

2002-2003 Annual Performance Report

Wyoming Department of Education

April 2004



Wyoming Annual Performance Report 2002-2003

Cluster Area I: General Supervision

Question: Is effective general supervision of the implementation of the Individuals with Disabilities Education Act ensured through the State education agency's (SEA) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE)?

Probes:

GS.I Do the general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner?

GS.II Are systemic issues identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions?

GS.III Are complaint investigations, mediations, and due process hearings and reviews completed in a timely manner?

GS.IV Are there sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State?

GS.V Do State procedures and practices ensure collection and reporting of accurate and timely data?

State Goal(s)

WDE provides effective general supervision of the implementation of the Individuals with Disabilities Education Act ensured through the State education agency's (SEA) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE).

Performance Indicators(s) (for reporting period July 1, 2002 through June 30, 2003):

GS.I WDE provides the general supervision instruments and procedures (including monitoring, complaint resolution and due process hearing etc.), used by the SEA, to identify and correct all IDEA noncompliance in accordance with Chapter 7: Wyoming Rules Governing Services for Children with Disabilities.

GS.II WDE annually identifies and remediates systemic issues through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions.

GS.III WDE, in accordance with Chapter 7: Wyoming Rules Governing Services for Children with Disabilities ensures that complaint investigations, mediations, and due process hearings are completed in a timely manner.

GS.IV WDE ensures that sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers are available to meet the identified educational needs of all children with disabilities in the State.

GS.V State procedures and practices ensure 100% collection and reporting of accurate and timely data.

Wyoming Monitoring System

WDE's Special Programs Unit conducts compliance monitoring for all IDEA procedural requirements on a five-year cycle. The current process began for Wyoming's school districts in 1999-2000 and will be completed in 2004-05. The special education monitoring process is a comprehensive program review. The process includes a self-assessment completed by each district's collaborative special education team; verification of the self-assessment by the Wyoming Department of Education team during an on-site visit; and the subsequent development and implementation of a quality improvement plan by the district.

Each district's collaborative team is made up of administrative staff, special educators, regular educators and parents of students with disabilities. The district's self-assessment and the WDE validation include an in depth analysis of special education data; parent and staff surveys; student individual education program (IEP) records; and fiscal information.

In alignment with the Federal Office of Special Education Program (OSEP) continuous improvement monitoring process, the following four cluster areas of each district's special education program are reviewed: General Supervision; Free Appropriate Public Education in the Least Restrictive Environment; Parent Involvement; and Secondary Transition.

Baseline/Trend Data

GS.I WDE provides the general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, to identify and correct all IDEA noncompliance in accordance with Chapter 7: Wyoming Rules Governing Services for Children with Disabilities.

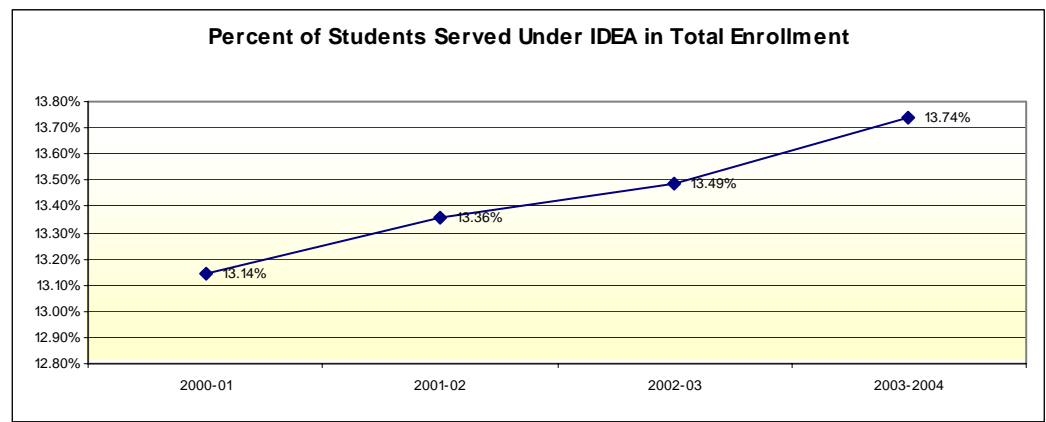
Display 1

	Complaints			Mediations			Hearings		
ISSUE	2000-2001	2001-2002	2002-2003	2000-2001	2001-2002	2002-2003	2000-2001	2001-2002	2002-2003
FAPE	0	1	1	0	0	0	1	1	2
Placement	0	0	0	2	2	3	0	0	1
IEP and Confidentiality	0	0	1	0	0	0	0	0	0
ESY	0	0	0	0	0	1	0	0	0
Evaluation	0	1	0	0	0	1	0	0	0
Unduplicated Count of Complaints, mediations and hearings	0	2	1	2	2	4	1	1	2

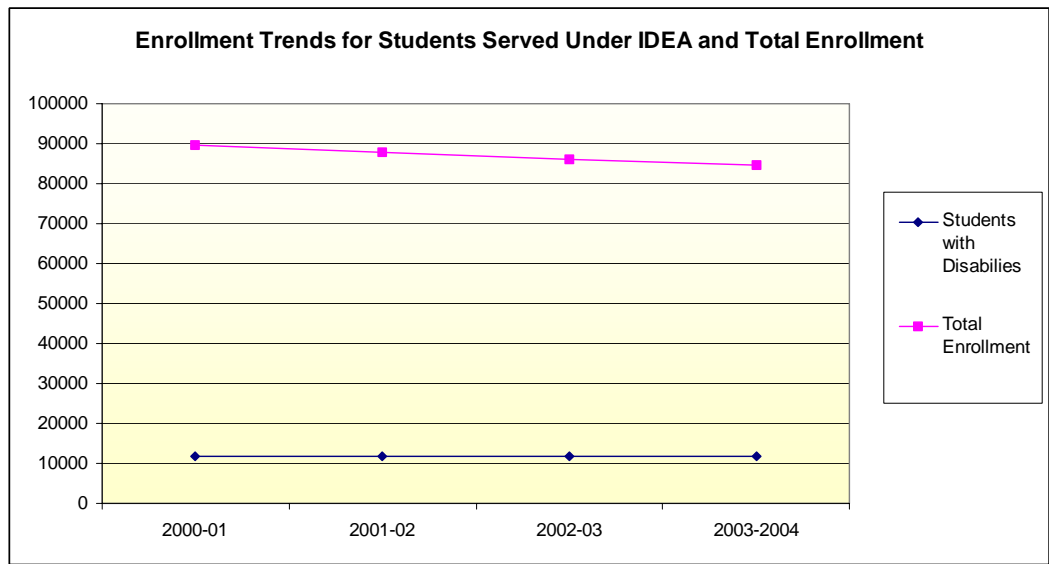
Display 2

Number of Districts Out of 48 Percent Students With Disabilities Identified of Total Enrollment Above 16%	
2000-2001	7
2001-2002	9
2002-2003	13

Display 3



Display 4



The number of students enrolled in school has decreased in the past five years by 9.65 %. The number of students with disabilities has decreased at a slower rate of 3.79 % in five years. This has caused the percent of students with disabilities enrolled to increase from 13.14% to 13.74 % in four years.

Targets (Sections 2 and 4)	Explanation of Progress/Slippage for Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
GS.I General supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner.		
<p><u>July 2002-June 2003</u></p> <ul style="list-style-type: none"> • The WDE monitoring, complaint resolution and due process hearing system will ensure that complaint investigations, mediations and due process hearings are completed within state guidelines 100% of the time. • At least eight districts will meet the high quality indicator for students with disabilities in the regular environment • No more than two districts will have a population of students with disabilities above 16%. • All districts will meet the high quality indicators for proper eligibility evaluation processes. 	<p><u>July 2002-June 2003</u></p> <p>In 2002-2003 33 of 48 districts had 50% or more of their students in the regular education classroom 21% or more of the day. For the past 3 years, 22 of 48 districts met the high quality indicator with 50% or more of their students in the regular education classroom 21% or more of the day for the past 3 years. WDE exceeded the target indicator for percent of students with disabilities in the regular classroom 21% of more of the day.</p> <p>13 of 48 districts have the percentage of students with disabilities in their total enrollment higher than 16%. WDE failed to meet the target indicator for percent of students identified as students with disabilities.</p> <p>The general population has decreased in most districts while the students receiving special education have not decreased. Although our monitoring teams address the level of identification during the monitoring, the WDE has not had a system to address the overall issue.</p> <p>WDE currently monitors districts on a five year cycle and determines if a district is compliant, compliant but needs improvement or non-compliant. In 2001-2002, 4 of 9 districts</p>	<p><u>July 2002-June 2003</u></p> <ul style="list-style-type: none"> • Evaluation of monitoring instrument by MPRRC completed. • Monitored 11 districts. • Mediation and Hearing Officers Annual Training held on February 19-20, 2003.

