



**Wyoming
Annual Performance Report
For Special Education
FFY 2007**

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

February 2, 2009

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

**Wyoming
Annual Performance Report for Special Education
FFY 2007 (2007-2008)**

**Submitted to the
Office of Special Education Programs
U.S. Department of Education
February 2, 2009**

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Part B State Annual Performance Report (APR) for FFY 2007**Overview of the Annual Performance Report Development:**

In accordance with the Individuals with Disabilities Education Act (IDEA) of 2004, States must have in place a State Performance Plan (SPP) that guides the State's efforts to implement the requirements and intent of Part B and explains the process by which the State will implement improvement activities. Additionally, each state is required to annually report to its stakeholders the progress or slippage results for each indicator in the SPP. The APR for FFY 2007 provides a description of the process that Wyoming (WY) used to develop this report, including how and when WY will report to the public on: 1) WY's progress and/or slippage in meeting the "measurable and rigorous targets" found in the SPP; and 2) the performance of each local educational agency located in WY on the targets in the SPP.

Over the course of the past year, the Wyoming Department of Education (WDE), advised and assisted by the broad stakeholder group, reconsidered every improvement activity in the SPP. The stakeholder group deleted improvement activities that were found to be no longer relevant, gathered and analyzed the results of completed improvement activities, revised improvement activities that were not as effective as intended, and developed new improvement activities to achieve the objective of the SPP fully and with maximum efficacy.

The reporting of the status of each improvement activity in the APR contains two tables: The first table sets forth the results of all completed activities, and the deleted activities with the rationale for the deletion; the second table contains the full set of revised improvement activities which are now included in the revised SPP.

Wyoming's Broad Stakeholder Input

The Wyoming Department of Education (WDE) Special Programs Unit staff, and the Early Intervention and Education Program (EIEP) staff of the Developmental Disabilities Division (DDD) in the Wyoming Department of Health collected and analyzed data for the development of the Annual Performance Report for FFY 2007.

To meet the requirements of IDEA 2004, the WDE Special Programs Unit solicited broad stakeholder involvement for the initial development of the State Performance Plan (see Overview of the State Performance Plan Development, Wyoming's Broad Stakeholder Input, page 1). The Stakeholder Group serves as the guiding group for the WDE's Continuous Improvement and Focused Monitoring Process established in FFY 2005, as well as the broad stakeholder representation for the SPP/APR. Local special education directors, teachers and parents, members of the Wyoming Advisory Panel for Students with Disabilities, members of the Wyoming Transition Council, members of the Wyoming Chapter of the Council for Exceptional Children (CEC), representatives from the Parent Information Center (PIC), persons with disabilities, and building principals and district superintendents all have representation in this broad stakeholder group. This group reviewed each of the twenty performance indicators with data for the 2007 – 2008 school year. The stakeholders carefully considered the data for each performance indicator, reasons for progress or slippage, and provided input for additional improvement activities by indicator as needed.

The Wyoming Advisory Panel for Students with Disabilities (State Advisory Panel operating in accordance with 34 CFR §§300.167 through 300.169) also reviewed the SPP/APR indicators and data

throughout the FFY 2007. Parents of children with disabilities make up the majority of the membership of this panel which brings a very valuable perspective to the analysis of the data and subsequent improvement activities. The document was presented and then reviewed at the January 2009 meeting of the panel in its final draft for additional input prior to submission to the Office of Special Education Programs (OSEP).

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

Ensuring Data Accuracy

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

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

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

The State Performance Plan continues to be the driving force for all of the major projects, initiatives, and monitoring efforts of the Special Programs Unit. After revisions are made to the SPP, it will again be placed on the WDE website for public review. The Annual Performance Report (APR) for FFY 2007 will accompany the revised SPP on the WDE website www.k12.wy.us/se.asp. Both documents will be sent to each school district and the EIEP through the on-line process used to provide superintendents and special education directors with memoranda and information from the WDE (Superintendents' Memos).

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

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

Annual Report to the Public Regarding the Measurable and Rigorous Targets

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

An example of the District Report Card is included in the SPP as Attachment 7. The District Report Card lists whether or not a district met the indicator targets, compares the district rates to the State rates and to the actual targets, as well as compares the district rates to other districts in their population cohort. The District Report Cards, data from the self-assessment component of the monitoring system, and results of on-site monitoring visits were used to make *determinations* for each of the local school districts as outlined in proposed Chapter 7 Rules Part 8, Section 8: WDE Determinations. (See Indicator #15 in the SPP and the APR for more detail). The determinations are reported annually in June to each district.

The annual reports will be reviewed by the WDE and the EIEP as part of the Continuous Improvement and data-based Focused Monitoring Process to determine the need for technical assistance and professional development in the process of correcting non-compliance. These efforts will all be conducted for the purpose of general oversight for ensuring positive functional and academic outcomes for children with disabilities ages three through twenty-one in the State of Wyoming.

Effective System of General Supervision: Part B

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

As a result of a self-evaluation of our current system, we have been able develop a comprehensive system of general supervision that does the following:

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

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

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

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

Improvement Activity Tables

Each performance indicator section contained within the body of this report gives a brief description of improvement activities pertaining to that indicator, presented in table format. Each activity is color-coded describing the activity as completed/deleted, continuing, revised, or new, as shown below:

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

Monitoring Priority: FAPE in the LRE

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

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

Measurement:

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

of on-time graduates

#of on-time graduates + late graduates + #of dropouts in cohort

Data Source: Wyoming’s rule regarding graduation rates specific to students with disabilities is based on USED guidance, which reads students with disabilities who receive a regular diploma within the period specified by that student’s IEP team are considered to have received a regular diploma “within the standard number of years,” and are included in the graduation rate for that year. Students who transfer out are not currently included in the graduation rate calculation. The WISE system tracks individual students and continues to assist the state to verify LEA reports and more accurately track transfers.

Graduation requirements for Wyoming students are quite rigorous as set forth in statute (W. S. 21-2-304) and rule (*Chapter 31: Graduation Requirements*). A full description of the graduation requirements is outlined in the *Overview of Issue* for Indicator #1 in the SPP and may also be reviewed online at <http://soswy.state.wy.us/RULES/5218.pdf>. All students are required to meet the same graduation requirements, and accommodations for students with disabilities are provided in accordance with their IEPs or Section 504 Accommodation Plans.

FFY	Measurable and Rigorous Target
2007 (2007 – 2008)	49.0% of youth with IEPs graduating from high school with a regular diploma

Actual Target Data for FFY 2007:

Display 1-1: 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
2007-08	78.5%	5,449	56.1%	522

WDE exceeded the target of 49.0%.

Explanation of Progress that occurred for FFY 2007:

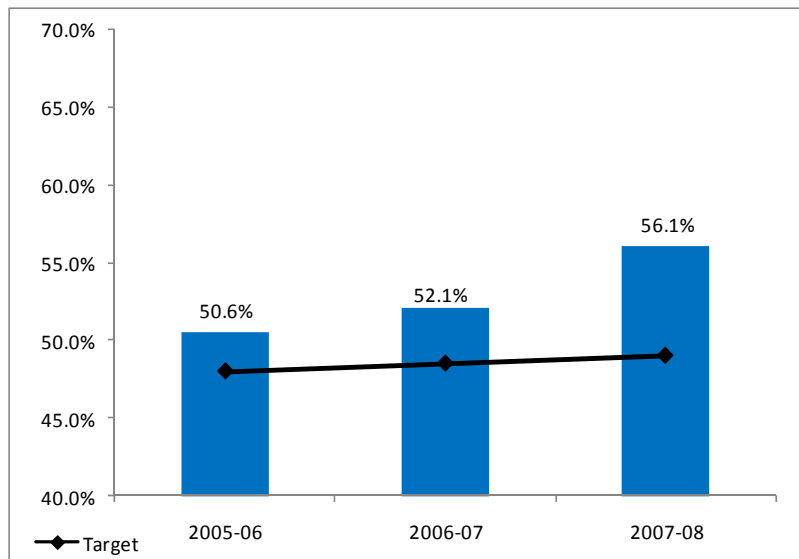
As can be seen in Display 1-2, the graduation rate for students with disabilities has been increasing since 2005-06. The graduation rate for students with disabilities is lower than that for all students. However, the gap is narrower in 2007-08 than in 2005-06. In 2005-06, the difference was over 30 percentage points and in 2007-08 the difference is 22 percentage points.

WDE includes graduation rates as a goal in its strategic plan. As a result of this attention from the Governor’s office to the WDE to the State Board of Education, statewide technical assistance and professional development opportunities for all educators are being provided annually. Increasing the awareness of educators on key issues that influence graduation rates is seen as essential for overcoming the obstacles in programming effectively for student’s needs K-12. WY’s legislators funded a study to be conducted concerning students considered at risk, including the reasons that students become at risk for not graduating. Data and recommendations from that study group (final report in fall of 2009) may influence improvement activities going forward.

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
2005-06	81.6%	5,942	50.5%	462
2006-07	79.1%	5,409	52.1%	474
2007-08	78.5%	5,449	56.1%	522

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



Discussion of Improvement Activities Completed

Over the course of the past year, the Wyoming Department of Education (WDE) advised and assisted by the broad stakeholder group reconsidered every improvement activity in the SPP. The stakeholder group deleted improvement activities that were found to be no longer relevant, gathered and analyzed the results of completed improvement activities, revised improvement activities that were not as effective as intended, and developed new improvement activities to achieve the objective of the SPP fully and with maximum efficacy.

The reporting of the status of the improvement activity below contains two tables: The first table sets forth the results of all completed activities, and the deleted activities; the second table contains the full set of improvement activities going forward.

Activity	TA Resources Accessed	Results
<p>Activity 1: <i>Provide professional development opportunities designed to enhance skills of personnel working with diverse student populations.</i></p>	<p>WDE Special Programs Unit and outside consultants</p> <p>NIMAS</p> <p>NIMAC</p> <p>University of Wyoming</p> <p>Northern Rockies AER Conference</p> <p>Wyoming State MEGA Conference</p> <p>MPPRC</p> <p>RTI Center</p> <p>Center on Instruction</p> <p>NATTAP</p> <p>Wyoming Autism Taskforce</p> <p>UPLIFT</p>	<p>A 3 day conference focusing on the unique needs of students with visual impairments, including: Orientation and Mobility, Assessment, Braille instruction, TBI and Vision, Communication Symbols for Students with Visual Impairments, Assistive Technology, and School to Work Transition.</p> <p>Three regional trainings were provided on effective hearing screenings for districts throughout the state.</p> <p>Daylong presentation on Development of Receptive Language in Children with Multiple Disabilities was presented through the state Deaf-Blind Grant</p> <p>On-site training related to working with students who are deaf or hard of hearing or blind/visually impaired were provided to 44 school districts in an effort to address specific district needs related to educational programming for students with these low incidence disabilities.</p> <p>Sessions on the National Instructional Materials Accessibility Standard and NIMAC were provided at the School Improvement Conference, Northern Rockies AER Conference, and state Mega Conference.</p> <p>Four multi-session trainings via statewide video links were provided related to education for deaf/hard hearing and sign language instruction to personnel from 12 school districts.</p> <p>Sessions on PBIS and RTI were offered at the 6th Annual Teton Institute and at the School Improvement Conference. Amanda Van Der Heyden provided training on RTI.</p> <p>WDE sent a state team to the Network of Autism Training and Technical Assistance Programs (NATTAP) national conference</p>

		in October 2007. This state team initiated the development of the Wyoming Autism Taskforce. The taskforce is comprised of individuals from various state agencies, LEAs, community organizations, parents, and individuals. The taskforce was instrumental in advocating for more autism awareness throughout the state. In the spring, Helen Nychka, Alta Vista Center for Autism, was the keynote speaker at the 6 th Annual “Improving Educational Outcomes for Students with disabilities” Parent Conference.
Activity 2: <i>Secondary Redesign Project</i>		This project has been discontinued. Activity deleted.
Activity 3: <i>Recruit and retain highly qualified special education staff to work with diverse student populations.</i>	OSEP National Personnel Development Center	No activity during this year. Data does not support the need for this activity at this time. Activity deleted.
Activity 4: <i>Coordinate with the Wyoming Transition Council to identify systemic graduation and dropout issues for students with disabilities including a focus on effective transition plans.</i>	WDE Special Programs Unit Wyoming Secondary Transition Council	Members of the Wyoming Secondary Transition Council attended the National Dropout Prevention Conference, developed action steps. NSTTAC State Planning Meeting was held to discuss systemic graduation and dropout issues.
Activity 5: <i>Analyze the graduation rates after the implementation of the new graduation standards.</i>		This activity is redundant to the activity itself and is being deleted.
Activity 6: <i>Identify and provide other targeted assistance in line with identified needs of districts around meeting AYP.</i>	WDE Special Programs Unit	The WDE Special Programs Unit worked in collaboration with the School Improvement Unit (Title 1) to develop a rubric for the purpose of providing targeted technical assistance in a 3 tiered approach. Note: Revised in new form see activity 1.8.
Activity 7: <i>Project Eye to Eye</i>	WDE Special Programs Unit Natrona County LEA staff Casper College Staff National Eye to Eye Coordinator	The college and the district are in the planning stages to implement the principles of Project Eye to Eye. Note: Revised in new form see table below in activity 1.3.

<p>Activity 8: <i>Implement Positive Behavior Interventions and Supports (PBIS) statewide</i></p>	<p>WDE PBIS Coordinator WDE Special Programs Unit and contract consultants</p>	<p>For FFY 2006, there was only two high schools implementing PBIS and thus it is hard to judge the effectiveness of PBIS on dropout rates. For this reason, we are eliminating this activity and creating a new activity, whereby, the state will increase the number of secondary schools implementing PBIS by three each year. Note: Revised in new form see table below in activity 1.1.</p>
<p>Activity 9: <i>Annual Special Education Leadership Symposium</i></p>	<p>WDE Special Programs Unit and contract consultants MPRRC Specials, LLC.</p>	<p>WDE sponsored the first Annual Special Education Leadership Symposium. This 3 day conference focused on special education law, best practices, transition, and least restrictive environment. The conference attracted over 300 LEA staff. Note: Revised in new form see table below in activity 1.5.</p>
<p>Activity 10: <i>Evaluate initial PBIS initiative and review the state plan and modify procedures for statewide implementation if necessary.</i></p>	<p>WDE PBIS Coordinator and contract consultants</p>	<p>This activity is being revised in a new form to increase secondary PBIS settings in order to make relevant judgments regarding effects on graduation rates. See table below in activity 1.4.</p>

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

Revised Improvement Activities/Timelines/Resources

Improvement Activities	Timelines			Resources
	FFY Year(s) When activities will occur			
	2008	2009	2010	
<p>1.1 Implement Positive Behavioral Interventions and Supports (PBIS) in secondary settings across the state and analyze 5c data to determine target districts and assist in the development of transition plans to place students in a less restrictive environment.</p>	X	X	X	<p>WDE PBIS Coordinator WDE Special Programs Unit and contract consultants University of Oregon (PBIS.org) Illinois PBIS Network Data Driven Enterprises SWIS</p>

<p>1.2 Annually conduct a meeting with the Wyoming Transition Council to analyze and drill down Indicators 1, 2, 13, & 14 data to facilitate the identification of root causes. Use this information to assist in planning future professional development and transition specific efforts.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>WDE Secondary Transition Coordinator WDE Special Programs Unit Wyoming Secondary Transition Council Data Driven Enterprises National Post School Outcomes Center TAESE MPRRC National Drop Out Prevention Center NSTTAC</p>
<p>1.3 Increasing the number of districts and higher education facilities implementing Project Eye to Eye by one college and one district per year.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>WDE Special Programs Unit National Eye to Eye Coordinator Community Colleges University of Wyoming LEAs Middle and High Schools PIC</p>
<p>1.4 Enhance district staff skills and knowledge in identifying students who are at risk of dropping out and identifying and using evidence based practices to improve student performance and graduation rates and decrease dropout rates through on-going sustainable professional development and technical assistance.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>WDE Special Programs Unit MPRRC Wyoming Secondary Transition Council State Advisory Panel NPSO NSTTAC DVR</p>
<p>1.5 Design an integrated professional development and technical assistance system which supports school improvement efforts.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>WDE Special Programs Unit MPRRC Cambium Learning/Sopris West TAESE NWREL NPDCI University of Oregon PBS RTI/IRIS Center Center on Instruction</p>
<p>1.6 Develop a model for community based transition councils. Pilot and evaluate the model. Replicate successful model in additional communities.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>WDE Special Programs Unit Wyoming Secondary Transition Council NSTTAC</p>
<p>1.7 Based on accurate data collection from institutions, verify the accuracy of reported data and facilitate effective transition planning for students returning to home district from residential placement.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>WDE Data and Special Programs Unit WDE Staff involved in Court-Ordered Placed Students (COPS)</p>

<p>1.8 Annually review AYP data to identify schools/districts meeting AYP for the cohort of students with IEPs. Gather information about evidence based reading and math programs and progress monitoring tools that are proving successful in those schools. Post information on WDE website to make available statewide.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>WDE Data and Special Programs Unit IRIS Center TAESE MPRRC NPDCI NWREL STEEP Learning National RTI Center Center on Instruction</p>
<p>1.9 Provide consultation and supports (e.g. access to technology, access to materials) to schools to ensure students who have visual impairments or are deaf/hard of hearing are able to remain in home school environment and make educational progress.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>WDE Special Programs Unit WATR WIND NIMAC NIMAS Northern Rockies Association for the Education and Rehabilitation of the Blind and Visually Impaired</p>

<p>Light Pink – Completed/Deleted</p>	<p>Light Blue – Revised</p>
<p>Light Green - Continuing</p>	<p>Light Purple – New</p>

Monitoring Priority: FAPE in the LRE

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

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

Measurement: Wyoming’s annual dropout rate is calculated by taking one year’s dropout counts from grades 9-12, divided by an average enrollment using October 1 enrollments and completer figures. The denominator is half the sum of the following: student count for grades 9-12 of the previous school year, the student count for grades 10-12 of the current year, completers for the current year and dropouts for the current year. The assumption of the denominator is that the sum of each of the four elements captures each student in a two-year period twice. Therefore, dividing by two ensures there are no duplicate counts. The numerator is the number of dropouts for the current year. The current dropout/graduation formulas exclude students that have been verified as transferring out of the district. The formulas include students that transfer into the district and complete or dropout as indicated in the formula.

The dropout formula is:

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

FFY	Measurable and Rigorous Target
2007 (2007 – 2008)	13.6% of youth with IEPs dropping out of high school

Actual Target Data for FFY 2007:

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

School Year	Overall Dropout Rates	Overall Number of Dropouts	Dropout Rates for Students with Disabilities	Number of Dropouts for Students with Disabilities
2007-08	5.2%	1,336	9.3%	275

The target of 13.6% was met.

Explanation of Progress that occurred for FFY 2007:

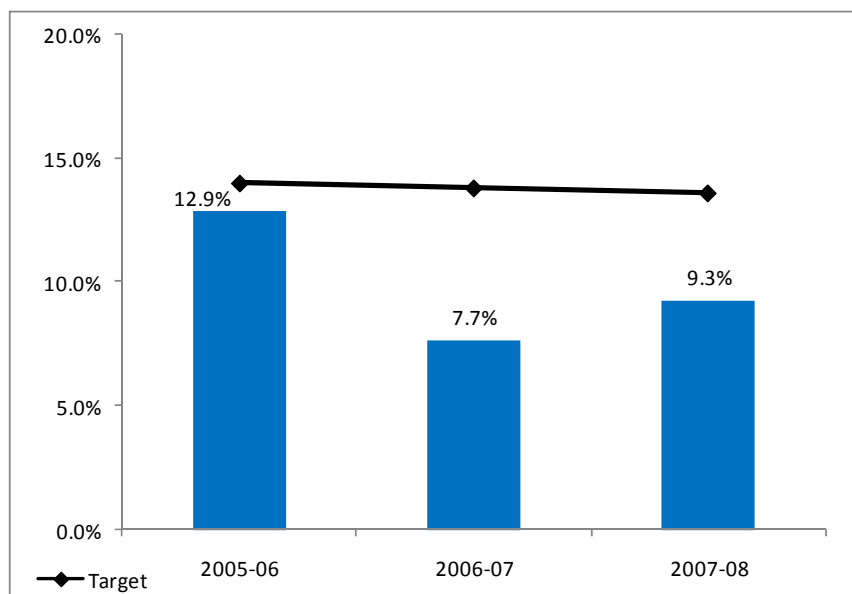
As can be seen in Display 2-2, the 2007-08 drop-out rate for students with disabilities has decreased since 2005-06; however, the 2007-08 rate is higher than that for 2006-07. As we review the exit reasons for students with disabilities each year (June WDE 427 data collection for students with disabilities), it is apparent that a significant number take longer than four years to graduate from high school. Those

students do not get counted as completers in the denominator for dropout rates. In addition, students with disabilities who age out and/or receive a Certificate of Attendance or Achievement are also considered as drop outs. Given WY’s relatively small numbers, it is expected that we will see fluctuations in the data annually. While the trend hopefully remains positive, the results will influence the improvement activities for students with disabilities and the general strategies at the state level for all students. The drop-out rate for students with disabilities is higher than that for all students; however, the gap decreased from a 7 percentage point difference in 2005-06 to a 4 percentage point gap in 2007-08.

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

School Year	Overall Dropout Rates	Overall Number of Dropouts	Dropout Rates for Students with Disabilities	Number of Dropouts for Students with Disabilities
2005-06	5.6%	1,499	12.9%	419
2006-07	5.3%	1,384	7.7%	228
2007-08	5.2%	1,336	9.3%	275

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



Discussion of Improvement Activities Completed

Over the course of the past year, the Wyoming Department of Education (WDE) advised and assisted by the broad stakeholder group reconsidered every improvement activity in the SPP. The stakeholder group deleted improvement activities that were found to be no longer relevant, gathered and analyzed the results of completed improvement activities, revised improvement activities that were not as effective as intended, and developed new improvement activities to achieve the objective of the SPP fully and with maximum efficacy.

The reporting of the status of the improvement activity below contains two tables: The first table sets forth the results of all completed activities, and the deleted activities; the second table contains the full set of improvement activities going forward.

