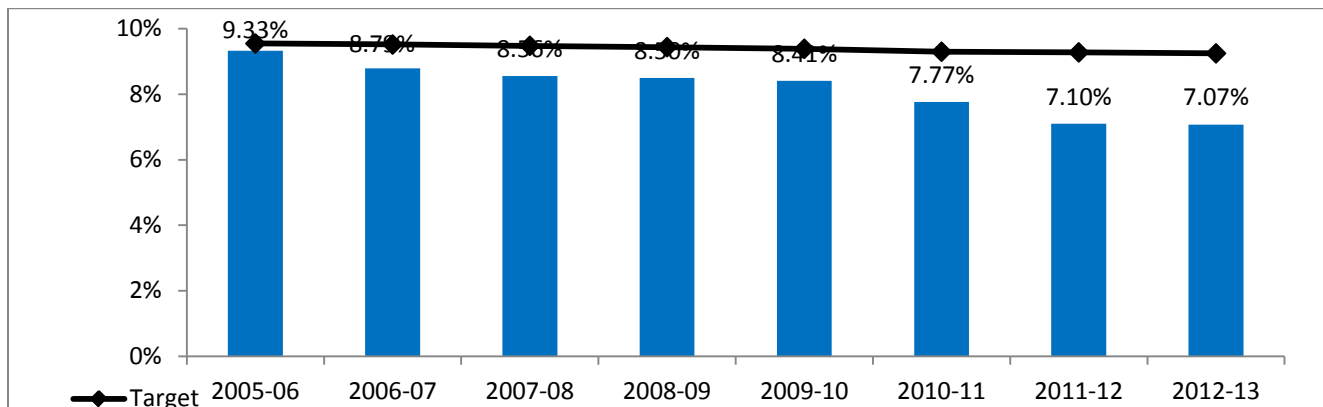
### WYOMING

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

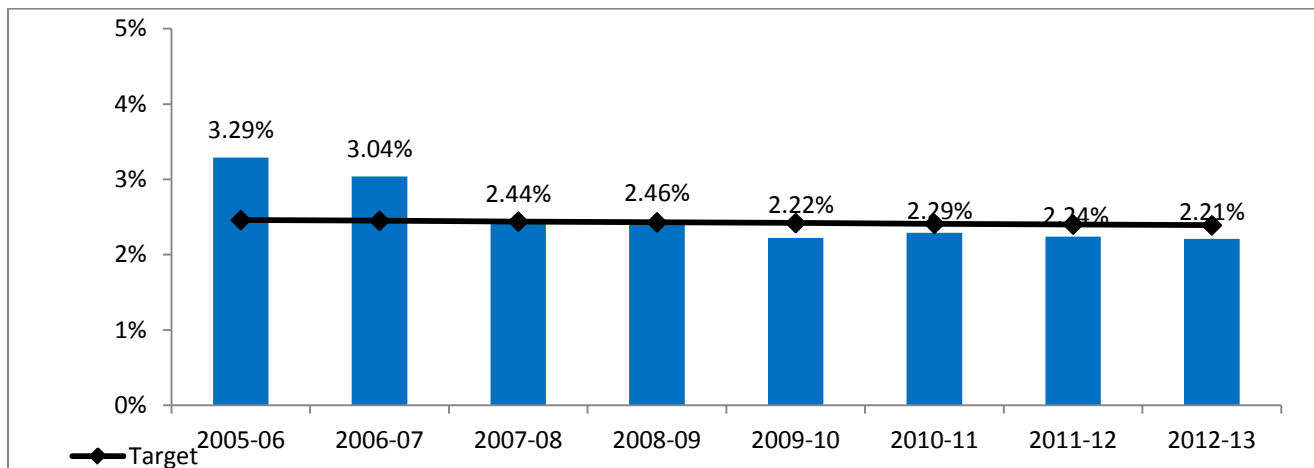
##### Indicator 5A: Inside the Regular Class 80% or More of the Day



##### Indicator 5B: Inside the Regular Class Less Than 40% of the Day



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



## FFY 2012 APR – Part B

### WYOMING

#### **Valid and Reliable Data**

For FFY 2012, the data reported for Indicator 5 matches the data in the 618 Data Table 3. All data are verified through a rigorous process of validation and adjudication.

#### **Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target, that occurred for FFY 2012:**

For FFY 2012, the WDE is reporting 62.17% of students with disabilities are in regular classrooms greater than 80% of their school day; 7.07% of students with disabilities are in regular classrooms less than 40% of their school day; and 2.21% of students with disabilities are in out-of-district placements. The WDE met its targets for Indicators 5A, 5B, and 5C.

The data in Display 5-2 show that the percentage of students who spend a majority of their school day in the regular classroom environment has increased every year for the last six years. The percentage of students in separate classrooms has also steadily decreased over the same time, and the percentage of students in separate facilities is at its lowest level yet.

Specific improvement activities implemented in FFY 2012 are listed in Appendix B of this document. This table includes a description of each activity and indicates which indicators were most impacted by the implementation of each activity. The activities are coded according to their connection to the eight main components of Wyoming's system of general supervision.

#### **Additional Information Required by the OSEP APR Response Table for this Indicator:**

No additional information was required from Wyoming.

#### **Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY2012: N/A**

## Part B State Annual Performance Report (APR) for FFY 2012

Monitoring Priority: FAPE in the LRE

**Indicator 6:** Percent of children aged 3 through 5 with IEPs attending a:

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

## Measurement

**Measurement:**

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

FFY	Measurable and Rigorous Targets	
2012 (2012-2013)	6A	6B
	60.34%	<31.30%

**Actual Target Data for FFY 2012:****Display 6-1: Percent of Students with Disabilities being Served in Various Environments**

	6A	6B
Total number of students	3,135	3,135
Number of students in this setting	1,895	970
<b>Percentage of students in this setting</b>	<b>60.45%</b>	<b>30.94%</b>

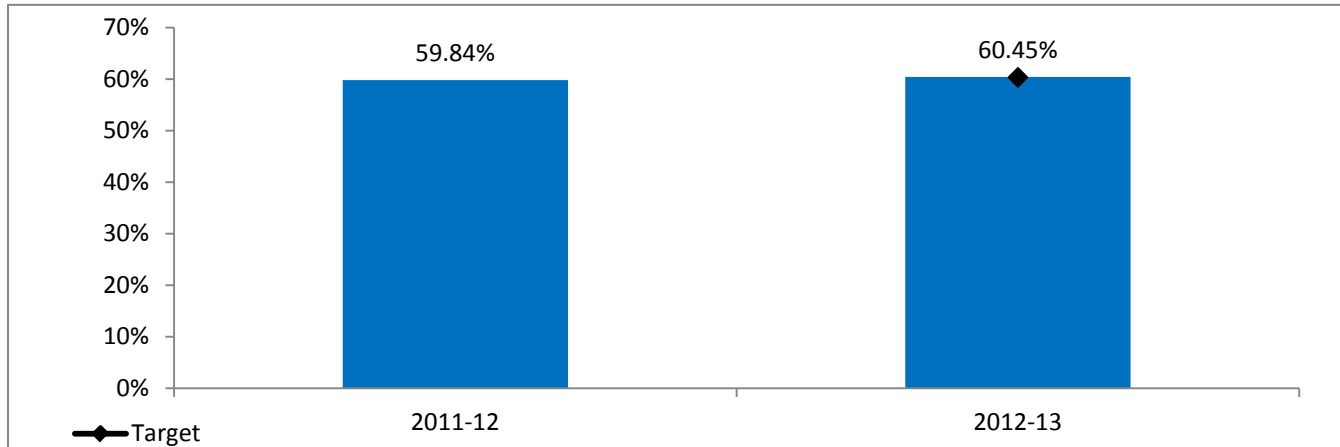
WDE met both targets for FFY 2012.

## FFY 2012 APR – Part B

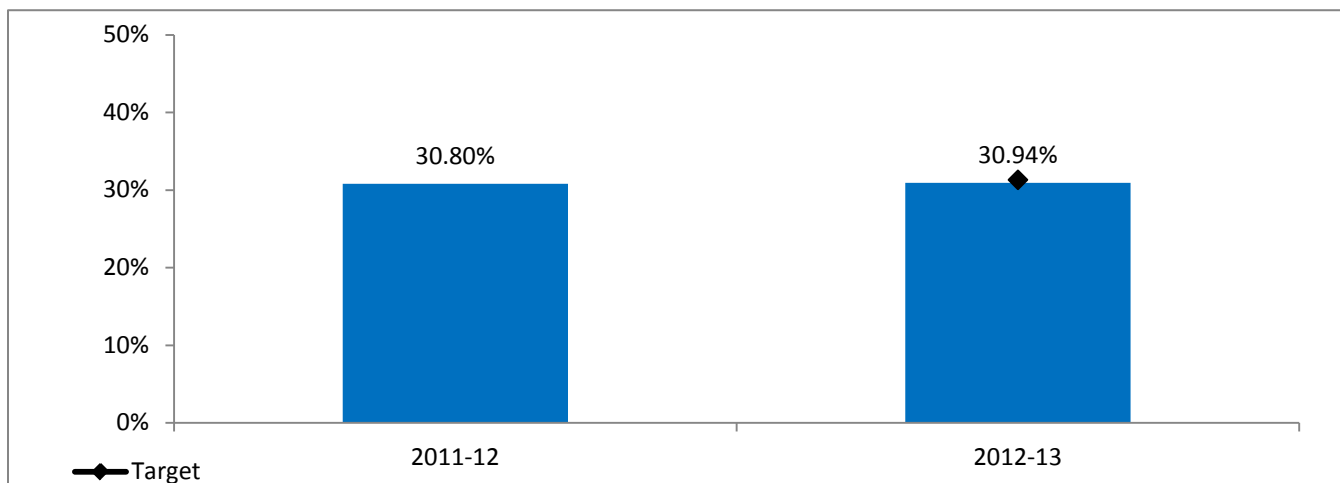
### WYOMING

#### Display 6-2: Percent of Students with Disabilities in Various Settings – Results Over Time

##### Indicator 6A: In Regular Early Childhood Programs



##### Indicator 6B: In Separate Classrooms, Schools, and Facilities



#### Valid and Reliable Data

For FFY 2012, the data reported for Indicator 6 matches the data in the 618 Data Table 3. This data is collected from the 14 Developmental Preschool regions through the 618 Data Table 3, based upon fall child count for all of Wyoming LEA's serving children with disabilities ages three through five. This calculation includes students served in Wyoming's developmental preschools as well as kindergarten students in the public school setting. Additionally, all data are verified through a rigorous process of validation and adjudication.

#### Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target that occurred for FFY 2012:

For FFY 2012, the WDE is reporting 60.45% of students with disabilities are in regular early childhood programs; 30.94% are in separate classrooms, schools, or facilities. The WDE met its targets for Indicators 6A and 6B. As Display 6-2 shows, the scores for Indicator 6A slightly increased from FFY 2011 to FFY 2012; the scores for Indicator 6B very slightly increased from FFY 2011 to FFY 2012.

Specific improvement activities implemented in FFY 2012 are listed in Appendix B of this document. This table includes a description of each activity and indicates which indicators were most impacted by the implementation

## FFY 2012 APR – Part B

### WYOMING

of each activity. The activities are coded according to their connection to the eight main components of Wyoming's system of general supervision.

**Additional Information Required by the OSEP APR Response Table for this Indicator:**

No additional information was required from Wyoming.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY2012: N/A**

Part B State Annual Performance Report (APR) for FFY 2012

Monitoring Priority: FAPE in the LRE

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

- 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))

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

**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 =  $\# \text{ of preschool children reported in progress}$



WYOMING

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.

Measurable and Rigorous Targets			
FFY2012	Positive Social-Emotional Skills	Acquiring and Using Knowledge and Skills	Taking Appropriate Action to Meet Needs
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.	63.18%	63.62%	66.31%
2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited.	59.37%	57.27%	69.55%

**Actual Target Data for FFY 2012:****Display 7-1: Targets and Actual Data for Preschool Children Exiting in FFY 2012 (2012-13)**

	Positive Social-Emotional Skills		Acquiring and Using Knowledge and Skills		Taking Appropriate Action to Meet Needs	
	Target	Actual	Target	Actual	Target	Actual
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.	63.18%	<b>85.37%</b>	63.62%	<b>88.22%</b>	66.31%	<b>87.55%</b>
2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited.	59.37%	<b>64.21%</b>	57.27%	<b>62.45%</b>	69.55%	<b>77.66%</b>

**WDE met six of the six targets.**

Display 7-2 shows the number and percentage of children in each progress category as well as the results of the summary statement calculations.

WYOMING**Display 7-2: 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 children	% of children	# of children	% of children	# of children	% of children
<b>a</b> - Children who did not improve functioning	8	0.49%	8	0.49%	7	0.43%
<b>b</b> - Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers	194	11.81%	153	9.31%	139	8.46%
<b>c</b> - Children who improved functioning to a level nearer to same-aged peers but did not reach it	386	23.49%	456	27.75%	221	13.45%
<b>d</b> - Children who improved functioning to reach a level comparable to same-aged peers	793	48.27%	750	45.65%	806	49.06%
<b>e</b> - Children who maintained functioning at a level comparable to same-aged peers	262	15.95%	276	16.80%	470	28.61%
<b>Total</b>	1643	100.00%	1643	100.00%	1643	100.00%
<b>Summary Statements:</b>						
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.	85.37%		88.22%		87.55%	
2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited.	64.21%		62.45%		77.66%	

**Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target that occurred for FFY 2012:**

As noted in Display 7-3 below, from FFY 2008 to FFY 2012, Wyoming's scores increased in all areas. In fact, FFY 2012 scores are at their highest level ever for all six summary statements. For each of the three outcomes areas, over 85% of exiting children increased their rate of growth by the time they exited. Additionally, for each of the three outcomes areas, between 62% - 78% of exiting children were functioning at a level comparable to same-aged peers at the time they exited.

The increase in scores from FFY 2008 to FFY 2012 could be attributed to a number of factors including improved targeted technical assistance to the State's developmental preschools, an increase in professional development opportunities for preschool staff, feedback from monitoring activities, and improvements in the data collection and reporting process. The EIEP uses a web-based program to collect data on all COSFs, and EIEP staff and regional developmental preschool staff members collaborate to examine the results and to determine areas of strength or concern.