Targets (Sections 2 and 4)	Explanation of Progress/Slippage for Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
	<p>monitored had issues of non-compliance as listed in the Display 1. In 2002-2003, 3 of 9 districts monitored had issues of non-compliance. In 2002-2003, 2 of 9 districts did not meet the general or quality indicators because evaluations did not meet reevaluation timelines or files contained incomplete diagnostic information for eligibility determination. WDE did not meet the target indicator for evaluations.</p> <p>WDE asserts that students with disabilities are being served in the least restrictive environment (LRE) however; the documentation on the IEPs is insufficient. Monitors have witnessed through classroom visits and interviews appropriate implementation of LRE.</p>	
<p><u>July 2003-June 2004</u></p> <ul style="list-style-type: none"> • The WDE will maintain monitoring, complaint resolution and a due process hearing system will ensure that complaint investigations, mediations and due process hearings are completed within state guidelines 100% of the time. • No more than 13 of 48 districts will have a population of students with disabilities above 16%. • At least 35 of 48 districts will meet the high quality indicator for students with disabilities in the regular environment • All districts will meet the high quality indicators for proper eligibility determination processes. 	<p><u>July 2003-June 2004</u></p>	<p><u>July 2003-June 2004</u></p> <p>Revise monitoring document to an outcomes based accountability system</p> <ul style="list-style-type: none"> • September –December 2004, monitor 5 districts to complete 5-year cycle. WDE utilizes a new tracking system for monitoring hearings and mediations implemented in the 03-04 school year. • January 2005 - Begin next monitoring cycle with pilot monitoring protocol. • January - May 2005 pilot new program monitoring system. June 2005 review feedback and revise plan. • Fall 2005 complete training and implement new monitoring system. • Grant system tracking developed March-

2002-2003 Annual Performance Report

Targets (Sections 2 and 4)	Explanation of Progress/Slippage for Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
		<p>July 04 and implemented for FY05.</p> <ul style="list-style-type: none"> Interim system for follow-up on districts monitored in 03-04 will be in place June of 05. New system of follow-up by October 05. <p><u>Resources</u> MPRRC National Monitoring Center</p>

Baseline/Trend Data

GS.II WDE annually identifies and remediates systemic issues through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions.

See GS.I

WDE has not identified any significant systemic issues through its conflict resolution system and/or monitoring process. However, there are areas of improvement that will be addressed by WDE.

Display 5

Students with Disabilities Placed by IEP Team Out-of-state			
Out-of-State Schools	Location	Districts	Number of Students
Belle Fourche School District 421	Belle Fourche, SD	0601	1
Heritage School	Provo, UT	1202	1
Montana School for the Deaf	Great Falls, MT	1301	1
Arizona School for the Deaf	Tuscan, AZ	1701	1
Wasatch Academy	Mt. Pleasant, UT	1801	1
Primary Children's Medical Center	Salt Lake City, UT	1901 2106	2
National Deaf Academy	Mt. Dora, FL	2001	1
Utah Boy's Ranch	West Jordan, UT	2106	1
Devereaux Cleo Wallace	Englewood, CO	2301	1
Children's Home Society	Sioux Falls, SD	2301	1

Wyoming is concerned about the placement of students with disabilities outside of their local district. According to state statute, LEAs are responsible for the education and special education of students that live within their residential boundaries. Many placements are made by the courts with recommendations from the Department of Family Services. These placements are not made by the students' IEP team and sometimes teams are not notified of the placements. Wyoming's Legislature has funded two studies addressing students placed out of district by either the IEP process or by the courts.

Display 6

Students with Disabilities Placed by Courts In Out-of-State Placements		
Out of State Schools	Location	Number of Students
Devereux Cleo Wallace	Englewood, CO	5
Father Flanagan's Boys and Girls Home	Boys Town, NE	2
Benchmark Behavioral Health	Woodcross, UT	1
Colorado Boys Ranch	La Junta, CO	1
Intermountain Children's Home	Helena, MT	None
Copper Hills	Jordan, UT	None
Kids Behavioral Health	Butte, MT	None

WDE has a number of out-of-state placements placed by IEP teams and the courts. The Wyoming Department of Health must approve out-of-state schools before students may be placed. The WDE also must approve the education program of the out-of-state schools before students may be placed.

Targets (Sections 2 and 4)	Explanation of Progress/Slippage for Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
GS.II WDE annually identifies and remediates systemic issues through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions.		
<u>July 2002-June 2003</u> <ul style="list-style-type: none"> Continue study of regionalized services in order to determine the scope and rationale for current out-of-state placements of students with disabilities Mediation, Complaints, and Due Process Hearings will decrease the number of ESY concerns. 	<u>July 2002-June 2003</u> <p>ESY concerns were significantly reduced because WDE developed and distributed a technical assistance guide on ESY. WDE met the indicator target.</p> <p>In 2002-03 FAPE and Placement are the two concerns for complaints, mediation and hearings.</p>	<u>July 2002-June 2003</u> <ul style="list-style-type: none"> Evaluation of monitoring instrument by MPRRC completed. ESY Guidelines developed and distributed to all districts. Monitor 16 districts. Mediation and Hearing Officers Annual Training held on February 19-20, 2003. Present summary of findings of fact and conclusions from due process hearings to the Advisory Panel for Students with Disabilities quarterly.
<u>July 2003-June 2004</u> <ul style="list-style-type: none"> Complete study of regionalized services in order to determine the scope and rationale for current out-of-state placements of students with disabilities Decrease the number of districts identified with non-compliance through the WDE monitoring process. 	<u>July 2003-June 2004</u>	<u>July 2003-June 2004</u> <ul style="list-style-type: none"> Mediation and Hearing Officers Annual Training held on April 20-21, 2004. By June 30, 2004 WDE will complete an annual review of monitoring, mediation, complaints and due process reports and issues. Systemic issues identified will be integrated into WDE annual performance targets by June 30, 2004 Develop a follow-up tool to track district issues identified during mediation, complaints, due process, and monitoring to be implemented for the 03-04 school year.

Targets (Sections 2 and 4)	Explanation of Progress/Slippage for Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
		<ul style="list-style-type: none"> ♦ July 2003-June 2004 outcomes -based accountability system inplace. ♦ Pilot January to May 05 Review feedback. In July-August complete revisions followed by training and implementation in Fall of 2005. ♦ Grant system tracking developed March-July 04, Implement for FY05. ♦ Interim system for follow-up on districts monitored in 03-04 will be in place June of 04. New system of follow-up by October 05. ♦ Review and develop an effective system for better collaboration between DFS, the juvenile court system, and WDE. Position added to work with court ordered placement issues in November 2003. <p><u>Resources</u> MPRRC National Monitoring Center</p>

Baseline/Trend Data

GS.III WDE, in accordance with Chapter 7: Wyoming Rules Governing Services for Children with Disabilities ensures that complaint investigations, mediations, and due process hearings are completed in a timely manner.