Activity	TA Resources Accessed	Results
<p>Activity 1: <i>Increase involvement of outreach consultants for Deaf and Hard of Hearing and Visually Impaired students in transition planning and activities.</i></p>	<p>WDE Special Programs Unit and outside consultants</p> <p>Community Colleges</p> <p>University of Wyoming</p> <p>Early Hearing Detection and Intervention</p>	<p>Gallaudet Academic Bowl – 5 DHH students attend (out-of-state) this is 7th year.</p> <p>Technology presentations for teachers, students, parents, and others about the latest in technology for DHH individuals.</p> <p>Targeted TA with teachers of the deaf and/or Speech/Language Pathologists to help facilitate and educate the unique needs for DHH transition students.</p> <p>Deaf Education series offered through statewide video links, topics include transition.</p> <p>Hearing Conservation</p> <p>PepNET trainings – goal is to implement PepNET a transition curriculum for DHH students</p> <p>Collaboration with EDHI and hearing screening trainings</p> <p>A 3 day conference focusing on the unique needs of students with visual impairments, including: Orientation and Mobility, Assessment, Braille instruction, TBI and Vision, Communication Symbols for Students with Visual Impairments, Assistive Technology, and School to Work Transition.</p> <p>Three regional trainings were provided on effective hearing screenings for districts throughout the state.</p> <p>Daylong presentation on Development of Receptive Language in Children with Multiple Disabilities was presented through the state Deaf-Blind Grant</p> <p>On-site training related to working with students who are deaf or hard of hearing or blind/visually impaired were provided to 44 school districts in an effort to</p>

		<p>address specific district needs related to educational programming for students with these low incidence disabilities.</p> <p>Sessions on the National Instructional Materials Accessibility Standard and NIMAC were provided at the School Improvement Conference, Northern Rockies AER Conference, and state Mega Conference.</p> <p>Four multi-session trainings via statewide video links were provided related to education for deaf/hard hearing and sign language instruction to personnel from 12 school districts.</p> <p>This activity is completed.</p>
<p>Activity 2: <i>Secondary Redesign Project</i></p>		<p>This project has been discontinued. Activity deleted.</p>
<p>Activity 3: <i>Support and disseminate information regarding the development/implementation of system changes (e.g. vocational opportunities, PBIS, RTI) and analyze results to determine effectiveness in reducing dropout rates.</i></p>	<p>University of Oregon (PBIS.org) Illinois PBIS Network STEEP Learning National RTI Center Center on Instruction NWRCC/MPRCC</p>	<p>WDE utilized various resource centers in providing support to PBIS and RTI cohorts implementing systems change initiatives. Data collected on these initiatives demonstrates increasing effectiveness in reducing dropout rates.</p> <p>This activity is completed.</p>
<p>Activity 4: <i>Assist the WDE in addressing systemic graduation and dropout issues for students with disabilities.</i></p>	<p>WDE Special Programs Unit</p>	<p>In light in the positive trends in both graduation and drop-out rates this activity is being discontinued.</p>
<p>Activity 5: <i>WDE will continue contact with the National Dropout Prevention Center for Students with Disabilities and the Community of Practice (CoP) for guidance and support.</i></p>	<p>WDE Secondary Transition Coordinator Wyoming Secondary Transition Council members DVR Transition Coordinator</p>	<p>Members of the Wyoming Secondary Transition Council attended the National Dropout Prevention Conference, developed action steps.</p> <p>Note: Revised in new form see table below in activity 2.4.</p>
<p>Activity 6: <i>Continue activities involving low incidence populations to improve completion of secondary education and move into successful post secondary activities.</i></p>	<p>WDE Special Programs Unit and outside consultants NIMAS NIMAC University of Wyoming Northern Rockies AER</p>	<p>A 3 day conference focusing on the unique needs of students with visual impairments, including: Orientation and Mobility, Assessment, Braille instruction, TBI and Vision, Communication Symbols for Students with Visual Impairments, Assistive Technology, and School to Work Transition.</p> <p>Three regional trainings were provided on effective hearing screenings for districts throughout the state.</p>

	<p>Conference</p> <p>Wyoming State MEGA Conference</p> <p>Wyoming Autism Taskforce</p>	<p>Daylong presentation on Development of Receptive Language in Children with Multiple Disabilities was presented through the state Deaf-Blind Grant</p> <p>On-site training related to working with students who are deaf or hard of hearing or blind/visually impaired were provided to 44 school districts in an effort to address specific district needs related to educational programming for students with these low incidence disabilities.</p> <p>Sessions on the National Instructional Materials Accessibility Standard and NIMAC were provided at the School Improvement Conference, Northern Rockies AER Conference, and state Mega Conference.</p> <p>Four multi-session trainings via statewide video links were provided related to education for deaf/hard hearing and sign language instruction to personnel from 12 school districts.</p> <p>The Wyoming Autism Taskforce, developed in November 2007, recruited individuals/professionals with expertise and/or experience in secondary transition to advise this group for improvement in services for individuals with Autism.</p> <p>This activity is completed and is revised in table below in activity 2.9 to provide individualized technical assistance and supports.</p>
<p>Activity 7: <i>Project Eye to Eye</i></p>	<p>WDE Special Programs Unit</p> <p>Natrona County LEA staff</p> <p>Casper College Staff</p> <p>National Eye to Eye Coordinator</p>	<p>The college and the district are in the planning stages to implement the principles of Project Eye to Eye. Note: Revised in new form see table below in activity 2.3.</p>
<p>Activity 8: <i>Annual Special Education Leadership Symposium</i></p>	<p>WDE Special Programs Unit and contract consultants</p> <p>MPRRC</p> <p>Specials, LLC.</p>	<p>WDE sponsored the first Annual Special Education Leadership Symposium. This 3 day conference focused on special education law, transition, effective behavior management, and LRE. The conference attracted over 300 LEA staff. Note: Revised in new form see table below in activity 2.5.</p>

<p>Activity 9: <i>Collaborate with LEAs not meeting AYP and the Assessment and Accountability Units to ensure that Targeted Intervention Plans for dropout/graduation addresses unique needs of students with disabilities.</i></p>	<p>WDE Special Programs Unit</p>	<p>The WDE Special Programs Unit worked in collaboration with the School Improvement Unit (Title 1) to develop a rubric for the purpose of providing targeted technical assistance in a 3 tiered approach. Note: Revised in new form see activity 2.8.</p>
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<p>Light Pink – Completed/Deleted</p>	<p>Light Blue – Revised</p>
<p>Light Green – Continuing</p>	<p>Light Purple – New</p>

Revised Improvement Activities/Timelines/Resources

Improvement Activities	Timelines			Resources
	FFY Year(s) When activities will occur			
	2008	2009	2010	
<p>2.1 Implement Positive Behavioral Interventions and Supports (PBIS) in secondary settings across the state and analyze 5c data to determine target districts and assist in the development of transition plans to place students in a less restrictive environment.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>WDE PBIS Coordinator WDE Special Programs Unit and contract consultants University of Oregon (PBIS.org) Illinois PBIS Network Data Driven Enterprises SWIS</p>
<p>2.2 Annually conduct a meeting with the Wyoming Transition Council to analyze and drill down Indicators 1, 2, 13, & 14 data to facilitate the identification of root causes. Use this information to assist in planning future professional development and transition specific efforts.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>WDE Secondary Transition Coordinator WDE Special Programs Unit Wyoming Secondary Transition Council Data Driven Enterprises National Post School Outcomes Center TAESE MPRRC National Drop Out Prevention Center NSTTAC</p>
<p>2.3 Increasing the number of districts and higher education facilities implementing Project Eye to Eye by one college and one district per year.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>WDE Special Programs Unit National Eye to Eye Coordinator Community Colleges University of Wyoming LEAs Middle and High Schools PIC</p>

<p>2.4 Enhance district staff skills and knowledge in identifying students who are at risk of dropping out and identifying and using evidence based practices to improve student performance and graduation rates and decrease dropout rates through on-going sustainable professional development and technical assistance.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>WDE Special Programs Unit MPRRC Wyoming Secondary Transition Council State Advisory Panel NPSO NSTTAC DVR</p>
<p>2.5 Design an integrated professional development and technical assistance system which supports school improvement efforts.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>WDE Special Programs Unit MPRRC Cambium Learning/Sopris West TAESE NWREL NPDCI University of Oregon PBS RTI/IRIS Center Center on Instruction</p>
<p>2.6 Develop a model for community based transition councils. Pilot and evaluate the model. Replicate successful model in additional communities.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>WDE Special Programs Unit Wyoming Secondary Transition Council NSTTAC</p>
<p>2.7 Based on accurate data collection from institutions, verify the accuracy of reported data and facilitate effective transition planning for students returning to home district from residential placement.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>WDE Data and Special Programs Unit WDE Staff involved in Court-Ordered Placed Students (COPS)</p>
<p>2.8 Annually review AYP data to identify schools/districts meeting AYP for the cohort of students with IEPs. Gather information about evidence based reading and math programs and progress monitoring tools that are proving successful in those schools. Post information on WDE website to make available statewide.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>WDE Data and Special Programs Unit IRIS Center TAESE MPRRC NPDCI NWREL STEEP Learning National RTI Center Center on Instruction</p>
<p>2.9 Provide consultation and supports (e.g. access to technology, access to materials) to schools to ensure students who have visual impairments or are deaf/hard of hearing are able to remain in home school environment and make educational progress.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>WDE Special Programs Unit WATR WIND NIMAC NIMAS Northern Rockies Association for the Education and Rehabilitation of the Blind and Visually Impaired</p>

<p>Light Pink – Completed/Deleted</p>	<p>Light Blue – Revised</p>
<p>Light Green - Continuing</p>	<p>Light Purple – New</p>

Monitoring Priority: FAPE in the LRE

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

- A. Percent of districts that have a disability subgroup that meets the State’s minimum “n” size meeting the State’s AYP objectives for progress for disability subgroup.

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

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

FFY	Measurable and Rigorous Target
2007	Language Arts: Elementary – 74% , Middle – 50% , High – 50% Math: Elementary – 74% , Middle – 57% , High – 30%

Actual Target Data for FFY 2007:

Display 3-1: 3A. DISTRICTS MEETING AYP

2007-2008	% 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	47.2%	17/36	97.2%	35/36
Middle	52.4%	11/21	91.9%	20/22
High	16.7%	1/6	50.0%	3/6

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

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

Valid and Reliable Data:

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

3A. Two out of the six targets for 3A were met and three exceeded the target. Wyoming met and/or exceeded its targets in elementary math and middle school language arts. WDE believes progress was achieved through the rigorous plans developed by districts and the WDE School Improvement Unit. The targets for this indicator mirror those established in the state’s accountability workbook for the purposes of NCLB.

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

Explanation of Progress that Occurred for FFY 2007

As can be seen in Display 3-4, progress was made on the percent of districts meeting AYP for the student with disabilities subgroup from FFY 2005 to FFY 2007. However, scores decreased in FFY 2007. One likely reason for this recent slippage is that in FFY 2006, PAWS was administered in both the winter and spring. Districts then “counted” the higher of each student’s two scores. However, in FFY 2007, the PAWS was administered in the spring only, giving students only one opportunity to acclimate to the assessment and demonstrate their mastery of the state standards in these content areas.

In addition, the State notes that its APR targets increased from FFY 2006 to FFY 2007 by significant percentages. For example, in language arts, APR targets for elementary, middle, and high schools increased by 5%, 7%, and 7% respectively. Likewise, APR targets in mathematics for elementary, middle, and high schools increased by 5%, 6%, and 10% respectively. Clearly the WDE must accelerate its School Improvement efforts and implement its improvement activities in order to meet these higher targets.

Display 3-5 indicates that the participation rate for students with disabilities has slightly decreased since FFY 2004; however, participation rates in FFY 2007 are similar to or higher than those in FFY 2006. Furthermore, all participation rates are above 95% (the NCLB requirement). The State is particularly pleased to note the increase in secondary participation rates, which were areas of concern in previous years.

As can be seen in Display 3-6, proficiency rates for students have increased since FFY 2004. However, compared to FFY 2006, proficiency rates for FFY 2007 have decreased, with the exception of mathematics at the middle school level.

Additionally, WDE Special Programs Unit staff used data from Indicator 3C as a priority indicator in the State’s Continuous Improvement – Focused Monitoring system during the 2007 – 2008 school year. Statewide assessment proficiency data were tied to the related requirements of 34 CFR §§300.320 – 300.324 (IEP provisions), §300.101(a) (FAPE), and §300.207 (highly qualified staff). Findings of noncompliance are reported in Indicator 15, and in each case, districts were required to develop and implement Corrective Action Plans. WDE staff examined district data and monitoring findings to identify systemic “patterns” of noncompliance, which were then addressed during regional trainings, targeted technical assistance visits, and at the Department’s annual Special Education Leadership Symposium. In

addition, districts were required to address the academic outcomes of students with disabilities as part of their application process for federal IDEA Part B funds for FFY 2007.

Monitoring Priority: FAPE in the LRE

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

- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

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

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

FFY	Measurable and Rigorous Target
2007 2007 – 2008	Reading Participation – 100% Math Participation – 100%

Actual Target Data for FFY 2007:

Display 3-2 3B. PARTICIPATION RATE

Indicator 3 Measurement B part:	2007-2008 IEP Assessment PARTICIPATION						
	Subject	Reading			Math		
	Grade	Elementary	Middle	High	Elementary	Middle	High
	Exempt	8	7	1	8	7	1
	Not Tested	64	31	16	59	27	18
b #	Tested Regular Assessment Without Accommodations	1528	486	300	1488	469	280

c #	Tested Regular Assessment With Accommodations	2178	1086	231	2225	1106	249
d #	Tested Alternate Assessment at Grade Level Standards	0	0	0	0	0	0
e #	Tested Alternate Assessment at Alternate Standards	235	122	55	233	123	55
(b+c+d+e) #	TOTAL Tested	3941	1694	586	3946	1698	584
a #	TOTAL Tested + Not Tested + Exempt	4013	1732	603	4013	1732	603
b / a %	Tested Regular Assessment Without Accommodations	38.1%	28.1%	49.8%	37.1%	27.1%	46.4%
c / a %	Tested Regular Assessment With Accommodations	54.3%	62.7%	38.3%	55.4%	63.9%	41.3%
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	5.9%	7.0%	9.1%	5.8%	7.1%	9.1%
(b+c+d+e) / a %	Participation Rate - Overall IEP %	98.2%	97.8%	97.2%	98.3%	98.0%	96.8%

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

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

The WDE did not meet the targets set for participation in reading and math assessments. However, WDE set the targets very high (i.e., 100%). The state participation rates were actually quite high 97 – 98%. Therefore while the state did not meet 100%, we continue to have very high rates of participation.

Monitoring Priority: FAPE in the LRE

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

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

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

Measurement:
 Proficiency rate = # of children with IEPs in assessed grades;

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

Account for any children included in **a** but not included in **b, c, d, or e** above.
Overall Percent = [(b + c + d + e) divided by (a)].

FFY	Measurable and Rigorous Target
2007	Reading Proficiency Elementary – 42.00% , Middle – 45.42% , High – 57.00%
2007 – 2008	Math Proficiency Elementary – 36.50% , Middle – 37.75% , High – 46.50%

Actual Target Data for FFY 2007:

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

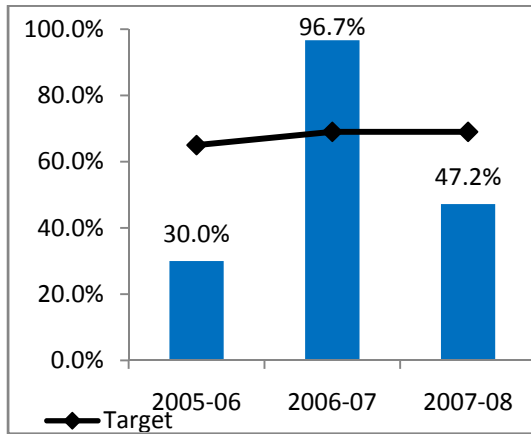
Display 3-3 3C. PROFICIENCY RATE

Indicator 3 Measurement C part:	2007-2008 Students with Disability Statewide Assessment PROFICIENCY						
	Subject	Reading			Math		
	Grade	Elementary	Middle	High	Elementary	Middle	High
b #	Tested PROFICIENT Regular Assessment Without Accommodations	690	174	77	905	184	55
c #	Tested PROFICIENT Regular Assessment With Accommodations	516	249	23	987	316	28
d #	Tested PROFICIENT Alternate Assessment at Grade Level Standards	0	0	0	0	0	0
e #	Tested PROFICIENT Alternate Assessment at Alternate Standards	116	62	34	131	70	27
(b+c+d+e) #	TOTAL Tested PROFICIENT or ABOVE	1322	485	134	2023	570	110
a #	TOTAL Tested Proficient or Non-Proficient	3941	1694	586	3946	1698	584
(b+c+d+e) / a %	TOTAL % Tested Proficient or Above	33.5%	28.6%	22.9%	51.3%	33.6%	18.8%

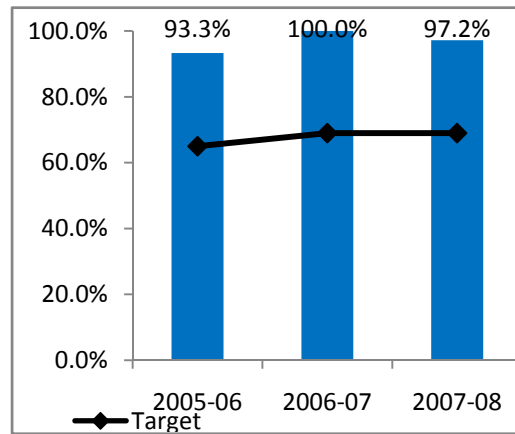
3C. One out of the six targets for 3C were met. Wyoming met its proficiency target in elementary math only. The targets for this indicator mirror those established in the state’s accountability workbook for the purposes of NCLB. The WDE Special Programs Unit examines data for growth in each category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

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

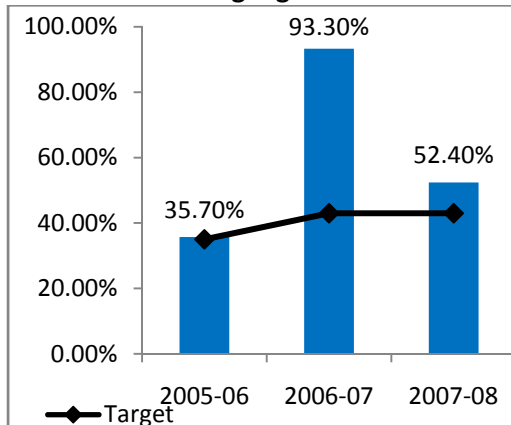
Elementary Language Arts



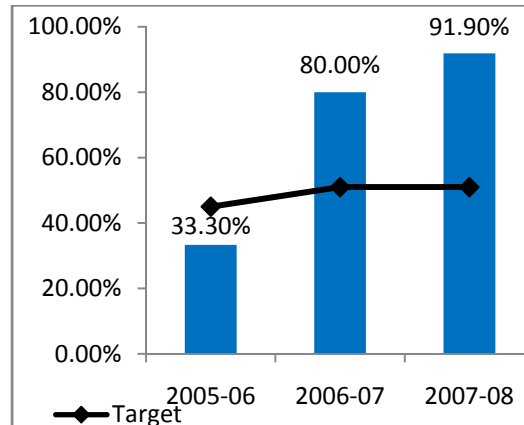
Elementary Math



Middle School Language Arts

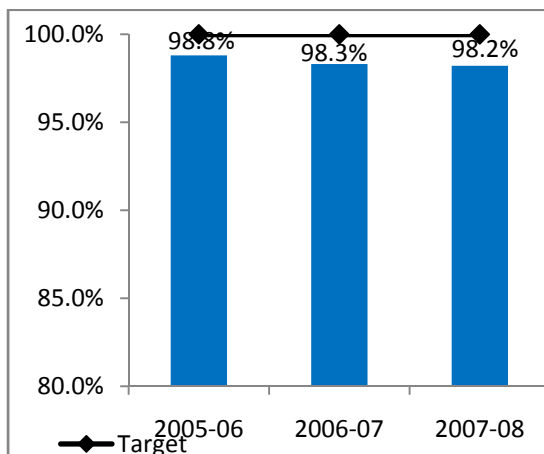


Middle School Math

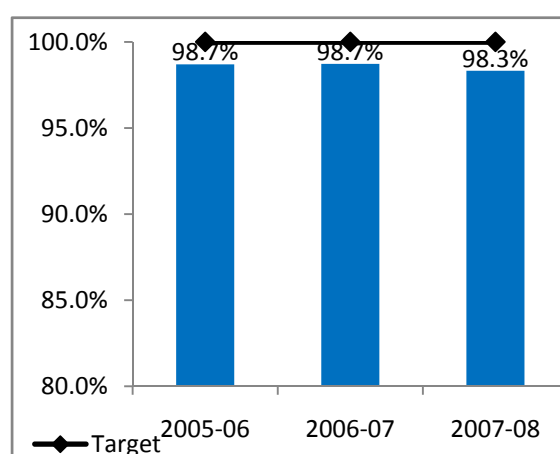


Display 3-5: Participation Rates -- Results Over Time

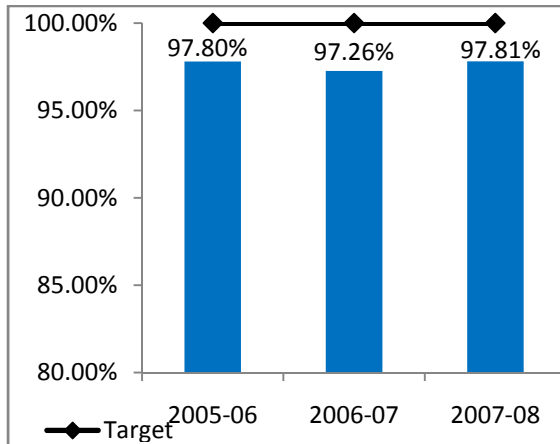
Elementary Reading



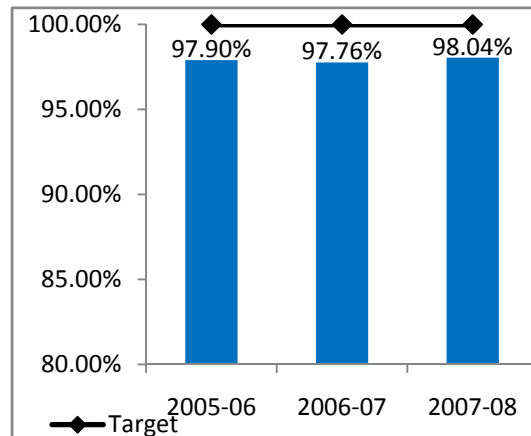
Elementary Math



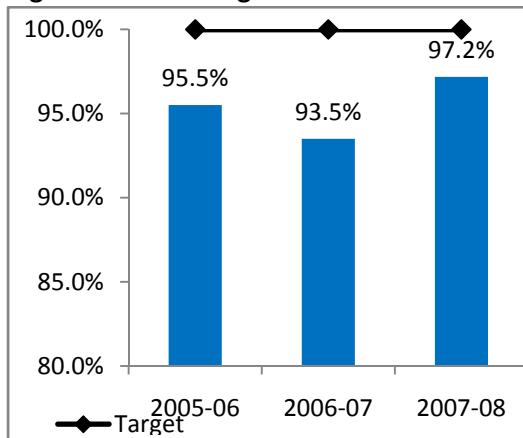
Middle School Reading



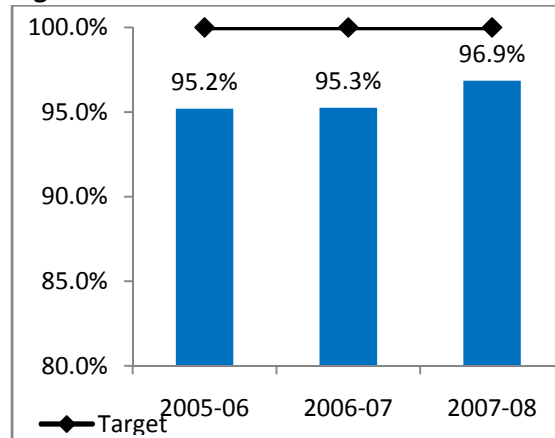
Middle School Math



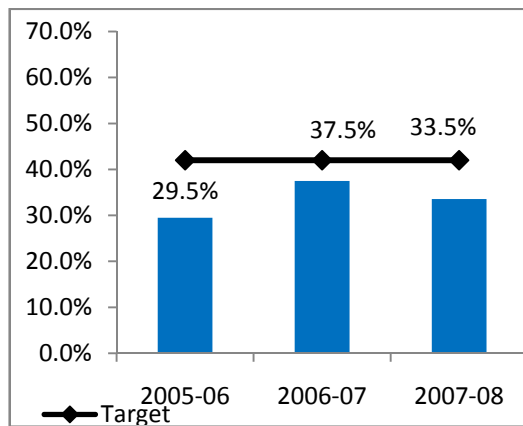
High School Reading



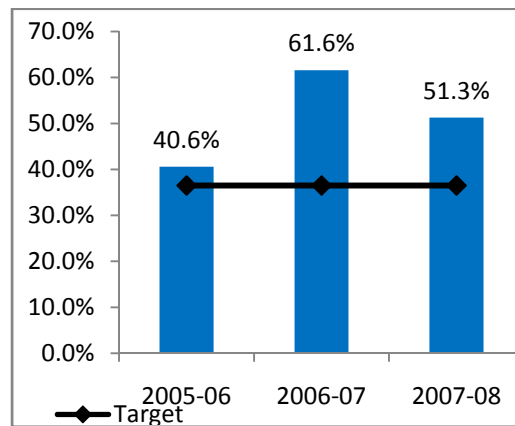
High School Math



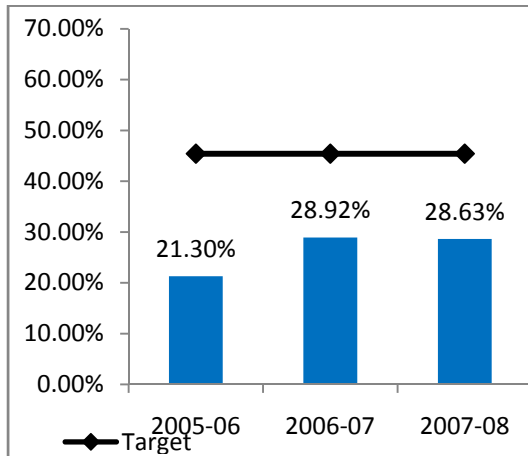
Display 3-6: Proficiency Rates -- Results Over Time
Elementary Reading