**WYOMING****Display 7-3: Summary Statements – Results Over Time**

	2008-09	2009-10	2010-11	2011-12	2012-13
<b>Number of Children:</b>	953	1,235	1,347	1,563	1,643
<b>Positive Social-Emotional Skills</b>					
1. Of those children who entered or exited the preschool program the program below age expectations, the percent who substantially increased their rate of growth by the time they exited.	60.68%	69.72%	69.90%	76.48%	85.37%
2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited.	56.87%	63.00%	58.28%	59.56%	64.21%
<b>Acquiring and Using Knowledge and Skills</b>					
1. Of those children who entered or exited the preschool program the program below age expectations, the percent who substantially increased their rate of growth by the time they exited.	61.12%	67.13%	74.02%	81.41%	88.22%
2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited.	54.77%	56.60%	55.98%	58.67%	62.45%
<b>Taking Appropriate Action to Meet Needs</b>					
1. Of those children who entered or exited the preschool program the program below age expectations, the percent who substantially increased their rate of growth by the time they exited.	63.81%	73.07%	75.31%	79.07%	87.55%
2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited.	67.05%	71.26%	71.05%	73.32%	77.66%

**Discussion of Improvement Activities Completed:**

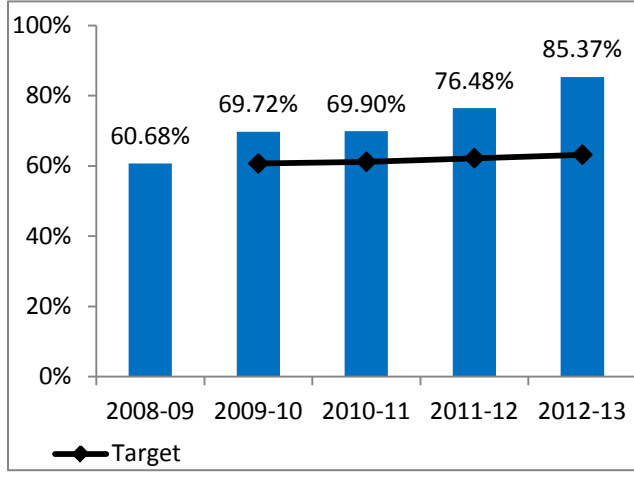
Outlined in the SPP is a framework of strategies aligned with the WDE general supervision system. The specific improvement activities implemented in FFY 2012 are listed in Appendix B of this document. This table includes a description of each activity and indicates which indicators were most impacted by the implementation of each activity. The activities are coded according to their connection to the eight main components of Wyoming's system of general supervision.

# FFY 2012 APR – Part B

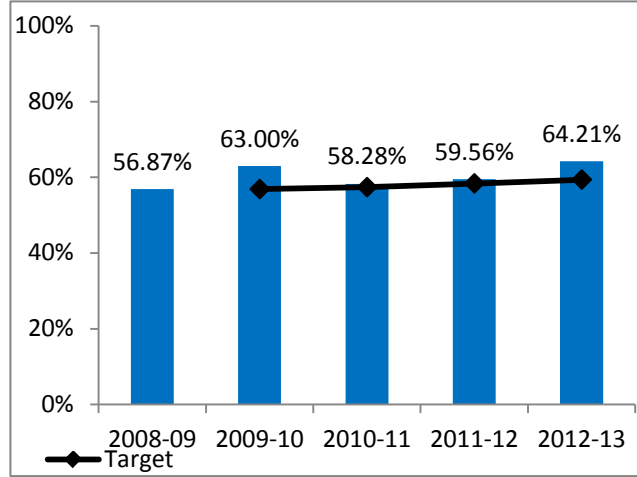
## WYOMING

### Display 7-4: Summary Statements – Results Over Time

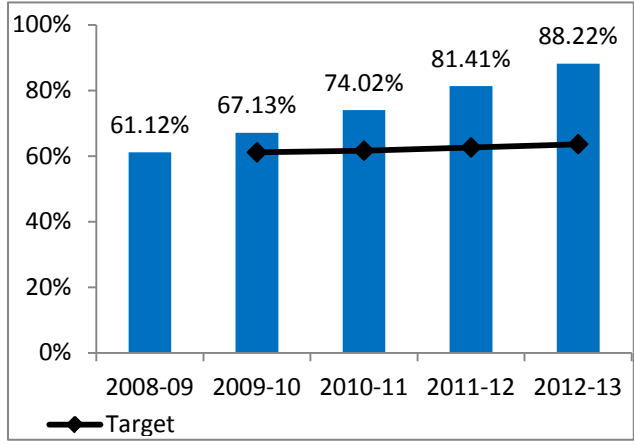
A. Summary Statement 1



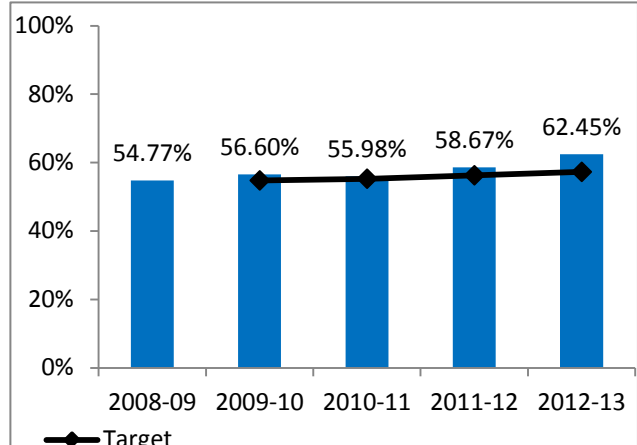
A. Summary Statement 2



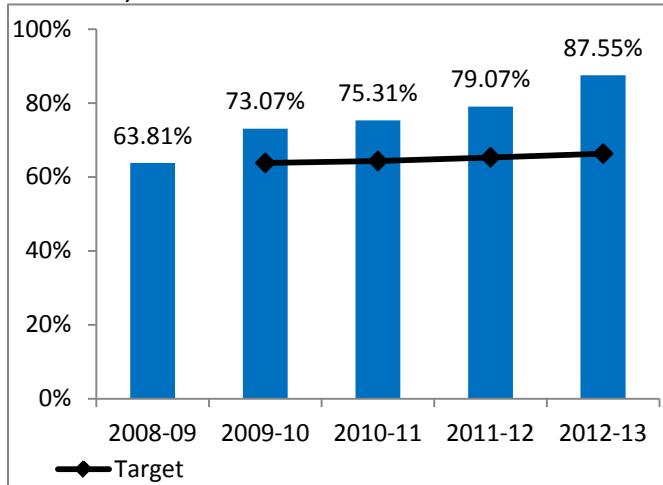
B. Summary Statement 1



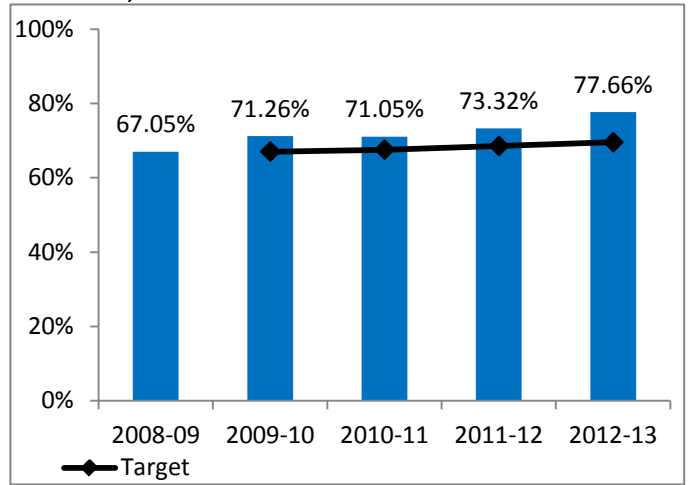
B. Summary Statement 2



C. Summary Statement 1



C. Summary Statement 2



## **FFY 2012 APR – Part B**

### **WYOMING**

**Additional Information Required by the OSEP APR Response Table for this Indicator:**

No additional information was required from Wyoming.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for  
FFY2012: N/A**

## FFY 2012 APR – Part B

### WYOMING

**Monitoring Priority: FAPE in the LRE**

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

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

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

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

FFY	Measurable and Rigorous Target
<b>2012</b> (2012 – 2013)	80.35% of parents will report that the school facilitated their involvement.

**Actual Target Data for FFY 2012:**

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

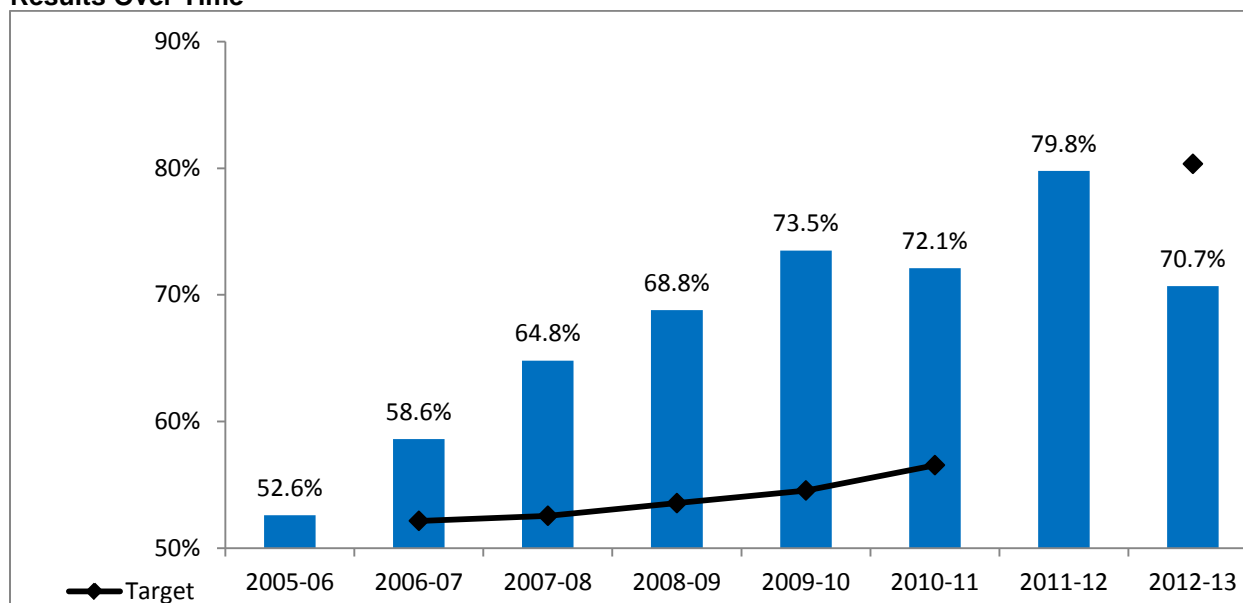
	FFY 2012
Total number of parent respondents	1058
Number who reported school facilitated their involvement	748
<b>Percentage who reported school facilitated their involvement</b>	<b>70.7%</b>

**The WDE did not meet the target.**

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

	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY 2012
Total number of Parent respondents	429	759	783	770	771	854	1080	1058
Number who reported school facilitated their involvement	223	445	507	530	567	616	862	748
<b>Percentage who reported school facilitated their involvement</b>	<b>52.6%</b>	<b>58.6%</b>	<b>64.8%</b>	<b>68.8%</b>	<b>73.5%</b>	<b>72.1%</b>	<b>79.8%</b>	<b>70.7%</b>

*Note: A new survey was developed in 2010-11; starting in 2011-12, the parents of preschool students were included in the K-12 survey (prior to this, preschool parents had their own survey.)*

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

*Note: A new survey was developed in 2010-11; starting in 2011-12, the parents of preschool students were included in the K-12 survey (prior to this, preschool parents had their own survey.)*

**Valid and Reliable Data:**

In FFY 2012, the survey was distributed to a stratified, representative sample of 4,806 parents of children receiving special education services. A total of 1,058 surveys were returned for a response rate of 22.0%. This is the second year that parents of children age 3 to 5 receiving special education services were added to this sample and received the same survey as parents of students in grades K-12. In years past, preschool parents received a different survey.

To arrive at the percent of parents who report that the school facilitated their involvement, a “percent of maximum” scoring procedure was used. Each survey respondent received a percent of maximum score based on their responses to all 17 items. A respondent who rated the school a “5” (Strongly Agree/Very Satisfied) on each of the 17 items received a 100% score; a respondent who rated the school a “1” (Strongly Disagree/Very Dissatisfied) on each of the 17 items received a 0% score. A respondent who rated the school a “4” (Agree) on each of the 17 items received a 75% score. A parent who has a percent of maximum score of 70% or above was identified as one who reported that the school facilitated his/her involvement. A 70% cut-score represents a parent who on average is positive to at least 16 items, and is neutral on one item.

The representativeness of the surveys was assessed by examining the demographic characteristics of the children of the parents who responded to the survey to the demographic characteristics of all special education students. This comparison indicates the results are representative (1) by geographic region where the child attends school; (2) by the race/ethnicity of the child; (3) by the grade level of the child; and (4) by the primary disability of the child. For example, 25% of the K-12 parents who returned a survey indicated that their children’s primary disability is a speech/language impairment, and 29% of K-12 special education students have a speech impairment. Furthermore, 82% of parent respondents indicated that their student is white, and 82% of special education students are White. Parents from each district and region responded to the survey, with response rates by district/preschool region ranging from 9-45%. Results were weighted by district/preschool region to ensure that the parent survey results reflected the population of parents.

### WYOMING

#### **Explanation of Progress or Slippage that Occurred for FFY 2012:**

For FFY 2012, WDE is reporting 70.7% of parents with a child receiving special education services reported that school facilitated their involvement as a means of improving services and results for children with disabilities. As indicated in Display 8-2, the percentage of parents who reported that the school facilitated their involvement steadily increased from FFY 2005 to FFY 2011. However, in FFY 2012, the parent involvement percent decreased by about nine percentage points. Results have been examined by district and preschool region to determine the reason for this decrease. The decrease is present in the K-12 school districts but not in the preschool regions. Further disaggregations will be conducted to determine possible reasons for this decline. FFY 2012 represents the third year that the new survey, developed in FFY 2010, was used. This survey was developed to target the parent involvement issue but also to better serve school districts. A copy of this survey is included in the SPP.

One potential reason for survey decline may be the increased focus on education at the state and national level. With the roll out of the Common Core State Standards and Wyoming accountability legislation and increased media attention on educational topics, there is a heightened awareness of educational issues across the state. Parents are more focused than ever before on education and its potential impact on students with disabilities.

Additionally, the WDE saw a decrease in parent survey results from a couple of our larger districts. Because these districts make-up a significant number of students with disabilities, this drop impacted the overall state rate.

#### **Discussion of Improvement Activities Completed:**

During our 2012/2013 Regional Data Share Outs, district special education staff was provided with district level survey responses. WDE staff assisted districts in the analysis of this data and recommended strategies for targeting potential areas of concern. Districts shared ideas for improvement with each other and suggested resources were discussed.

The WDE worked with its parent partners through supporting the annual Parent Involvement Center (PIC) Conference. This annual conference focuses on parent training and increased parent engagement, through providing parents meaningful and critical information about the IEP process, thus enabling them to be stronger advocates in their child's education.