Display 7

<i>COMPLAINTS July 1, 2002- June 30, 2003</i>				
Plaintiff	Date Received	Date of Action/Decision	Compliance Area	Results
Parent	5/5/03	5/23/03	FAPE, IEP, Confidentiality	Corrective Action Plan (CAP) requested from district
		6/30/03		Rebuttal to request
		7/28/03		Letter sent stating rebuttal not allowable
		7/3/01		District and investigating officer still in discussion CAP still required
		Aug-Sept		Numerous phone calls to district special education director
		10/02/03		Letter from investigator to district
		10/10/03		CAP received

<i>MEDIATIONS July 1, 2002- June 30, 2003</i>				
Plaintiff	Date Received	Date of Action/Decision	Compliance Area	Results
P&A (Parent)	6/18/02	7/01/02	Placement	Signed mediation agreement
Parent	6/4/03	6/21/03	Placement/ESY	Signed mediation agreement
Parent	8/5/03	9/22/03	Placement/Evaluation	Signed mediation agreement

<i>HEARINGS July 1, 2002- June 30, 2003</i>				
Plaintiff	Date Received	Date of Action/Decision	Compliance Area	Results

2002-2003 Annual Performance Report

Parent	5/1/02	8/14/02	FAPE	Hearing request withdrawn. Hearing Officer Order of Dismissal
District	5/19/03	7/14/03	Placement/LRE	Hearing officer held for the district
Parent	6/26/03	8/18/03	FAPE	Hearing request withdrawn. Family moved out of district

Targets (Sections 2 and 4)	Explanation of Progress/Slippage for Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
GS.III WDE, in accordance with Chapter 7: Wyoming Rules Governing Services for Children with Disabilities ensures that complaint investigations, mediations, and due process hearings are completed in a timely manner.		
<u>July 2002-June 2003</u> <ul style="list-style-type: none"> 100% of all complaint investigations, mediations, and due process hearings are completed according to WDE guidelines. 	<u>July 2002-June 2003</u> <p>100% of complaint investigations, mediations and due process hearings were completed within designated timelines. WDE met this indicator target.</p> <p>Problem solving is encouraged by WDE through communication at the team or LEA level. Mediation is strongly encouraged and, as a result, very few issues get to the complaint or due process stage.</p> <p>To assist all parties, a printed packet, "Dispute Resolution Guidelines" from WDE, Special Programs is widely distributed and readily available to parents, school district personnel, preschool directors, WDE mediators and hearing officers.</p> <p>Annual WDE training is presented on IDEA regulations, mediation and due process hearing regulations.</p>	<u>July 2002-June 2003</u> <ul style="list-style-type: none"> Mediation and Hearing Officer Training – February 19-20, 2003. Brochures "Dispute Resolution Guidelines" were distributed.

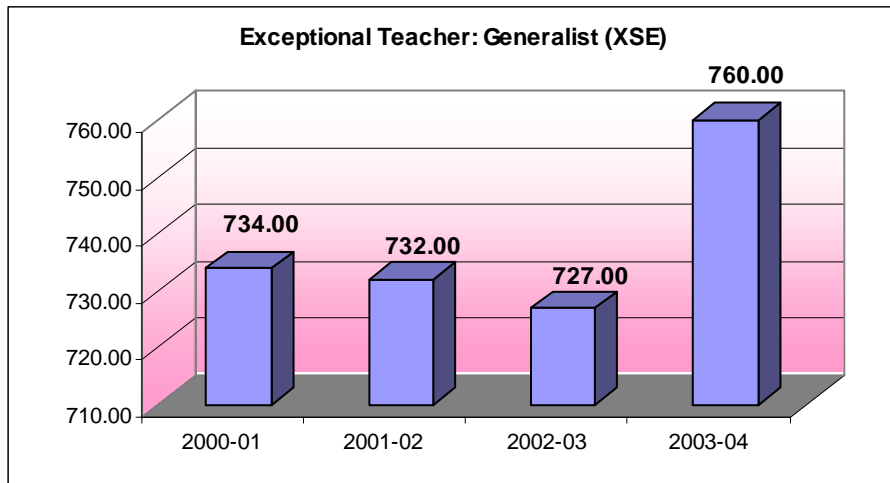
2002-2003 Annual Performance Report

Targets (Sections 2 and 4)	Explanation of Progress/Slippage for Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
<p><u>July 2003-June 2004</u></p> <ul style="list-style-type: none"> ♦ Maintain 100% of all complaint investigations, mediations, and due process hearings are completed according to WDE guidelines. 	<p><u>July 2003-June 2004</u></p>	<p><u>July 2003-June 2004</u></p> <ul style="list-style-type: none"> ♦ Mediation and Hearing Officer Training April 20-21, 2004. ♦ Develop follow-up tracking tool to monitor timelines and compliance with complaint and due process decisions. <p><u>Resources</u></p> <p>OSEP MPRRC LRP</p>

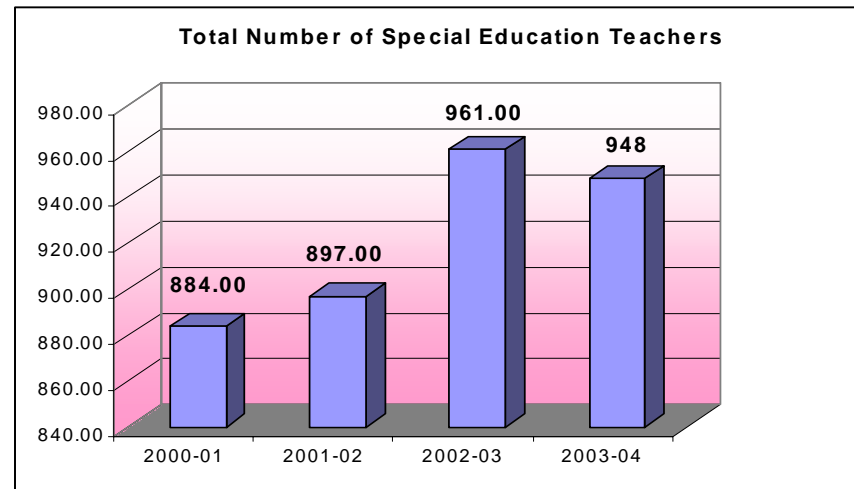
GS.IV WDE ensures that sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers are available to meet the identified educational needs of all children with disabilities in the state.

Special Education Personnel

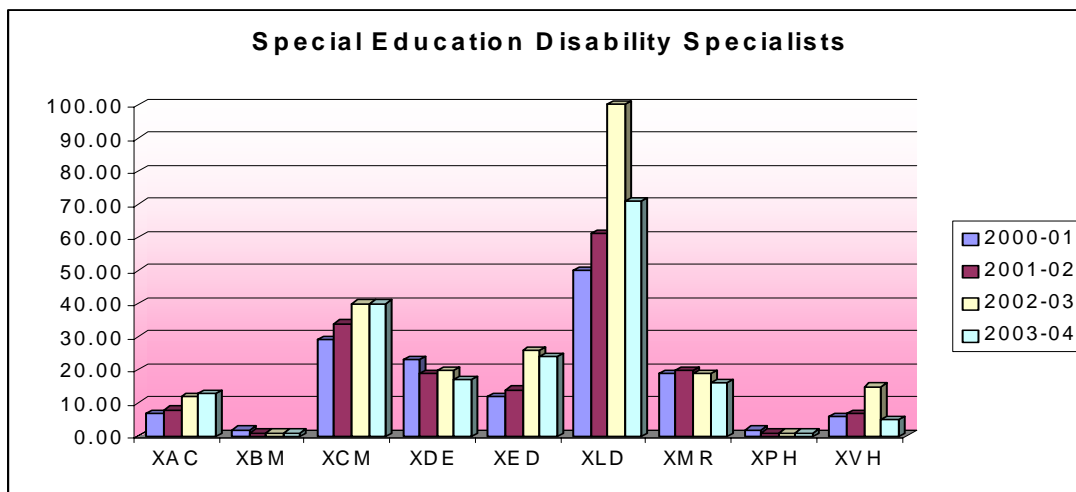
Display 8



Display 9



Display 10



Special Education Teacher Specialist Codes

- XAC - Exceptional Teacher: Auditory/Communication Disorders
- XBM - Exceptional Teacher: Behavior Management
- XCM - Exceptional Teacher: Case Manager
- XDE - Exceptional Teacher: Deaf
- XED - Exceptional Teacher: Emotional Disabilities
- XLD - Exceptional Teacher: Learning Disabilities
- XMR - Exceptional Teacher: Mental Disabilities
- XPH - Exceptional Teacher: Physical Disabilities
- XVH - Exceptional Teacher: Visual Disabilities
- XSE - Exceptional Teacher: Generalist

Wyoming Collaborative Mentorship Academy: Initiative funded by the Wyoming State Improvement Grant (WySIG). Partners include the Wyoming Department of Education (WDE), the Department of Special Education, University of Wyoming (UW), and the Wyoming Institute for Disabilities (WIND) to provide an alternative route to teacher certification that will result in an increase of Certified Special Education Teachers. First cohort group began July 2003.