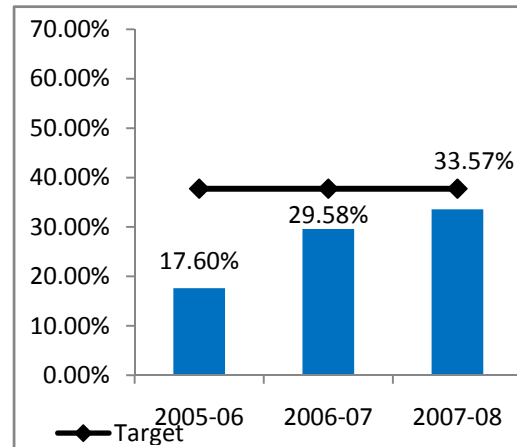
Elementary Math



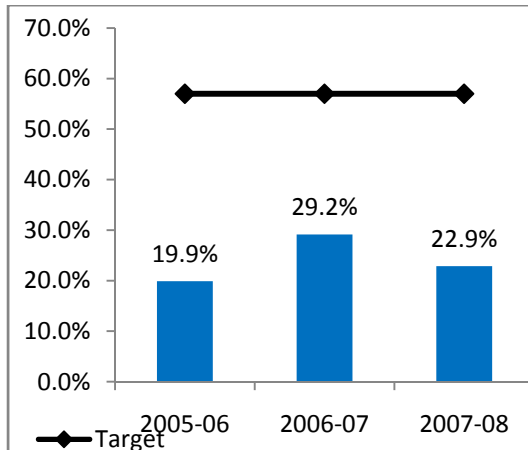
Middle School Reading



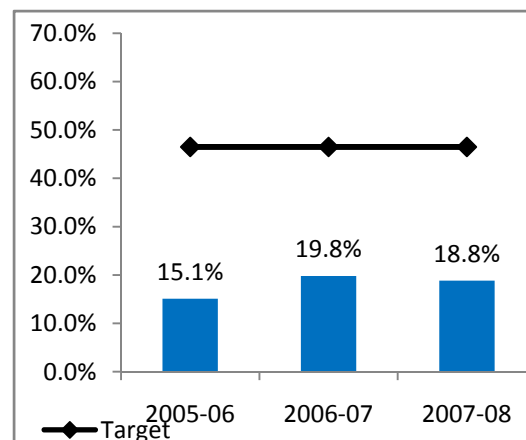
Middle School Math



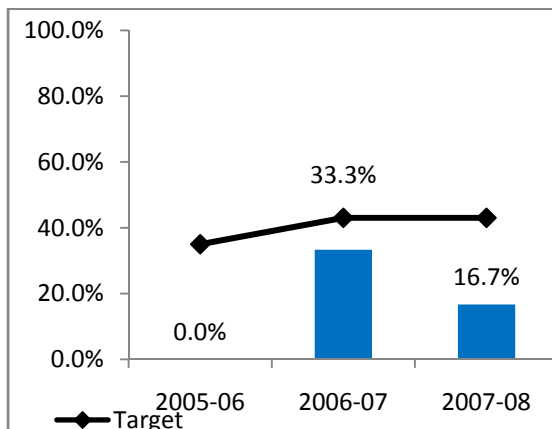
High School Reading



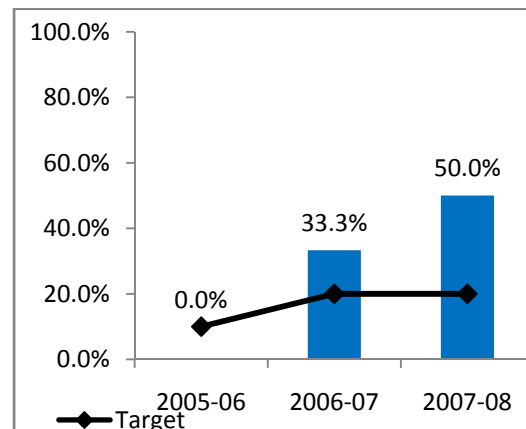
High School Math



High School Language Arts



High School Math



Discussion of Improvement Activities Completed

Over the course of the past year, the Wyoming Department of Education (WDE) advised and assisted by the broad stakeholder group reconsidered every improvement activity in the SPP. The stakeholder group deleted improvement activities that were found to be no longer relevant, gathered and analyzed the results of completed improvement activities, revised improvement activities that were not as effective as intended, and developed new improvement activities to achieve the objective of the SPP fully and with maximum efficacy.

The reporting of the status of the improvement activity below contains two tables: The first table sets forth the results of all completed activities, and the deleted activities; the second table contains the full set of improvement activities going forward.

Activity	TA Resources Accessed	Results
<p>Activity 1: <i>Staff training in administering the PAWS and the PAWS-ALT</i></p>	<p>WDE Standards, Assessment and Accountability Unit</p>	<p>Staff from the WDE’s Special Education Unit and Standards, Assessment, and Accountability Unit collaborated with Harcourt Assessment to provide regional trainings on PAWS-ALT administration. Day-long trainings occurred in November 2007, and they were held in various regional locations in order to facilitate LEA staff attendance. FAQ documents were developed and placed on the WDE website at the conclusion of the trainings, and one complete training session was videotaped and placed on the WDE website so it could be viewed by those unable to attend in person.</p> <p>Likewise, staff from the WDE Standards, Assessment, and Accountability Unit conducted regional trainings on PAWS administration in the fall of 2007. Training materials were adapted and placed online in order to facilitate access to this information for LEA staff that may have been unable to attend in person. Training topics included: pre-administration, standard accommodations for PAWS, and allowable resources. Materials for both the PAWS and PAWS-ALT trainings can be accessed at http://www.k12.wy.us/SAA/Paws/index.asp.</p> <p>This activity is completed.</p>
<p>Activity 2: <i>Implement the PAWS-ALT based on Wyoming Academic Content Standards</i></p>	<p>WDE Standards, Assessment and Accountability Unit</p>	<p>The third annual administration of the PAWS-ALT began in February of 2008 and ended in April of 2008. The state plans to continue its annual administration of this assessment to qualifying students with significant cognitive disabilities, although the assessment was refined during the summer and fall of 2008 in order to meet peer review requirements. The WDE looks forward to receiving its response letter from DOE indicating that these requirements have been satisfied.</p> <p>This activity is completed.</p>

<p>Activity 3: <i>Provide training and information on RTI to schools who are not participating in the pilot program</i></p>	<p>RTI SIC Teton Institute</p>	<p>WDE facilitated several RTI training and informational activities for LEA staff including but not limited to the following: RTI Kickoff event with Amanda VanDerHeyden in March of 2008 (approximately 100 LEA staff attendees) and School Improvement Conference presentations in September 2007 and March 2008. The WDE Special Programs Unit also hosted the Seventh Annual Teton Institute for nearly 600 participants, which included strands on behavior support, literacy, differentiated instruction, RTI and other topics. High Priority Schools (schools not meeting AYP) were offered tuition waivers. This activity is completed.</p>
<p>Activity 5: <i>Analyze PAWS and PAWS-ALT data to determine if assessment process (including accommodations and modifications) requires adjustment</i></p>	<p>State Technical Advisory Committee CCSSO – SCASS workgroup on ASES</p>	<p>WDE staff continues to meet regularly with the state’s Technical Advisory Committee for State Assessment Recommendations, and WDE consultants are active in the CCSSO’s <i>State Collaborative on Assessment and Student Standards (SCASS)</i> workgroup on Assessing Special Education Students (ASES). In addition, the WDE made several adjustments to Wyoming’s alternate assessment system during the spring, summer, and fall of 2008. These changes were spurred by requirements of the peer review process, and the state looks forward to receiving its response letter from OSERS on this topic. Through these efforts, the State aims to keep its assessment system among the finest in the nation. This activity is completed.</p>
<p>Activity 6: <i>Establishment of a statewide procedure for agencies electing to use RTI as an identification strategy for special education</i></p>	<p>RTI/LD Stakeholder Group</p>	<p>In December of 2007, the WDE developed a draft guidance document for agencies applying to use RTI in the Specific Learning Disability eligibility determination process. In response to this guidance, eleven elementary schools from across the state applied for WDE approval to use RTI in this manner. After a rigorous review of these applications, six of the schools were ultimately granted approval in early FFY 2008. This activity is completed.</p>
<p>Activity 7: <i>Identify successful model reading and math programs in districts meeting AYP for students with disabilities subgroup</i></p>		<p>This activity was deleted from the SPP. The WDE School Improvement Unit is no longer gathering information from LEAs to identify successful model reading and math programs in districts meeting AYP for the students with disabilities subgroup.</p>
<p>Activity 8: <i>Provide research-based strategies during statewide conferences and professional development opportunities for LEA staff to increase academic performance of students with disabilities</i></p>	<p>WyPEC RTI PBIS SIC Teton Institute Annual Special Education Leadership Symposium</p>	<p>WDE facilitated several activities for LEA staff including but not limited to the following: Wyoming Paraeducators Conference (WyPEC) in August 2007, RTI Cohort Trainings (October 2007, January 2008, and May 2008), PBIS Cohort Trainings (multiple events throughout the year for each of the four cohorts and coaches) and School Improvement Conference presentations in September 2007 and March 2008. Additionally, the WDE Special Programs Unit hosted the Seventh Annual Teton Institute for nearly 400 participants, which included strands on behavior support, literacy, differentiated instruction, RTI and other topics. High Priority Schools (schools not meeting AYP) were offered tuition waivers. Note: Revised in new form see table below in activity 3.3.</p>

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

Revised Improvement Activities/Timelines/Resources

Improvement Activities	Timelines			Resources
	FFY Year(s) When activities will occur			
	2008	2009	2010	
3.1 Develop a recruitment/retention system to assist LEA's in the recruiting and retaining of special education administrators, teachers, and related service providers.	X	X	X	WDE Special Programs Unit National Personnel Center Projects Wyoming Diversity Task Force NASDSE NCCRESt University of Wyoming
3.2 Enhance district staff skills and knowledge in identifying students who are at risk of dropping out and identifying and using evidence based practices to improve student performance and graduation rates and decrease dropout rates through on-going sustainable professional development and technical assistance.	X	X	X	WDE Secondary Transition Coordinator WDE Special Programs Unit Wyoming Secondary Transition Council Data Driven Enterprises National Post School Outcomes Center TAESE MPRRC National Drop Out Prevention Center NSTTAC
3.3 Design an integrated professional development and technical assistance system which supports school improvement efforts.	X	X	X	WDE Special Programs Unit MPRRC Cambium Learning/Sopris West TAESE NWREL NPDCI University of Oregon PBS RTI/IRIS Center Center on Instruction
3.4 Annually review AYP data to identify schools/districts meeting AYP for the cohort of students with IEPs. Gather information about evidence based reading and math programs and progress monitoring tools that are proving successful in those schools. Post information on WDE website to make available statewide.	X	X	X	WDE Special Programs Unit Wyoming Secondary Transition Council NSTTAC

<p>3.5 Provide consultation and supports (e.g. access to technology, access to materials) to schools to ensure students who have visual impairments or are deaf/hard of hearing are able to remain in home school environment and make educational progress.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>WDE Special Programs Unit WATR WIND NIMAC NIMAS Northern Rockies Association for the Education and Rehabilitation of the Blind and Visually Impaired</p>
<p>3.6 Collaborate with Title 1 and School Improvement to develop guidance on the benefits and use of CEIS strategies and funds. Provide statewide training at statewide conferences.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>WDE Special Programs Unit, Federal Programs Unit, and Educational Quality and Accountability Unit</p>

<p>Light Pink – Completed/Deleted</p>	<p>Light Blue - Revised</p>
<p>Light Green - Continuing</p>	<p>Light Purple - New</p>

Monitoring Priority: FAPE in the LRE

Indicator –4A: Rates of suspension and expulsion:

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

Measurement:

Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year) divided by the (# of districts in the State)] times 100.

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

Data collected for reporting under section 618. Discrepancy can be computed by either comparing rates for children with disabilities to rates for nondisabled within a district or by comparing among LEAs for children with disabilities in the State.

FFY	Measurable and Rigorous Target
2007 2007 – 2008	0% of districts with significant discrepancies in rates of suspensions & expulsions

Actual Target Data for FFY2007

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

	FFY2007
# of LEAs	48
# of LEAs with significant discrepancy in suspension/expulsion rates	0
% of LEAs with significant discrepancy in suspension/expulsion rates	0.0%

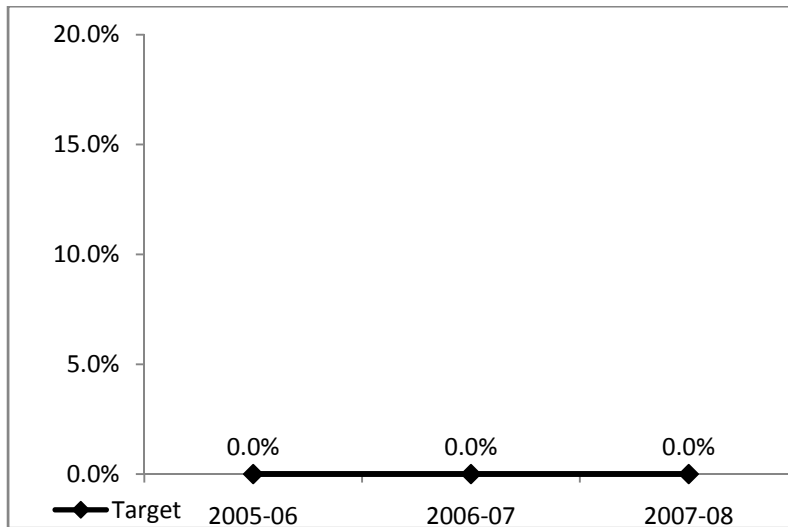
The target of 0% was met.

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

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

The reason the other 35 districts are not included in this table is due to the fact that their *n* size was smaller than two, therefore those districts did not meet the criteria.

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



Explanation of Progress that Occurred for FFY 2007

Thirty-seven Wyoming school districts reported one or less suspensions or expulsions for students with disabilities; 14 developmental preschool regions reported no suspension or expulsions for students with disabilities. Listed in the table above are those 21 districts which reported at least one student with disabilities with a suspension or expulsion. Applying the definition of “significant discrepancy” WDE identified that none of the districts with suspensions or expulsions met both prongs of the criteria. No district in the state of Wyoming suspended or expelled two or more students at a rate greater than 5%

of their population of special education students. Therefore, the percent of the school districts in Wyoming identified as having a significant discrepancy in suspension/expulsion rates for students with disabilities is equal to 0%. For FFY 2007, WY met the target of 0% of districts being identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.

Discussion of Improvement Activities Completed

Over the course of the past year, the Wyoming Department of Education (WDE) advised and assisted by the broad stakeholder group reconsidered every improvement activity in the SPP. The stakeholder group deleted improvement activities that were found to be no longer relevant, gathered and analyzed the results of completed improvement activities, revised improvement activities that were not as effective as intended, and developed new improvement activities to achieve the objective of the SPP fully and with maximum efficacy.

The reporting of the status of the improvement activity below contains two tables: The first table sets forth the results of all completed activities, and the deleted activities; the second table contains the full set of improvement activities going forward.

	TA Resources Accessed	Results
Activity 1: <i>Analyze and determine districts with significant discrepancy for sub indicator A</i>		Deleted; the State recognizes this is a requirement and not an improvement activity.
Activity 2: <i>Review discipline policies of districts monitored each year; conduct focused monitoring and identify technical assistance as needed</i>	WDE Special Programs Unit	Not implemented; determined to be inappropriate to implement in current Focused Monitoring system. WDE was prepared to administer the risk based assessment had there been districts with significant discrepancy; however, there were none.
Activity 3: <i>Review and modify the monitoring process to ensure accuracy and consistency in methodology that LEAs report suspensions and expulsions</i>	WDE Special Programs Unit and other contract consultants Data Driven Enterprises	Activity completed; new data collection now being used (submitted through SRM). Special Programs aided in development All districts trained This activity is completed.
Activity 4: <i>Examine impact of in-school suspension on significant discrepancy, provide technical assistance through focused monitoring and adjust targets as necessary</i>	WDE Special Programs Unit and other contract consultants	WDE has had difficulty in comparing and analyzing the impact of in-school suspension in districts due to the varying definitions. However, the definition for in-school suspension has been determined and data were collected for the first time in the fall of 2008.

<p>Activity 5: <i>Participate in WDE Data Quality Council in order to revise the state’s data dictionary and create standard reporting definitions</i></p>	<p>WDE Data Quality Council</p>	<p>(Related to Improvement Activity #6) Activity completed; new data collection now being used (submitted through SRM) Special Programs aided in development Data Dictionary completed and all districts trained</p>
<p>Activity 6: <i>Review data from pilot districts implementing RTI and Positive Behavior Intervention and Supports for improvement in Suspension and Expulsion rates</i></p>	<p>Data Driven Enterprises SWIS</p>	<p>Table 4-1 below displays information regarding the improvement on suspension and expulsion rates of PBIS and RTI districts. This activity is completed.</p>
<p>Activity 7: <i>Develop common definitions of suspension and expulsion for CDCs in accordance with OSEP guidance</i></p>	<p>EIEP Staff</p>	<p>The data system in use by the EIEP, in the Department of Health, does not currently collect this data. The data collection system is being revised.</p>
<p>Activity 8: <i>Review CDC discipline policies and procedures; provide technical assistance as needed</i></p>	<p>EIEP Staff</p>	<p>This activity was not initiated due to the above rationale.</p>
<p>Activity 10: <i>Refine the state definition and reporting procedure for in-school suspension</i></p>	<p>WDE Special Programs Unit</p>	<p>Data Quality Council meets monthly to review data collection processes across the WDE. Refinements have been made to data definitions, timing of data collections, technical assistance and training to district personnel. The definition for in-school suspension has been determined and data were collected for the first time in the fall of 2008</p>
<p>Activity 9: <i>Offer professional development to identify and provide supports for suspension and expulsion strategies to Wyoming educators through the Teton Institute, RTI and PBIS</i></p>	<p>Cambium Learning/Sopris West WDE Special Programs Unit and other contract consultants Center on Instruction NWREL MPRRC</p>	<p>Strategies: alternatives to suspension/expulsion; sessions provided at Teton Institute 2007 and Annual WY Special Education Leadership Symposium Strategies taught through PBIS cohort trainings Note: Revised in new form see table below in activity 4.1.</p>

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

Data Based on 2007-08 Discipline File

The discipline data of schools implementing PBIS was compared to the discipline data of schools not implementing PBIS to determine the impact of PBIS on out-of school (OSS) and in-school suspensions (ISS) (Activity 7). As Table 4-1 indicates,

schools that have implemented PBIS for at least two years have lower OSS and ISS rates than non-PBIS schools. Although this analysis is based on a small number of schools and is preliminary, these data are very encouraging. As more schools implement PBIS, the WDE will continue to analyze data to determine the impact of PBIS on suspensions.

Table 4-1

	OSS			ISS		
	Number of Schools that Reported OSS	Percent of Unique Students with OSS	Incident Rate of OSS	Number of Schools that Reported ISS	Percent of Unique Students with ISS	Incident Rate of ISS
Non-PBIS Schools	181	5.23%	0.074	137	7.07%	0.116
PBIS Cohort 1	10	3.50%	0.050	11	5.91%	0.092
PBIS Cohort 2	4	2.58%	0.036	3	3.42%	0.040
PBIS Cohort 3	4	5.99%	0.086	1	0.40%	0.004

Incident rate is total number of suspensions divided by number of enrolled students. For example, if there were a total of 100 ISS incidents, and the enrollment at a school was 200, the incident rate would be .5 (100/200)

Revised Improvement Activities/Timelines/Resources

Improvement Activities	Timelines			Resources
	FFY Year(s) When activities will occur			
	2008	2009	2010	
4.1 Design an integrated professional development and technical assistance system which supports school improvement efforts.	X	X	X	WDE Special Programs Unit MPRRC Cambium Learning/Sopris West TAESE NWREL University of Oregon PBS RTI/IRIS Center Center on Instruction
4.2 Annually conduct a workshop for building administrators on discipline policy implementation at the state School Improvement Conference, the Special Education Leadership Symposium, or the annual Principal’s Association Meetings.	X	X	X	WDE Special Programs Unit and contract consultants

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

Monitoring Priority: FAPE in the LRE

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

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

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

Measurement:

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

Data Source:

Data collected for reporting under section 618 (Annual Report of Children Served).