The WDE also supported parent training at the annual Wyoming Native Education Conference. J. Wiley addressed the following topic: "Increasing Native American parent involvement in the special education process." Specially, the purpose of this training was to enable parents to be more knowledgeable about the IEP process and increase their active involvement.

Additionally, specific improvement activities implemented in FFY 2012 are listed in Appendix B of this document. This table includes a description of each activity and indicates which indicators were most impacted by the implementation of each activity. The activities are coded according to their connection to the eight main components of Wyoming's system of general supervision.

#### **Additional Information Required by the OSEP APR Response Table for this Indicator:**

No additional information was required from Wyoming.

#### **Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY2012: N/A**



## FFY 2012 APR – Part B

### WYOMING

#### Part B State Annual Performance Report (APR) for FFY 2012

##### Monitoring Priority: Disproportionality

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

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

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

Include State's definition of "disproportionate representation."

FFY	Measurable and Rigorous Target
2012 (2012 – 2013)	0% of districts with disproportionate representation of racial and ethnic groups in special education or related services categories that is the result of inappropriate identification

##### Actual Target Data for FFY 2012:

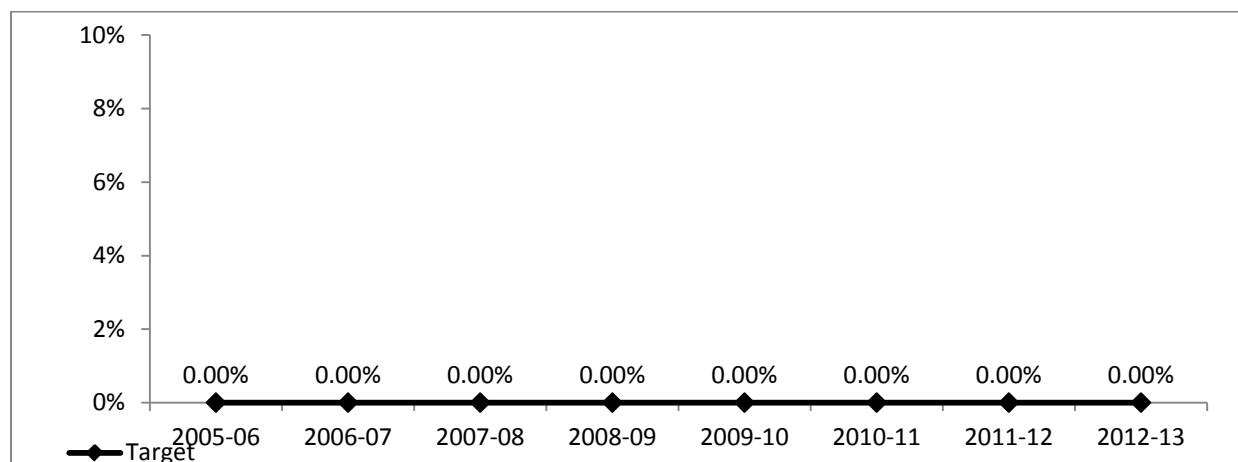
##### Display 9-1: Percent of LEAs with Disproportionate Representation that is a Result of Inappropriate Identification for FFY 2012

	Over-representation
Total # of LEAs	48
# of LEAs flagged for disproportionate representation	0
% of LEAs flagged for disproportionate representation	0.0%
# of LEAs found to have disproportionate representation due to inappropriate identification	0
<b>Percent of LEAs that had disproportionate representation due to inappropriate identification</b>	<b>0.0%</b>

WDE met the Indicator 9 target for FFY 2012.

WYOMING

**Display 9-2: 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 – Results Over Time**



### Definition of “Disproportionate Representation” and Methodology

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

$$\text{Alternate Risk Ratio} = \frac{\text{District-level risk for racial/ethnic group for disability}}{\text{State-level risk for comparison group for disability}}$$

The Wyoming Department of Education collects the data used for Indicator 9 through the November 1 snapshot data collection. The WDE calculates an Alternate Risk Ratio for each school district in the state, based on the identification rate of each racial/ethnic group in each district. The WDE uses the Alternate Risk Ratio (as defined by OSEP and WESTAT) for determining disproportionate representation because it is most relevant and meaningful for Wyoming’s small, rural population.

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

As stated above, the WDE defines disproportionate representation as an Alternate Risk Ratio of 3.00 or above. Once a ratio is flagged for disproportionate representation, WDE staff members review the LEA’s evaluation policies and procedures in addition to applicable student evaluation records to determine if the disproportionate representation is due to inappropriate identification.

For Indicator 9, the WDE conducts its review of district data through the desk audit portion of Wyoming’s Continuous Improvement Focused Monitoring System. All districts that have been flagged are required to provide the WDE with district policies and procedures concerning their identification practices. The WDE then conducts a file review to gather additional data on how the district’s practices regarding the appropriate evaluation and identification of students with disabilities has affected actual students in the over-represented group. As shown in Display 9-1, for FFY 2012, no districts were flagged for disproportionate representation; thus, the file review component was not necessary in any LEA.

## FFY 2012 APR – Part B

### WYOMING

#### Display 9-3: Percent of LEAs with Disproportionate Representation of Racial and Ethnic Groups in Specific Disability Categories that is the Result of Inappropriate Identification Detailed Results Over Time

	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY 2012
Total # of LEAs	48	48	48	48	48	48	48
# of LEAs flagged for potential disproportionate representation	1	1	0	0	0	0	0
# of LEAs found to have disproportionate representation due to inappropriate identification	0	0	0	0	0	0	0
<b>Percent who had disproportionate representation due to inappropriate identification</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>

#### Discussion of Improvement Activities and Explanation Slippage, if the State did not meet its target, that occurred for FFY 2012:

For FFY 2012, WDE is again reporting 0% of districts with disproportionate representation of racial and ethnic groups in special education or related services are the result of inappropriate identification. The State met its target of 0% for Indicator 9.

For Indicator 9, all 48 public school districts are included in the analyses. Of these 48 LEAs, 47 met the minimum *n* requirements at least one time for a Final Risk Ratio to be calculated (for each LEA, in theory, seven risk ratios could be calculated—one for each racial/ethnic group). Please note that many LEAs in Wyoming have fewer than five students with a disability of a particular race/ethnicity. Thus, very small numbers prevent the State from calculating reliable and meaningful risk ratios for every racial/ethnic group in every LEA.

In each of the last seven years, Wyoming has met the mandated target of 0%. Even though no district was identified as having disproportionate representation in FFY 2012, the WDE would like to emphasize that it does calculate a ratio for every district in each of the seven racial/ethnic categories. The ratios based on ten or more students in each target group are considered for disproportionate representation. Because WDE uses the Alternate Risk Ratio, there is no minimum *n* requirement for the comparison group. Given the low minimum *n* size in the target group and the lack of minimum *n* size for the comparison group, the WDE reviews a very high proportion of ratios for disproportionate representation.

One reason for the State's consistently high performance on this indicator could be the WDE's focus on providing high quality targeted technical assistance specifically relating to correctly implementing 34 C.F.R. §§300.301 – 300.311.

Outlined in the SPP is a framework of strategies aligned with the WDE general supervision system. The specific improvement activities implemented in FFY 2012 are listed in Appendix B of this document. This table includes a description of each activity and indicates which indicators were most impacted by the implementation of each activity. The activities are coded according to their connection to the eight main components of Wyoming's system of general supervision.

#### **Actions Taken if Noncompliance Not Corrected:**

Wyoming was in compliance with this indicator; therefore, no action was necessary.

#### **Verification of Correction (either timely or subsequent):**

Corrective action was not required; therefore, verification of corrections was not necessary.

## FFY 2012 APR – Part B

### WYOMING

**Additional Information Required by the OSEP APR Response Table for this Indicator:**

No additional information was required from Wyoming.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for  
FFY2012: N/A**

## FFY 2012 APR – Part B

### WYOMING

#### Part B State Annual Performance Report (APR) for FFY 2012

##### Monitoring Priority: Disproportionality

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

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

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

Include State's definition of "disproportionate representation."

FFY	Measurable and Rigorous Target
2012 (2012 – 2013)	0% of districts with disproportionate representation of racial and ethnic groups in specific disability categories are the result of inappropriate identification.

##### Actual Target Data for FFY 2012:

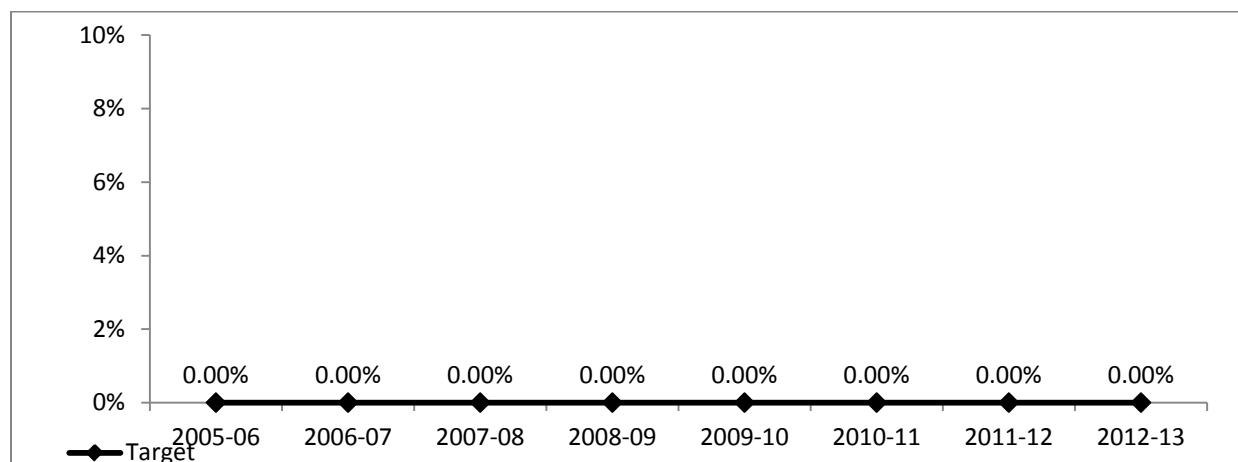
##### Display 10-1: Percent of LEAs with Disproportionate Representation that is the result of Inappropriate Identification

	Over-representation
Total # of LEAs	48
# of LEAs flagged for disproportionate representation	1
% of LEAs flagged for disproportionate representation	2.08%
# of LEAs found to have disproportionate representation due to inappropriate identification	0
<b>Percent of LEAs that had disproportionate representation due to inappropriate identification</b>	<b>0.0%</b>

**WDE met the Indicator 10 target for FFY 2012.**

WYOMING

**Display 10-2: 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 – Results Over Time**



### Definition of “Disproportionate Representation” and Methodology

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

$$\text{Alternate Risk Ratio} = \frac{\text{District-level risk for racial/ethnic group for disability}}{\text{State-level risk for comparison group for disability}}$$

The Wyoming Department of Education collects the data used for Indicator 10 through the November 1 snapshot data collection. The WDE calculates an Alternate Risk Ratio for each school district in the state, based on the identification rate of each racial/ethnic group in each district. The WDE uses the Alternate Risk Ratio (as defined by OSEP/WESTAT) for determining disproportionate representation because it is most relevant and meaningful for Wyoming’s small, rural population.

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

As stated above, the WDE defines disproportionate representation as an Alternate Risk Ratio of 3.00 or above. Once a ratio is flagged for disproportionate representation, WDE staff members review the LEA’s evaluation policies and procedures in addition to applicable student evaluation records to determine if the disproportionate representation is due to inappropriate identification.

For Indicator 10, the review of district data is conducted through the desk audit portion of Wyoming’s Continuous Improvement Focused Monitoring System. All districts that have been flagged are required to provide the WDE with current evaluation reports and eligibility determination documents for students in the flagged disability categories and racial/ethnic groups. Then, the WDE reviews each student’s documentation to determine whether the identification was appropriate. If the file reviews appear to indicate inappropriate evaluation or eligibility practices in any student’s case, the WDE team pursues the information by interviewing district staff members involved in the evaluation and eligibility determinations of affected students. In conducting these activities in the one LEA flagged, WDE determined that none of the districts had disproportionate representation (for any student in the target racial/ethnic group) as a result of inappropriate identification.

WYOMING

**Display 10-3: Percent of LEAs with Disproportionate Representation of Racial and Ethnic Groups in Specific Disability Categories that is the Result of Inappropriate Identification  
Detailed Results Over Time**

	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY 2012
Total # of LEAs	48	48	48	48	48	48	48
# of LEAs flagged for potential disproportionate representation	12	6	5	2	2	3	1
# of LEAs found to have disproportionate representation due to inappropriate identification	0	0	0	0	0	0	0
<b>Percent who had disproportionate representation due to inappropriate identification</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>

**Discussion of Improvement Activities and Explanation Slippage, if the State did not meet its target, that occurred for FFY 2012:**

For FFY 2012, the WDE is reporting 0% of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. WDE met the mandated target of 0% for Indicator 10.

For Indicator 10, all of Wyoming's 48 public school districts are included in the analyses. Of these 48 LEAs, 43 met the minimum *n* requirements at least one time for a Final Risk Ratio to be calculated (for each LEA, in theory, 42 risk ratios could be calculated—one for each racial/ethnic group times the six primary disability categories). Please note that many LEAs in Wyoming have fewer than five students with a disability of a particular race/ethnicity; when this is disaggregated further by type of primary disability, the numbers get extremely small. Thus, very small numbers prevent the State from calculating reliable and meaningful risk ratios for every racial/ethnic group in every LEA.

The State calculated 42 ratios, one for each racial/ethnic group for each of the six primary disability categories in all 48 school districts. The ratios based on ten or more students in the target group are considered for disproportionate representation. Because an Alternate Risk Ratio is used, there is no minimum *n* size for the comparison group. Given the low *n* size in the target group and the lack of minimum *n* size for the other group, a very high proportion of ratios are reviewed for disproportionate representation. In addition, each district receives a detailed report of all risk ratios so district staff may be proactive in identifying racial/ethnic groups for which there might potentially be over-representation in the future.

As indicated in Display 10-2, there was one district flagged at the disproportionate level during FFY 2012. As described above, the WDE reviewed special education files for each of the identified students in these race/ethnicity and disability categories from the flagged districts in order to determine whether the disproportionate representation was due to inappropriate identification practices. After WDE staff performed a thorough file review of students in this group, examining the comprehensiveness of the evaluation procedures and eligibility determination in compliance with 34 C.F.R. §§300.301 – 300.311 and relevant state rules, it was determined the one district flagged for disproportionate representation were identifying students with disabilities in certain race/ethnicity categories and disability categories appropriately.

Outlined in the SPP is a framework of strategies aligned with the WDE general supervision system. The specific improvement activities implemented in FFY 2012 are listed in Appendix B of this document. This table includes a description of each activity and indicates which indicators were most impacted by the implementation of each activity. The activities are coded according to their connection to the eight main components of Wyoming's system of general supervision.