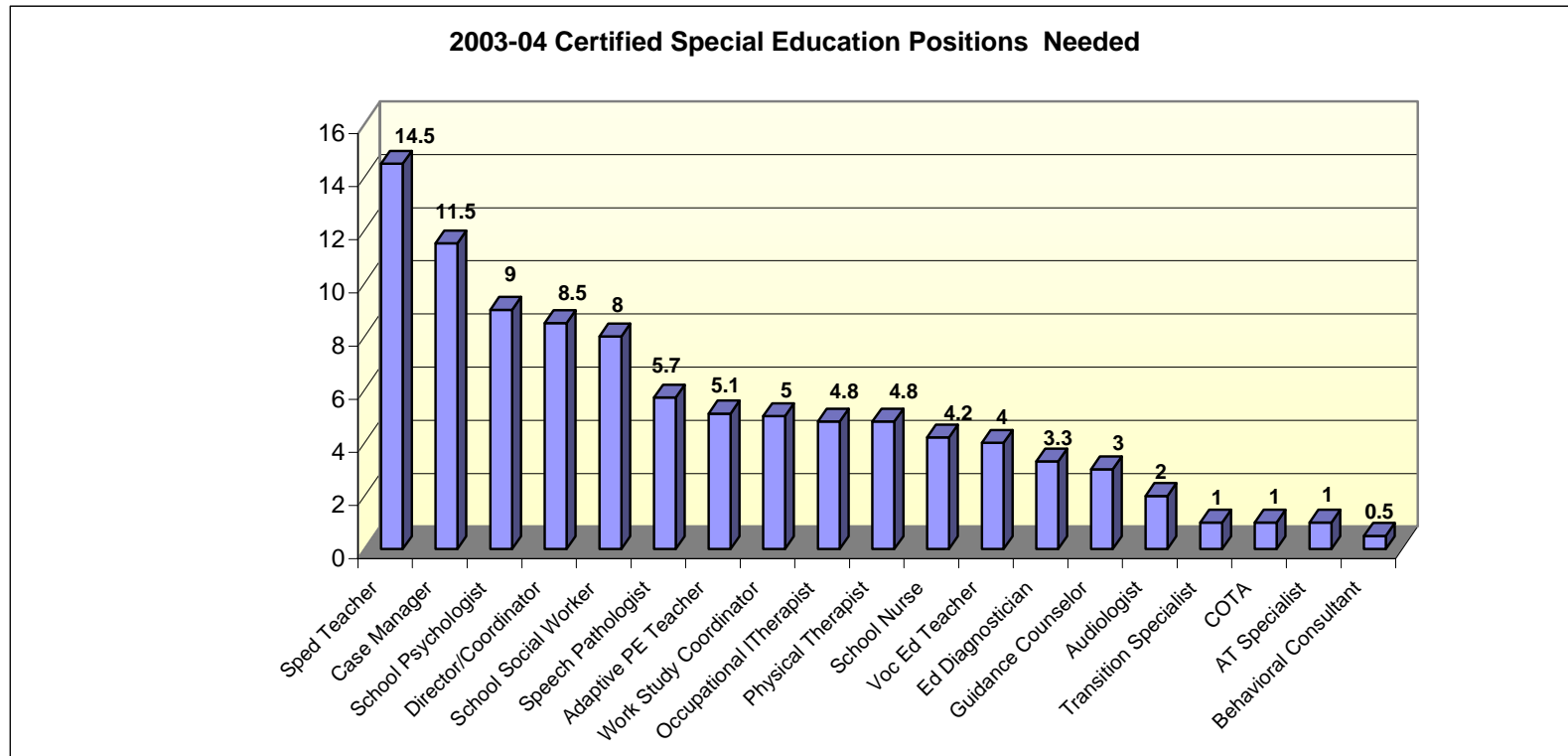
15 - Mentees – Regular Education Teachers Certified as a Collaborative Special Education Teacher

9 - Master Mentors – Master Special Education Teachers

7 - Professional Mentors- Administrators: Principals, Special Education Directors, or Other Administrators

The Wyoming State Legislature has mandated a study of staffing levels and expenditure patterns of the 48 Wyoming school districts' Special Education Programs. Through a statewide audit and interviewing process the following data was gathered regarding unmet staffing needs. The question on the survey was "In addition to what is recorded in the 401 Report, how many additional staff, by the following categories, do you need to fully meet the needs of special education students in your district?"

Display 11

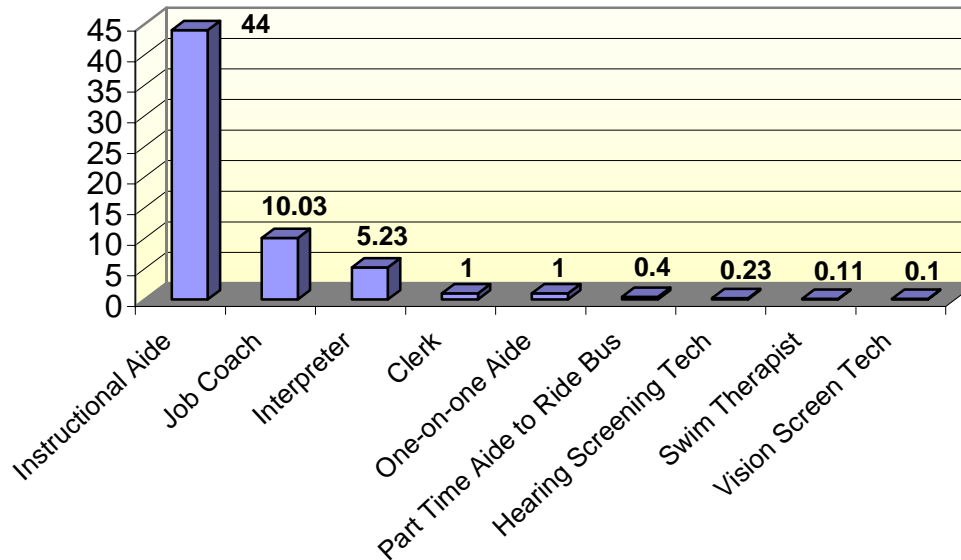


Wyoming Project Readiness for Para-Educators (WPRP): Initiative funded by the Wyoming State Improvement Grant (WySIG). Partners include the Wyoming Department of Education, the 7 Wyoming community colleges and Wind River Tribal College. This initiative provides paraeducators multiple ways to meet the requirement of “Highly Qualified”. Fifty-nine para-educators have enrolled in the WPRP Associate of Science Degree program with 18 of those participating through the Wind River Tribal College.

The Wyoming State Legislature has mandated a study of staffing levels and expenditure patterns of the 48 Wyoming School Districts' Special Education Programs. The question on the survey was “In addition to what is recorded in the 401 Report, how many additional staff, by the following categories, do you need to fully meet the needs of special education students in your district?” WDE staff completed a statewide audit and interviewed special education directors in all 48 districts. The following data was gathered regarding unmet staffing needs:

Display 12

2003-2004 Classified Special Education Staff Positions Needed



Targets (Sections 2 and 4)	Explanation of Progress/Slippage for Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
<p>GS.IV WDE ensures that sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers are available to meet the identified educational needs of all children with disabilities in the state.</p>		
<p><u>July 2002-June 2003</u></p> <p>To increase the effectiveness of the state's recruitment and retention process of acquiring special education teachers.</p> <p>To include general education teachers in special education initiatives.</p>	<p><u>July 2002-June 2003</u></p> <p>The number of special education teachers increased by 7%. WDE has met this indicator target.</p> <p>General education teachers are encouraged to attend all state training events, WDE gave waivers to general educators for their participation in the Teton Institute.</p> <p>From 2001-2003, the number of special education teachers has increased. According to interviews completed by House Bill 78 Monitors (fall of 2003-spring of 2004), special education directors stated that the needs of special education students are greater requiring more personnel.</p>	<p><u>July 2002-June 2003</u></p> <p>From WySig Grant</p> <ul style="list-style-type: none"> ♦ Present 3 workshops on student centered IEP's connected to standards and train the trainers. ♦ First Annual Teton Institute: Reaching the Tough to Teach, July 2002. ♦ Provide session at biannual NCA/WDE School Improvement Conferences on improving performance of all students in the regular classroom. ♦ Development of Wyoming Mentorship Academy. ♦ Conversion of Associate of Science in Education on-site class to an on-line class. ♦ Interactive Teleconference Network provided statewide conferences at no cost to districts. Collaborate with LEAs to train teachers so students with disabilities can meet Wyoming Content Performance

Targets (Sections 2 and 4)	Explanation of Progress/Slippage for Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
		<p>Standards.</p> <ul style="list-style-type: none"> ♦ Hire one of two inclusive specialists (one funded by University of Wyoming) to work closely on curriculum and other issues for inclusive education. ♦ Develop and provide education opportunities to assist special education para-educators to become highly qualified. ♦ Develop and implement a Teacher Mentor Training Program. ♦ Increase the effectiveness of the state's recruitment process of acquiring special education teachers.
<p><u>July 2003-June 2004</u></p> <p>From WySIG Grant:</p> <p>To increase the effectiveness of the state's recruitment and retention process of acquiring special education teachers.</p> <p>To include general education teachers in special education initiatives.</p> <p><u>July 2004-June 2005</u></p> <p>Decrease the number of unfilled position for certified and non-certified staff.</p>	<p><u>June 2003-June 2004</u></p>	<p><u>July 2003-June 2004</u></p> <p>From WySig Grant</p> <ul style="list-style-type: none"> ♦ Second Annual Teton Institute, July 2003. ♦ Wyoming Collaborative Mentoring Academy- begins July 2003. ♦ WASEA offers scholarship for Mentees for required classes. ♦ Hired inclusive specialist at University of Wyoming, July 2003. ♦ Third Annual Teton Institute, June 2004. ♦ Fostering Mathematics Proficiency for All Students- October 2, 2003. ♦ Wyoming Project Readiness for Para-Educators developed statewide on-line Associate of Science in Education Degree program.