FFY	Measurable and Rigorous Target		
	5A	5B	5C
2007			
2007 - 2008	57.30%	9.48%	2.44%

Actual Target Data for FFY 2007:

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

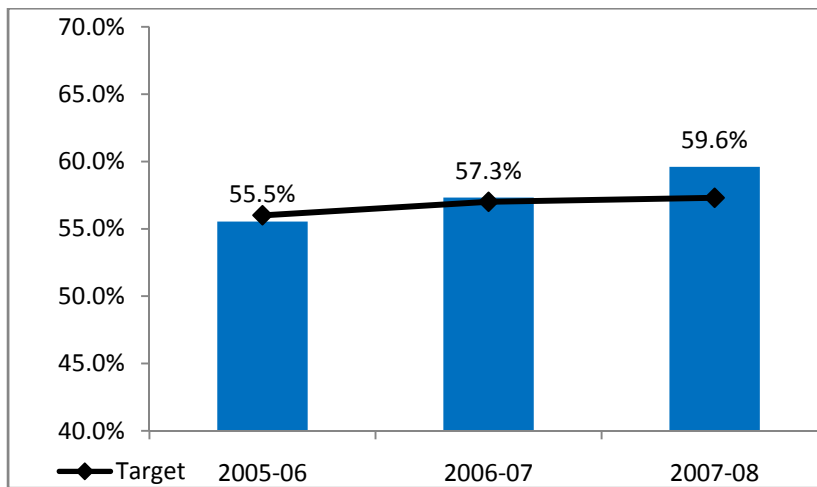
	5A	5B	5C
Total number of students	11,832	11,832	11,832
Number of students in this setting	7,052	986	288
Percentage of students in this setting	59.60%	8.33%	2.43%
Met Target	Yes	Yes	Yes

Explanation of Progress that occurred for FFY 2007:

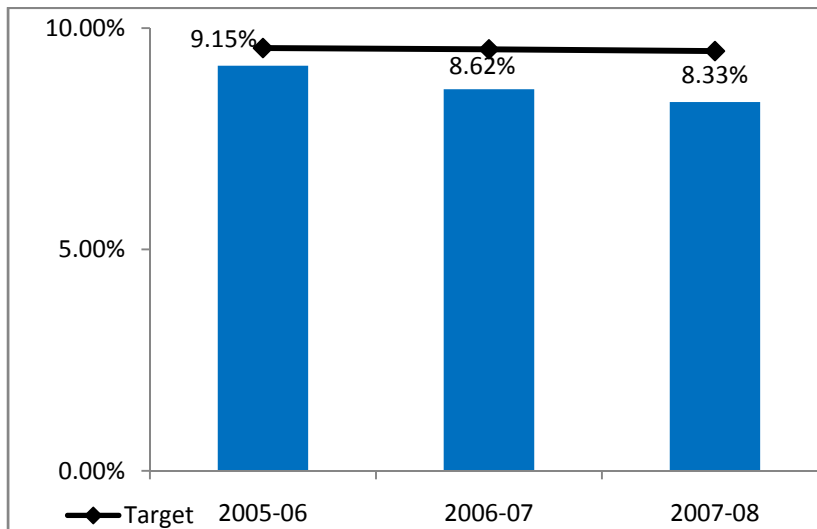
The data reported for Indicator 5 do not match the data in the 618 Data Table 3. For purposes of Indicator 5c, the WDE included only the students that were placed by the district IEP Teams into out-of-district placements. In so doing, districts are able to reflect upon the procedures and practices that are in place that are controlled by the district. Those students that were placed by the courts (Court-Order Placed Students or COPS) or those students that are parentally placed into residential settings were not counted for the purposes of Indicator 5c, but are included in the data reported in Table 3 of the 618 data. The WDE has developed a collaborative effort with the Department of Family Services, the Juvenile Justice system, and the Department of Health to review the processes involved in working with students who are either court placed or at risk of being court placed in resident placements; how to improve the process and the outcomes for those children.

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

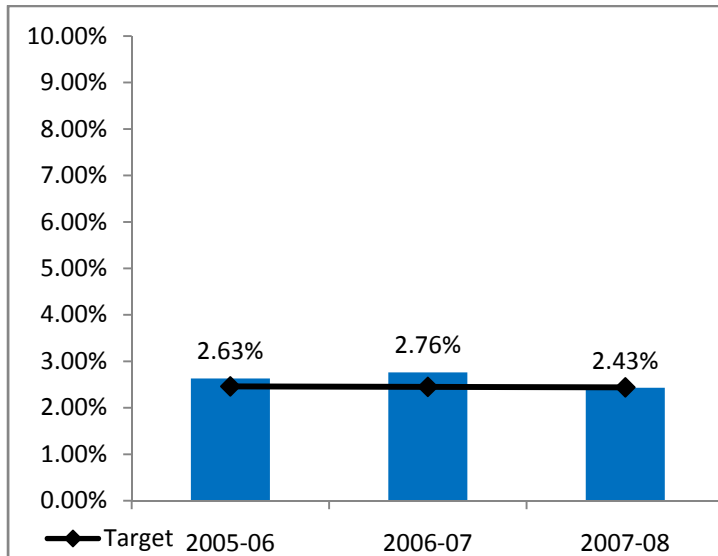
Indicator 5A



Indicator 5B



Indicator 5C



Discussion of Improvement Activities Completed

Over the course of the past year, the Wyoming Department of Education (WDE) advised and assisted by the broad stakeholder group reconsidered every improvement activity in the SPP. The stakeholder group deleted improvement activities that were found to be no longer relevant, gathered and analyzed the results of completed improvement activities, revised improvement activities that were not as effective as intended, and developed new improvement activities to achieve the objective of the SPP fully and with maximum efficacy.

The reporting of the status of the improvement activity below contains two tables: The first table sets forth the results of all completed activities, and the deleted activities; the second table contains the full set of improvement activities going forward.

Activity	TA Resources Accessed	Results
Activity 1: <i>Conduct study of the number of students with IEPs in residential placement to determine the yearly average of court-placed students with IEPs in residential institutions</i>	WDE staff involved in Court Ordered Placed Students (COPS)	This study has been completed and the data was shared with residential institution administrators. WDE will be monitoring the averages annually as part of the state’s continuous improvement process. WDE changed reporting and will now only reflect students placed in residential placements by IEP teams. This activity is completed.
Activity 2: <i>WDE will conduct Regional</i>	EIEP Staff	This activity was carried out in seven regions across the state with more than 400 preschool, district, residential

<p><i>Trainings related to the development of model IEP forms and the implementation of Chapter 7 Rules Governing Services for Children with Disabilities</i></p>	<p>WDE Special Programs Unit Specials, LLC. Data Driven Enterprises</p>	<p>institution, and public agency staff in attendance. This activity is completed.</p>
<p>Activity 2: <i>Develop a method to improve tracking of students with IEPs in separate school settings</i></p>	<p>WDE Special Programs Unit</p>	<p>Institutions are now submitting the data on these students to the WDE. This activity is completed.</p>
<p>Activity 3: <i>Identify and provide supports to regular and special education and pre-service teachers so diverse learners may receive scientifically research-based instruction in the regular classroom through the Teton Institute, RTI and PBIS</i></p>	<p>Cambium Learning/Sopris West MPRRC TAESE NWREL NPDCI University of Oregon PBS What Works Clearinghouse</p>	<p>This activity was completed through several technical assistance sessions held throughout the state at:</p> <ul style="list-style-type: none"> • Teton Institute • Spring and Fall School Improvement Conferences • Conference by Amanda VanDerHeyden • The Special Education Leadership Symposium <p>Note: Revised in new form see table below in activity 5.1.</p>
<p>Activity 4: <i>Annual Special Education Leadership Symposium</i></p>	<p>WDE Special Programs Unit and other contract consultants MPRRC Specials, LLC.</p>	<p>The Special Education Leadership Symposium in FFY 2007 included the following sessions that were specific to LRE considerations:</p> <ul style="list-style-type: none"> • Two sessions assisting LEAs in analyzing their current and trend LRE data <p>Two sessions regarding the implementation of Wyoming’s Chapter 7 Rules; including LRE compliance.</p> <p>Note: Revised in new form see table below in activity 5.3.</p>

<p>Activity 5: <i>Continue cross-unit collaboration toward overall school improvement activities</i></p>	<p>BOCES DDE PIC NASDSE CAST NICHCY FCTD NCDB IRIS Center CEC</p>	<p>Special Programs, School Improvement/Assessment/Accountability, Health & Safety, Career/Data/Technology, and Federal (NCLB) Programs units collaborated on programs projects and initiatives including:</p> <ul style="list-style-type: none"> • Early Learning Program Team • WDE Data Quality Project Team • WDE Communications Project Team • Curriculum, Instruction, Assessment, & Accountability Program • Technical Assistance Program Team • Secondary School Redesign Project Team • At-Risk Program Team • Coordinated School Health Project Team • Systems Quality Deployment Team <p>The Cross Collaborative Teams worked to improve process within each area listed above. The work of each team involved meeting the overarching goal of the WDE.</p> <p>Note: Revised in new form see table below in activity 5.2.</p>
<p>Activity 6: <i>Utilize specially-trained consultants to assist in education program planning and staff training related to young children with low-incidence disabilities</i></p>	<p>EIEP Staff WDE Special Programs Unit and other contract consultants MPRRC</p>	<p>The WDE Special Programs Unit provides outreach services to preschools and school district staff for the provision of appropriate services for children who are deaf/hard of hearing and/or visually impaired. Staff members work with preschool/district staff to follow up with young children who have been screened and have evidence of hearing impairments. Staff members also work with preschools/districts to provide vision screenings and work with children who are identified as having visual impairments.</p> <p>Note: Revised in new form see table below in activity 5.4.</p>

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

Revised Improvement Activities/Timelines/Resources

Improvement Activities	Timelines			Resources
	FFY Year(s) When activities will occur			
	2008	2009	2010	
5.1 Develop a recruitment/retention system to assist LEA's in the recruiting and retaining of special education administrators, teachers, and related service providers.	X	X	X	WDE Special Programs Unit National Personnel Center Projects Wyoming Diversity Task Force NASDE NCCRESt University of Wyoming
5.2 Design an integrated professional development and technical assistance system which supports school improvement efforts.	X	X	X	WDE Special Programs Unit MPRRC Cambium Learning/Sopris West TAESE NWREL University of Oregon PBS RTI/IRIS Center Center on Instruction
5.3 Based on accurate data collection from institutions, verify the accuracy of reported data and facilitate effective transition planning for students returning to home district from residential placement.	X	X	X	WDE Data and Special Programs Unit Wyoming Secondary Transition Council NSTTAC
5.4 Provide consultation and supports (e.g. access to technology, access to materials) to schools to ensure students who have visual impairments or are deaf/hard of hearing are able to remain in home school environment and make educational progress.	X	X	X	WDE Special Programs Unit WATR WIND NIMAC NIMAS Northern Rockies Association for the Education and Rehabilitation of the Blind and Visually Impaired

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

Monitoring Priority: FAPE in the LRE

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

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

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

FFY	Measurable and Rigorous Target
<p>2007 (2007 – 2008)</p>	<p>52.55% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.</p>

Actual Target Data for FFY 2007:

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

	FFY2007
Total number of Parent respondents	783
Number who reported school facilitated their involvement	507
Percentage who reported school facilitated their involvement	64.8%

WDE exceeded the target of 52.5%.

In FFY2007, the survey was distributed to a stratified, representative sample of 3,773 parents of children receiving special education services. A total of 783 surveys were returned for a response rate of 19.9%.

To arrive at the percent of parents who report that the school facilitated their involvement, a “percent of maximum” scoring procedure was used. Each survey respondent received a percent of maximum score based on their responses to all 25 items. A respondent who rated their experiences with the school a “6” (Very Strongly Agree) on each of the 25 items received a 100% score; a respondent who rated their experiences with the school a “1” (Very Strongly Disagree) on each of the 25 items received a 0% score. A respondent who rated their experiences with the school a “4” (Agree) on each of the 25 items received a 60% score. (Note: a respondent who **on average** rated their experiences a “4”, e.g., a

respondent who rated 7 items a “4,” 9 items a “3” and 9 items a “5,” would also receive a percent of maximum score of 60%.) A parent who has a percent of maximum score of 60% or above was identified as one who reported that the school facilitated his/her involvement. A 60% cut-score is representative of a parent who, on average, agrees with each item; as such, the family member is agreeing that school facilitated their involvement.

Reliability and Validity

The representativeness of the surveys was assessed by examining the demographic characteristics of the children of the parents who responded to the survey to the demographic characteristics of all special education students. This comparison indicates the results are representative (1) by geographic region where the child attends school; (2) by the race/ethnicity of the child; (3) by the grade level of the child; and (4) by the primary disability of the child. For example, 25% of the parents who returned a survey indicated that their children’s primary disability is a speech/language impairment, and 28% of special education students have a speech impairment; 37% of the parents who returned a survey indicated that their children’s primary disability is a learning disability, and 39% of special education students have a learning disability. Furthermore, 87% of parent respondents indicated that their student is white, and 82% of special education students are white. Parents from each district responded to the survey, with response rates by region ranging from 5-40%.

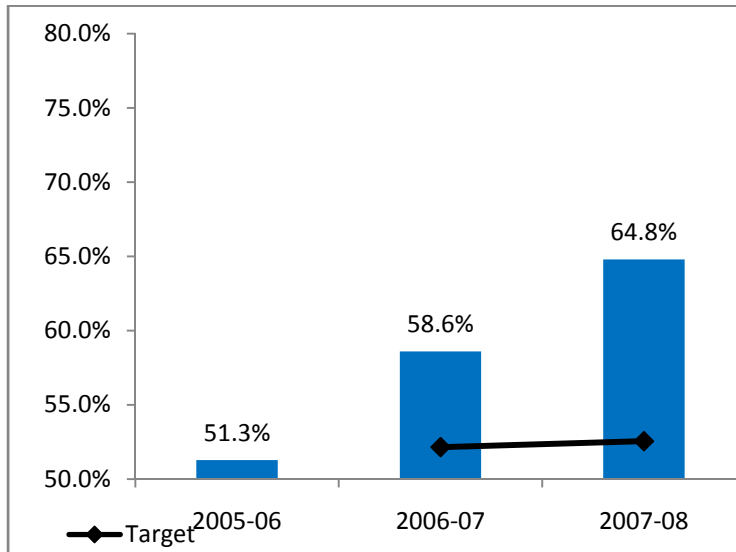
Explanation of progress or slippage that occurred for FFY 2007:

As indicated in Display 8-2, the percentage of parents who reported that the school facilitated their involvement increased from FFY2005 to FFY2007.

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

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

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



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

FFY	Measurable and Rigorous Target Preschool Settings (3 – 5 year olds)
2007 (2007 – 2008)	71.2% of parents with a child receiving special education services will report that preschools facilitated parent involvement as a means of improving services and results for children with disabilities.

Actual Target Data for FFY 2007 for Preschool:

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

	FFY2007
Total number of Parent respondents	1008
Number who reported school facilitated their involvement	811
Percentage who reported school facilitated their involvement	80.5%

WDE exceeded the target of 71.2%.

In FFY2007, the surveys were distributed in person by local CDC staff in conjunction with IEP meetings. Surveys were distributed to parents whose child had been enrolled in the CDC for at least six months. CDC Directors ensured that parents were provided with a private space to complete the survey and with

as an envelope for them to seal their responses. A total of 1,008 surveys were returned. During FFY2007, 2,419 children were enrolled in the Part B 619 program; thus, the estimated response rate is 41.7%. However, not all of these children were enrolled in the program for at least six months, so the response rate represents a conservative estimate of the actual response rate.

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

Reliability and Validity

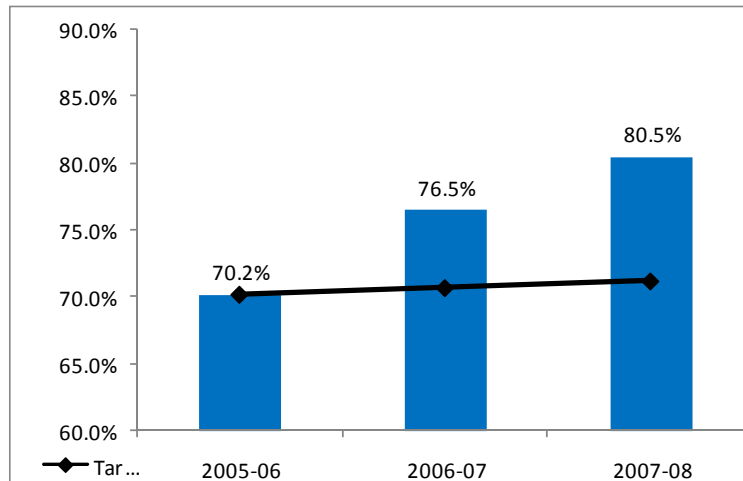
The representativeness of the surveys was assessed by examining the demographic characteristics of the children of the parents who responded to the survey to the demographic characteristics of all special education students. This comparison indicates the results are representative (1) by geographic region where the child attends school; (2) by the race/ethnicity of the child; (3) by the age of the child; and (4) by the primary disability of the child. For example, 68% of the parents who returned a survey indicated that their children’s primary disability is speech impairment, and 73% of special education students have speech impairment. Furthermore, 83% of parent respondents indicated that their student is Caucasian, and 84% of special education students are Caucasian. Parents from each region responded to the survey, with response rates by region ranging from 13-79%.

Explanation of progress or slippage that occurred for FFY 2007:

As indicated in Display 8-4, the percentage of parents who reported that the school facilitated their involvement has significantly increased from FFY2005 to FFY2007. Possible reasons for the increase are the Regional Child Development Centers report more parent involvement activities and trainings.

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

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

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

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

In addition to the Improvement Activities addressed in the following section, the WDE conducted additional activities aimed at increasing parents' capacity to be more positively involved in the improvement of their child's services and results:

- The WDE website provides parents access to a Spanish translation of the Procedural Safeguards for Students with Disabilities and WDE Special Education Model IEP forms.
- The Wyoming Deaf-Blind Project sponsored a conference for parents to assist them with dealing with the grief issues related to having a child with a disability.
- The SIG/SPDG provided a sub-grant to a new parent support group, *Hands & Voices*, which supported parents and families of students who are hard of hearing or deaf through a website and quarterly newsletters.
- The SIG/SPDG provided the majority of the funding for an annual parent conference held in spring 2007. Stipends were available to parents to encourage and enable their attendance. Training sessions included review of procedural safeguards, sessions on parents as effective advocates and participants in the IEP, and RTI and PBIS initiatives.
- Parent Liaisons/Coordinators were provided waivers (upon request) for registration fees for the Teton Institute held in 6/07.

Discussion of Improvement Activities Completed

Over the course of the past year, the Wyoming Department of Education (WDE) advised and assisted by the broad stakeholder group reconsidered every improvement activity in the SPP. The stakeholder group deleted improvement activities that were found to be no longer relevant, gathered and analyzed the results of completed improvement activities, revised improvement activities that were not as effective as intended, and developed new improvement activities to achieve the objective of the SPP fully and with maximum efficacy.

The reporting of the status of the improvement activity below contains two tables: The first table sets forth the results of all completed activities, and the deleted activities; the second table contains the full set of improvement activities going forward.

Activity	TA Resources Accessed	Results
Activity 1: <i>Analyze survey results and establish baseline data, set targets and identify improvement activities</i>	Data Driven Enterprises	Deleted; the State recognizes this is a requirement and not an improvement activity.
Activity 2: <i>Analyze survey results and establish baseline data, set targets and identify improvement activities.</i>	Data Driven Enterprises	Deleted; the State recognizes this is a requirement and not an improvement activity.
Activity 3: <i>Promote parent response to the Annual Parent Survey.</i>	Data Driven Enterprises	Four \$100 awards are given to four respondents. For two years, the response rate has been around 20%.
Activity 4: <i>Administer the parent survey to a statewide random sample of parents of children with disabilities.</i>	Data Driven Enterprises	<p>This activity was completed through a contract with Data Driven Enterprises (May 2007). This practice will continue next year. The WDE staff will work with Data Driven Enterprises to determine strategies for increasing the return rate from parents of school age children with disabilities.</p> <p>At the end of the 2005-06 school year the WDE determined that in order to better align the analysis of this indicator with the state’s general supervision responsibilities a change in the vendor and process used the previous year was needed. The WDE is currently contracting with found in Indicator #8 in Wyoming SPP.</p> <p>Deleted; the State recognizes this is a requirement and not an improvement activity.</p>
Activity 5: <i>Provide statewide training on modified NCSEAM survey including follow up</i>	EIEP Staff	<p>The EIEP conducted trainings with staff in the CDCs in how to distribute the survey to parents of preschool children receiving services in their centers. The goal was to achieve consistency in how the surveys were distributed and the instructions that parents were given to fill out each survey. Follow up training will be conducted each spring in order to ensure the fidelity of the process from center to center. Deleted; the State recognizes this is a requirement and not an improvement activity.</p>

<p>Activity 6: <i>Increase collaboration with the Parent Information Center (PIC) to provide assistance and information to parents as a result of needs identified through the administration of the parent survey.</i></p>	<p>PIC designated staff</p>	<p>The WDE entered into a contract with PIC during FFY 2006 in order to increase the Center’s capacity to reach out to parents of children with disabilities. Results include:</p> <ul style="list-style-type: none"> • attending public hearings for Chapter 7 Rules; • provide guidance and on-site training for parents regarding Chapter 7 Rules Governing Services for Children with Disabilities; • facilitating Parent Focus Groups for each on-site monitoring visit conducted by the WDE; • increasing the capacity of parent outreach. <p>Note: Revised in new form see table below in activity 8.3.</p>
<p>Activity 7: <i>Provide survey feedback to each district and CDC.</i></p>	<p>Data Driven Enterprises</p>	<p>Detailed survey results were provided to each district and CDC. These results showed the percent of parents who met the indicator as well as scale scores and individual items. In May 2008, met with districts to go over their survey reports and discussed how they might use the data to identify how parental involvement can be improved. Note: Revised in new form see table below in activity 8.2.</p>

<p>Light Pink – Completed/Deleted</p>	<p>Light Blue – Revised</p>
<p>Light Green - Continuing</p>	<p>Light Purple – New</p>

Revisions, with Justification, to Resources for FFY 2007:

WDE will explore additional opportunities to collaborate with organizations and agencies to provide assistance and information to parents. On an ongoing basis, WY will involve and actively seek participation from persons who have a stake in results for children, youth, and young adults with disabilities and their families as well as compliance with legal and regulatory requirements. Collaboration with parent organizations that provide information and advocacy for families of children with disabilities is crucial to our efforts to improve the process of Early Dispute Resolution. WDE is committed to providing training opportunities for parents and for parent advocates. IEP coaching and facilitation is a strategy that will be employed in training efforts going forward. The WDE is pleased with the positive working relationship that we have with our parent organizations. Collaboration will continue as we seek to increase the number of responders to the Parent Survey each year and to increase the outreach to areas like the Wind River Indian Reservation.