## FFY 2012 APR – Part B

### WYOMING

**Actions Taken if Noncompliance Not Corrected:**

Wyoming was in compliance with this indicator; therefore, no action was necessary.

**Verification of Correction (either timely or subsequent):**

Corrective action was not required; therefore, verification of corrections was not necessary.

**Additional Information Required by the OSEP APR Response Table for this Indicator:**

No additional information was required from Wyoming.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY2012: N/A**



## Annual Performance Report (APR) for FFY 2012

**Monitoring Priority: Effective General Supervision Part B / Child Find**

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

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

**Measurement:**

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

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

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

FFY	Measurable and Rigorous Target
<b>2012</b> <b>(2012 – 2013)</b>	<b>100%</b> of children with parental consent to evaluate, who were evaluated within 60 days

**Actual Target Data for FFY 2012:****Display 11-1: Percent of Children Evaluated Within 60 Days**

a. Number of children for whom parental consent to evaluate was received	4,424
b. Number of children whose evaluations were completed within 60 days (or State-established timeline)	4,322
Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established-timeline) (Percent = [(b) divided by (a)] times 100)	<b>97.69%</b>

**WDE did not meet the target for FFY 2012.**

**Display 11-2: Account for Children Evaluated Outside of 60-Day Timeline**

Range of Days Beyond the 60-Day Timeline	Reasons for Delay
1 to 319 days	Delays in evaluations; parental cancellation of meetings; breaks in school schedule; difficulty contacting parents; weather, student illness, incorrect calculation of 60-day timeline.

## FFY 2012 APR – Part B

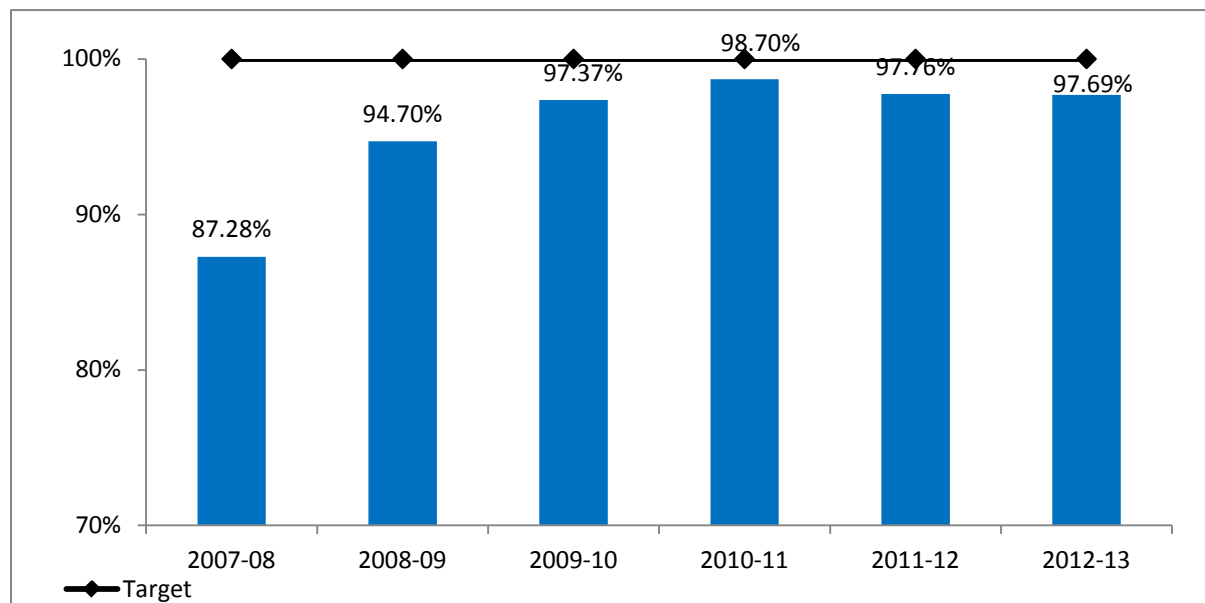
### WYOMING

Of the 4,424 initial evaluations under Part B conducted during FFY 2012, there were 102 that did not meet the 60-day timeline requirement. Of these 102, 30 were from the State's 48 public school districts, and 72 were from the State's developmental preschools.

**Display 11-3: Percent of Children Evaluated Within 60 Days, Results Over Time**

	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY 2012
a. # of children for whom parental consent to evaluate was received	3,208	3,984	3,836	4,073	4,735	4,424
b. # of children whose evaluations were completed within 60 days	2,800	3,773	3,735	4,020	4,629	4,322
<b>Percent who met the indicator</b>	<b>87.28%</b>	<b>94.70%</b>	<b>97.37%</b>	<b>98.70%</b>	<b>97.76%</b>	<b>97.69%</b>

**Display 11-4: Percent of Children Evaluated Within 60 Days, Results Over Time**



#### **Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target that occurred for FFY 2012:**

For FFY 2012, the WDE is reporting that 97.69% of children ages three through 21 with parental consent to evaluate were evaluated within sixty days. The State did not meet the mandated target of 100%.

As shown in Displays 11-3 and 11-4, the FFY 2012 rate is very slightly lower than the FFY 2011 rate. For the past four years, the indicator rate has been fairly stable. When comparing the results for this indicator, the overall increase in the number of initial evaluations conducted in FFY 2012 is also worth noting: the State experienced an increase of over 38% in the number of initial evaluations conducted in FFY 2012 when compared to FFY 2007.

In its analysis of the initial evaluations conducted during FFY 2012, the WDE noted differences between the school district results and those from the State's developmental preschools. Among the State's 48 school districts, LEAs conducted a total of 2,460 initial evaluations, and only 30 of them were not completed within 60

**WYOMING**

days (98.78% timely). However, for the State's developmental preschools, 72 of the 1,964 initial evaluations were not completed within the required timeframe (96.33% timely). Based on these results, the WDE's technical assistance efforts related to evaluation requirements will focus primarily on the BHD and staff members from the regional developmental preschools. Additionally, the WDE has set up monthly meetings between the WDE and BHD staff so that requirements—especially those related to comprehensive, timely evaluations—will be discussed during these regular technical assistance sessions.

Regarding the 102 initial evaluations that were not completed within 60 days, the WDE takes specific corrective action within any LEA exhibiting a rate below 100% compliance with the 60-day requirement. First, the Department contacts each LEA with the student identification numbers of students whose initial evaluations were reportedly completed after sixty days from the LEA's receipt of consent. In each instance the LEA is required to provide an explanation for the delay. The only acceptable reasons are those found in 34 C.F.R. §300.301(c)(1). After removing those with acceptable reasons, the WDE issues a letter containing findings for each of the students in whose case initial evaluations took longer than sixty days. LEAs are required to provide evidence that the student's evaluation was completed, although late, unless the student is no longer within the jurisdiction of the LEA. Then in order to ensure systemic correction for all students, the WDE reviews a sample of initial evaluations conducted during the current fiscal year to evidence 100% compliance for students other than those whose initial evaluations were completed late during the previous fiscal year. In this way the Department ensures that its identification and correction processes meet the requirements of the OSEP 09-02 Memo.

In the Department's analysis of LEA reasons for delays in completing initial evaluations within sixty days, the WDE determined that a small number of LEAs require additional support and oversight in this area. Some of the ways the WDE addressed this during FFY 2012 include the following:

- Depending upon the content of their CAP/compliance agreement, districts were provided with specially designed, on-site TA from WDE staff.
- Staffing levels are reviewed through various fiscal reports to identify potential personnel shortages that may be affecting an LEA's ability to complete initial evaluations in a timely manner.
- Districts found out of compliance on self assessment are contacted and provided TA if needed.

Additionally, outlined in the SPP is a framework of strategies aligned with the WDE general supervision system. The specific improvement activities implemented in FFY 2012 are listed in Appendix B of this document. This table includes a description of each activity and indicates which indicators were most impacted by the implementation of each activity. The activities are coded according to their connection to the eight main components of Wyoming's system of general supervision.

**Correction of FFY 2011 Findings of Noncompliance (if State reported less than 100% compliance):**

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	<b>106</b>
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	<b>106</b>
3. Number of FFY 2011 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	<b>0</b>

**Actions Taken if Noncompliance Not Corrected:**

As shown in the table above, all 106 findings of noncompliance made in FFY 2011 related to timely initial evaluations were corrected within one year.

## FFY 2012 APR – Part B

### WYOMING

#### **Verification of Correction of FFY 2011 Noncompliance (Either Timely or Subsequent) and Description of the Specific Actions the State Took to Verify the Correction of Findings of Noncompliance Identified in FFY 2011:**

As reported in Wyoming's FFY 2011 APR under Indicator 11, the WDE made 106 findings of noncompliance related to timely initial evaluations during FFY 2011. In conducting its verification process, the WDE determined that:

1. Each LEA is correctly implementing the specific regulatory requirement—in this case 34 C.F.R §§300.301(c)(1). This was achieved by reviewing new documentation not previously reviewed from the noncompliant LEAs showing that initial evaluations conducted within FFY 2011 were completed within sixty days, and
2. Each LEA has corrected the child-specific noncompliance by completing each child's evaluation, although late. This was achieved by requesting additional documentation and explanation from each LEA regarding each instance in which an initial evaluation exceeded the 60-day timeframe.

#### **Additional Information Required by the OSEP APR Response Table for this Indicator:**

##### **Display 11-6 Information Required by the OSEP APR Response Table**

Statement from the Response Table	State's Response
Because the State reported less than 100% compliance for FFY 2011, the State must report on the status of correction of noncompliance identified in FFY 2011 for this indicator. When reporting on the correction of noncompliance, the State must report, in its FFY 2012 APR, that it has verified that each LEA with noncompliance identified in FFY 2011 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2012 APR, the State must describe the specific actions that were taken to verify the correction.	All noncompliance for the FFY2011 (the 106 evaluations) were timely corrected within the one-year timeframe. Each district with noncompliance in FFY2011 was (1) timely corrected within the one-year timeframe of notification and (2) is currently implementing the regulator requirements of this indicator based on a review of updated data consistent with OSEP Memorandum 09-02.

#### **Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY2012: N/A**

**Part B State Annual Performance Report (APR) for FFY 2012****Monitoring Priority: Effective General Supervision Part B / Effective Transition**

**Indicator 12:** Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

- a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or whom exceptions under 34 CFR §300.301(d) applied.
- e. # of children who were referred to Part C less than 90 days before their third birthdays.

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

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

FFY	Measurable and Rigorous Target
<b>2012</b> <b>(2012 – 2013)</b>	<b>100%</b> of eligible children who transition from Part C to Part B having an IEP in place by their third birthday

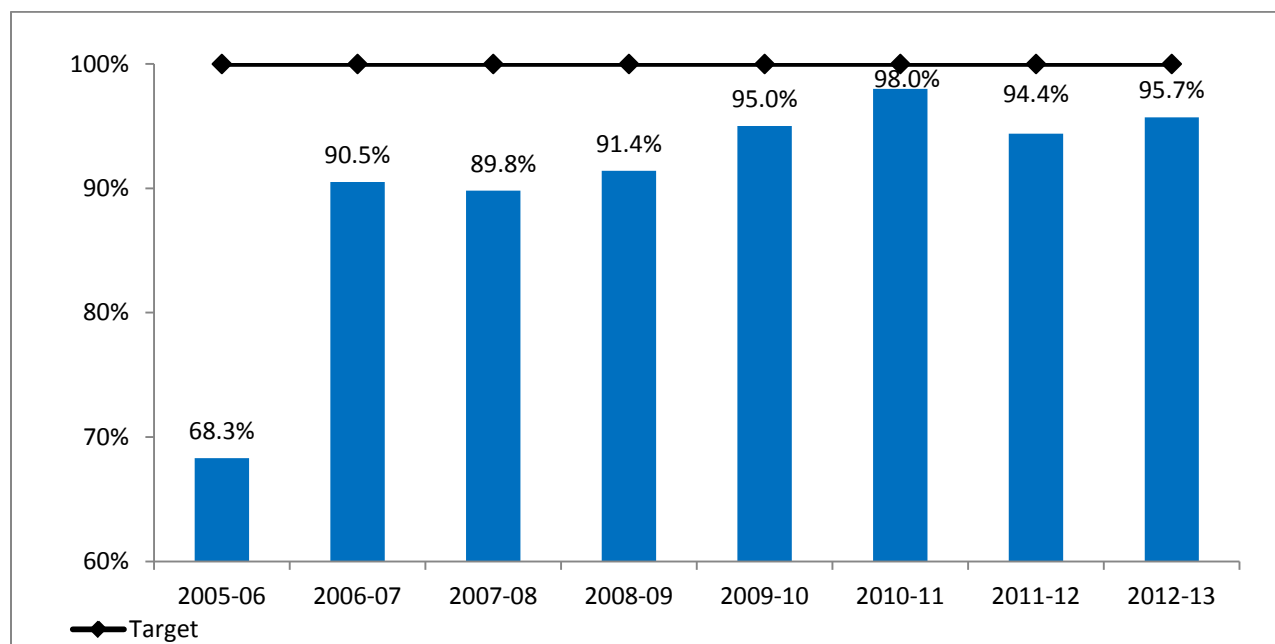
**Actual Target Data for FFY 2012:****Display 12-1: Percentage of Children Who Met the Indicator**

a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.	456
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday	1
c. # of those found eligible who have an IEP developed and implemented by their third birthdays	400
d. # for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	37
e. # of children who were referred to Part C less than 90 days before their third birthdays.	0
# in a but not in b, c, d, or e.	18
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 Percent = [(c) / (a-b-d-e)] * 100	<b>95.69%</b>

**WDE did not meet the target for FFY 2012.**

WYOMING**Display 12-2: Range of Delay (Days) and Reasons for Delay**

Range of Days Beyond the Third Birthday	Reasons for Delay
2-237 days	Difficulty contacting parents; parents not attending scheduled meetings; weather.

**Display 12-3: Percentage of Children Referred by Part C Who are Found Eligible for Part B and Have IEPs Developed by Their Third Birthdays – Results Over Time****Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target, that occurred for FFY 2012:**

For FFY 2012, the WDE is reporting 95.7% of children eligible transition from Part C to Part B by their third birthday. As Display 12-3 indicates, Wyoming had a slight increase in the percentage of children referred by IDEA Part C who were found eligible for Part B and had IEPs developed by their third birthdays from FFY 2011 (94.4%) to FFY 2012 (95.7%) but the FFY 2012 rate is still lower than that obtained in FFY 2010 (98.0%). The State has not yet attained the target of 100% in any year; Wyoming has further need for improvement in this area.