Targets (Sections 2 and 4)	Explanation of Progress/Slippage for Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
		<ul style="list-style-type: none"> ♦ Provided session at biannual NCA/WDE School Improvement Conferences on improving performance of all students in the regular classroom. ♦ Develop state incentive program for staffing shortage by June 30, 2005. ♦ Apply for participation in National Center for Special Education Personnel and Related Service Providers Grant for Personnel Center by July 31, 4004. ♦ Research study on the feasibility of providing regional services in Wyoming will be completed by June 30, 2005. ♦ Identify LEA strategies that have increased student performance and disseminate best practice strategies. ♦ Collaborate with LEAs to train teachers so students with disabilities can meet Wyoming Content Performance Standards. ♦ Train and provide certification to special education para-educators annually. <p><u>Resources</u> National Center for Special Education Personnel and Related Service Providers NASDSE Institutions of higher education MPRRC Wyoming Association of Special Education Administrators Wyoming Professional Teaching Standards Board Sopris West</p>

Targets (Sections 2 and 4)	Explanation of Progress/Slippage for Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
		HB 78 Regionalized Study WySIG Collaboration

GS.V Do State procedures and practices ensure collection and reporting of accurate and timely data?

Wyoming currently has the Special Education Electronic Data System (SEEDS). The Special Education Data Manager manages SEEDS with support from the Data And Technology Unit. The SEEDS Technical Assistance Manual is revised annually and sent to all districts and posted on the WDE web site. The Department uses an electronic data tracking system that monitors and tracks all submissions. WDE Data collection protocol has been developed to provide high quality and timely data.

Special Education Electronic Data System Procedures

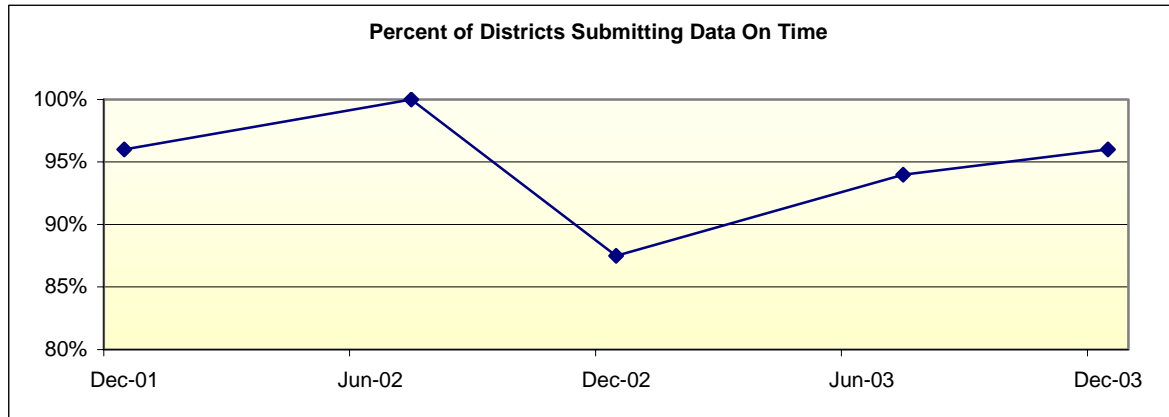
Display 13

December 1 st Child Count	July 1 st Non-Child Count
Definition: Snapshot of all students with disabilities served under IDEA on December 1 st .	Definition: List of all students served under IDEA during the school year with exit information included.
Mail out SEEDS Manual and initial reminder of upcoming child count the week of October 1 st .	Mail out initial reminder of upcoming data collection on May 1 st .
Send email reminder of upcoming due date the third week in November.	Send e-mail reminder of upcoming due date the first week in June.
WDE425 due on December 15 th . Electronic submission only.	WDE425 due on July 30 th . Electronic submission only.
Dec 16 th send email notice of overdue report.	Aug 1 st send email notice of overdue report.
Use Data Tracking System to record submitted and approved submissions.	Use Data Tracking System to record submitted and approved submissions.
First week in January, notify Unit Director of Districts that have not submitted the WDE425. Letter sent to district superintendents requesting data.	First week in August, notify Unit Director of Districts that has not submitted the WDE425. Letter sent to district superintendents requesting data.
Clean data and compile in Access data base file by January 15 th .	Clean data and compile in Access data base file by October 1 st .
Request adjudication of data to Data Unit.	Request adjudication of data to Data Unit.
Database manager loads data into Oracle Development Database.	Database manager loads data into Oracle Development Database.
Final Clean-up of Database errors.	Final Clean-up of Database errors.
Database manager loads data into Oracle Production.	Database manager loads data into Oracle Production.
Extract needed data from Oracle Production Special Education Student Table for TABLE 1 and TABLE 3 of the Part B IDEA Report.	Get personnel data from WDE401 from Finance Unit and PTSB for TABLE 2 of the Part B IDEA Report.
Submit December Child Count TABLE 1 and FAPE TABLE 3- Part B IDEA Report by February 1 st .	Extract Exit data from Oracle Production of Special Education Student Table for TABLE 4- Part B IDEA Report.
	Get Discipline data from WDE630 from Health and Safety Unit for TABLE 5- Part B IDEA Report.
	TABLES 2, 4, and 5 of Part B IDEA Report due by November 1 st .

Revised May 2003

2002-2003 Annual Performance Report

Display 14



Display 15

Special Education Electronic Data System Collections	Number of Districts With Data Submission On Time Out of 48 Districts
December-01	46
July-02	48
December-02	42
July-03	45
December-03	46

Display 16

Web-based Special Education Electronic Data System Development Plan

Target Date	Event	Date Completed	Comments
October 2003	Contract with Provider	January 2004	Contract held up in Administration and Information Office and Governor's Office
November 2003	Planning Visit by Contractor	February 2004	Met with Contractor, Data/Tech Director, Programmer assigned to project.
January-June 2004	Weekly Telephone Conference Calls	Ongoing	Developed data elements for new system
March 2004	Special Education Directors Conference	March 2004	Get input from Special Ed Directors on data elements and general comments.
April 2004	Finalize web layout and complete programming	-	-
May 2004	Training for Pilot Districts	-	-
June 2004	Pilot July Collection with 6 districts	-	-
June-July 2004	Support pilot districts and review feedback	-	-
August-September	Revise/rework data system to address issues from pilot feedback	-	-
October 2004	Statewide training on new data system	-	-
December 2004	Full implementation for December Child Count 2004	-	-

Targets (Sections 2 and 4)	Explanation of Progress/Slippage for Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
GS.V State procedures and practices ensure collection and reporting of accurate and timely data.		
<u>July 2002-June 2003</u> <ul style="list-style-type: none"> 100% of districts will submit data on time. Provide accurate and timely data and analysis for internal and external customers. 	<u>July 2002-June 2003</u> <p>In the past WDE (Special Programs Unit) has had difficulties obtaining timely discipline reports due to systemic issues within the WDE. This year those issues were resolved. The process for late district data submissions includes a letter to the superintendent and school board of the district identifying that the district is not complying with timely submission of data.</p> <p>However, the personnel report was late once again because WDE relied on Department of Health to provide the 619 data. Improved cross agency collaboration needs to be reviewed and improved by lead administrators.</p>	<u>July 2002-June 2003</u> <ul style="list-style-type: none"> Annual training on fall and spring data collections. Annual review and revision of WDE 425 data collection form and technical assistance manual.
<u>July 2003-June 2004</u> <ul style="list-style-type: none"> 100% of districts will submit data on time. Provide accurate and timely data and analysis for internal and external customers. 	<u>July 2003-June 2004</u>	<u>July 2003-June 2004</u> <ul style="list-style-type: none"> Annual training on fall and spring data collections. Annual review and revision of WDE 425 data collection form and technical assistance manual. Review WDE policies and procedures for reward and sanctions of timely data submission. Develop web-based special education data collection system to be piloted in June 2004 and with full implementation in December 2004. <p><u>Resources</u> Intelligence Consulting, LLC</p>

Targets (Sections 2 and 4)	Explanation of Progress/Slippage for Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
		EIAC MPRRC WESTAT NCES

Cluster Area II: Early Childhood Transition

Question:

Do all children exiting early intervention services (Part C) receive the transition planning necessary to support the child's transition to preschool and other appropriate community services by their third birthday?