Revised Improvement Activities/Timelines/Resources

Improvement Activities	Timelines			Resources
	FFY Year(s) When activities will occur			
	2008	2009	2010	
8.1 Increasing the number of districts and higher education facilities implementing Project Eye to Eye by one college and one district per year.	X	X	X	WDE Special Programs Unit National Eye to Eye Coordinator Community Colleges University of Wyoming LEAs Middle and High Schools PIC
8.2 Develop and provide professional development materials and opportunities for school staff to increase understanding about the parent survey, how to use the data, and strategies for improving parent understanding and involvement. Make material available on the web for just-in-time access.	X	X	X	WDE Special Programs Unit and contract consultants Data Driven Enterprises PIC UPLIFT
8.3 Annually review survey data results with PIC and UPLIFT to identify collaborative strategies for increasing meaningful parent involvement.	X	X	X	WDE Special Programs Unit and contract consultants Data Driven Enterprises PIC UPLIFT EIEP
8.4 Collect, customize, and disseminate resources relating to effective communication skills, content knowledge, and early dispute resolution in order to improve the working relationship between parents and school staff.				WDE Special Programs Unit and contract consultants MPPRC P & A EIEP PIC UPLIFT

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

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.

Data Source:

Data collected for reporting under section 618 (Annual Report of Children Served).

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

Actual Target Data for FFY 2007:

Display 9-1: Percent of LEAs with disproportionate representation that is the result of inappropriate identification

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

The target of 0% was met.

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

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

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

Table 9-2

	FFY 2007
Total # of LEAs	48
# of LEAs with a “cautionary” flag	1
# of LEAs with a “warning” flag	0
# of LEAs with a “disproportionate representation” flag (over- and under-representation)	0
# of unique LEAs flagged	1
% of LEAs receiving a flag	2.08%
Percent of LEAs that had disproportionate representation due to inappropriate identification	0.00%

Table 9-2 above and 9-3 below illustrate a proactive system of evaluation WDE implements to provide technical assistance to districts prior to them being identified as having significant disproportionate representation. As table 9-2 indicates one out of 48 districts was identified at the “cautionary” level. The WDE has various activities it performs at each level and the district is contacted as required. In the case of the “cautionary” district, the data has been reviewed and WDE will continue to monitor the district for future issues.

Table 9-3 Final Risk Ratios that were Flagged

District Name	Target Ethnic Group	Number in target ethnic group	Target Risk	Number in other ethnic groups with this PD	Other group risk	Alternate RR
District 1	h	80	28.57%	206	19.83%	2.07

- One of 48 (2.1%) fell into the “caution” level based on their FFY2007 data. This is the first year this district has been “flagged” in the State’s system. The WDE performed internal analyses and further drill down of these district data that included analysis of trend data.
- Through this process, the WDE found that the district did not have disproportionate representation of racial and ethnic groups in specific disability categories that were the result of inappropriate identification of students with disabilities.

Although the WDE will continue to use the above referenced review for internal analysis and to support the Continuous Improvement Focused Monitoring system, the tiered system for flagging ratios will not be reported in the Annual Performance Report beyond FFY2007. In the past, an alternate risk ratio of 3.00 and above was used to identify disproportionate representation, just like this year; additionally, ratios of 2.00-2.49 were flagged at a “cautionary” level and ratios of 2.50-2.99 were flagged at a “warning” level. These ratios were flagged to identify LEAs with potential identification issues. However, after two years of following up on ratios between 2.00-2.99, it was determined that these ratios did not indicate any systemic identification issues within an LEA and in many cases were the result of idiosyncrasies due to small student numbers. Thus, internally the WDE continues to examine these ratios and inform LEAs about ratios between 2.00-2.99 but does not follow-up with the LEAs based on alternate risk ratios of this size.

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

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

Total # of LEAs with noncompliance findings	# of findings corrected & verified within one year	# of findings subsequently corrected
0	There were no findings in FFY2006	There were no findings in FFY2006

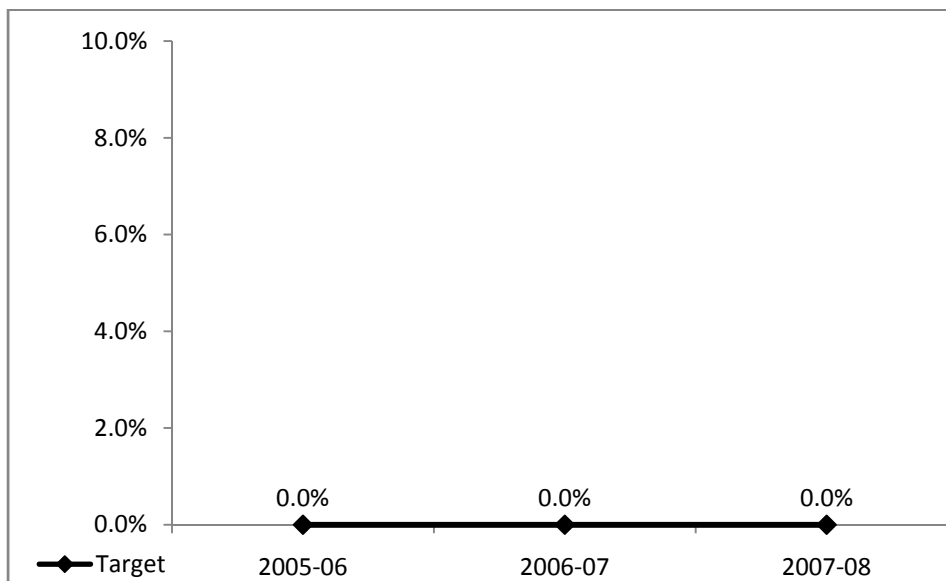
Explanation of Progress that occurred for FFY 2007:

The WDE continues to have very few districts that are identified as having disproportionate representation as a result of inappropriate identification; in fact for the last three years WDE has met the target of 0%. Even though no district was flagged for disproportionate representation in FFY 2007, the WDE wants to stress that five ratios are calculated for every district – (one for each racial/ethnic group). Those ratios based on 10 or more students in the target group are considered for disproportionate representation. Because the Alternate Risk Ratio is used, there is no minimum n requirement for the other group. Given the low minimum n size in the target group and the lack of minimum n size for the other group, a very high proportion of the ratios are reviewed for disproportionate representation. Additionally, each district gets a detailed report of every one of their risk ratios so that they may be proactive in identifying racial/ethnic groups for which there might potentially be over- or under-representation in the future.

In addition, to the annual review of all district data, the WDE as part of its continuous improvement focused monitoring system reviews on site selected district data prior to the on-site monitoring visit and carefully compares district data to the current state rate of identification of students with disabilities (race and ethnicity) in service categories.

Significant variations from the state rate lead the team to explore the requirements set forth in 34 CFR § 300.304-306. A review of the district’s policies, procedures and practices related to the child find process are conducted while on site. The continuum of services for children who are at risk for academic failure and the interventions that are provided prior to a referral for an initial evaluation are considered by the monitoring teams during the on-site visits. Files of children who were evaluated and not found eligible are also reviewed during this process to gain a full understanding of the district’s policies, procedures and practices.

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



Correction of Noncompliance:

No LEAs were out of compliance in FFY 2006 and thus, no correction was necessary.

Discussion of Improvement Activities Completed

Over the course of the past year, the Wyoming Department of Education (WDE) advised and assisted by the broad stakeholder group reconsidered every improvement activity in the SPP. The stakeholder group deleted improvement activities that were found to be no longer relevant, gathered and analyzed the results of completed improvement activities, revised improvement activities that were not as effective as intended, and developed new improvement activities to achieve the objective of the SPP fully and with maximum efficacy.

The reporting of the status of the improvement activity below contains two tables: The first table sets forth the results of all completed activities, and the deleted activities; the second table contains the full set of improvement activities going forward.

	TA Resources Accessed	Results
Activity 1: <i>Participate on the WDE Cross Collaborative Team for At-Risk Students.</i>	WDE Unit Staff	The At-Risk Program Team met throughout the year and has been carried over to a legislative study. Pending the results of this study, further activities may be developed.
Activity 2: <i>Determine appropriate improvement activities.</i>	WDE Special Programs Unit Stakeholder Group	This activity is completed. See table below for list of activities.
Activity 3: <i>Develop better self assessment tool for districts to use when examining policies, procedures, and practices regarding identification of children with disabilities.</i>	WDE Special Programs Unit	A new rubric was developed. WDE Special Programs Unit staff attended the MPRRC conference on disproportionality. This activity is completed.
Activity 4: <i>Provide technical assistance to districts on developing appropriate district policies, procedures, and practices.</i>	WDE Special Programs Unit	This activity was revised to integrate with other ongoing initiatives. Note: Revised in new form see table below in activity 9.1.

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

]

Revised Improvement Activities/Timelines/Resources

Improvement Activities	Timelines			Resources
	FFY Year(s) When activities will occur			
	2008	2009	2010	
9.1 Collaborate with Title 1 and School Improvement to develop guidance on the benefits and use of CEIS strategies and funds. Provide statewide training at statewide conferences.	X	X	X	WDE Special Programs Unit, Federal Programs Unit, and Educational Quality and Accountability Unit
9.2 Collect, customize, and disseminate guidance related to comprehensive evaluations in all areas of suspected disability.	X	X	X	WDE Special Programs Unit and contract consultants MPRRC

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

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.

Data Source:

Data collected for reporting under section 618 (Annual Report of Children Served).

FFY	Measurable and Rigorous Target
2007 (2007 – 2008)	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 2007:

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

	Under-representation	Over-representation
Total # of LEAs	48	48
# of LEAs flagged for disproportionate representation	1	6
% of LEAs flagged for disproportionate representation	2.08%	12.5%
# of LEAs found to have disproportionate representation due to inappropriate identification	0	0
Percent of LEAs that had disproportionate representation due to inappropriate identification	0.0%	0.0%

The target of 0% was met.

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

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

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

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

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

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

Display 10-3: Ratios Flagged at the Disproportionate Level

LEA	Target Ethnic Group	Primary Disability	Number in target ethnic group with this PD	Target Risk	Number in other ethnic groups with this PD	Other group risk	Alternate RR
1	h	LD	62	22.14%	120	11.55%	4.27
2	n	ED	14	4.11%	31	1.54%	4.26
3	n	LD	10	18.87%	41	4.58%	3.65
4	w	AT	17	0.83%	0	0.00%	3.56
5	w	AT	20	0.72%	1	0.14%	3.08
6	w	CD	12	2.07%	1	1.33%	3.01
7	w	ED	13	0.19%	6	0.87%	0.18

Display 10-2 and 10-3 illustrate the cut scores the WDE uses to identify potential disproportionate representation and provides the districts which were flagged at the disproportionate level during FFY2007. In the past, an alternate risk ratio of 3.00 and above was used to identify disproportionate representation, just like this year; additionally, ratios of 2.00-2.49 were flagged at a “cautionary” level and ratios of 2.50-2.99 were flagged at a “warning” level. These ratios were flagged to identify LEAs with potential identification issues. However, after two years of following up on ratios between 2.00-2.99, it was determined that these ratios did not indicate any systemic identification issues within an LEA and in many cases were the result of idiosyncrasies due to small student numbers. Thus, internally the WDE continues to examine these ratios and inform LEAs about ratios between 2.00-2.99 but does not follow-up with the LEAs based on alternate risk ratios of this size. The tiered system will continue to inform the WDE Continuous Improvement Focused Monitoring System.

Explanation of Progress that occurred for FFY 2007:

As indicated in Display 10-4, WDE maintained their 0% rate. Even though no district was flagged for disproportionate representation in FFY 2007, the WDE wants to stress that five ratios are calculated for every district – (one for each racial/ethnic group). Those ratios based on 10 or more students in the target group are considered for disproportionate representation. Because the Alternate Risk Ratio is used, there is no minimum *n* requirement for the other group. Given the low minimum *n* size in the target group and the lack of minimum *n* size for the other group, a very high proportion of the ratios are reviewed for disproportionate representation. Additionally, each district gets a detailed report of every one of their risk ratios so that they may be proactive in identifying racial/ethnic groups for which there might potentially be over- or under-representation in the future.

In addition, to the annual review of all district data, the WDE as part of its continuous improvement focused monitoring system reviews on site selected district data prior to the on-site monitoring visit and carefully compares district data to the current state rate of identification of students with disabilities (race and ethnicity) in service categories.

Significant variations from the state rate lead the team to explore the requirements set forth in 34 CFR § 300.304-306. A review of the district’s policies, procedures and practices related to the child find process are conducted while on site. The continuum of services for children who are at risk for academic failure and the interventions that are provided prior to a referral for an initial evaluation are considered by the monitoring teams during the on-site visits. Files of children who were evaluated and not found eligible are also reviewed during this process to gain a full understanding of the district’s policies, procedures and practices.

The WDE conducted an on-site review in one district flagged as disproportionate in its underrepresentation of white students with an Emotional Disability. Using student-level data, WDE staff created a targeted sample of students who might have such a disability. This targeted sample totaled 30 students and was comprised of three types of students:

- 1) White students with a primary disability of Other Health Impaired (HL) who were reportedly receiving Counseling, Psychological Services, and/or Social Work as related services *and* were suspended from school at least once (as reported on the most recent WDE-636 discipline report),

- 2) White general education students who were reportedly suspended two or more times (according to the WDE-636 report) *and* did not achieve proficiency on at least two of the subtests on the 2008 PAWS statewide assessment, and
- 3) White special education students (non-ED) who were reportedly suspended two or more times (according to the WDE-636 report) *and* did not achieve proficiency on at least two of the subtests on the 2008 PAWS statewide assessment.

In its investigation of this issue, the WDE reviewed cumulative student records, pre-referral records (Building Intervention Team records), and special education files as applicable in each student’s case. The WDE team sought to determine whether or not any of these students might *not* be identified as having an Emotional Disability as the result of inappropriate identification policies, procedures, or practices.

At the completion of its file review, the team removed sixteen students from the sample when the files showed no evidence to suggest that these students might qualify for special education in any disability category. One student who was no longer enrolled in the district was also removed from the sample. For ten other students who did have a disability, the evaluation teams clearly had no reason to suspect ED as an area of disability. Regarding one other student, the evaluation team suspected an Emotional Disability, but the student was not found eligible for special education.

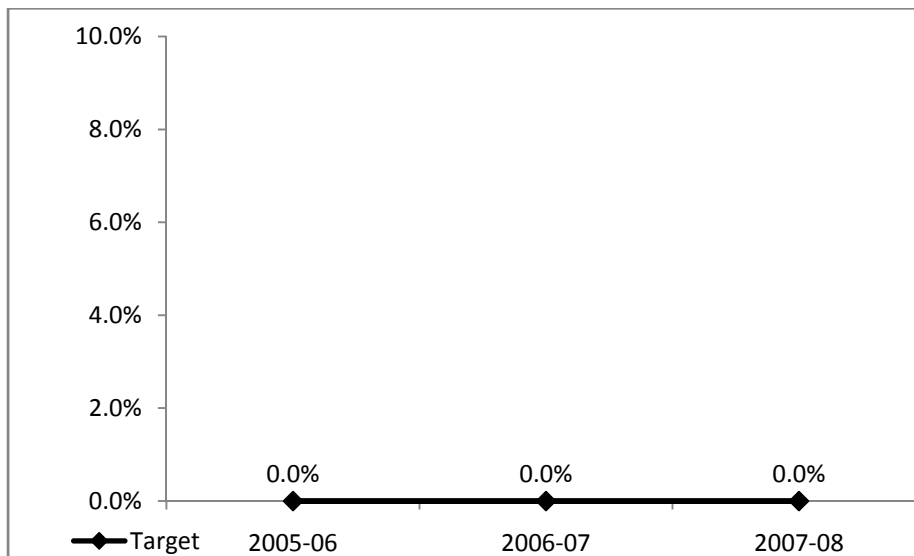
These reductions left two students remaining in the sample: neither of them was identified as a student with a disability. For both students, the WDE team requested additional information from the LEA special education director in order to find out whether or not these two students had ever been referred for an evaluation, and if so, whether or not the team considered Emotional Disability as an area of suspected disability. After retrieving relevant information from his subordinates, the director reported that one of the students was removed from special education after being found no longer eligible under any disability category, and the other student’s academic and behavior troubles stemmed from issues related to substance abuse rather than a disability. Thus, the WDE determined that the district’s underrepresentation of white students in the ED category is not the result of inappropriate identification.

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

	FFY2005	FFY2006	FFY2007
Total # of LEAs	48	48	48
# of LEAs flagged for potential disproportionate representation – Over-representation	11	12	6
# of LEAs found to have disproportionate representation due to inappropriate identification – Over-representation	0	0	0
Percent who had disproportionate representation due to inappropriate identification – Over-representation	0.0%	0.0%	0.0%
# of LEAs flagged for potential	2	2	1

disproportionate representation – Under-representation			
# of LEAs found to have disproportionate representation due to inappropriate identification – Under-representation	0	0	0
Percent who had disproportionate representation due to inappropriate identification – Under-representation	0.0%	0.0%	0.0%

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



Total # of LEAs with noncompliance findings	# of findings corrected & verified within one year	# of findings subsequently corrected
0	There were no findings in FFY2006	There were no findings in FFY2006

Correction of Noncompliance:

No LEAs were out of compliance in FFY 2006 and thus, no correction was necessary.

Discussion of Improvement Activities Completed

Over the course of the past year, the Wyoming Department of Education (WDE) advised and assisted by the broad stakeholder group reconsidered every improvement activity in the SPP. The stakeholder group deleted improvement activities that were found to be no longer relevant, gathered and analyzed the results of completed improvement activities, revised improvement activities that were not as effective

as intended, and developed new improvement activities to achieve the objective of the SPP fully and with maximum efficacy.

The reporting of the status of the improvement activity below contains two tables: The first table sets forth the results of all completed activities, and the deleted activities; the second table contains the full set of improvement activities going forward.

Activity	TA Resources Accessed	Results
Activity 1: <i>Establish rubric to evaluate whether or not disproportionate representation is a result of inappropriate identification.</i>	WDE Special Programs Unit MPRRC Data Driven Enterprises	A new rubric was developed. WDE Special Programs Unit staff attended the MPRRC conference on disproportionality. This activity is completed.
Activity 2: <i>Determine appropriate improvement activities.</i>		This activity is completed. See table below for list of activities.
Activity 3: <i>Provide technical assistance to districts on developing appropriate district policies, procedures, and practices.</i>	WDE Special Programs Unit MPRRC	A new rubric was developed. WDE Special Programs Unit staff attended the MPRRC conference on disproportionality. This activity is completed.
Activity 4: <i>Participate on the WDE Cross Collaborative Team for At-Risk Students.</i>	WDE Special Programs Unit	The At-Risk Program Team met throughout the year and has been carried over to a legislative study. Pending the results of this study, further activities may be developed.
Activity 5: <i>Develop better self assessment tool for districts to use when examining policies, procedures, and practices regarding identification of children with disabilities.</i>	WDE Special Programs Unit Data Driven Enterprises	This activity was revised to integrate with other ongoing initiatives. Note: Revised in new form see table below in activity 10.1.

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

Revised Improvement Activities/Timelines/Resources

Improvement Activities	Timelines			Resources
	FFY Year(s) When activities will occur			
	2008	2009	2010	
10.1 Collaborate with Title 1 and School Improvement to develop guidance on the benefits and use of CEIS strategies and funds. Provide statewide training at statewide conferences.	X	X	X	WDE Special Programs Unit, Federal Programs Unit, and Educational Quality and Accountability Unit
10.2 Collect, customize, and disseminate guidance related to comprehensive evaluations in all areas of suspected disability.	X	X	X	WDE Special Programs Unit and contract consultants MPRRC

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

Monitoring Priority: Effective General Supervision Part B/Child Find

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

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

Measurement:

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

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

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

Data Source:

Data to be taken from cumulative State data collection (WDE 427).

FFY	Measurable and Rigorous Target
2007	100% of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).

Actual Target Data for FFY 2007:

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

	FFY 2006
a. # of children for whom parental consent to evaluate was received	2,011
b. # determined not eligible whose evaluations were completed within 60 days	338
c. # determined eligible whose evaluations were completed within 60 days	1,416
# not included in b. or c.	257
Percent who met the indicator	87.2%

The target of 100% was not met.

Of the 257 students who had evaluations not completed within the 60-day timeline, the length of their evaluation timeline ranged from 61 to 245 days. Reasons for these delays included scheduling conflicts, assessment delays, weather delays, and miscalculations of assessment results. 101 of the 257 (39%) had evaluation timelines of 61-69 days.

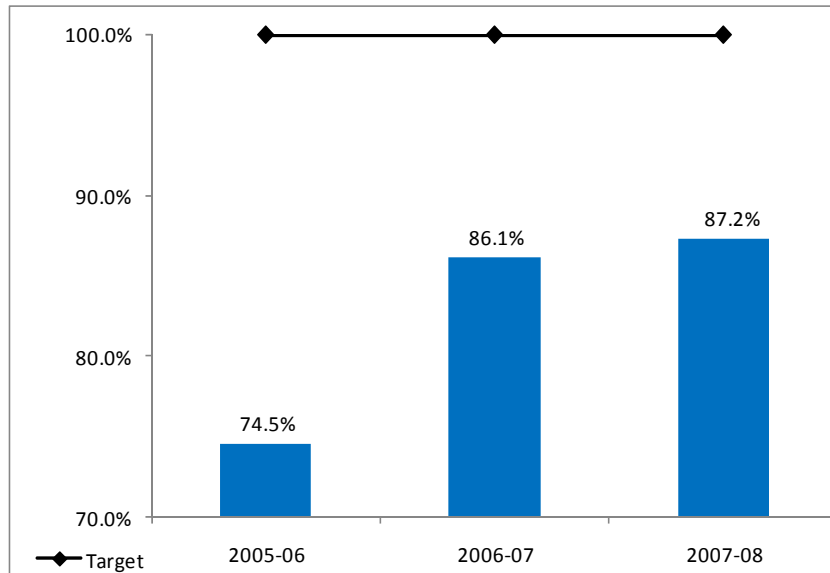
Explanation of Progress that occurred for FFY 2007:

As indicated in Display 11-4, the percent of children evaluated within 60 days has increased.

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

	FFY2005	FFY2006	FFY2007
a. # of children for whom parental consent to evaluate was received	1,549	2,123	2,011
b. # determined not eligible whose evaluations were completed within 60 days	26	376	338
c. # determined eligible whose evaluations were completed within 60 days	1,128	1451	1,416
# not included in b. or c.	395	296	257
Percent who met the indicator	74.5%	86.1%	87.2%

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



The 257 evaluations that did not meet the 60-day timeline requirement were from 37 of the 48 school district in WY. Six of the 37 demonstrated substantial compliance of 95% or above and were, therefore, not required to develop a Corrective Action Plan. The remaining 31 LEAs are involved in Corrective

Action Plans which examine their current policies, procedures and practices. They will be required to submit policies to the WDE and demonstrate implementation of strategies (including resources) to enable them to meet the 60-day timelines at 95 to 100% accuracy.