In its review of the explanations provided by the BHD to explain why the 55 children referred from Part C and found eligible for Part B did not have IEPs in place by their third birthday, the WDE noted that over two-thirds of explanations (37 of 55) contained descriptions of delays caused by legitimate reasons (such as the parent repeatedly failing to produce the child for an evaluation). However, among the 18 unacceptable reasons for the delay, the WDE found several instances in which regional developmental preschool staff members demonstrated confusion regarding whether IEPs have to be in place by the third birthday or simply whether the Part B evaluations have to be complete by the third birthday. In multiple instances, preschool staff also mentioned having trouble contacting parents as a reason for the delay in getting an IEP in place by the child's third birthday. The WDE is clarifying the requirements and addressing these unacceptable reasons to delay putting in place an IEP by the third birthday as it conducts improvement activities during FFY 2013.

## FFY 2012 APR – Part B

### WYOMING

Outlined in the SPP is a framework of strategies aligned with the WDE general supervision system. The specific improvement activities implemented in FFY 2012 are listed in Appendix B of this document. This table includes a description of each activity and indicates which indicators were most impacted by the implementation of each activity. The activities are coded according to their connection to the eight main components of Wyoming's system of general supervision. The FFY 2012 statewide data drill down revealed no additional concerns in this area.

Activities specifically designed to target these data-based concerns:

- Continued implementation of the revised MOU with the BHD to ensure effective implementation of Part B regulations in preschools.
- The WDE and BHD met monthly to discuss a variety of issues including timely transition from an IFSP to an IEP when an eligible student transitions from Part C to Part B.

#### **Correction of FFY 2011 Findings of Noncompliance (if State reported less than 100% compliance in its FFY 2011 APR):**

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	22
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	22
3. Number of FFY 2011 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

#### **Correction of FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):**

4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
6. Number of FFY 2011 findings <u>not</u> verified as corrected [(4) minus (5)]	0

#### **Actions Taken if Noncompliance Not Corrected:**

As shown in the table above, all 22 findings of noncompliance related to timely development and implementation of IEPs for children transitioning from Part C to Part B were corrected within one year.

#### **Verification of Correction (either timely or subsequent) and Description of the Specific Actions that the State Took to Verify the Correction of Findings of Noncompliance identified in FFY 2011:**

As reported in the FFY 2011 APR under Indicator 12, the WDE made 22 findings of noncompliance in this area during FFY 2011. In conducting its verification process, the WDE determined that:

1. the LEA (BHD) is correctly implementing the specific regulatory requirement—in this case 34 C.F.R. §300.124(b). This was achieved by reviewing new documentation on a sample of student records not previously reviewed from the LEA's online special education database showing that IEPs were developed and implemented by the child's third birthday (for those referred by Part C and found eligible for Part B).
2. the LEA (BHD) had corrected the child-specific noncompliance by developing and implementing an IEP for each child referred by Part C and found eligible for Part B, although late. This was achieved by reviewing

## FFY 2012 APR – Part B

### WYOMING

additional documentation and explanation from the LEA regarding each instance in which the development and implementation of the IEP was not completed by the child's third birthday.

#### **Additional Information Required by the OSEP APR Response Table for this Indicator:**

**Table 12.6 Additional Information required by the OSEP APR Response Table for this Indicator**

<b>Statement from the Response Table</b>	<b>State's Response</b>
Because the State reported less than 100% compliance for FFY 2011, the State must report on the status of correction of noncompliance identified in FFY 2011 for this indicator. When reporting on the correction of noncompliance, the State must report, in its FFY 2012 APR, that it has verified that each LEA with noncompliance identified in FFY 2011 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2012 APR, the State must describe the specific actions that were taken to verify the correction.	As indicated above, all noncompliance for the FFY2011 (the 22 findings) were timely corrected within the one-year timeframe. Each district with noncompliance in FFY2011 was (1) timely corrected within the one-year timeframe of notification and (2) is currently implementing the regulator requirements of this indicator based on a review of updated data consistent with OSEP Memorandum 09-02.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY2012: N/A**



**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

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

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

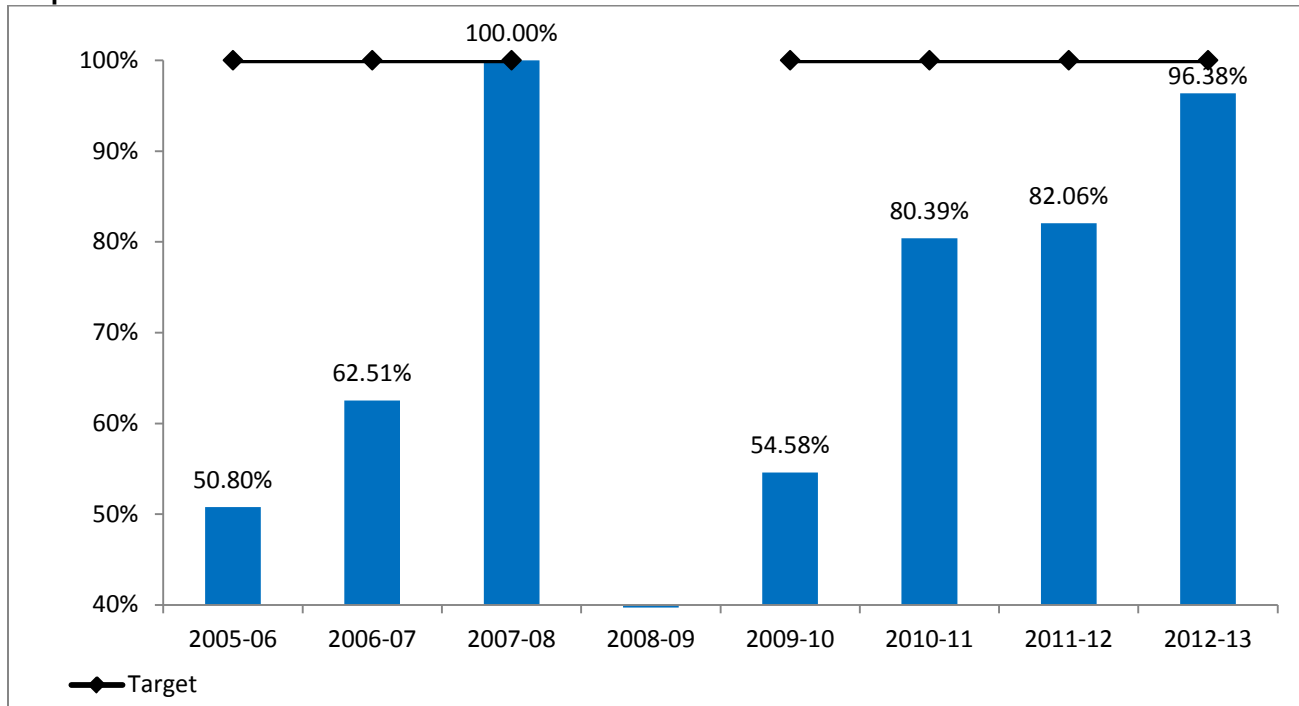
**Measurement:** Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the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

FFY	Measurable and Rigorous Target
<b>2012 (2012 – 2013)</b>	100% of youth aged 16 and above will have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

**Actual Target Data for FFY 2012:****Display 13-1: Percent of youth aged 16 and above with an IEP that meets requirements**

	FFY 2012
# of youth whose IEPs were reviewed	414
# of youth whose IEPs were compliant upon initial review	399
<b>Percent of youth whose IEPs met the indicator after initial review</b>	<b>96.38%</b>
# of youth whose IEPs were compliant after district corrective action (within FFY 2012)	15
# of youth whose IEPs met the indicator for FFY 2012	414
<b>Percent of youth whose IEPs ultimately met the indicator for FFY 2012</b>	<b>100.0%</b>

**WDE did not meet the target for FFY 2012.**

WYOMING**Display 13-2: Percent of Youth aged 16 and above with an IEP that meets IDEA Postsecondary Transition Requirements – Results Over Time**

*Note: FFY 2010 - FFY 2012 data shown on Display 13-2 are prior to district corrections made during the same school year; all districts achieved 100% compliance during both of these federal fiscal years.*

**Discussion of Improvement Activities and Explanation Slippage, if the State did not meet its target, that occurred for FFY 2012:**

For the FFY 2012 APR, WDE is reporting that 96.38% of youth age 16 and above had an IEP that met the IDEA requirements reflected in the NSTTAC Indicator 13 Checklist. Although the State did not meet the mandated 100% target, as indicated in Displays 13-2, Wyoming has made consistent progress on this Indicator since FFY 2009. This increase may be attributed to the State's technical assistance efforts, which included telephone conferences, on-site technical assistance, and state-wide professional development, in addition to substantial efforts made by individual school districts. The WDE will continue to build district level capacity to ensure appropriate transition planning for students with disabilities.

To collect data for this indicator, the WDE selects a stratified, representative sample of ten student files from each district in the state. Districts with fewer than ten students of transition age are required to submit all IEPs of transition-aged students. Trained WDE staff members then review each of the files using the NSTTAC Indicator 13 Checklist Form A. Any file that meets all of the applicable checklist criteria is judged to meet the indicator.

Through its initial review, the WDE identified seven LEAs that had at least one transition IEP that demonstrated evidence of noncompliance with one or more of the IDEA postsecondary transition requirements. In aggregate, the State's overall compliance percentage for FFY 2011 (96.38%) represents a large improvement from its FFY 2011 rate of 82.06% and its FFY 2009 rate of 54.58%. The WDE elected to make individual student findings in each LEA rather than making a single finding for similar infractions in each of these seven LEAs.

In order to make the review more informative, the WDE disaggregates the results of the review. The breakdown of transition issues identified during FFY 2011 was as follows:

- 5 (1.21%) IEPs lacked one or more measurable postsecondary goals.
- All IEPs contained postsecondary goal(s) that were updated annually.

**WYOMING**

- 1 (0.24%) IEPs did not contain evidence that the student's postsecondary goals were based on age-appropriate transition assessments.
- All IEPs contained evidence of appropriate transition services.
- All IEPs included courses of study designed to improve the student's academic and functional achievement and facilitate their movement to post-school opportunities.
- All IEPs included annual goals reasonably designed to enable the student to meet the postsecondary goal(s).
- 6 (1.45%) IEPs lacked evidence that the student was invited to the IEP meeting where transition services were discussed.
- 5 (1.27%) IEPs lacked evidence that representatives from outside agencies were invited to the meeting (when the file documented that their participation would be desirable).

The WDE follows a two-pronged process to ensure appropriate identification and correction of all Indicator 13 noncompliance. Each LEA demonstrating one or more instance of noncompliance receives a finding notice via certified mail from the WDE Special Programs Division. The WDE's correspondence identifies each student (by WISER ID number) found to have any transition deficiency in his/her current IEP and informs the LEA as to which specific areas were out of compliance (items marked 'no' on the NSTTAC checklist). LEAs are required to take the necessary steps to correct these IEPs within 45 days. After correcting the identified issue(s), the LEAs are required to provide timely, written assurance to the WDE Special Programs Division that each instance of noncompliance was corrected. During FFY 2012, through receipt of timely assurance letters and documentation submitted by districts showing corrections made to individual students' programs, the WDE verified that all of the seven LEAs with findings had corrected each individual instance of noncompliance within the 45-day timeframe.

In order to ensure that districts not only correct the individual files but also make systemic corrections, the WDE conducted a separate verification file review in April 2013. The WDE requested a stratified, representative sample of ten new files from these seven districts. None of these files were reviewed during the initial Indicator 13 review of December 2012, and WDE staff members checked each of them to ensure that noncompliance had been corrected for all students (not just those for whom findings were made initially). In this way, both prongs of OSEP Memo 09-02 were addressed adequately when identifying and correcting noncompliance related to transition.

The WDE is confident that each LEA is now correctly implementing the specific regulatory requirements in 34 C.F.R. §300.320(b) and has developed and implemented an IEP that includes the required transition content for each youth, unless the youth is no longer within the jurisdiction of the LEA (consistent with OSEP Memo 09-02).

The FFY 2011 rate of 82.06% prompted the WDE to restructure its statewide technical assistance efforts to include a major focus on transition compliance in late FFY 2011 and throughout FFY 2012. These efforts are making a difference. The following improvement activities are among those implemented by the WDE in FFY 2011 and FFY 2012 to improve performance on Indicator 13:

- As a component of its monthly TA events, the WDE's created, delivered and publically posted a technical assistance PowerPoint targeting IDEA requirements pertaining to secondary school students with disabilities.
- The WDE and the State's Division of Vocational Rehabilitation (part of the Wyoming Department of Workforce Services) revised the MOU between the two agencies in the spring of 2012. As this MOU is being implemented, the two agencies have begun to share data and resources formally and are working to increase DVR and district collaboration concerning postsecondary transition planning.
- WDE began planning and organizing a statewide Community of Practice (CoP) devoted to improving district practices related to postsecondary transition. Participants were recruited from a variety of sources (employers, parent centers, DVR, school districts, etc.) in the fall of 2012, and this group's work began in early 2013.

## FFY 2012 APR – Part B

### WYOMING

#### Correction of FFY 2011 Findings of Noncompliance:

Level of compliance (actual target data) State reported for FFY 2011 for this indicator: 82.06%

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	75
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	75
3. Number of FFY 2011 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

#### Correction of FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
6. Number of FFY 2011 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

#### Actions Taken if Noncompliance Not Corrected:

All compliance identified during FFY 2011 was corrected in a timely manner.

#### Additional Information Required by the OSEP APR Response Table for this Indicator:

As reported in the State's FFY 2011 APR under Indicator 13, the WDE made 75 findings of noncompliance in this area during that fiscal year. In conducting its verification process, the WDE determined that:

1. Each LEA is correctly implementing the specific regulatory requirements—in this case 34 C.F.R §§300.320(b) and 300.321(b). This was achieved by requesting IEP files and meeting notices for a sample of students whose records were not reviewed during the initial transition review of December 2011. The WDE's review of these students' documentation during the spring of 2012 demonstrated that the LEAs in question were following compliant IEP transition practices, and
2. Each LEA had corrected the child-specific noncompliance by reconvening the IEP team(s) or amending the program(s) to correct the deficiencies identified in the WDE's response letters of early 2012. The LEAs in question were required to submit Prior Written Notice forms and revised IEPs detailing the corrections made on each student's behalf.

#### Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY2012: N/A

**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

**Indicator 14:** Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

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

**Measurement:**

A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

	<b>Measurable and Rigorous Target</b>		
<b>FFY</b>	<b>Measure A</b>	<b>Measure B</b>	<b>Measure C</b>
<b>2012</b> (2012-13)	41.0%	62.5%	73.3%

## FFY 2012 APR – Part B

### WYOMING

#### Actual Target Data for FFY2012

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

Category	Number	Percent
Interviewed Exiters	301	100.0%
Measurement A: Percent of youth enrolled in higher education within one year of leaving high school;	95	31.6%
Measurement B: Measurement A plus percent of youth competitively employed within one year of leaving high school	191	63.5%
Measurement C: Measurement B plus percent of youth enrolled in any other type of post-secondary education/training or employed in any other type of employment	238	79.1%

**The target for 14A was not met.**

**The target for 14B was met.**

**The target for 14C was met.**

**Display 14-2: Number and Percent of Exiters in each of Four Categories**

Category	Number	Percent
1. Enrolled in higher education as defined in Measurement A	95	31.6%
2. Engaged in Competitive employment as defined in Measurement B (but not in 1.)	96	31.9%
3. Enrolled in other postsecondary education or training as defined in Measurement C (but not in 1. or 2.)	23	7.6%
4. Engaged in some other employment as defined in Measurement C (but not in 1. or 2. or 3.)	24	8.0%
Not in any of the above four categories	63	20.9%
Total	301	100.0%

In April 2013 contact information was obtained on the 715 students with disabilities who exited Wyoming schools in 2011-12. The 715 exiters represent all of the students with disabilities who exited in 2010-11 either by graduating with a diploma, graduating with a certificate, dropping out, or aging out. All exiters were attempted to be reached on the phone in June 2013.

301 exiters were successfully interviewed on the phone for a response rate of 42.1%. 78 of the 715 exiters had incorrect phone numbers. If these "non-reachable" exiters are excluded from the denominator, the adjusted response rate is 47.25% (301/637).

#### **Valid and Reliable Data**

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, or primary disability. White students (44%) were more likely to respond than Native American students (19%). Students who graduated with a regular

## FFY 2012 APR – Part B

### WYOMING

diploma (48%) or who reached maximum age (52%) or who graduated with a certificate (50%) were more likely to respond than students who dropped out (25%).

Of those LEAs that had at least 10 exiters, the response rate by LEA varied from 31% to 76%. The differences in response rates by districts and by demographic category were minor enough that the WDE is confident that these results are representative of the state.

The responses were also analyzed by these same demographic characteristics. Results of those who were interviewed show that students who graduated with a regular diploma were more likely to be engaged in employment or education (Measurement C) (85%) than students who dropped out (64%).

The FFY 2012 response rate of 42% represents a significant increase over the FFY 2011 response rate of 28%. Increased call-backs and tracking of calls at least partially explains this increase. Asking LEAs for additional phone numbers for exiters who were unreachable half-way through the calling process also partially explains the increase.

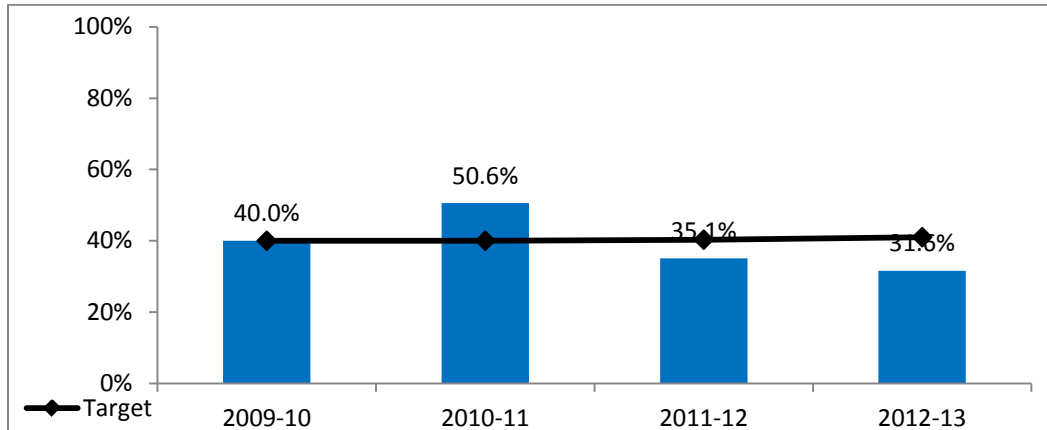
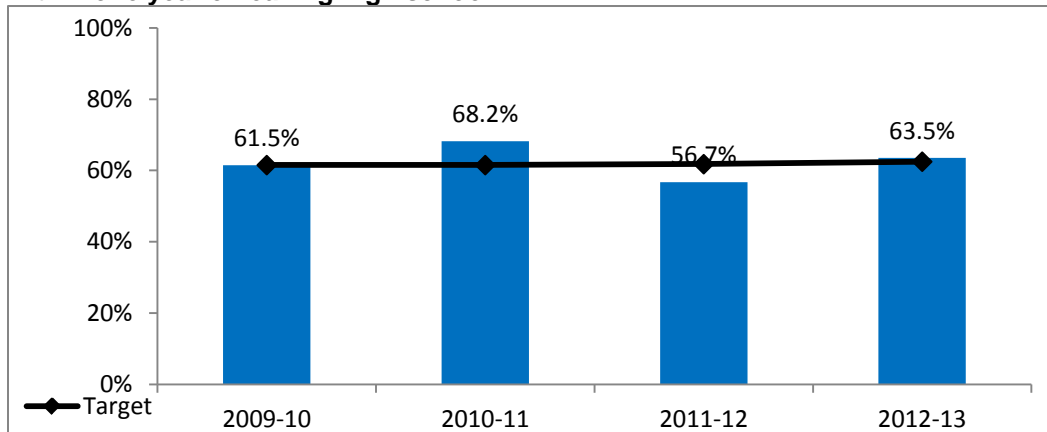
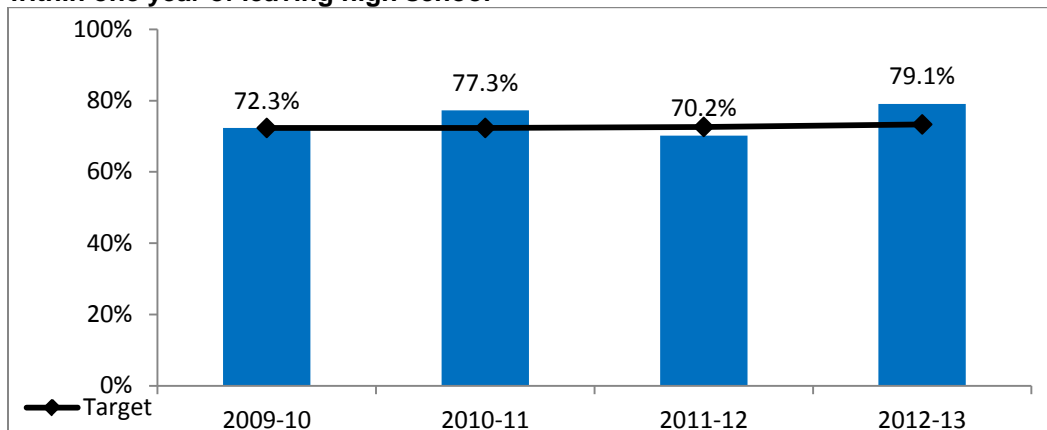
#### **Explanation of Progress or Slippage that Occurred for FFY 2012:**

For FFY 2012, WDE is reporting 31.6% percent of youth enrolled in higher education within one year of leaving high school; the target of 41.0% for Indicator 14A was not met. WDE is reporting 63.5% percent of youth enrolled in higher education or competitively employed within one year of leaving high school; the target of 62.5% for Indicator 14B was met. WDE is reporting 79.1% percent of youth enrolled in higher education, competitively employed, or enrolled in any other type of post-secondary education or employed in any other type of employment within one year of leaving high school; the target of 73.3% for Indicator 14C was met.

The percentage of exiters enrolled in higher education decreased from FFY to FFY 2012. The percentage of exiters enrolled in higher education and competitively employed (Measurement B) and the percentage of exiters enrolled in higher education, competitively employed,, and engaged in other post-secondary education and employment opportunities (Measurement C) increased from FFY 2011 to FFY 2012 as indicated in Displays 14.3 – 14.6. Measurement C is at its highest level ever.

#### **Display 14.3 Results Over Time**

	FFY2009	FFY2010	FFY2011	FFY2012
Measurement A	40.0%	50.6%	35.1%	31.6%
Measurement B	61.5%	68.2%	56.7%	63.5%
Measurement C	72.3%	77.3%	70.2%	79.1%

WYOMING**Display 14.4: Indicator 14A: Percent of youth enrolled in higher education within one year of leaving high school****Display 14.5: Indicator 14B: Percent of youth enrolled in higher education or competitively employed within one year of leaving high school****Display 14.6: Indicator 14C: Percent of youth enrolled in higher education, competitively employed, or enrolled in any other type of post-secondary education or employed in any other type of employment within one year of leaving high school**



WYOMING**Discussion of Improvement Activities Completed:**

Throughout FFY 2011, the WDE solicited suggestions from its stakeholders on ways to increase response rates and improve the State's rates on the three measures contained in Indicator 14. One suggestion was for the WDE to provide districts with an additional 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. Stakeholders also suggested the WDE add an item to its survey to determine whether a former student might be involved in a religious mission or other volunteer activity one year after leaving high school. Many Wyoming students go on church-related missions after high school or participate in the Peace Corps, Americorps, etc. This change was made on the FFY 2012 interview protocol. Three (1%) of interviewed exiters indicated that they participated in a church mission in the year since exiting high school.

The WDE also explored means of improving its interview calling process, such as leaving call-back numbers when survey staff members reach former students' voicemail systems. This was tried with limited success, and as such, was discontinued half-way into the calling process. In addition to these changes, the changes mentioned previously, i.e., increased call-backs and tracking of calls, all worked together to result in an increased response rate in FFY 2012.

Employment rates for former students with disabilities are not only of concern to the WDE; improvements are also being targeted by a variety of agencies and councils within state government. As such, the Governor's Council on Developmental Disabilities has included increasing employment of people with developmental disabilities as one of their five year targeted initiatives. The council recognizes that this group of individuals is among the most unemployed and underemployed segments of our society. They believe that employment is the avenue to independence and increased socialization for individuals with developmental disabilities. The council has pushed Wyoming to adopt Employment First policies, increase funding for transition to work programs that successfully assist young people with developmental disabilities as they age out of education settings and prepare to seek, gain and maintain meaningful employment, and strengthen funding for self-employment initiatives that enable people with developmental disabilities to start their own businesses and/or be self-employed.

Additionally, the Behavioral Health Department (BHD) has created a task force, the Wyoming Integrated Employment Team, to improve the State's employment systems and long term employment outcomes of citizens in Wyoming with intellectual and developmental disabilities. The WDE Special Programs Division maintains a position on this Team and plays a key role as the Team moves forward with various initiatives designed to ensure and increase employment opportunities for people with disabilities.

Outlined in the SPP is a framework of strategies aligned with the WDE general supervision system. The specific improvement activities implemented in FFY 2012 are listed in Appendix B of this document. This table includes a description of each activity and indicates which indicators were most impacted by the implementation of each activity. The activities are coded according to their connection to the eight main components of Wyoming's system of general supervision. For FFY 2012, the WDE conducted a variety of improvement activities—including the following—to increase performance in this indicator area:

- The WDE planned and held regional data share-out meetings for all districts to increase understanding of LEA data and how to use these data to drive program improvement.
- The WDE created, delivered and publically posted a technical assistance power point targeting IDEA requirements pertaining to secondary school students with disabilities.
- The WDE and the State's Division of Vocational have begun to share data and resources formally and are working to increase DVR and district collaboration concerning postsecondary transition planning.
- The WDE supported financially supported the annual Wyoming Native Education Conference, which hosted a college/career fair. This conference also had sessions highlighting the building of Wyoming's first Job Corp. in Riverton, Wyoming.
- WDE financially supported the annual PIC (Parent Information Center) conference. This conference provided information to parents on child behavior, parent rights, due process hearings, resources, and student transitions to college/employment.
- WDE has implemented a statewide Community of Practice (CoP) devoted to improving district practices related to postsecondary transitions and transitions specific to students with social emotional needs.

## FFY 2012 APR – Part B

### WYOMING

Participants were recruited from a variety of sources (i.e. employers, parent centers, DVR, school districts, etc.) and are working to develop a guidance document and TA presentations specific to these topics.

- WDE has continued to implement the Eye to Eye program. Eye to Eye is a national program that pairs college students with learning disabilities and/or ADHD (mentors) with elementary and middle school students with learning disabilities and/or ADHD in an effort to increase self advocacy skills, meta-cognitive skills, and understanding and use of asset-based learning strategies. These increases in skills and understanding will in-turn promote positive outcomes in post-secondary settings (i.e. college and career).

#### **Additional Information Required by the OSEP APR Response Table for this Indicator:**

No additional information was required from Wyoming.

#### **Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY2012: N/A**

## Part B State Annual Performance Report (APR) for FFY 2012

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

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

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

**Measurement:**

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
  - b. # of corrections completed as soon as possible but in no case later than one year from identification.
- Percent = [(b) divided by (a)] times 100.

States are required to use the “Indicator 15 Worksheet” to report data for this indicator (see Worksheet at end of this chapter).

FFY	Measurable and Rigorous Target
<b>2012</b> <b>(2012 – 2013)</b>	<b>100%</b> of findings of noncompliance corrected within 1 year

**Actual Target Data for FFY 2012:****Display 15-1: Findings of Noncompliance Corrected within One Year**

Findings made in FFY	Number of Findings of Noncompliance	Number of Findings Corrected and Verified Within One Year	Percent of Findings Corrected Within One Year	Number of Findings Subsequently Corrected	Number of LEAs with Continuing Noncompliance
<b>2011</b>	233	231	99.14%	0	2

**WDE did not meet the target for FFY 2012.**

**Discussion of Improvement Activities and Explanation Slippage, if the State did not meet its target that occurred for FFY 2012:**

During FFY 2012, the WDE verified that 231 findings of noncompliance initially identified during FFY 2011 were corrected within one year (99.14% of the 233 total findings made during that year). The types of findings are described in the Indicator 15 worksheet below, and they were identified through a variety of monitoring and dispute resolution processes. When it comes to verifying the correction of each finding, the WDE follows different verification processes depending on the method in which the finding was identified. For the purposes of

## FFY 2012 APR – Part B

### WYOMING

explaining how the Department ensures that both prongs of OSEP Memo 09-02 are met through its verification efforts, the following paragraphs describe the WDE's procedures.

For findings identified through the WDE's desk audit procedures (noncompliance related to SPP Indicators 4, 9, 10, 11, 12, and 13), the Department reviews documentation internally and then issues letters to LEAs detailing the specific violations and requiring the LEA to take action and provide evidence of correction by a deadline (within 45 days of receiving the notification). Then, after the LEA has provided evidence of correction, the WDE conducts a second review to fulfill the requirements of OSEP Memo 09-02.

During FFY 2011, 203 of the 233 findings made by WDE were made through this desk audit process. All of these findings pertained to requirements reflected in Indicators 11, 12, and 13.