Probes:

- I. Is eligibility determined for all children exiting Part C by their third birthday?
- II. Are all children exiting Part C, and not eligible for services under Part B exited with a referral to another program or appropriate setting?
- III. Do all Individual Family Service Plans include the steps needed to support the transition of the child?
- IV. Are all family service coordinators facilitating the development of a transition plan to preschool services when appropriate?

State Goal:

Transition planning results in the provision of needed supports and services to a child and the child's family when the child exits Part C to preschool and other appropriate community services by their third birthday.

Performance Indicator(s):

- I. Eligibility is determined for all children exiting Part C by their third birthday.
- II. All children exiting Part C and not eligible for preschool services, are exited with a referral to another program or other appropriate community services.
- III. All Individual Family Service Plans include the steps needed to support the transition of the child to preschool or other appropriate community services.
- IV. All family service coordinators facilitate the development of transition plans to preschool services or other appropriate community services.

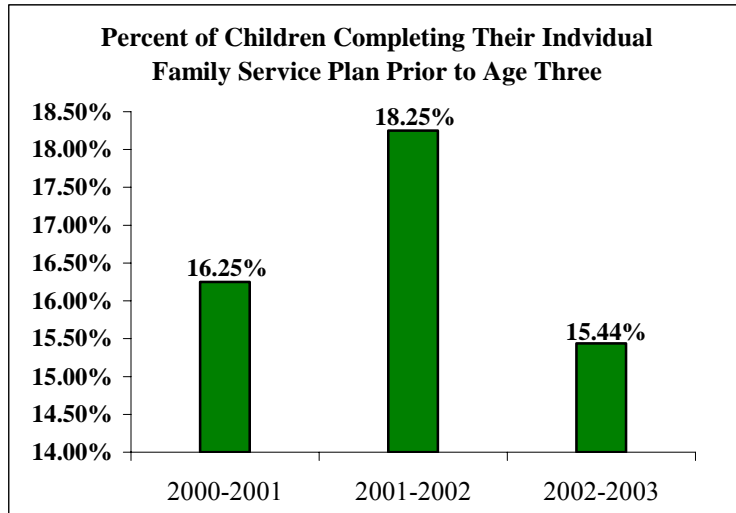
1. Baseline / Trend Data

The Wyoming Department of Health serves as the lead agency for early intervention services to infants and toddlers and their families. The Wyoming Department of Health has also been deemed an intermediate educational unit as defined in 20 USC 1401 (22) [20 USC 1401 (23)], Education of the Handicapped Act, as amended as of January 1, 1989. The Wyoming Department of Health, Developmental Disabilities Division is responsible for administration of early intervention (Part C) and preschool special education and related services (Part B) under the Individuals with Disabilities Education Act in Wyoming.

This unique structure allows for a continuous smooth transition without an agency-to-agency change for children exiting Part C and determined eligible for Part B services. There are fourteen regional programs in Wyoming providing Part C and preschool special education and related services in all counties. The Continuous Improvement Monitoring process incorporates several procedures that are used to ensure compliance with state and federal laws. The process is a biennial cycle that provides for 7 of the 14 regional programs to be visited each year. The monitoring process is designed to look at the process of transition

from early intervention to preschool special education and related services. Recent data system changes will gather the data needed to ensure that all children exiting have a transition plan or a referral to another program or appropriate community services.

Performance Indicator I: Eligibility is determined for all children exiting Part C by their third birthday.

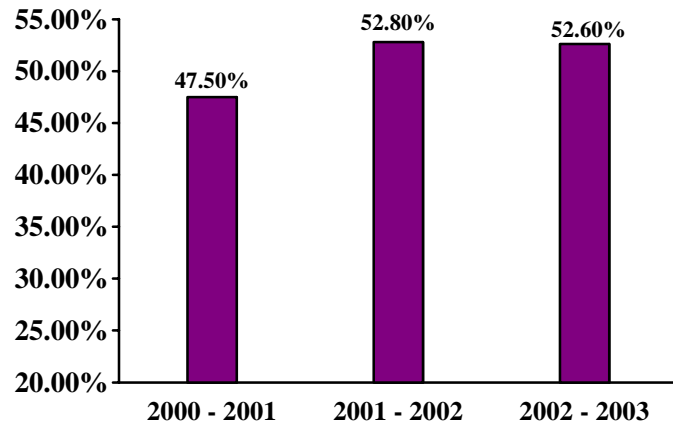


Display 1

Display 1

Between July 1, 2000 and June 30, 2001, 16.25% of children receiving Part C services completed their individual family service plans prior to reaching age three. Between July 1, 2001 and June 30, 2002 18.25% of children receiving Part C services completed their individual family service plans prior to reaching age three. Between July 1, 2002 and June 30, 2003, 15.44% of children receiving Part C services completed their individual family service plans prior to reaching age three.

Percent Determined Eligible For Part B Services

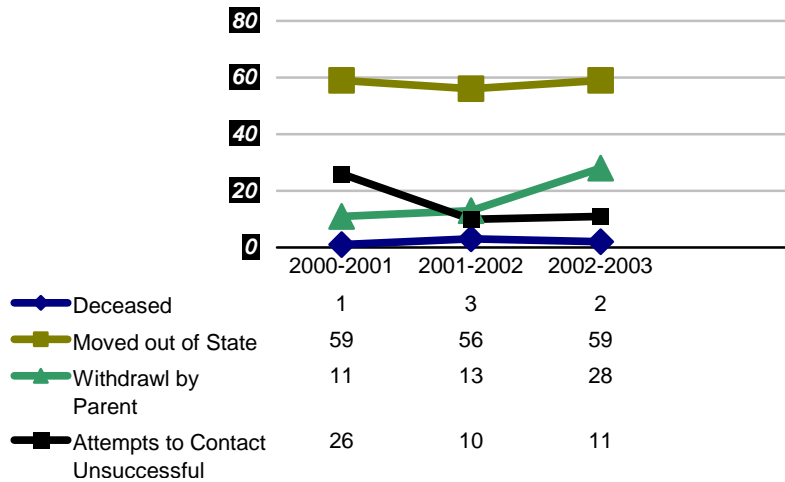


Display 2

Between July 1, 2000 and June 30, 2001, 47.50% of children receiving Part C services were determined to be eligible for preschool special education and related services by their third birthday. Between July 1, 2001 and June 30, 2002, 52.80% of children receiving Part C services were determined to be eligible for preschool services by their third birthday. Between July 1, 2002 and June 30, 2003, 52.60% of children receiving Part C services were determined to be eligible for preschool services by their third birthday.

Display 2

Other Exit Reasons



Display 3

Between July 1, 2000 and June 30, 2003, 33% of children receiving Part C services exited the program by their third birthday for a variety of reasons, which included 0.55% of children who died, 15.96% who moved out of state, 4.77% were withdrawn from the program by their parents, and 4.31% had an active individual family service plan, but attempts to contact or locate were unsuccessful.