Correction of Non-Compliance (WY Part B FFY 2006 SPP/APR Response Table)

In FFY2006, there were 30 LEAs that were required to write a corrective action plan to explain their process for determining eligibility. Districts were required to submit revised policies for the process of initial evaluations and meeting the 60-day time line. Policies were approved by the WDE. Practices and procedures were examined during on-site monitoring visits conducted in 06-07. Districts signed assurances of compliance with their Consolidated Grant Applications for IDEA Part B (611 & 619) funds for the FFY 07.

In OSEP’s June 2008 response table, OSEP indicated that the WDE had to show correction of all noncompliance for FFY 2005. In FFY 2005, the WDE identified 38 LEAs which had at least one student who was not evaluated within the 60-day timeline. Of these 38 LEAs, 17 corrected all noncompliance in FFY 2006 or FFY 2007 as demonstrated by their data showing substantial compliance (95-100%). The other 21 districts were required to develop corrective action plans that included the revision of policies and procedures for conducting initial evaluations within the 60-day timeline. All submissions were reviewed and approved within the 2006 FFY. Districts signed assurances of compliance with their Consolidated Grant Applications for IDEA Part B (611 & 619) funds for the FFY 06.

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

The EIEP provided on-site targeted technical assistance to the Regional Development Centers with findings of non-compliance for Indicator 11, the 60-day timeline for initial evaluations. Each center’s non-compliance was corrected within one year through the revision of policies, procedures and practices and implementation to ensure 100% compliance. Centers submit assurance of compliance with this requirement as part of their contract to provide services for children with disabilities ages 3-5.

Total # of findings FFY 2005	# of findings corrected & verified within one year	# of findings subsequently corrected
38	17	21

Total # of findings FFY 2006	# of findings corrected & verified within one year	# of findings subsequently corrected
37	37	0

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

FFY	Measurable and Rigorous Target Preschool Settings (3 – 5 year olds)
2007 (2007 – 2008)	100% of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).

Actual Target Data for FFY 2007:

	FFY 2007
a. # of children for whom parental consent to evaluate was received	1,197
b. and c. # determined not eligible or eligible within 60 days # not included in b. or c.	1,046 151
Percent who met the indicator	87.4%

The target of 100% was not met.

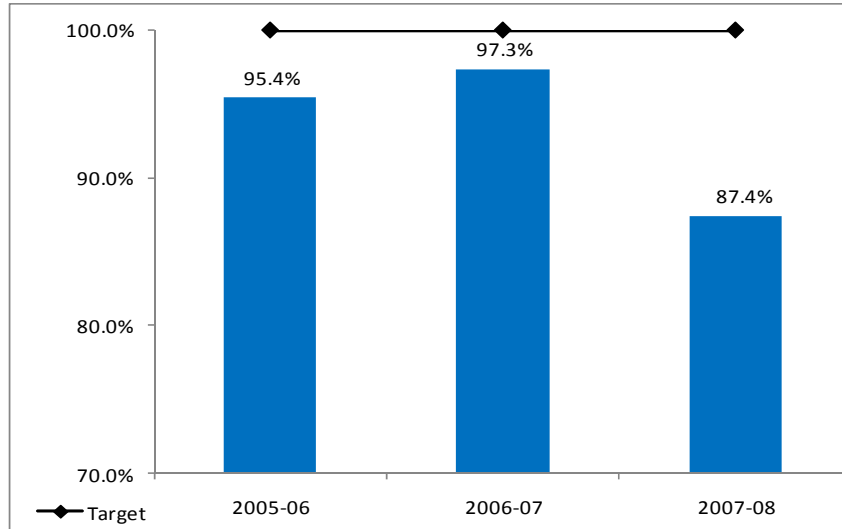
Total # of findings FFY 2006	# of findings corrected & verified within one year	# of findings subsequently corrected
10	10	0

Correction of Non-compliance:

The EIEP provided on-site targeted technical assistance to the Regional Development Centers with findings of non-compliance for Indicator 11. Each center’s non-compliance was corrected within one year.

All regions below 95% have been provided TA for improvement. EIEP will be checking the data submitted with the December count for timelines. If any region is below 95% they will be required to complete a CAP.

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



Explanation of Slippage that occurred for FFY 2007

During the FFY 2007 in the regional Child Development centers, Wyoming gathered data for Indicator 11 through an electronic data collection system. This year the data system allowed for the collection of the exact number of days exceeding the 60 day limit from each of the fourteen regional Child Development Centers for all children entering the programs this FFY. This data system provided a more accurate look at the data across the state and allowed for better technical assistance to those regional Child Development Centers that did not meet the target of 100%. This also explains the reason the EIEP reports a slippage from FFY 2006 of 97% to the FFY 2007 of 87%. The EIEP has in the past reported only on those regions monitored that year. This year we took a systemic look at all regional Child Development Centers and are reporting on all regional Child Development Centers and all children enrolled in the preschool programs.

Discussion of Improvement Activities Completed

Over the course of the past year, the Wyoming Department of Education (WDE) advised and assisted by the broad stakeholder group reconsidered every improvement activity in the SPP. The stakeholder group deleted improvement activities that were found to be no longer relevant, gathered and analyzed the results of completed improvement activities, revised improvement activities that were not as effective as intended, and developed new improvement activities to achieve the objective of the SPP fully and with maximum efficacy.

The reporting of the status of the improvement activity below contains two tables: The first table sets forth the results of all completed activities, and the deleted activities; the second table contains the full set of improvement activities going forward.

Activity	TA Resources Accessed	Results
Activity 1: <i>Improve the self-assessment process annually; address reasons the timeline was not</i>		Deleted; the State recognizes this is a requirement and not an improvement activity.

<i>met.</i>		
Activity 2: <i>Provide technical assistance to districts to collect baseline, annual evaluation and outcomes data as requested.</i>		Deleted; the State recognizes this is a requirement and not an improvement activity.
Activity 3: <i>Implement focused monitoring process to review districts with areas of concern based upon review of data for monitoring priorities.</i>		This activity is part of the States general supervision process and is not a stand-alone activity.
Activity 4: <i>Add this indicator to EIEP monitoring file review.</i>	EIEP Staff	By adding this indicator to the monitoring process, the EIEP has been able to review all regional Child Development Centers through the data system. This has provided a better look at factors that have hindered the regional Child Development Centers from meeting the target. Those programs that did not meet the 100% target will be required to write a corrective action plan to explain their process for determining eligibility within the 60 day time line. This activity is completed.
Activity 5: <i>Modify WDE reporting tool to include this indicator.</i>	EIEP Staff	Amended the monitoring/data system to include the review of files for preschool children found not eligible for special education and related services within the 60 day time line. This activity is completed.
Activity 6: <i>Develop needed data collection mechanisms for online database to facilitate annual statewide data collection.</i>	EIEP Staff	Review the data collection system for ways to collect the data on preschool children evaluated by found not eligible for special education and related services and system was developed. This activity is completed.
Activity 7: <i>Analyze data to determine if individual training, corrective action plans, or statewide TA is needed to meet target for this indicator.</i>		Deleted; the State recognizes this is a requirement and not an improvement activity.
Activity 8: <i>Assist districts and CDCs with the review and development of appropriate policies, procedures, and practices.</i>	EIEP Staff	Deleted; the State recognizes this is a requirement and not an improvement activity.
Activity 9: <i>Provide TA to CDCs to ensure knowledge of and compliance with IDEA.</i>	EIEP Staff	During the FFY 2007 the Early Intervention and Education Program (EIEP) was able to capture specific data concerning the exact number of days exceeding the 60 day limit. The EIEP discovered confusion among the Child Development Centers of the proper procedures for collecting this data. The EIEP provided technical assistance for continuous improvement to

		those regional Child Development Centers who did not meet the target of 100%. This activity will be ongoing and therefore will appear in table 2 as well.
Activity 10: Report data back to each individual CDC to provide information for continuous program improvement.	EIEP Staff	The EIEP provided each CDC with a data report at the Annual Early Childhood Conference. This activity will be ongoing and therefore will appear in table 2 as well.

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

Revised Improvement Activities/Timelines/Resources

Improvement Activities	Timelines			Resources
	FFY Year(s) When activities will occur			
	2008	2009	2010	
11.1 Identify districts/CDCs that are doing well with meeting the 60-day timeline. Generate with them strategies they have found to be successful. Develop a TA document to post on the web.	X	X	X	WDE Special Programs Unit Early Intervention and Education Program LEAs CDCs
11.2 Provide TA to CDCs to ensure knowledge of and compliance with IDEA.	X	X	X	WDE Special Programs Unit Early Intervention and Education Program MPRRC
11.3 Report data back to each individual CDC to provide information for continuous program improvement.	X	X	X	WDE Special Programs Unit Early Intervention and Education Program Data Driven Enterprises

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

Monitoring Priority: Effective General Supervision Part B/Effective Transition

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

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

Measurement:

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

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

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

Data Source:

Data to be taken from State data system.

FFY	Measurable and Rigorous Target
2007 (2007 – 2008)	100% of children eligible transition from Part C to Part B by 3 rd birthday

Actual Target Data for FFY 2007:

Display 12-1: Percent of Preschool Children Referred by Part C

	State
a = # of children for served in Part C and referred to Part B for eligibility.	375
b= # of those referred determined to be NOT eligible and who eligibilities were determined prior to their third birthday	69

c = # of those found eligible who have an IEP developed and implemented by their third birthday	275
Not in place by third birthday	31
Percent = c divided by a – b x 100 =	89.80%

The target of 100% was not met.

Explanation of Slippage that occurred for FFY 2007:

During the FFY 2007 in the regional Child Development centers, Wyoming gathered data for Indicator 12 through an electronic data collection system. This data system provided a more accurate look at the data across the state and allowed for better technical assistance to those regional Child Development Centers that did not meet the target of 100%. This also explains the reason the EIEP reports a slippage from FFY 2006 of 90% to the FFY 2007 of 89%. The EIEP has in the past reported only on those regions monitored that year. This year we took a systemic look at all regional Child Development Centers and are reporting on all regional Child Development Centers and all children enrolled in the preschool programs.

Total # of findings FFY 2006	# of findings corrected & verified within one year	# of findings subsequently corrected
15	15	0

Correction of Non-compliance:

The Regional Development Centers reported in the 2007 APR with Indicator 12 non-compliance each developed and submitted a corrective action plan to the State. All activities in these corrective action plans were completed and monitored; each center’s non-compliance was corrected within one year.

The Child Development Centers not meeting this requirement must address the non-compliance in their respective Corrective Action Plans and correct the findings within one year. The EIEP continues to work on revising the method used to collect this data using an electronic data base. The revision allows the EIEP to systematically look at all the Child Development Centers every year in order to report a more comprehensive picture of how the state is complying with 20 U.S.C. 1416 (a)(3)(B)

Discussion of Improvement Activities Completed

Over the course of the past year, the Wyoming Department of Education (WDE) advised and assisted by the broad stakeholder group reconsidered every improvement activity in the SPP. The stakeholder group deleted improvement activities that were found to be no longer relevant, gathered and analyzed the results of completed improvement activities, revised improvement activities that were not as effective as intended, and developed new improvement activities to achieve the objective of the SPP fully and with maximum efficacy.

The reporting of the status of the improvement activity below contains two tables: The first table sets forth the results of all completed activities, and the deleted activities; the second table contains the full set of improvement activities going forward.

Activity	TA Resources Accessed	Results
Activity 1: <i>Identify and review regions with late IEPs to do determine trends and to identify necessary TA.</i>	EIEP Staff	Regions and individual Child Development Centers with late IEPs lacking adequate justification in the children’s files were required to address the issue through formal Corrective Action Plans following the EIEP/WDE monitoring report. Necessary steps and activities are outlined in each plan, and EIEP/WDE will follow up with each region to ensure noncompliance is corrected within the one-year timeline. Deleted; the State recognizes this is a requirement and not an improvement activity.
Activity 2: <i>Provide training to CDC staff regarding transition from Part C to Part B.</i>	EIEP Staff PIC	The Parent Information Center (PIC) and the EIEP co-sponsored the <i>Early On Conference</i> for parents and staff in the summer which focused on transition issues from Part C to Part B. Stipends were available for parents to encourage attendance. This activity is completed.
Activity 3: <i>Develop training for regions to ensure adequate parental participation.</i>	EIEP Staff PIC WDE	The EIEP continues to post parent handbooks on its website. Additionally the WDE SIG/SPDG provided the majority of the funding for an annual parent conference held in spring 2007. Stipends were available to parents to encourage and enable their attendance. This conference was for parents who have a child with disabilities ages 3-21. Training sessions included review of procedural safeguards, sessions on parents as effective advocates and participants in the IEP. This activity will be ongoing and therefore will appear in table 2 as well.
Activity 4: <i>Provide guidance document for the CDCs regarding transition from Part C to Part B.</i>	PIC designated staff	The EIEP contracts with PIC to provide materials to parents , CDCs, and other agencies involved in transition planning. This activity will be ongoing and therefore will appear in table 2 as well.

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

Revised Improvement Activities/Timelines/Resources

Improvement Activities	Timelines			Resources
	FFY Year(s) When activities will occur			
	2008	2009	2010	
12.1 Collect, customize, and disseminate guidance related to comprehensive evaluations in all areas of suspected disability.	X	X	X	WDE Special Programs Unit and contract consultants MPRRC
12.2 Conduct outside independent evaluation of the comprehensiveness and effectiveness of the EIEP system of monitoring ensuring compliance and improving outcomes for preschool students with disabilities. Based on the recommendations of this report, WDE will make appropriate changes and refine their monitoring system.	X			WDE Special Programs Unit and contract consultants
12.3 Develop training for regions to ensure adequate parental participation.	X	X	X	WDE Special Programs Unit and contract consultants EIEP PIC
12.4 Provide guidance document for the CDCs regarding transition from Part C to Part B.				WDE Special Programs Unit EIEP PIC

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

Monitoring Priority: Effective General Supervision Part B/Effective Transition

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

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

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

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

From all districts, a stratified random sample of 339 students age 16 and above was selected. These 339 students were selected from each LEA. The population of students at each district was stratified by school, primary disability, gender, and race/ethnicity. If a district had 5 or fewer students age 16 and above, then all students at that district were selected. If a district had between 6-9 students age 16 and above, then a random sample of 5 students was selected. If a district had 10 or more students age 16 and above, then a random sample of 10 students was selected. A core group of trained reviewers then completed the NSTTAC checklist on each of the 339 files.

To obtain the overall state percentage of students who met this indicator, the data were weighted to reflect each LEA’s appropriate proportion of students age 16 and above in the state (i.e., given that the differential sampling methodology was used for each LEA, weighting was needed).

FFY	Measurable and Rigorous Target
<p>2007 (2007 – 2008)</p>	<p>100% percent 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.</p>

Actual Target Data for FFY 2007:

FFY	Number of Youth Whose IEPs were Reviewed	Number of Youth whose IEPs met the Indicator	Percent of Youth whose IEPs met the Indicator	Percent of Youth whose noncompliant IEPs were subsequently corrected
2007	129	123	4.65%	<i>In process</i>
2006	938	586	62.51%	100%
2005	954	485	50.80%	100%

Required Response to FFY 2006 APR:

In the June 2008 Response Table regarding the FFY 2006 APR, OSEP indicated that the State must demonstrate, in the FFY 2007 APR, that all uncorrected Indicator 13 noncompliance was corrected. The WDE is pleased to report that all districts found to have noncompliance in the area of transition during FFY 2005 and FFY 2006 were able to clear the noncompliance. In FFY 2007, the WDE reviewed all IEPs previously found to be out of compliance, again using the NSTTAC Indicator 13 checklist. Through this review, which was conducted by trained WDE personnel, 100% of the files were found to be in compliance. Thus, all noncompliance for this indicator from FFY 2005 and FFY 2006 has been corrected and cleared.

Explanation of Progress or Slippage that occurred for FFY 2007:

Clearly, from FFY 2006 to FFY 2007, the State experienced significant slippage on this indicator. In FFY 2005 and FFY 2006, the WDE gathered information for Indicator 13 by means of a self-assessment process in which districts evaluated their own files using the NSTTAC Indicator 13 checklist. After reviewing the districts’ results and comparing them to the WDE’s own results from monitoring visits in FFY 2006, the WDE suspected that the district-reported compliance percentages may have been artificially high.

In order to address this apparent discrepancy, the WDE attempted a different method of collecting data for this indicator and determining the compliance status of its districts for FFY 2007. Rather than asking districts to assess their own transition performance, the State decided to measure compliance by having a dedicated staff member apply the checklist to a sample of student files selected during each Continuous Improvement Focused Monitoring (CIFM) visit. Unfortunately, the WDE found that its overall percentage of compliance was even lower when measured through this means. In all, the WDE reviewed 129 files over the course of nine CIFM visits in FFY 2007. Of these 129 files, only six were found to meet all of the requirements reflected in the NSTTAC Indicator 13 checklist, yielding a weighted compliance percentage of only 4.65%.

In response to these results, two of the nine districts, which only had one noncompliant file each, were required to promptly reconvene the affected students’ IEP teams in order to correct the transition deficiencies. Both of these districts responded with the necessary corrections within 45 business days of being notified of this required action, and the noncompliance was considered corrected.

For the seven remaining districts, which all had multiple noncompliant files in the area of transition; the WDE issued findings of noncompliance in the area of transition and required each district to demonstrate correction through the development and implementation of a Corrective Action Plan

(CAP). Each district's CAP included specific activities/steps for achieving 100% compliance with IDEA's transition requirements. As of this report date, two of the seven LEAs have received verification visits, during which the WDE team determined that both districts have satisfactorily corrected the transition findings and have achieved 100% compliance. Although the remaining seven districts have not yet reached the one-year timeline given them to demonstrate correction, the WDE is confident these districts will also attain 100% compliance when they receive their verification visits in the winter and spring of 2009. The State looks forward to reporting significant progress in its APR for FFY 2008.

Of course, the WDE is hugely dissatisfied with its compliance percentage of 4.65% for FFY 2007. The State believes that having a single person review files only on CIFM visits was not the best way to get an accurate measure of how well districts in Wyoming are complying with IDEA's transition requirements. Thus, for FFY 2008 and beyond, the State has retooled its method of collecting and analyzing transition data in order to get a truly accurate picture of transition compliance.

Beginning in the spring of 2009, the WDE will request a stratified, random sample of approximately 300 students with disabilities aged 16 and above. The sample will include students from all 48 Wyoming school districts, and within each district, the samples will be stratified by school, primary disability, gender, and race/ethnicity. If the district has five or fewer students aged 16 and above, all students at that district will be included in the overall sample. If the district has six to nine students of transition age, then a random sample of five students will be selected. Finally, if the district has ten or more students aged 16 and above, a random sample of ten students will be selected.

Once the sample has been generated, a core group of trained reviewers will apply the NSTTAC Indicator 13 checklist to each file. Districts meeting 100% compliance on each of their files will receive a letter complementing them on reaching the target. Districts with any file not meeting 100% compliance will be notified in writing of the specific files found out of compliance and asked to correct specific deficiencies by reconvening or amending the IEP within 45 business days. These districts must then inform the WDE, in writing, that the appropriate corrections have been made. Should any district fail to make the required corrections within this timeframe (or fail to notify the WDE that the corrections have been made), a finding of noncompliance will be issued to the district, and the district will be required to implement a Corrective Action Plan.

Since the fall of 2008, the WDE has been training the core group of staff members who will be applying the NSTTAC Indicator 13 checklist during the first review under this new process. To absolutely ensure reliability and validity, the WDE has established reliability checks in the training process. The State is confident that this new approach will surpass previous self-assessment and align approaches to measuring compliance with federal transition requirements.

Discussion of Improvement Activities Completed

Over the course of the past year, the Wyoming Department of Education (WDE) advised and assisted by the broad stakeholder group reconsidered every improvement activity in the SPP. The stakeholder group deleted improvement activities that were found to be no longer relevant, gathered and analyzed the results of completed improvement activities, revised improvement activities that were not as effective as intended, and developed new improvement activities to achieve the objective of the SPP fully and with maximum efficacy.

The reporting of the status of the improvement activity below contains two tables: The first table sets forth the results of all completed activities, and the deleted activities; the second table contains the full set of improvement activities going forward.

Activity	TA Resources Accessed	Results
Activity 1: <i>Assist districts in development of appropriate transition goals and writing transition plans.</i>		This activity is redundant. Please see activity #1.
Activity 2: <i>Provide technical assistance to districts to ensure compliance with this indicator.</i>		This activity is redundant. Please see activity #1.
Activity 3: <i>Evaluate the efficacy of the Indicator #13 Checklist.</i>	WDE Special Programs Unit Data Driven Enterprises NSTTAC	The checklist was compared to state and federal regulations and determined to be efficacious with respect to basic compliance issues.
Activity 4: <i>Provide technical assistance to districts in the development of transition plans that meet indicator #13 requirements.</i>	WDE Special Programs Unit DVR Staff Wyoming Secondary Transition Council Specials, LLC WDE Outreach for the Deaf/Hard of Hearing & Services for the Visually Impaired	A WDE Leadership Symposium was held in August 2007 that included a specific post secondary track. Regional training for SEA’s on new transition forms and using NASTTAC Indicator #13 . NSTTAC Regional State Planning Meeting in Salt Lake City, UT and Mid-Year State Planning meeting in Milwaukee, WI WDE Special Programs Unit staff provided forms training in seven regions across the state with more than 400 preschool, district, residential institution, and public agency staff in attendance. A transition panel presentation was held at the spring 2007 School Improvement Conference. Based upon data regarding post school outcomes for low incidence populations

		<p>(specifically Deaf/Hard of Hearing and Visually Impaired) the WDE placed a strong emphasis on transition and effective instructional strategies for teachers and service providers of these students. These programs included: 1) The Wyoming Deaf-Blind Project which provided trainings to address needs of students with visual impairments, hearing impairments, deafness, blindness and multiple disabilities; 2) Communication Matrix Assessment – how to determine current levels of communication ability and set future communication goals; 3) Every Move Counts: Sensory Based Strategies for Identifying Appropriate Technological Interventions for Individuals with Severe and Profound Differences; 4) Emergent to Transitional to Conventional Literacy: Moving Through the Beginning Literacy Framework – supporting literacy development for upper elementary, middle and secondary students with severe disabilities, and 5) Emergent Literacy for Students: A Project Based Approach – addressing literacy needs for older students through the application of project based learning.</p> <p>Note: Revised in new form see table below in activity 13.3.</p>
<p>Activity 5: <i>Collaborate with service providers, students, parents, and districts to develop partnerships that ensure all transition needs are met.</i></p>	<p>WDE Special Programs Unit WDE Secondary Transition Coordinator Wyoming Secondary Transition Council</p>	<p>The Wyoming Transition Council is a collaborative union of community service providers, public agencies, business owners, general educators, parents, and special educators. They have attended 2 state planning team meetings in FFY 2007, developed a state action plan, and initiated the groundwork for implementation. Note: Revised in new form see table below in activity 13.1.</p>

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

Explanation of Progress or Slippage that occurred for FFY 2007:

WDE continues to analyze data and adjust improvement activities and timelines accordingly. WDE has examined data collected from the Indicator 13 Checklist for the past two years and worked with districts to improve transition planning for students with disabilities aged 16 and older. As a result additions and revisions have been made to the Improvement Activities, reflecting necessary changes. Additional resources and activities have been added to the State Performance Plan for Indicator #13. Cross Collaborative Teams (CCT) have been established across the WDE for the purpose of examining technical assistance and improvement activities regarding graduation and dropout rates for all students, including students with disabilities. It is a critical component of the WDE Strategic Plan and that of the State Board of Education and ties into the Governor’s Wyoming Education Quality of Life Result/Goal #5:

Students are successfully educated and prepared for life’s opportunities.