- As reported in Wyoming's FFY 2011 APR under Indicator 11, the WDE made 106 findings of noncompliance during FFY 2011. In conducting its verification process, the WDE determined that:
  - 1) each LEA is correctly implementing the specific regulatory requirement—in this case 34 C.F.R. §§300.301(c)(1). This was achieved by reviewing new documentation not previously reviewed from the noncompliant LEAs showing that initial evaluations conducted within FFY 2011 were completed within sixty days, and
  - 2) each LEA had corrected the child-specific noncompliance by completing each child's evaluation, although late. This was achieved by requesting additional documentation and explanation from each LEA regarding each instance in which an initial evaluation exceeded the 60-day timeframe.
- As reported in the FFY 2011 APR under Indicator 12, the WDE made 22 findings of noncompliance in this area during FFY 2011. In conducting its verification process, the WDE determined that:
  - 1) the LEA (BHD) is correctly implementing the specific regulatory requirement—in this case 34 C.F.R. §300.124(b). This was achieved by reviewing new documentation on a sample of student records not previously reviewed from the LEA's online special education database showing that IEPs were developed and implemented by the child's third birthday (for those referred by Part C and found eligible for Part B).
  - 2) the LEA (BHD) had corrected the child-specific noncompliance by developing and implementing an IEP for each child referred by Part C and found eligible for Part B, although late. This was achieved by reviewing additional documentation and explanation from the LEA regarding each instance in which the development and implementation of the IEP was not completed by the child's third birthday.
- As reported in the State's FFY 2011 APR under Indicator 13, the WDE made 75 findings of noncompliance in this area during FFY 2010. In conducting its verification process, the WDE determined that:
  - 1) each LEA is correctly implementing the specific regulatory requirements—in this case 34 C.F.R. §§300.320(b) and 300.321(b). This was achieved by requesting IEP files and meeting notices for a sample of students whose records were not reviewed during the initial transition review of December 2011. The WDE's review of these students' documentation during the spring of 2012 demonstrated that the LEAs in question were following compliant IEP transition practices, and
  - 2) each LEA had corrected the child-specific noncompliance by reconvening the IEP team(s) or amending the program(s) to correct the deficiencies identified in the WDE's response letters of early 2012. The LEAs in question were required to submit Prior Written Notice forms and revised IEPs detailing the corrections made on each student's behalf.

For findings identified through the WDE's dispute resolution procedures, the Department made 21 findings of noncompliance during FFY 2011. All of these findings were made through the State's complaint investigation procedures. In accordance with the WDE's dispute resolution procedures [Section III(F)(2)], the State verified correction of each finding by reviewing evidence collected from the LEAs in question to demonstrate that each of them had completed the required activities listed in the decision no later than one year from the date of the decision.

For findings identified through the WDE's on-site Continuous Improvement Focused Monitoring procedures, the Department made nine findings of noncompliance during FFY 2011. Seven of these nine findings were corrected

**WYOMING**

within one year. After the WDE makes a finding of noncompliance from an on-site CIFM visit, the WDE sends a team of monitors back to the district to engage in a fresh on-site monitoring activity to determine the current compliance status of each finding area. In all cases, these on-site verification visits take place within one year of identification. The visits are undertaken in a manner that ensures the State's adherence to both prongs of OSEP Memo 09-02. Specifically, the WDE ensures that:

- 1) the LEA is correctly implementing the specific regulatory requirements at the heart of each finding of noncompliance. This is achieved by conducting a focused file review and interviews on a sample of students who were not included in samples from the original on-site visit.
- 2) the LEA has corrected the child-specific noncompliance by reconvening the IEP team(s) or amending the program(s) to correct the deficiencies identified in the WDE's CIFM reports. This is accomplished by including several students in the verification samples for whom noncompliance was identified during the original on-site visit.

As described above, however, the WDE determined that, for two of these findings of noncompliance made in FFY 2011 through on-site CIFM visits, the districts in question had not achieved correction. The LEAs in which these finding were made demonstrated progress when the WDE verification teams visited during FFY 2012, but the districts were not able to fully correct the findings according to one or both prongs of OSEP's 09-02 memo. Therefore, the WDE required a more intense Compliance Agreement be created and increased technical assistance. The WDE continues to work with both districts to correct these findings as soon as possible and will continue to intensify TA as necessary.

Outlined in the SPP is a framework of strategies aligned with the WDE general supervision system. The specific improvement activities implemented in FFY 2012 are listed in Appendix B of this document. This table includes a description of each activity and indicates which indicators were most impacted by the implementation of each activity. The activities are coded according to their connection to the eight main components of Wyoming's system of general supervision. For FFY 2012, the WDE conducted a variety of activities—including the following—which were designed specifically to target concerns related to the timely correction of noncompliance:

- WDE works with districts that have not corrected findings of noncompliance within the one-year timeline to establish and implement compliance agreements for clearing any remaining areas of noncompliance. SEA staff members meet with these districts on a monthly basis to support them and ensure correction in a timely manner.
- Based on the outcomes of the quarterly/monthly meetings, one district that failed to correct areas of noncompliance worked with an external contractor highly experienced in RTI practices on RTI implementation strategies at the secondary level.
- The WDE Special Programs Division met monthly as a group to review data, communications, training results, etc. pertaining to districts with open findings of noncompliance. Information shared and gathered during these meetings was utilized to support and guide interactions with these districts.
- Depending on the content of their CAP/compliance agreement, the WDE often provided districts with specially designed, on-site TA.

**Additional Information Required by the OSEP APR Response Table for this Indicator:**

No additional information other than what is reported above was required from Wyoming.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY2012: N/A**

# FFY 2012 APR – Part B

## WYOMING

### PART B INDICATOR 15 WORKSHEET

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
2. Percent of youth with IEPs dropping out of high school.	Dispute Resolution: Complaints, Hearings	0	0	0
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 training program, or both, within one year of leaving high school.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
3. Participation and performance of children with disabilities on statewide assessments.	Dispute Resolution: Complaints, Hearings	0	0	0
7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.	Dispute Resolution: Complaints, Hearings	0	0	0
4B. 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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0

# FFY 2012 APR – Part B

## WYOMING

5. Percent of children with IEPs aged 6 through 21 -educational placements.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	8	106	106
	Dispute Resolution: Complaints, Hearings	0	0	0
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	22	22
	Dispute Resolution: Complaints, Hearings	0	0	0

# FFY 2012 APR – Part B

## WYOMING

13. Percent of youth aged 16 and above with IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	26	75	75
	Dispute Resolution: Complaints, Hearings	0	0	0
Other areas of noncompliance: Comprehensive Evaluation, Prior Written Notice, Other Procedural Noncompliance, IEP Team Membership, Highly Qualified Service Provider, Confidentiality, Extended School Year, Child Find Process, Seclusion and Restraint, Assistive Technology	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	7	9	7
	Dispute Resolution: Complaints, Hearings	10	21	21
<b>Sum the numbers down Column a and Column b</b>			233	231
<b>Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.</b>			<b>(b) / (a) X 100 =</b>	<b>99.14%</b>



## Part B State Annual Performance Report (APR) for FFY 2012

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

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

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

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

FFY	Measurable and Rigorous Target
<b>2012 (2012 – 2013)</b>	<b>100%</b> of resolution sessions resolved within timeline through resolution session settlement agreements

**Actual Target Data for FFY 2012:****Display 17-1: Percentage of Resolution Sessions Resolved Within Timeline and Resulting in Agreements**

	FFY 2012
Number of Hearing Requests that Went to Resolution Session	2
Number of Resolution Sessions Held	2
Number of Resolution Sessions Conducted within Timeline and Resulting in Agreements	1
<b>Percentage of Resolution Sessions Conducted within Timeline and Resulting in Agreements</b>	<b>50.00%</b>

**WDE did not meet the target for FFY 2012.**

**Discussion of Improvement Activities and Explanation Slippage, if the State did not meet its target, that occurred for FFY 2012:**

For FFY 2012, the WDE is reporting 50% (1 of 2) of resolution sessions conducted within timeline and resulting in agreement. One of these resolution sessions was conducted within the timeline but the parties were unable to resolve differences. The second resolution session resulted in a full agreement within timeline. The FFY 2012 rate is the same as the FFY 2011 rate of 50% which was also based on 1 of 2 resolution sessions conducted within timeline and resulting in an agreement.

## FFY 2012 APR – Part B

### WYOMING

Despite the comparatively small amount of formal dispute resolution activity in Wyoming, the State remains proactive in its approach toward resolving disputes at the lowest level and as quickly as possible. During FFY 2012, the WDE conducted a variety of improvement activities including the following:

- The WDE contracts with hearing officer attorneys and provides targeted training annually to the contractors including IDEA's requirements for a resolution session.
- The WDE also offers quarterly targeted trainings for hearing officers through Technical Assistance for Excellence in Special Education.
- The WDE regularly offers early dispute resolution guidance and encourages the use of mediation and resolution sessions as a means of resolving disputes in a timely manner.

**Additional Information Required by the OSEP APR Response Table for this Indicator:**

No additional information was required from Wyoming.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY2012: N/A**

## Part B State Annual Performance Report (APR) for FFY 2012

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

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

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

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

FFY	Measurable and Rigorous Target
<b>2012 (2012– 2013)</b>	<b>100%</b> of mediations held resulting in mediation agreements

**Actual Target Data for FFY 2012:****Display 18-1: Percentage of Mediations Resulting in Mediation Agreements**

	FFY 2012
Number of Mediation Requests	<b>8</b>
Number of Mediation Requests withdrawn	<b>1</b>
Number of Mediations Resulting in Agreement	<b>6</b>
Number of Mediations Not Resulting in Agreement	<b>1</b>
<b>Percentage of Mediations Resulting in Agreement</b>	<b>85.71%</b>

**WDE did not meet the target for FFY 2012.**

**Discussion of Improvement Activities and Explanation Slippage, if the State did not meet its target that occurred for FFY 2012:**

During FFY 2012, the WDE received eight requests for mediation. One of the requests was settled prior to mediation and seven mediations were held. Six of the seven mediations held settled in agreement and one did not result in agreement. Thus, the WDE is reporting an FFY 2012 rate of 86% for Indicator 19. This represents progress over the FFY 2011 rate of 17%.

Guidance from OSEP indicates that states are not required to establish baseline or targets until the reporting period in which the number of mediations reaches ten or greater. The WDE's total number of mediation requests for FFY 2012 was eight; therefore, WDE does not need to establish a baseline or targets for this Indicator 19 at this time.

## FFY 2012 APR – Part B

### WYOMING

Despite the comparatively small amount of formal dispute resolution activity in Wyoming, the State remains proactive in its approach toward resolving disputes at the lowest level possible and as quickly as possible. During FFY 2012, the WDE conducted a variety of improvement activities including the following:

- The WDE offered a RFP for mediators in 2012-2013 and WDE contracts with a full slate of certified mediators who receive annual targeted training in IDEA and best practice in mediation.
- The WDE requires annual training for contracted due process hearing officers, which includes participation in the mediator work group sponsored by Technical Assistance for Excellence in Special Education (TAESE).
- The WDE regularly offers early dispute resolution guidance and encourages the use of mediation and resolution sessions as a means of resolving disputes in a timely manner.

#### **Additional Information Required by the OSEP APR Response Table for this Indicator:**

No additional information was required from Wyoming.

#### **Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY2012: N/A**

# FFY 2012 APR – Part B

## WYOMING

### Appendix A SPP Improvement Strategies

	Revised SPP Improvement Strategies	Indicators																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Fiscal	LEAs and the BHD use the WDE Grant Management System (GMS) to review and analyze performance on relevant SPP indicators.	X	X	X	X	X	X	X	X	X	X	X	X	X	X						X
	LEAs and the BHD will develop an annual plan based on an analysis of local performance. Plans are reviewed and approved on an annual basis. They will implement activities tied to unmet SPP indicator targets as a condition of Federal Part B funding.	X	X	X	X	X	X	X	X	X	X	X	X	X	X						X
	WDE monitors and approves LEA and BHD drawdown reports and requests for funding to ensure funds are spent on data-based priority issues.	X	X	X	X	X	X	X	X	X	X	X	X	X	X						X
	Based on the analysis of data and SEA capacity, the WDE develops and disseminates RFPs for coaches, contract monitors, and consultants as needed.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	WDE seeks supplemental funding from federal and foundation sources to support TA/PD and other improvement activities.	X	X	X	X	X	X	X	X				X	X	X						
Data	WDE engages in data validation activities to ensure the validity and reliability of data submitted by districts. Upon submission of district data, business rules are applied to ensure district data is accurate.																				X
	WDE provides annual technical assistance to districts around the collection and analysis of data	X	X	X	X	X	X	X	X	X	X	X	X	X	X						X
	WDE conducts annual statewide data drilldown with all Division staff and consultants in order to develop priorities for monitoring, TA/PD, and other areas of General Supervision. Drill-down allows for data-based decisions regarding the effectiveness of current monitoring, TA/PD, and APR improvement activities, and improvement activities are developed or enhanced based on the results.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Policy	As needed, WDE promulgate state regulations, and develop and disseminate state policies, to ensure compliance with the provisions of the IDEA and state law.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

# FFY 2012 APR – Part B

## WYOMING

	Revised SPP Improvement Strategies	Indicators																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	As needed, develop and disseminate model IEP forms and model local policies to ensure compliance with the IDEA and state law.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Approve local policies to ensure compliance with IDEA and state rules, and ensure the correction and ultimate approval of those submitted local policies that do not initially comply with the requirements of federal and state law.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Interface effectively with the state legislature and the Governor's office to increase the probability that legislation enhances the ability of public agencies to comply with the IDEA.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Dispute Resolution	Ensure the competence of hearing officers, mediators, and IEP Facilitators through effective training.																X	X	X	X	
	Annually evaluate the effectiveness of the process and analyze the substance and outcomes of hearings, complaint resolutions, and mediations.																X	X	X	X	
	Encourage parents and LEAs to engage in early dispute resolution activities such as facilitated IEP meetings and mediations.																		X	X	
Incentives and Sanctions	Develop determinations formula that includes both compliance and performance indicators, and issue determinations to districts annually based upon the formula.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Ensure the availability of high-quality TA/PD opportunities for all "needs assistance" districts. Ensure that all districts that need intervention or need substantial intervention participate in high-quality TA/PD activities.	X	X	X		X	X	X	X	X	X	X	X	X	X						X
	Ensure the correction of noncompliance discovered through data analysis, monitoring, and complaint resolution activities within one year through the development and full implementation of corrective action plans.															X					