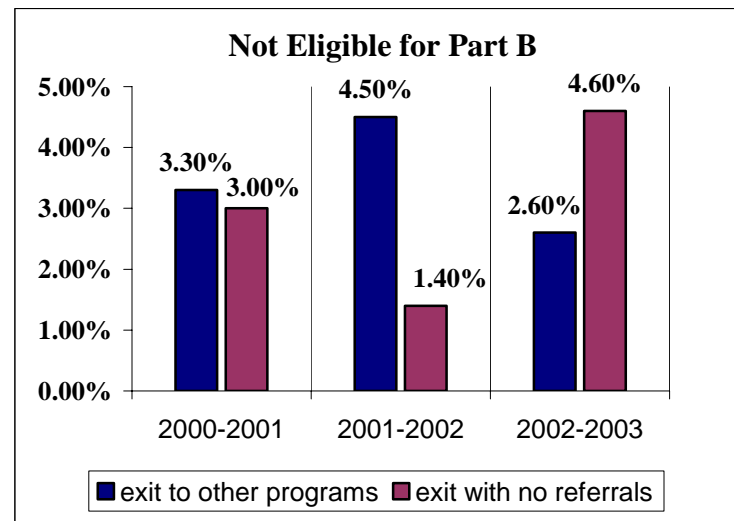
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Targets (Sections 2 and 4)	Explanation of Progress /Slippage for Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
<p>ECT. I Eligibility is determined for all children exiting Part C by their third birthday.</p> <p>July 2002-June 2003 - Maintenance Eligibility will be determined for all children exiting Part C by their third birthday.</p> <p>July 2003-June 2004 - Maintenance Eligibility will be determined for all children exiting Part C by their third birthday.</p>	<p>July 2002-June 2003</p> <ul style="list-style-type: none"> Between July 1, 2000 and June 30, 2003, one thousand ninety (1,090) infants and toddlers exited Part C early intervention services. The lead agency in Wyoming is also the agency responsible for preschool services. This provides for a transition from Part C to preschool special education and related services without an agency-to-agency change. Between July 1, 2000 and June 30, 2003, 100% of children exiting Part C had eligibility determined by their third birthday. Between July 1, 2000 and June 30, 2003, children exiting Part C, and determined eligible for preschool special education and 	<p>July 2003-June 2004</p> <ul style="list-style-type: none"> Wyoming will continue to determine eligibility for 100% of children exiting Part C by their third birthday. Wyoming will continue to analyze reported 618 exit data. Baseline data will be collected to analyze 618 data indicating parent withdrawals within each individual regional program. Future monitoring activities will include the transition process as a topic for parent focus groups. Technical assistance will continue to be provided during on-site monitoring visits to ensure the steps needed for transition planning to support the child's transition

	<p>related services increased by 10.73%.</p> <ul style="list-style-type: none"> Wyoming's December 1, 2002 child count increased by 107 children above its December 1, 2000 count, resulting in a 21% increase of Part C eligible children. Between July 1, 2000 and June 30, 2003, the total number of children exiting Part C services increased by 25%. Between July 1, 2000 and June 30, 2003, an average of 16.09% of children moved out of state. Between July 1, 2000 and June 30, 2003, there was a 3.49% increase of withdrawals by parents. There is a need for further analysis of parent withdrawals within each individual regional program. Between July 1, 2000 and June 30, 2003, there was a 5.28% decrease of children with an active individual family service plan whose families were not able to be contacted by Part C personnel. 	<p>to preschool and other appropriate community services are received by the child and child's family.</p> <ul style="list-style-type: none"> The lead agency in collaboration with the Parent Information Center has begun developing a new parent guidebook, which will include information regarding Sec.303.344 (h)(i)(ii)(iii). By July 30, 2004 Baseline data will be established to analyze 618 data indicating parent withdrawals within each individual regional program- Part C staff, regional programs. By June 30, 2004 two of the fourteen regional programs will have been monitored and parent focus groups will have been completed – Part C staff, contract monitors, parents. By August 2004 a new Parent Guidebook will be completed and disseminated – Part C staffs, Parent Information Center.
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1. Baseline / Trend Data

Performance Indicator II: All children exiting Part C and not eligible for preschool services are exited with a referral to another program or appropriate community services.



Display 4

Between July 1, 2000 and June 30, 2001, 3.30% of children receiving Part C services were determined not eligible for preschool special education and related services by their third birthday and exited to another program. Between July 1, 2000 and June 30, 2001, 3.00% of the children receiving Part C services were determined not eligible for preschool special education and related services by their third birthday and exited without referral. Between July 1, 2001 and June 30, 2002, 4.50% of children receiving Part C services were determined not eligible for preschool special education and related services by their third birthday and exited to another program. Between July 1, 2002 and June 30, 2003, 2.60% of the children receiving Part C services were determined not eligible for preschool special education and related services by their third birthday and exited without referral. Between July 1, 2002 and June 30, 2003, 4.60% of children receiving Part C services were determined not eligible for preschool special education and related services by their third birthday and exited to another program. Between July 1, 2001 and June 30, 2002, 1.40% of the children receiving Part C services were determined not eligible for preschool special education and related services by their third birthday and exited without referral.

- There is a need to establish baseline data to track referral to appropriate community services.
- There is a need to establish baseline data to analyze individual regional program referrals.
- There is a need for technical assistance relating to the definitions of exiting categories.

2002-2003 Annual Performance Report

Targets (Sections 2 and 4)	<i>Explanation of Progress /Slippage for Prior Year</i> (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
ECT.II All children exiting Part C and not eligible for preschool services are exited with a referral to another program or appropriate community services.		

<p>July 2002-June 2003 - Maintenance</p> <p>All children exiting Part C and not eligible for preschool services are exited with a referral to another program or appropriate community services.</p> <p>July 2003-June 2004 - Maintenance</p> <p>All children exiting Part C and not eligible for preschool services are exited with a referral to another program or appropriate community services.</p>	<p><u>July 2002-June 2003</u></p> <ul style="list-style-type: none"> • Between July 1, 2000 and June 30, 2003, an average of 3% of children exited Part C services with no referral to another program or other appropriate community services. • For many families living in the frontier composition of Wyoming there are not opportunities for referrals to another program or other appropriate community services. • Between July 1, 2000 and June 30, 2003 there was a .70% decrease in children exiting services with a referral to another program. • Between July 1, 2000 and June 30, 2003 there was a 1.60% increase in children exiting services without a referral to another program. 	<p><u>July 2003-June 2004</u></p> <ul style="list-style-type: none"> • Technical assistance will be provided to regional programs relating to the definitions of Part C exiting categories. • Baseline data will be collected to analyze exits with no referrals. • Baseline data will be collected to identify exits to appropriate community services. • The Part C coordinator will meet with the subgroup of local interagency coordinating councils to develop suggestions for regional programs and parents concerning appropriate referrals to other community services including supports for home programming. • By June 30, 2004, technical assistance relating to the definitions of exiting categories will be completed. • By December 2004, baseline data will be established detailing individual regional program referrals. • By June 30, 2004 baseline data will be established identifying exits to appropriate community services. • By August 30, 2004 a digest of appropriate community services including supports for home programming for children residing in frontier communities will be developed and disseminated to local programs.
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1. Baseline / Trend Data

Performance Indicator III: All Individual Family Service Plans include the steps needed to support the transition of the child to preschool or other appropriate community services.

- There is a need to establish baseline data to analyze the transition process.
- There is a need to establish baseline data to analyze content of transition outcomes.

Targets (Sections 2 and 4)	Explanation of Progress /Slippage for Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
ECT.III : All Individual Family Service Plans include the steps needed to support the transition of the child to preschool or other appropriate community services.		
<p><u>July 2002-June 2003</u> - Maintenance</p> <p>All Individual Family Service Plans include the steps needed to support the transition of the child to preschool or other appropriate community services</p> <p><u>July 2003-June 2004</u> – Maintenance</p> <p>All Individual Family Service Plans include the steps needed to support the transition of the child to preschool or other appropriate community services</p>	<p>July 2002-June 2003</p> <ul style="list-style-type: none"> • The lead agency in Wyoming is also the agency responsible for preschool special education and related services. This provides for a transition from Part C to preschool special education and related services without an agency-to-agency change. • Wyoming uses a uniform Individual Family Service Plan form that includes a transition plan page. • Family service coordinators and preschool service providers discuss the differences in the early intervention and preschool programs with parents prior to the child's third birthday. • Family service coordinators review the current Individual Family Service Plan and any needed evaluations. • The family service coordinator informs the parents about the available preschool community program options. • The family service coordinator schedules any needed evaluations to determine preschool special education and related services eligibility. • The family service coordinator schedules the transition meeting at least 90 days prior to the child's third birthday. 	<ul style="list-style-type: none"> • During on-site monitoring visits conducted between January 2003 and June 2003 technical assistance was provided to Part C staffs concerning transition outcomes. • Transition process survey questions will be included in the annual statewide consumer satisfaction survey for early intervention and preschool programs conducted by the University of Wyoming Institute for Disabilities (WIND), which is a department of the University Centers of Excellence in Developmental Disability Education, Research and Services (UCEDD). • The data set will be adjusted to collect service plans (outcomes) and transition plans for all Individual Family Service Plans via electronic reporting on December 1 and May 1. • Planning for an annual conference to include parent training strands will begin. • By June 30, 2004 a new Parent Guidebook will be completed with a section on transition – Lead Agency, Parent Information Network. • By September 2004 the Guidebook will be disseminated to parents, and other agencies involved in the early intervention.