Revised Improvement Activities/Timelines/Resources

Improvement Activities	Timelines			Resources
	FFY Year(s) When activities will occur			
	2008	2009	2010	
13.1 Annually conduct a meeting with the Wyoming Transition Council to analyze and drill down Indicators 1, 2, 13, & 14 data to facilitate the identification of root causes. Use this information to assist in planning future professional development and transition specific efforts.	X	X	X	WDE Secondary Transition Coordinator WDE Special Programs Unit Wyoming Secondary Transition Council Data Driven Enterprises National Post School Outcomes Center TAESE MPRRC National Drop Out Prevention Center NSTTAC
13.2 Develop a recruitment/retention system to assist LEA’s in the recruiting and retaining of special education administrators, teachers, and related service providers.	X	X	X	WDE Special Programs Unit National Personnel Center Projects Wyoming Diversity Task Force NASDSE NCCREST University of Wyoming

<p>13.3 Design an integrated professional development and technical assistance system which supports school improvement efforts.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>WDE Special Programs Unit MPRRC Cambium Learning/Sopris West TAESE NWREL NPDCI University of Oregon PBS RTI/IRIS Center Center on Instruction</p>
<p>13.4 Develop a model for community based transition councils. Pilot and evaluate the model. Replicate successful model in additional communities.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>WDE Special Programs Unit Wyoming Secondary Transition Council NSTTAC</p>
<p>13.5 Provide consultation and supports (e.g. access to technology, access to materials) to schools to ensure students who have visual impairments or are deaf/hard of hearing are able to remain in home school environment and make educational progress.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>WDE Special Programs Unit WATR WIND NIMAC NIMAS Northern Rockies Association for the Education and Rehabilitation of the Blind and Visually Impaired</p>
<p>13.6 Customize and distribute a FAQ document to go along with the Indicator 13 checklist that districts can use for improvement purposes. In addition, research and tailor existing training materials to be used by districts for training.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>Wyoming Special Programs Unit Wyoming Secondary Transition Council NSTTAC</p>

<p>Light Pink – Completed/Deleted</p>	<p>Light Blue – Revised</p>
<p>Light Green – Continuing</p>	<p>Light Purple – New</p>

Monitoring Priority: Effective General Supervision Part B/Effective Transition

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

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

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

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

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

Data Source:

State selected data source. In May 2008, contact information (phones and addresses) was obtained on the 775 students with disabilities who exited Wyoming schools in 2006-07. These “exiters” are students with disabilities who during the 2006-07 school year graduated with a regular diploma, who completed high school with a certificate or modified diploma, who dropped-out, who reached maximum age (21) for receipt of special education services, or who moved out of district and weren’t known to be continuing. In June 2008, professional phone interviewers attempted to call each of the 775 exiters and interview them about their post-secondary education and employment activities.

270 exiters were successfully interviewed on the phone for a response rate of 34.8%. 212 (27%) of exiters had incorrect phone numbers; 9 (1%) exiters had returned to high school in 2007-08. If these “non-reachable” exiters are excluded from the denominator, the adjusted response rate is 48.7% (270/554).

FFY	Measurable and Rigorous Target
2007 (2007 – 2008)	83.7% of exiters engaged in employment or education

Actual Target Data for FFY 2007:

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

Category	Number	Percent
Interviewed Exiters	270	100%
a. Attended Post-Secondary Education Only	52	19.3%
b. Been Competitively Employed Only	91	33.7%
c. Attended Post-Secondary Education AND Been Competitively Employed	87	32.2%
d. Neither Attended Post-Secondary Education OR Been Competitively Employed	40	14.8%
Met the indicator (sum of rows a, b, and c)	230	85.2%

The target of 83.7% was met.

Reliability and Validity of Data Collected

The response rates were analyzed by demographic characteristics: gender, race/ethnicity, primary disability, and type of exiter. No significant differences existed in response rates by gender, race/ethnicity, or primary disability. Students who graduated with a regular diploma were more likely to respond (40%) than students who dropped out (24%).

The responses were also analyzed by these same demographic characteristics. Results of those who were contacted show that there are no significant differences in outcomes by type of exiter.

The response rate by LEA varied from 0% to 100%, with a median response rate of 33.3%. For the 6 LEAs that had a 0% response rate, the number of exiters in the sample ranged from 1-5; these exiters were called between 6-10 times with no response.

The differences in response rates by LEAs and by demographic category were minor enough that statistical weighting wasn't necessary. Thus, the WDE is confident that these results are representative of the state.

Explanation of Progress that occurred for FFY 2007:

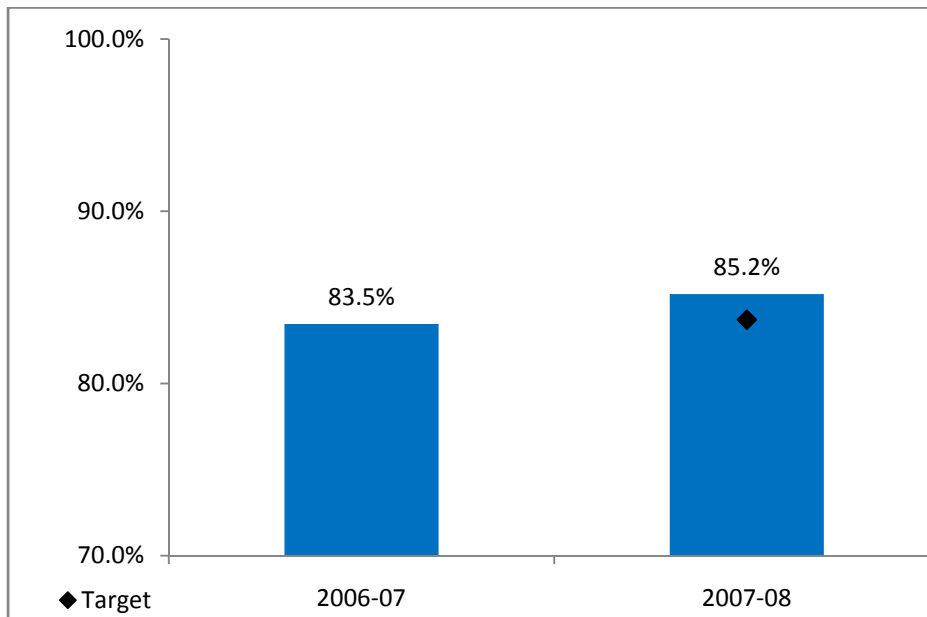
As indicated in Display 14-2, WY continues to show progress and a positive trend on this indicator. In FFY 2006, 83.5% of exiters were competitively employed and/or enrolled in post-secondary education. In FFY 2007, 85.2% were competitively employed and/or enrolled in post-secondary education. The WDE is examining district data to match positive outcomes with promising practices. Where districts are successfully meeting compliance with the transition requirements (Indicator 13) and demonstrating positive post school outcomes data (Indicator 14), WDE is researching the replication of their programs into another community and school district. A transition initiative and the implementation of a state

plan developed during the FFY 07 (NSTTAC) will be the focus in FFY 08. The WDE looks forward to reporting improved data reflecting positive outcomes for students with disabilities in transition.

Display 14-2: Percent of Exiters Who Have Engaged in Employment and/or Education

Category	2005-06 Exiters		2006-07 Exiters	
	Number	Percent	Number	Percent
Interviewed Exiters	290	100%	270	100%
a. Attended Post-Secondary Education Only	34	11.7%	52	19.3%
b. Been Competitively Employed Only	102	35.2%	91	33.7%
c. Attended Post-Secondary Education AND Been Competitively Employed	106	36.6%	87	32.2%
d. Neither Attended Post-Secondary Education OR Been Competitively Employed	48	16.6%	40	14.8%
Met the indicator (sum of rows a, b, and c)	242	83.5%	230	85.2%

Display 14-3: Percent of Exiters Who Have Engaged in Employment and/or Education – Results Over Time



Discussion of Improvement Activities Completed

Over the course of the past year, the Wyoming Department of Education (WDE) advised and assisted by the broad stakeholder group reconsidered every improvement activity in the SPP. The stakeholder group

deleted improvement activities that were found to be no longer relevant, gathered and analyzed the results of completed improvement activities, revised improvement activities that were not as effective as intended, and developed new improvement activities to achieve the objective of the SPP fully and with maximum efficacy.

The reporting of the status of the improvement activity below contains two tables: The first table sets forth the results of all completed activities, and the deleted activities; the second table contains the full set of improvement activities going forward.

Activity	TA Resources Accessed	Results
Activity 1: <i>Design a method to collect exit data from districts and annually evaluate.</i>	Data Driven Enterprises	Designed a web-based system which provides each district with a list of WISER IDs to complete the contact information for parents. Districts are provided with information on what percent of students were contacted, were contacted but refused interview, had bad phone number, had disconnected phone number, etc.
Activity 2: <i>Attend National Post School Outcomes training.</i>		Deleted; the State recognizes this is a requirement and not an improvement activity.
Activity 3: <i>Communicate information to districts about this reporting requirement and train on data collection.</i>	Data Driven Enterprises WDE Special Programs Unit	Data collected and District report cards to districts. Deleted; the State recognizes this is a requirement and not an improvement activity.
Activity 4: <i>Set rigorous and measurable targets based on baseline data.</i>	Data Driven Enterprises	Deleted; the State recognizes this is a requirement and not an improvement activity. This activity was completed.
Activity 5: <i>Create an incentive program to improve response rate for post school outcomes survey.</i>	Data Driven Enterprises	Incentives offered for participation in post secondary survey. Increased response rate. This activity is completed.
Activity 6: <i>Continue to refine methods to collect accurate contact information from districts and to increase the number of responding "exiters."</i>	Data Driven Enterprises	A professional interview company was hired to conduct phone interviews. The company called a targeted sample of phone numbers up to 12 times in order to get a better response rate from certain districts and from drop-outs. Deleted; the State recognizes this is a requirement and not an

		improvement activity.
Activity 7: <i>Analyze and develop technical assistance activities for districts to increase positive post school outcomes for students with disabilities.</i>	WDE Special Programs Unit Wyoming Secondary Transition Council NSTTAC National Dropout Prevention Center MPRRC	Technical assistance for LEAs. Increased compliance with transition indicators. Note: Revised in new form see table below in activity 14.7.
Activity 8: <i>Analyze data across indicators and based on regional employment opportunities to determine strategies for maintaining enrollment for the high number of employed drop outs.</i>	Data Driven Enterprises	This activity has not been done. Note: Revised in new form see table below in activity 14.1.
Activity 9: <i>Provide training, resources and technical assistance to districts which will support them in increasing the post-secondary success of students with disabilities.</i>	WDE Special Programs Unit NSTTAC Vocational Rehabilitation Services	Note: Revised in new form see table below in activities 14.3 & 14.5.

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

Revised Improvement Activities/Timelines/Resources

Improvement Activities	Timelines			Resources
	FFY Year(s) When activities will occur			
	2008	2009	2010	
14.1 Annually conduct a meeting with the Wyoming Transition Council to analyze and drill down Indicators 1,2, 13, & 14 data to facilitate the identification of root causes. Use this information to assist in planning future professional development and transition specific efforts.	X	X	X	WDE Special Programs Unit Wyoming Secondary Transition Council NSTTAC

14.2	Increasing the number of districts and higher education facilities implanting Project Eye to Eye by one college and one district per year.	X	X	X	WDE Special Programs Unit National Eye to Eye Coordinator Community Colleges University of Wyoming LEAs Middle and High Schools PIC
14.3	Design an integrated professional development and technical assistance system which supports school improvement efforts.	X	X	X	WDE Special Programs Unit MPRRC Cambium Learning/Sopris West TAESE NWREL NPDCI University of Oregon PBS RTI/IRIS Center Center on Instruction
14.4	Develop a model for community based transition councils. Pilot and evaluate the model. Replicate successful model in additional communities.	X	X	X	WDE Special Programs Unit Wyoming Secondary Transition Council NSTTAC
14.5	Annually review AYP data to identify schools/districts meeting AYP for the cohort of students with IEPs. Gather information about evidence based reading and math programs and progress monitoring tools that are proving successful in those schools. Post information on WDE website to make available statewide.	X	X	X	WDE Data and Special Programs Unit IRIS Center TAESE MPRRC NPDCI NWREL STEEP Learning National RTI Center Center on Instruction
14.6	Provide consultation and supports (e.g. access to technology, access to materials) to schools to ensure students who have visual impairments or are deaf/hard of hearing are able to remain in home school environment and make educational progress.	X	X	X	WDE Special Programs Unit WATR WIND NIMAC NIMAS Northern Rockies Association for the Education and Rehabilitation of the Blind and Visually Impaired
14.7	Develop a guidance tool for improving post-school outcomes based on districts best practices to increase district response rates and disseminate statewide.	X	X	X	WDE Special Programs Unit Wyoming Secondary Transition Council National Post School Outcomes Center

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

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

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

Measurement: Percent of noncompliance corrected within one year of identification:

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

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

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

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

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

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

FFY	Measurable and Rigorous Target
2007 (2007 – 2008)	100% of monitoring findings related to priority areas closed within 1 year

Actual Target Data for 2007:

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
2006	49	47	95.9%	N/A	1*
2005	24	18	75%	6	0

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

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

Because of the seriousness of continued noncompliance and its impact on student performance and outcomes, the LEA in question was required to enter into a compliance agreement with the WDE. Multiple parties were involved in this process, including the LEA Superintendent, School Board Chairperson, and the State Director of Special Education. The compliance agreement involves mandated corrective actions, strict timelines, and sanctions. The first of these sanctions is that the district was automatically placed in the *Needs Intervention* determinations category, regardless of its total score on the determinations formula. If the LEA fails to meet the requirements of the compliance agreement, further sanctions may include one or more of the following: notifying the State Advisory Panel, hiring an outside consultant to assist the district (at district expense), withholding part or all of the LEA’s Part B 611 funds, and affecting schools’ accreditation status.

Required response to FFY 2006 APR:

All improvement activities have been reviewed and revised for this indicator (please see the table for improvement activities **Revisions, with Justification**). All areas of noncompliance identified in FFY 2005 have been corrected.

As reported in the State’s APR for FFY 2006, six uncorrected findings of noncompliance in three LEAs previously resulted in compliance agreements. Through the intensive compliance agreement process, the WDE is pleased to report that all three districts succeeded in clearing these remaining findings of noncompliance. In determining that these findings had been corrected, the WDE used the same

verification process described below in the *Explanation of Progress or Slippage*, even though these findings were not identified through the State's current CIFM process. The WDE is confident that its multifaceted CIFM system is proving to be an effective tool in improving outcomes for students with disabilities in Wyoming.

Explanation of Progress or Slippage that occurred for FFY 2007:

The WDE conducted Continuous Improvement Focused Monitoring (CIFM) visits in seven school districts and assisted in the monitoring of five regional developmental preschool programs in FFY 2006. At least one finding of noncompliance was made in each of the seven school districts and each of the five developmental preschool regions. Although the regional developmental preschool programs are not LEAs per se, given the structure of preschool programs for students with disabilities in Wyoming, these regional programs are being treated as LEAs for the purposes of this report. In all, 32 findings of noncompliance originated through monitoring processes. Each district or regional preschool program was required to complete and implement a Corrective Action Plan (CAP) in order to address the findings, and WDE monitoring staff reviewed and approved each CAP.

At the close of the one-year period given for corrective action, the WDE Special Programs Unit conducted a series of verification visits to determine whether or not each of the aforementioned findings had been satisfactorily corrected. Once the one-year timeline for correction has expired, the WDE does not simply accept an implemented CAP as evidence that any finding has been corrected. The WDE sends a smaller team of monitors back to the district to engage in a fresh on-site monitoring activity to determine the current compliance status of each finding area. These visits entail file reviews, interviews with LEA staff, and other methodologies as necessary (i.e. observations, service provider time log reviews, etc.). In conducting these efforts, the WDE found that 30 of the 32 findings identified through monitoring visits had been corrected. As described above, the two uncorrected findings were addressed through the WDE's compliance agreement process.

Although Wyoming experienced an increase in the number of formal complaints received during FFY 2007, the State continues to have a relatively low number of complaints. During this time period, the WDE received a total of eleven written, signed complaints alleging various types of violations. Trained complaint investigators examined the evidence and delivered decisions within the 60-day timeline in each case; however two complaints were withdrawn before an investigation began. Of the nine complaints that were investigated, seven resulted in findings of noncompliance for the affected LEAs. Furthermore, the WDE verified that these LEAs corrected the seventeen findings made in these decisions, and the cases were all closed within the one-year timeline.

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

PART B INDICATOR 15 WORKSHEET

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma. 2. Percent of youth with IEPs dropping out of high school.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	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 both, within one year of leaving high school.	Dispute Resolution: Complaints, Hearings	0	0	0
3. Participation and performance of children with disabilities on statewide assessments. 7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	7	10	9
	Dispute Resolution: Complaints, Hearings	3	7	7
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.	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

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
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	10	10	9
6. Percent of preschool children aged 3 through 5 – early childhood placement.				
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	2	2	2

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
conducted, within that timeframe.	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	4	4	4
	Dispute Resolution: Complaints, Hearings	0	0	0
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	6	6	6
	Dispute Resolution: Complaints, Hearings	0	0	0
Other areas of noncompliance (Procedural violations, including prior written notice, improper exit procedure, improper IEP amendment, failure to follow discipline regulations, IEP team membership, and others):	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	6	10	10
Other areas of noncompliance:	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

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
Other areas of noncompliance:	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings			
Sum the numbers down Column a and Column b			49	47
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			(b) / (a) X 100 =	95.9%

Discussion of Improvement Activities Completed

Over the course of the past year, the Wyoming Department of Education (WDE) advised and assisted by the broad stakeholder group reconsidered every improvement activity in the SPP. The stakeholder group deleted improvement activities that were found to be no longer relevant, gathered and analyzed the results of completed improvement activities, revised improvement activities that were not as effective as intended, and developed new improvement activities to achieve the objective of the SPP fully and with maximum efficacy.

The reporting of the status of the following improvement activity contains two tables: The first table sets forth the results of all completed activities, and the deleted activities; the second table contains the full set of improvement activities going forward.

Activity	TA Resources Accessed	Results
Activity 1: <i>Notify districts of OSEP requirements to correct non-compliance within one year.</i>		Completed and deleted.
Activity 2: <i>Provide technical assistance to districts regarding new resolution session requirement.</i>		Completed and deleted.
Activity 3: <i>Provide annual training for the WDE hearing and mediation officers.</i>		The State recognizes the need to obtain the services of qualified hearing officers. This activity was completed.
Activity 4: <i>Review monitoring process and make necessary adjustments: explore current process and web-based monitoring for focused-monitoring system.</i>	Data Driven Enterprises	Developed and implemented a web-based component to the states monitoring system. This activity is complete.
Activity 5: <i>Develop internal system to track and respond to informal complaints from LEAs, parents and stakeholders; analyze data by district.</i>	WDE Special Programs Unit	Internal data tracking system in place and WDE uses the information to inform monitoring activities of random and selected districts, early dispute resolution, and targeted technical assistance. This activity is complete.
Activity 6: <i>Implement focused monitoring and provide technical assistance to districts regarding priority monitoring areas.</i>	WDE Special Programs Unit	The states Focused Monitoring system is in its third year of implementation and an internal process has been developed to identify targeted technical assistance to result in full compliance and improved data outcomes. This activity is complete.
Activity 7: <i>Develop internal system for the EIEP in order to track, respond to and report informal complaints from regions, parents and stakeholders.</i>	WDE Special Programs Unit	WDE is handling the tracking, response and reporting of complaints. This activity is complete.
Activity 8: <i>Review CDCs' complaint databases, update databases, incorporate into region's annual self-assessment.</i>	WDE Special Programs Unit	WDE is handling the tracking, response and reporting of complaints. This activity is complete.
Activity 9: <i>Provide training on procedural safeguards to parents of children with disabilities.</i>	WDE Special Programs Unit	Revised in new form see table below in activity 15.10.

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

Revised Improvement Activities/Timelines/Resources

Improvement Activities	Timelines			Resources
	FFY Year(s) When activities will occur			
	2008	2009	2010	
15.1 Implement Positive Behavioral Interventions and Supports (PBIS) in secondary settings across the state and analyze 5c data to determine target districts and assist in the development of transition plans to place students in a less restrictive environment.	X	X	X	WDE PBIS Coordinator WDE Special Programs Unit and contract consultants University of Oregon (PBIS.org) Illinois PBIS Network Data Driven Enterprises SWIS
15.2 Develop a recruitment/retention system to assist LEA’s in the recruiting and retaining of special education administrators, teachers, and related service providers.	X	X	X	WDE Special Programs Unit National Personnel Center Projects Wyoming Diversity Task Force NASDSE NCCREST University of Wyoming
15.3 Design an integrated professional development and technical assistance system which supports school improvement efforts.	X	X	X	WDE Special Programs Unit MPRRC Cambium Learning/Sopris West TAESE NWREL NPDCI University of Oregon PBS RTI/IRIS Center Center on Instruction
15.4 Annually conduct a workshop for building administrators on discipline policy implementation at the state School Improvement Conference, the Special Education Leadership Symposium, or the annual Principal’s Association Meetings.	X	X	X	WDE Special Programs Unit and contract consultants

<p>15.5 Annually review AYP data to identify schools/districts meeting AYP for the cohort of students with IEPs. Gather information about evidence based reading and math programs and progress monitoring tools that are proving successful in those schools. Post information on WDE website to make available statewide.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>WDE Special Programs Unit Wyoming Secondary Transition Council NSTTAC</p>
<p>15.6 Provide consultation and supports (e.g. access to technology, access to materials) to schools to ensure students who have visual impairments or are deaf/hard of hearing are able to remain in home school environment and make educational progress.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>WDE Special Programs Unit WATR WIND NIMAC NIMAS Northern Rockies Association for the Education and Rehabilitation of the Blind and Visually Impaired</p>
<p>15.7 Customize and distribute a FAQ document to go along with the Indicator 13 checklist that districts can use for improvement purposes. In addition, research and tailor existing training materials to be used by districts for training.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>WDE Special Programs Unit Wyoming Secondary Transition Council NSTTAC</p>
<p>15.8 Use database to aggressively track LEA implementation of corrective actions developed as a result of dispute resolution or monitoring.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>WDE Special Programs Unit Data Driven Enterprises i-Sight Hosted Services and Customer Expression Corporation</p>
<p>15.9 Review compliance findings with LEA Special Education Directors through conference presentations, regional trainings, and conference calls. Disseminate effective improvement and correction strategies through similar means.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>WDE Special Programs Unit and contract consultants</p>
<p>15.10 Distribute resources about WDE general supervision of IDEA to LEA administrators and School Boards.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>WDE Special Programs Unit MPRRC</p>

15.11 Collect, customize, and disseminate guidance related to comprehensive evaluations in all areas of suspected disability.	X	X	X	WDE Special Programs Unit and contract consultants MPRRC
15.12 Conduct outside independent evaluation of the comprehensiveness and effectiveness of the EIEP system of monitoring ensuring compliance and improving outcomes for preschool students with disabilities. Based on the recommendations of this report, WDE will make appropriate changes and refine their monitoring system.	X			WDE Special Programs Unit and contract consultants

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

Monitoring Priority: Effective General Supervision Part B/General Supervision

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

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

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

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

FFY	Measurable and Rigorous Target
2007 (2007 – 2008)	100% of complaints resolved within appropriate timeline

Actual Target Data for FFY 2007:

School Year	Complaints (number)	Complaints Withdrawn (number)	Complaints Extended for Exceptional Circumstances	Complaints Resolved within 60-day timeline (number)	Percent of Complaints with Reports Issued that were Resolved within 60-day Timeline (percent)
2007 - 2008	11	2	0	9	100%

Explanation of Progress that occurred for FFY 2007:

The WDE noted an increased number of signed, written complaints during FFY 2007. A total of eleven signed, written complaints were received in the WDE office as compared to five in FFY 2006. Of the eleven state complaint requests, two were resolved prior to investigation, two resulted in no findings and seven required corrective actions by the LEAs. All complaint decisions were delivered within the 60 day timeline. In each of the seven cases with findings, all noncompliance was cleared and the cases were closed within the one-year timeline.