# FFY 2012 APR – Part B

## WYOMING

	Revised SPP Improvement Strategies	Indicators																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	If any public agencies do not correct noncompliance within one year, ensure correction as soon as possible thereafter through the development and full implementation of compliance agreements and the assignment of coaches to assist these public agencies.															X					
	Intervene as soon as possible, with sanctions if necessary, when evidence indicates that CAPs or compliance agreements are not being implemented fully and/or effectively															X					
Technical Assistance / Professional Development (TA/PD)	Develop and disseminate guidance documents regarding compliance, performance, and the connection between the two.	X	X	X	X	X	X	X	X	X	X	X	X	X	X						
	Hold/Support at least one annual, multi-day PD event on compliance- and performance-related topics with national experts as presenters.	X	X	X	X	X	X	X	X	X	X	X	X	X	X				X	X	X
	Implement statewide initiatives or TA/PD projects.	X	X	X	X	X	X	X	X	X	X	X	X	X	X				X	X	X
	Provide targeted TA to LEAs based on determinations and/or monitoring and/or complaint findings.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X
	Provide TA/PD on compliance- and performance-related topics as needed.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X
Monitoring	Based on the statewide data drilldown, create monitoring selection formula annually to guide the selection of LEAs within population groups for performance-based monitoring and desk audits.	X	X	X	X	X	X	X	X				X		X						
	During pre-staffing process, drill data down to determine potential compliance issues affecting the performance of students with disabilities. Create compliance hypotheses and purposeful samples of students.	X	X	X	X	X	X	X	X	X	X	X	X	X	X						
	As warranted by evidence gathered on site, make individual, systemic, and substantive findings of noncompliance in monitoring reports.	X	X	X	X	X	X	X	X	X	X	X	X	X	X						
	Ensure the competence of staff and contractual monitors through TA/PD activities.	X	X	X	X	X	X	X	X	X	X	X	X	X	X						X
	After implementation of CAPs or compliance	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					

## FFY 2012 APR – Part B

### WYOMING

	Revised SPP Improvement Strategies	Indicators																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	agreements, engage in verification monitoring to determine the current compliance status of all prior findings of noncompliance. For systemic findings, in order to make certain that noncompliance was fully corrected, ensure that purposeful samples of students include both students who were in the original samples and students who were not.																				
	Use desk audit process to monitor compliance with Indicators 3b, 5c, 9, 10, 11, 12, and 13.			X		X	X			X	X	X	X	X		X					



# FFY 2012 APR – Part B

## WYOMING

### Appendix B FFY 2011 APR Improvement Activities

	FFY 2012 APR Improvement Activities	Indicators																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Fiscal	<b>F-1.</b> WDE reviewed monthly district draw downs to verify funds were utilized in a timely manner.	X	X	X		X	X					X		X		X					
	<b>F-2.</b> On a quarterly basis, districts submitted periodic expenditure reports, which were reviewed to ensure alignment with approved district activities.	X	X	X		X	X					X		X		X					
	<b>F-3.</b> Contracts were awarded to qualified individuals and agencies in the areas of monitoring, data analysis, legal, technical assistance, professional development, dispute resolution, and accessibility.	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
	<b>F-4.</b> Completed required reporting for the Deaf Blind Project and State Personnel Development Grants.	X	X	X	X	X	X		X						X						
	<b>F-5.</b> Staffing levels were reviewed through various fiscal reports to identify potential shortages of necessary personnel.	X	X	X		X	X					X			X						
	<b>F-6.</b> Provided summary and overview of state and federal funding for special education to Wyoming legislature.	X	X	X	X	X	X			X	X	X		X	X						
Data	<b>D-1.</b> WDE requested files from all districts and reviewed 26 elements, in each file, to determine the accuracy of the data submitted to the SEA.																				X
	<b>D-2.</b> Planned and held regional data share-outs for all districts to increase understanding the implications of local data and how to use data to ensure the provision of FAPE in the LRE and improve outcomes for students with disabilities.	X	X	X	X	X			X	X	X	X		X	X						X
	<b>D-3.</b> Provided regional and web based trainings on the new WDE-684 data report in order to ensure accurate implementation.																				X
	<b>D-4.</b> Participated in EIMAC.																				X
	<b>D-5.</b> The WDE provided each district with a detailed report of all risk ratios so LEAs can continue to be proactive in their improvement efforts.									X	X										
	<b>D-6.</b> Participated in webinars regarding 618 data tables.																				X

# FFY 2012 APR – Part B

## WYOMING

	FFY 2012 APR Improvement Activities	Indicators																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	<b>D-7.</b> Utilized the online training modules that have been released on the ideadata.org website.																				X
	<b>D-8.</b> Participated in EdFacts/OSEP data collection crosswalks.																				X
Policy	<b>P-1.</b> Developed guidance documents specifically addressing Extended School Year and Out of District Placement.	X	X	X		X	X	X	X					X	X						X
	<b>P-2.</b> Gathered stakeholder input on special education model forms revisions.	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	
	<b>P-3.</b> Modified model special education forms based on stakeholder input and best practice.	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	
	<b>P-4.</b> Provided summary and overview of state and federal funding for special education to Wyoming legislature.	X	X	X	X	X	X			X	X	X		X	X						
	<b>P-5.</b> Began drafting rules for dyslexia screening legislation.	X	X	X	X	X			X						X						
	<b>P-6.</b> Participated in the Wind River Children's Triad, a partnership between the WDE, WRIR school districts, and many tribal agencies representing the Eastern Shoshone and Northern Arapaho tribes to develop educational policies and seek to improve outcomes for children on the reservation.	X	X	X											X						
	<b>P-7.</b> Implemented new MOU with the Department of Workforce Services – Division of Vocational Rehabilitation to increase support to districts and improve transition planning and services across the State.	X	X											X	X						
	<b>P-8.</b> Implemented new MOU with the BHD to ensure effective implementation of Part B regulations in preschools.							X					X								
	<b>P-9.</b> Rewrote and approved transition language in the MOU with the BHD to reflect federal changes of Part C to Part B transition.							X					X								
	<b>P-10.</b> Met monthly with BHD to address questions and concerns, review policies and procedures, and support BHD 's work with Child Development Centers.							X	X			X	X								

# FFY 2012 APR – Part B

## WYOMING

	FFY 2012 APR Improvement Activities	Indicators																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Dispute Resolution	<b>DR-1.</b> Provided an annual training session specifically designed for hearing officers to ensure appropriate due process hearing practices.																	X	X	X	
	<b>DR-2.</b> The WDE regularly offered early dispute resolution guidance and continues to encourage the use of mediation and resolution sessions as a means of resolving disputes in a timely manner.																X	X	X	X	
	<b>DR-3.</b> All dispute resolution specialists participated in TAESE dispute resolution work groups.															X		X	X	X	
	<b>DR-4.</b> WDE presented at the Leadership Symposium about dispute resolution processes and procedural safeguards.								X							X	X				
Incentives and Sanctions	<b>IS-1.</b> Provided training and disseminated TA documents to districts concerning the determinations process.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X
	<b>IS-2.</b> In order to support districts in correction of noncompliance, the WDE monitored the completion and execution of CAP activities through quarterly meetings with district administration.	X	X	X		X	X									X	X				
	<b>IS-3.</b> Met monthly with the monitoring/TA teams to review progress on all CAPs and compliance agreements, establish plans to address areas of concern, and make plans to provide additional resources or training.	X	X	X		X	X									X	X				
	<b>IS-4.</b> WDE worked with districts that have not corrected findings within the one-year timeline to establish compliance agreements for correcting the remaining areas of noncompliance. SEA staff meetings with these districts occurred on a monthly basis to support them in completing these activities.	X	X	X		X	X								X	X	X				
	<b>IS-5.</b> One district that failed to correct areas of noncompliance worked with an external contractor highly experienced in RTI practices on RTI implementation strategies at the secondary level.	X	X	X											X	X					
	<b>IS-6.</b> Based on the outcomes of the quarterly/monthly CAP/compliance agreement meetings, the WDE often suggested/offered additional technical assistance and other steps to ensure timely correction.	X	X	X		X	X							X	X	X					

# FFY 2012 APR – Part B

## WYOMING

	FFY 2012 APR Improvement Activities	Indicators																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Technical Assistance / Professional Development	<b>TA/DPD-1.</b> Provided access to all guidance documents via the web.	X	X	X	X	X	X					X									
	<b>TA/DPD-2.</b> The WDE provided TA to institutional schools on IEP development and Common Core planning and implementation.	X	X	X		X	X		X			X		X	X						
	<b>TA/DPD-3.</b> The WDE Special Programs Division met monthly as a group to review data, communications, training results, etc. pertaining to districts with open findings of noncompliance. Information shared and gathered during these meetings was utilized to support and guide interactions with these districts.	X	X	X		X	X	X	X			X	X	X	X	X					
	<b>TA/DPD-4.</b> The WDE supported a three-day education Leadership Conference. Sessions targeted the following areas: Common Core State Standards, Using Universal Screening and Positive Behavior Interventions and Supports in Schools, Evidence Based Practices Implemented with Fidelity, RTI and the Changing Role of School Psychologists, Assistive Technology, Communities of Practice for Effective Change, Wyoming Assistive Technology Resources, Partnering with Parents in the IDEA Process, Restorative Discipline in Schools, Implications for Policy and Special Education, Behavior and IDEA versus 504, and Special Education Teacher Evaluation.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	<b>TA/DPD-5.</b> The WDE presented at the Leadership Symposium on Out of District Placement and IDEA requirements.	X	X	X		X	X		X			X		X	X						
	<b>TA/DPD-6.</b> The WDE Special Programs Division and other WDE Divisions collaborated to plan and host Wyoming's third annual Native American Education Conference on the Wind River Reservation.	X	X	X											X						
	<b>TA/DPD-7.</b> Provided training to schools implementing PBIS.	X	X	X	X	X	X		X						X						
	<b>TA/DPD-8.</b> Trained and collaborated with three Wyoming regional resource coaches who provide technical assistance to schools implementing PBIS.	X	X	X	X	X	X		X						X						

# FFY 2012 APR – Part B

## WYOMING

FFY 2012 APR Improvement Activities	Indicators																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
<b>TA/DP-9.</b> Depending on the content of their CAP/compliance agreement, WDE provided districts with specially designed, on-site TA from WDE staff and/or other approved sources.	X	X	X		X	X								X	X					
<b>TA/DP-10.</b> One district that failed to correct areas of noncompliance worked with an external contractor highly experienced in RTI practices on RTI implementation strategies at the secondary level.	X	X	X											X	X					
<b>TA/DP-11.</b> Met with entire division staff on monthly basis to discuss section work, PD events, recurring compliance issues, and monitoring activities.	X	X	X	X	X	X	X	X			X	X	X	X	X					
<b>TA/DP-12.</b> WDE presented at the Leadership Symposium about dispute resolution processes and procedural safeguards.								X							X	X				
<b>TA/DP-13.</b> Provided student-specific technical assistance to teams working with students who have low incidence disabilities.	X	X	X		X	X							X	X						
<b>TA/DP-14.</b> The WDE established the second Professional Learning Community (PLC) focused on assistive technology. Cohort one and two were tasked with exploring the current provision of assistive technology and developing promising practices and processes for increasing the effective implementation of assistive technology. Additionally, members from cohort one, presented best assistive technology practices at the Wyoming Leadership Symposium.	X	X	X		X	X		X						X						
<b>TA/DP-15.</b> WDE and the Wyoming Institute for Individuals with Disabilities (WIND) organized three statewide Communities of Practice that are developing guidance documents for districts and creating online training, webinars, and presentations specific to postsecondary and early childhood transitions and transitions specific to students with social/emotional needs.	X	X	X		X	X		X	X				X	X						
<b>TA/DP-16.</b> The WDE expanded its Project Eye to Eye program for students with learning disabilities by adding additional sites. This program established mentoring relationships between students with learning disabilities in college and those in elementary school.	X	X	X		X	X			X					X						

# FFY 2012 APR – Part B

## WYOMING

FFY 2012 APR Improvement Activities	Indicators																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
<b>TA/DPD-17.</b> The WDE and BHD met monthly to discuss needs of the Child Development Centers and addressed questions/concerns from the BHD.												X								
<b>TA/DPD-18.</b> The WDE brought-in an external contractor highly experienced in RTI practices to work with one of Wyoming's largest districts on RTI implementation strategies at the secondary level. Interested surrounding districts also attended this event. As a result, the initial district mentioned began implementing RTI practices within the middle school setting.	X	X	X										X	X						
<b>TA/DPD-19.</b> WDE, Deaf/Hard of Hearing staff presented three regional and several on-site workshops focusing on Best Practice Protocol for K-12 hearing screening procedures (based on National Guidelines set forth by the American Speech and Hearing Association). Districts and Child Development Centers were additionally supported in developing specific protocols and documentation for their agencies.	X	X	X		X	X	X	X					X	X						
<b>TA/DPD-20.</b> Collaborated with NCDB and the Idaho Project for Children and Youth with Deaf-Blindness to provide the following webinars: "Time, Travel & Transition: Using Visual Strategies for Student Success, Working with Autism Spectrum Disorders & Related Learning Needs", Why Aren't You Paying Attention? The Interaction of Posture And Executive function of Attention", and "Sound, Music and the Brain: Tools to Enhance Communication, Learning and Behavior."	X	X	X		X	X	X						X	X						
<b>TA/DPD-21.</b> WY Deaf-Blind Project Sponsored and supported professional development workshops and classes: Brain Gym, Braille 101, Vision 101, Orientation and Mobility, Strategies for Assessing, Stimulating and Enhancing Functional Vision, Assessment and Strategies for Infants, Toddlers, Students and Adults with Sensory Loss, and Independent Living Skills.	X	X	X		X	X	X						X	X						
<b>TA/DPD-22.</b> Continued to partner with University personnel preparation programs to provide degree/endorsement opportunities for Teachers of the Deaf, Teachers for the Visually Impaired, Teachers of	X	X	X											X						

# FFY 2012 APR – Part B

## WYOMING

	FFY 2012 APR Improvement Activities	Indicators																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	the Deaf-Blind and Orientation and Mobility Specialists.																				
Monitoring	<b>M-1.</b> Based on the areas of concern identified through the statewide data drilldown, the WDE used a formula for selecting districts for on-site monitoring that consisted entirely of proficiency rates of students with learning disabilities. This resulted in the WDE visiting the districts that struggled most in meeting proficiency targets for students with learning disabilities.	X	X	X		X	X								X						
	<b>M-2.</b> Investigated stable hypothesis regarding the provision of FAPE for students with HI, BI, VI, and MU, Extended School Year Services, and the use of Assistive Technology during all onsite district monitoring visits.	X	X	X		X	X					X		X	X	X					
	<b>M-3.</b> Implemented excel spreadsheet for verification of indicator 13 reports.													X	X						
	<b>M-4.</b> WDE staff held multiple conference calls and meetings with OSEP Team Lead and State Contact regarding OSEP verification visit, fiscal monitoring, and other technical assistance topics.											X	X	X		X					
	<b>M-5.</b> Implemented a fiscal monitoring process for all districts. (Linda)	X	X	X				X				X			X	X					