The state believes a variety of factors continue to affect the number of complaints received by the WDE including a heightened accountability for the outcomes of students with disabilities and a growing knowledge base among parents of how their children are progressing through the system. WDE

continues to monitor trends in complaint investigations to inform technical assistance offered to Districts and parent advocacy groups. For example, several investigations demonstrated a need for training and revision of forms in order to decrease improper application and use of Prior Written Notice. WDE also offers training to complaint investigators and invites complaint investigators to continue participation in the complaint investigator’s work group sponsored by the Mountain Plains Regional Resource Center (MPRRC).

Discussion of Improvement Activities Completed

Over the course of the past year, the Wyoming Department of Education (WDE) advised and assisted by the broad stakeholder group reconsidered every improvement activity in the SPP. The stakeholder group deleted improvement activities that were found to be no longer relevant, gathered and analyzed the results of completed improvement activities, revised improvement activities that were not as effective as intended, and developed new improvement activities to achieve the objective of the SPP fully and with maximum efficacy.

The reporting of the status of the improvement activity below contains two tables: The first table sets forth the results of all completed activities, and the deleted activities; the second table contains the full set of improvement activities going forward.

Activity	TA Resources Accessed	Results
Activity 1: <i>Review and analyze data and identify trends in complaints; address as needed.</i>	WDE Special Programs Unit	WDE has developed and implemented an internal process to review complaint data and feed data directly into the targeted technical assistance systems.
Activity 2: <i>Place parent handbook on DDD website.</i>	EIEP Staff	The parent handbook in posted on the DDD website. This activity is complete.
Activity 3: <i>Modify the WDE dispute resolution database to capture due process data as required by IDEA 2004.</i>	WDE Special Programs Unit	This activity will be ongoing and therefore will appear in table 2 as well.
Activity 4: <i>Evaluate and improve communication with Parent Advocacy Groups.</i>	WDE Special Programs Unit PIC	WDE developed a contract with PIC to increase capacity to assist parents understanding of procedural safeguards. Note: Revised in new form see table below in activity 16.6.
Activity 5: <i>Develop internal system to track, respond to and report informal complaints from regions,</i>	WDE Special Programs Unit	The parameters of the contract were developed. Note: Revised in new form see table below in activity 16.3.

<i>parents and stakeholders.</i>		
Activity 6: <i>Develop parental rights and procedural safeguards training for parents.</i>	WDE Special Programs Unit PIC	WDE developed a contract with PIC to increase capacity to assist parents understanding procedural safeguards. Note: Revised in new form see table below in activity 16.5.

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

Revised Improvement Activities/Timelines/Resources

Improvement Activities	Timelines			Resources
	FFY Year(s) When activities will occur			
	2008	2009	2010	
16.1 Develop and provide professional development materials and opportunities for school staff to increase understanding about the parent survey, how to use the data, and strategies for improving parent understanding and involvement. Make material available on the web for just-in-time access.	X	X	X	WDE Special Programs Unit and contract consultants Data Driven Enterprises PIC UPLIFT
16.2 Annually review survey data results with PIC and UPLIFT to identify collaborative strategies for increasing meaningful parent involvement.	X	X	X	WDE Special Programs Unit and contract consultants Data Driven Enterprises PIC UPLIFT EIEP
16.3 Use database to aggressively track LEA implementation of corrective actions developed as a result of dispute resolution or monitoring.	X	X	X	WDE Special Programs Unit Data Driven Enterprises i-Sight Hosted Services and Customer Expression Corporation

<p>16.4 Review compliance findings with LEA Special Education Directors through conference presentations, regional trainings, and conference calls. Disseminate effective improvement and correction strategies through similar means.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>WDE Special Programs Unit and contract consultants</p>
<p>16.5 Distribute resources about WDE general supervision of IDEA to LEA administrators and School Boards.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>WDE Special Programs Unit MPRRC</p>
<p>16.6 Collect, customize, and disseminate resources relating to effective communication skills, content knowledge, and early dispute resolution in order to improve the working relationship between parents and school staff.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>WDE Special Programs Unit and contract consultants MPRRC P & A EIEP PIC UPLIFT</p>
<p>16.7 Modify the WDE dispute resolution database to capture due process data as required by IDEA 2004.</p>	<p>X</p>			<p>WDE Special Programs Unit Data Driven Enterprises i-Sight Hosted Services and Customer Expression Corporation</p>

<p>Light Pink – Completed/Deleted</p>	<p>Light Blue - Revised</p>
<p>Light Green - Continuing</p>	<p>Light Purple - New</p>

Monitoring Priority: Effective General Supervision Part B/General Supervision

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

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

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

Data Source:

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

FFY	Measurable and Rigorous Target
<p>2007 (2007 – 2008)</p>	<p>100% of due process hearings fully adjudicated within 45-day timeline</p>

Actual Target Data for FFY 2007:

The WDE continues to maintain an extremely low rate of due process hearing requests. Of the four requests for due process in FFY 2007, two were fully adjudicated and two were resolved without a hearing. WDE wishes to clarify the section of Table 7 that addresses Due Process. When initially reported the due process data indicated that none of the fully adjudicated hearings were completed within timelines, however, because timelines were properly extended by the hearing officer at the request of the parties they did meet 45 day timeline requirements. WDE continues to offer early dispute resolution guidance and encourages the use of mediation and resolution as a means to resolve disputes in a timely manner and as amicably as possible. The WDE provides training to contracted due process officers and they are invited to participate in the due process officer’s work group sponsored by the Mountain Plains Regional Resource Center (MPRRC).

Although the state does not meet the *n* size for reporting, new improvement activities have been developed and are listed below.

Revised Improvement Activities/Timelines/Resources

Improvement Activities	Timelines			Resources
	FFY Year(s) When activities will occur			
	2008	2009	2010	
17.1 Develop and provide professional development materials and opportunities for school staff to increase understanding about the parent survey, how to use the data, and strategies for improving parent understanding and involvement. Make material available on the web for just-in-time access.	X	X	X	WDE Special Programs Unit and contract consultants Data Driven Enterprises PIC UPLIFT
17.2 Annually review survey data results with PIC and UPLIFT to identify collaborative strategies for increasing meaningful parent involvement.	X	X	X	WDE Special Programs Unit and contract consultants Data Driven Enterprises PIC UPLIFT EIEP
17.3 Use database to aggressively track LEA implementation of corrective actions developed as a result of dispute resolution or monitoring.	X	X	X	WDE Special Programs Unit Data Driven Enterprises i-Sight Hosted Services and Customer Expression Corporation
17.4 Review compliance findings with LEA Special Education Directors through conference presentations, regional trainings, and conference calls. Disseminate effective improvement and correction strategies through similar means.	X	X	X	WDE Special Programs Unit and contract consultants
17.5 Distribute resources about WDE general supervision of IDEA to LEA administrators and School Boards.	X	X	X	WDE Special Programs Unit MPRRC
17.6 Collect, customize, and disseminate resources relating to effective communication skills, content knowledge, and early dispute resolution in order to improve the working relationship between parents and school staff.	X	X	X	WDE Special Programs Unit and contract consultants MPRRC P & A EIEP PIC UPLIFT

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

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.

Data Source:

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

FFY	Measurable and Rigorous Target
<p>2007 (2007 – 2008)</p>	<p>100% of resolution sessions conducted within timeline and resulting in agreement</p>

Actual Target Data for FFY 2007:

WDE continues to offer early dispute resolution guidance and encourages the use of mediation and resolution as a means to resolve disputes in a timely manner and as amicably as possible. The WDE provides training to contracted due process officers and they are invited to participate in the due process officer’s work group sponsored by the Mountain Plains Regional Resource Center (MPRRC).

Although the state does not meet the *n* size for reporting, new improvement activities have been developed and are listed below.

Revised Improvement Activities/Timelines/Resources

Improvement Activities	Timelines			Resources
	FFY Year(s) When activities will occur			
	2008	2009	2010	
18.1 Develop and provide professional development materials and opportunities for school staff to increase understanding about the parent survey, how to use the data, and strategies for improving parent understanding and involvement. Make material available on the web for just-in-time access.	X	X	X	WDE Special Programs Unit and contract consultants Data Driven Enterprises PIC UPLIFT EIEP
18.2 Annually review survey data results with PIC and UPLIFT to identify collaborative strategies for increasing meaningful parent involvement.	X	X	X	WDE Special Programs Unit and contract consultants Data Driven Enterprises PIC UPLIFT EIEP
18.3 Collect, customize, and disseminate resources relating to effective communication skills, content knowledge, and early dispute resolution in order to improve the working relationship between parents and school staff.	X	X	X	WDE Special Programs Unit and contract consultants MPRRC P & A EIEP PIC UPLIFT

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

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.

Data Source:

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

FFY	Measurable and Rigorous Target
<p>2007 (2007 – 2008)</p>	<p>100% of mediations result in mediation agreements</p>

Actual Target Data for FFY 2007:

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

The number of joint mediation requests received by WDE increased from two in FFY 2006-2007 to nine in FFY 2007-2008. Six mediations were held and mediation agreements were signed in all of the mediated cases; one of the successfully mediated cases was related to due process. Three disputes were resolved prior to the requested mediation. WDE continues to encourage parents, LEAs and advocacy groups to utilize early dispute procedures. The WDE provides training to contracted mediators and they are invited to participate in a mediators’ work group sponsored by the Mountain Plains Regional Resource Center (MPRRC).

Although the state does not meet the *n* size for reporting, new improvement activities have been developed and are listed below.

Revised Improvement Activities/Timelines/Resources

Improvement Activities	Timelines			Resources
	FFY Year(s) When activities will occur			
	2008	2009	2010	
19.1 Develop and provide professional development materials and opportunities for school staff to increase understanding about the parent survey, how to use the data, and strategies for improving parent understanding and involvement. Make material available on the web for just-in-time access.	X	X	X	WDE Special Programs Unit and contract consultants Data Driven Enterprises PIC UPLIFT EIEP
19.2 Annually review survey data results with PIC and UPLIFT to identify collaborative strategies for increasing meaningful parent involvement.	X	X	X	WDE Special Programs Unit and contract consultants Data Driven Enterprises PIC UPLIFT EIEP
19.3 Collect, customize, and disseminate resources relating to effective communication skills, content knowledge, and early dispute resolution in order to improve the working relationship between parents and school staff.	X	X	X	WDE Special Programs Unit and contract consultants MPRRC P & A EIEP PIC UPLIFT

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

Monitoring Priority: Effective General Supervision Part B/General Supervision

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

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

Measurement: State reported data, including 618 data and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

Data Source:

State selected data sources, including data from State data system, assessment system, as well as technical assistance and monitoring systems.

FFY	Measurable and Rigorous Target
<p>2007 (2007 – 2008)</p>	<p>100% for timeliness; 100% for accuracy</p>

Actual Target Data for FFY 2007:

The WDE reports a combined timeliness and accuracy percentage of **95.34%**. See Indicator 20 Worksheet below.

Part B Indicator 20 Data Rubric

Part B Indicator 20 - SPP/APR Data			
APR Indicator	Valid and reliable	Correct calculation	Total
1	1		1
2	1		1
3A	1	1	2
3B	1	1	2
3C	1	1	2
4A	1	1	2
5	1	1	2
7	1	1	2
8	1	1	2
9	1	1	2
10	1	1	2
11	1	1	2
12	1	1	2
13	1	1	2
14	1	1	2
15	1	1	2
16	1	1	2
17	1	1	2
18	1	1	2
19	1	1	2
		Subtotal	38
APR Score Calculation	Timely Submission Points (5 pts for submission of APR/SPP by February 2, 2009)		5
	Grand Total		43

Part B Indicator 20 - 618 Data					
Table	Timely	Complete Data	Passed Edit Check	Responded to Date Note Requests	Total
Table 1 – Child Count Due Date: 2/1/08	1	1	1	1	4
Table 2 – Personnel Due Date: 11/1/08	1	1	0	N/A	2
Table 3 – Ed. Environments Due Date: 2/1/08	1	1	1	1	4
Table 4 – Exiting Due Date: 11/1/08	1	1	1	N/A	3
Table 5 – Discipline Due Date: 11/1/08	1	1	1	N/A	3
Table 6 – State Assessment Due Date: 2/1/09	1	1	1	N/A	3
Table 7 – Dispute Resolution Due Date: 11/1/08	1	1	0	N/A	2
				Subtotal	21
			Weighted Total		39
Indicator #20 Calculation					
			A. APR Total	43	43
			B. 618 Total	43	39
			C. Grand Total	86	82
Percent of timely and accurate data = (C divided by 86 times 100)			(C) / (86) X 100 =		95.34

Discussion of Baseline Data:

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

The WDE has improved the reporting time of special education data by improving the methods districts use to collect data. One element that has assisted in meeting the OSEP required reported deadline was changing the fall child count data collection snapshot day from December 1 to November 1. This modification enables SEA and LEA staff a larger window to clean and validate data and therefore improves the accuracy of all data.

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

Reliability and Validity of Data Collected

The WDE integrated data collection system (WISE) will decrease the number of reports districts submit to the Data Unit therefore decreasing the chance of collection errors such as duplicated counts or inaccurate entries. The WDE is participating in the *EDFacts* initiative with the U. S. Department of Education, the State Education Agencies and other collaborators to centralize all state reported data into one federally-coordinated, K-12 educational data repository. The purpose of *EDFacts* is to:

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

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

States report data to EDEN using the EDEN Submission System (ESS), an electronic system facilitating the efficient and timely transmission of data from SEAs to the Department. Data is transmitted by the states to meet the data requirements of annual and final grant reporting, specific program mandates, and data supporting the Government Performance and Results Act. During the past year Wyoming has been approved to submit Table 1/Report of Children with Disabilities Receiving Special Education under Part B and Table 5/Report of children with Disabilities Subject to Disciplinary Removal through the *EDFacts*.

Discussion of Improvement Activities Completed

Over the course of the past year, the Wyoming Department of Education (WDE) advised and assisted by the broad stakeholder group reconsidered every improvement activity in the SPP. The stakeholder group deleted improvement activities that were found to be no longer relevant, gathered and analyzed the results of completed improvement activities, revised improvement activities that were not as effective

as intended, and developed new improvement activities to achieve the objective of the SPP fully and with maximum efficacy.

The reporting of the status of the improvement activity below contains two tables: The first table sets forth the results of all completed activities, and the deleted activities; the second table contains the full set of improvement activities going forward.

Activity	TA Resources Accessed	Results
Activity 1: <i>Implement reward/sanction program to encourage the LEAs to implement data according to the WDE timeline.</i>		The state chooses to drop this activity. Incentives are not appropriate because timely data is a requirement and sanctions have not been needed due to the 100% compliance.
Activity 2: <i>Provide technical assistance to LEA staff to submit data to the WDE.</i>	WDE Special Programs Unit Data Driven Enterprises	Delivered via the bi-annual data share-out for every district as well as frequent phone consultations.
Activity 3: <i>Develop and implement schedule for staff to complete individual portions of the APR.</i>		Deleted; the State recognizes this is a requirement and not an improvement activity.
Activity 4: <i>Complete the implementation of the WISE System.</i>	WDE Data Unit	This system has been implemented prior to FFY 2007.
Activity 5: <i>Develop and implement procedures and timelines for CDC data submission to EIEP.</i>	WDE Special Programs Unit	This activity is completed.
Activity 6: <i>Explore changing collection window for Fall district data collection.</i>	WDE Data Unit	This activity is completed.
Activity 7: <i>Develop a data integration pipeline specifically for electronic IEP systems.</i>	WDE Special Programs Unit	WDE researched this issue and determined to not be feasible. This activity is deleted.
Activity 8: <i>Update the internal data collection and submission procedural manual.</i>	WDE Data Unit	This activity will be ongoing and therefore will appear in table 2 as well.
Activity 9: <i>Participate in the EdFacts initiative to convert all 618 reporting to the EDEN system.</i>	WDE Data Unit	This activity will be ongoing and therefore will appear in table 2 as well.
Activity 10: <i>Update EIEP forms and database to maintain and improve efficient data submission.</i>	EIEP Staff	The data system in use by the EIEP, in the Department of Health, is being revised.

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

Revised Improvement Activities/Timelines/Resources

Improvement Activities	Timelines			Resources
	FFY Year(s) When activities will occur			
	2008	2009	2010	
20.1 Based on accurate data collection from institutions, verify the accuracy of reported data and facilitate effective transition planning for students returning to home district from residential placement.	X	X	X	WDE Data and Special Programs Unit WDE Staff involved in Court-Ordered Placed Students (COPS)
20.2 Conduct annual data share out with Special Education staff in order to clarify data collection sources. Monitor data submissions and provide ongoing technical assistance in the provision of valid and reliable data through annual data share out, state and regular conferences, and one-on-one discussions.	X	X	X	WDE Special Programs Unit Data Driven Enterprises
20.3 Update the internal data collection and submission procedural manual.	X	X	X	WDE Data and Special Programs Unit
20.4 Participate in the EdFacts initiative to convert all 618 reporting to the EDEN system.	X	X	X	WDE Data and Special Programs Unit
20.5 Update EIEP forms and database to maintain and improve efficient data submission.	X	X	X	WDE Data and Special Programs Unit EIEP

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

APPENDIX**Table 6****REPORT OF THE PARTICIPATION AND PERFORMANCE OF
STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS****DATE:****STATUS:****Data are due February 1, 2009.**

Please read the following basic guidelines before completing the Data Transmission System (DTS) forms:

1. To change the size and appearance of the text on the spreadsheet, select VIEW from the toolbar, select ZOOM, and then select the percentage increase or decrease.
2. Enter the appropriate data into the YELLOW shaded areas on each page of the form. Please be sure to read section heading descriptions so data are entered in the correct section. Also, be sure to enter any State and date information. The two-digit State postal code should appear on every page of the form. A list is available on PAGE1. Use the scroll bar or the up or down arrow keys to scroll through the list. Click on the appropriate State postal code to select it.
3. If you choose to cut and paste data from another area, use the PASTE SPECIAL option and select VALUES. This will protect the current formats.
4. Any comments regarding the submitted data should be entered on the last page of the workbook, titled COMMENTS.
5. Save the completed forms. Please be sure that your State postal code appears in the file name. (Example: Maryland - AS07MD.XLS)

6. Each cell in the attached spreadsheet contains a “-9” value by default. If you do not enter a count in each cell it will be determined that the State did not collect the requested data element. In such cases, the State must provide an explanation in the comments section for the missing data. Note that if the submission is missing a required data element, it will not be entered into DANS and the State will be required to resubmit.

7. Red cells indicate a condition that must hold. Orange cells indicate a condition that should hold. **Please make sure there are NO RED CELLS before saving and submitting data.**

8. Print the entire workbook by selecting, FILE, PRINT and then select ENTIRE WORKBOOK located in the 'PRINT WHAT' section. Send printed copies of the completed DTS forms to the Office of Special Education Programs (OSEP) at the following address:

William Knudsen, Acting Director
Office of Special Education
Part B Data Reports
Program Support Services Group
Mail Stop 2600
550 12th Street, S.W.
Washington, D.C. 20202
Attn: Cheryl Broady

9. If you received your file by e-mail, please return electronic copies of completed DTS forms to Westat.

IDEAData_PartB@WESTAT.COM
Westat
1650 Research Blvd.
RA 1203
Rockville, MD 20850-3159

10. If you have any questions or comments, please contact Mary Job at (301) 315-5939.

Version Date:

12/16/2008

Table 7

Data Transmission System (DTS)

DATE: October 31, 2008 **STATUS:** ORIGINAL
SUBMISSION

Part B, Dispute Resolution count data are due November 1, 2008.

Please read the following basic guidelines before completing the Data Transmission System (DTS) forms:

1. To change the size and appearance of the text on the spreadsheet, select VIEW from the toolbar, select ZOOM, and then select the percentage increase or decrease.
2. Enter the appropriate data into the YELLOW shaded areas on each page of the form. Please be sure to read section heading descriptions so data are entered in the correct section. Also, be sure to enter any State and date information. The two-digit State postal code should appear on every page of the form. A list is available on PAGE1. Use the scroll bar or the up or down arrow keys to scroll through the list. Click on the appropriate State postal code to select it.
3. If you choose to cut and paste data from another area, use the PASTE SPECIAL option and select VALUES. This will protect the current formats.
4. Any comments regarding the submitted data should be entered on the last page of the workbook, titled COMMENTS.
5. Save the completed forms. Please be sure that your State postal code appears in the file name. (Example: Maryland - Res07MD.XLS)
6. Each cell in the attached spreadsheet contains a “-9” value by default. If you do not enter a count in each cell it will be determined that the State did not collect the requested data element. In such cases, the State **must** provide an explanation in the comments section for the missing data. Note that if the submission is missing a required data element, it will not be entered into DANS and the State will be required to resubmit.
7. RED cells indicate computational errors or an error in reporting race/ethnicity. Sum totals for race/ethnicity should not be greater than reported totals. **Please make sure there are NO RED CELLS before saving and submitting data.**

8. Print the entire workbook by selecting, FILE, PRINT and then select ENTIRE WORKBOOK located in the 'PRINT WHAT' section. Send printed copies of the completed DTS forms to the Office of Special Education Programs (OSEP) at the following address:

William Knudsen, Acting Director
Office of Special Education Programs
U.S. Department of Education
Part B Data Reports
Program Support Services Group
Mail Stop 2600
550 12th Street,
S.W.
Washington, D.C. 20202

9. If you received your file by e-mail, please return electronic copies of completed DTS forms to Westat

IDEAData_PartB@WESTAT.COM
Westat
1650 Research Blvd
RA 1203
Rockville, MD 20850-3159

10. If you have any questions or comments, please contact MaryJob at (301) 315-5939.

Version Date: 9/12/2008