	<ul style="list-style-type: none"> • At the transition meeting strategies are discussed to assist the child and child's family to adjust to, and function in, the new setting. • The family service coordinator is responsible for follow up with the parents to review how the transition process worked for the family. 	<p>system – Lead Agency, Local Programs</p> <ul style="list-style-type: none"> • By November 2004 dates and locations will be determined for an annual conference to include parent training strands - Lead Agency, Wyoming Department of Family Services, Wyoming Department of Education. • By June 30, 2004 the annual statewide consumer satisfaction survey for early intervention and preschool programs will have been developed – Lead Agency, Wyoming Department of Education, Mountain Plains Regional Resource Center, Wyoming Institute for Disabilities and Data Consultant. • By December 1, 2004 a baseline will be established regarding outcomes developed for children and families transitioning out of Part C to preschool and other appropriate community services. • By June 30, 2004 the annual statewide consumer satisfaction survey for early intervention and preschool programs will have been developed – Lead Agency, Wyoming Department of Education, Mountain Plains Regional Resource Center, Wyoming Institute for Disabilities and Data Consultant. • By December 1, 2004 a baseline will be established regarding outcomes developed for children and families transitioning out of Part C to preschool and other appropriate community services.
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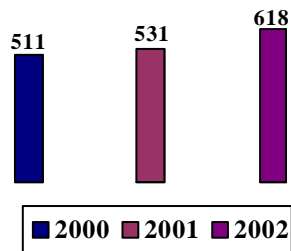
1. Baseline/Trend Data

Performance Indicator IV: All family service coordinators facilitate the development of transition plans to

preschool services or other appropriate community services.

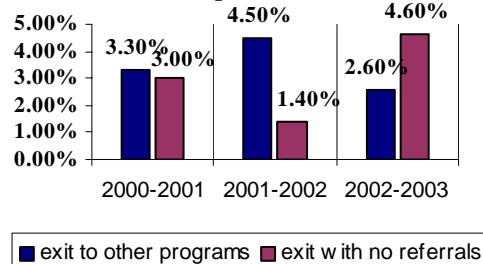
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Number of Individual Family Service Plans



Display 6

Not Eligible for Part B



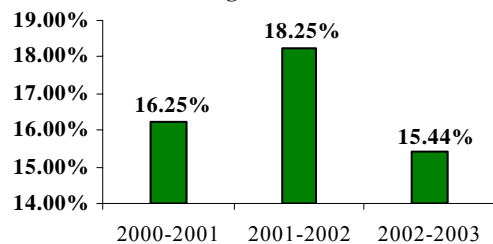
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Percent Determined Eligible For Part B Services



Display 8

Percent of Children Completing Their Individual Family Service Plan Prior to Age Three



Between December 1, 2000 and December 1, 2002 electronic file reviews conducted on December 1 and May 1 determined a family service coordinator was designated on all Individual Family Service Plans. Between July 1, 2000 and June 30, 2003, children exiting Part C, and determined eligible for preschool special education and related services increased by 10.73%. The number Part C eligible children increased statewide 21% between December 2000 and December 2002. Display 6, illustrate referrals to preschool special education and related services for children exiting Part C services between 2000 and 2002. Display 8, represents children exiting Part C services between 2000 and 2002 prior to age three. Display, 9 represents children exiting Part C services between 2000 and 2002 determined not eligible for preschool special education and related services with referral to another program and without referral to another program or appropriate community service.

- There is a need to establish baseline data of referrals of children completing their individual family service plan prior to reaching age three.
- There is a need to establish baseline data of children determined not eligible for preschool special education and related services not referred to another program or appropriate community services.

Targets (Sections 2 and 4)	Explanation of Progress /Slippage for Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
ECT.IV All family service coordinators facilitate the development of transition plans to preschool services or other appropriate community services.		
<p><u>July 2002-June 2003</u> - Maintenance</p> <p>All family service coordinators facilitate the development of transition plans to preschool services or other appropriate community services.</p> <p><u>July 2002-June 2003</u> - Maintenance</p> <p>All family service coordinators facilitate the development of transition plans to preschool services or other appropriate community</p>	<ul style="list-style-type: none"> • The lead agency in Wyoming is also the agency responsible for Part B preschool services. This provides for a transition from Part C to Part B without an agency-to-agency change. • Monitoring activities will continue to ensure all children are provided a family service coordinator at the time of referral. • Wyoming uses a uniform Individual Family Service Plan form that includes a transition plan page. • Family service coordinators and Part B service providers discuss the differences in the early intervention and Part B programs with parents prior to the child's third birthday. • Family service coordinators review the current Individual Family Service Plan and any needed evaluations. • The family service coordinator informs the parents about the available Part B community program options. • The family service coordinator schedules any needed evaluations to determine Part B eligibility. • The family service coordinator schedules the transition meeting at least 90 days prior to the child's third birthday. • At the transition meeting strategies are 	<ul style="list-style-type: none"> • Monitoring activities conducted on-site will continue to ensure all children are provided a family service coordinator. • Wyoming will continue to provide service coordination to all children and families transitioning out of Part C services by their third birthday. • Transition process survey questions will be included in the annual statewide consumer satisfaction survey for early intervention and preschool programs conducted by the University of Wyoming Institute for Disabilities (WIND), which is a department of the University Centers of Excellence in Developmental Disability Education, Research and Services (UCEDD). • Baseline data will be collected for referrals of children completing their individual family service plan prior to reaching age three. • Baseline data will be collected on children exiting Part C without a referral. • By June 30, 2004 the annual statewide consumer satisfaction survey for early intervention and preschool programs will have been developed – Lead Agency, Wyoming Department of Education, Mountain Plains Regional Resource

2002-2003 Annual Performance Report

	<p>discussed to assist the child and child's family to adjust to, and function in, the new setting.</p> <ul style="list-style-type: none"> ♦ The family service coordinator is responsible for follow up with the parents to review how the transition process worked for the family. ♦ Between July 1, 2000 and June 30, 2003, one thousand ninety (1090) infants and toddlers exited Part C early intervention services and all had service coordination to assist in the transition process. 	<p>Center, Wyoming Institute for Disabilities and Data Consultant</p> <ul style="list-style-type: none"> ♦ By December 2004, the data set will be adjusted to collect data on children exiting Part C, and not eligible for preschool special education and related services who remain in the community.
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Cluster Area III: Parent Involvement

Question: Is the provision of a free appropriate public education to children with disabilities facilitated through parent involvement in special education services?

State Goal:

PI.1 Parents will have multiple ways to access information regarding their rights to ensure their children with disabilities will have equal access to educational opportunities.

PI.2 (Adopted from WYSIG): The Wyoming Department of Education and other parent groups ensure that parents will increase their capacity to participate in and influence school reform and their child's educational programs.

Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003):

- ♦ 100% of parents are involved in the IEP process.
- ♦ Increase parent involvement through collaboration with state parent support/advocacy groups.
- ♦ Increase number of parents participating in the collaborative conference.
- ♦ Increase parent satisfaction on parent surveys.
- ♦ Increase parent contacts, training involvement, increase number of new contacts, and information disseminated.

Baseline/Trend Data

PI.1 Parents will have multiple ways to access information regarding their rights to ensure their children with disabilities will have equal access to educational opportunities.

The Wyoming Department of Education (WDE) has collected baseline data for the Parent Cluster from three sources of parent input: Wyoming Department of Special Education Parent and Educator Survey (September 2000); Wyoming Special Education Parent Needs Assessment (Fall 2002); Parent Surveys completed as a part of district self-assessments (2002-03); and parent evaluations from trainings.

Wyoming Department of Special Education Parent and Educator Survey

The Wyoming Department of Education surveyed parents and educators regarding special education programs in Wyoming in 2000. Although this study was conducted prior to the current reporting period, it will be briefly summarized and included because the Wyoming Department of Education used the results from this study to develop areas for improvement. WDE distributed 6000 Parent and Educator Surveys (See Appendix A-Attachment 5) to parents of special education children throughout the State of Wyoming. Over 2000 surveys were returned and tabulated. The results were used to validate and improve services

2002-2003 Annual Performance Report

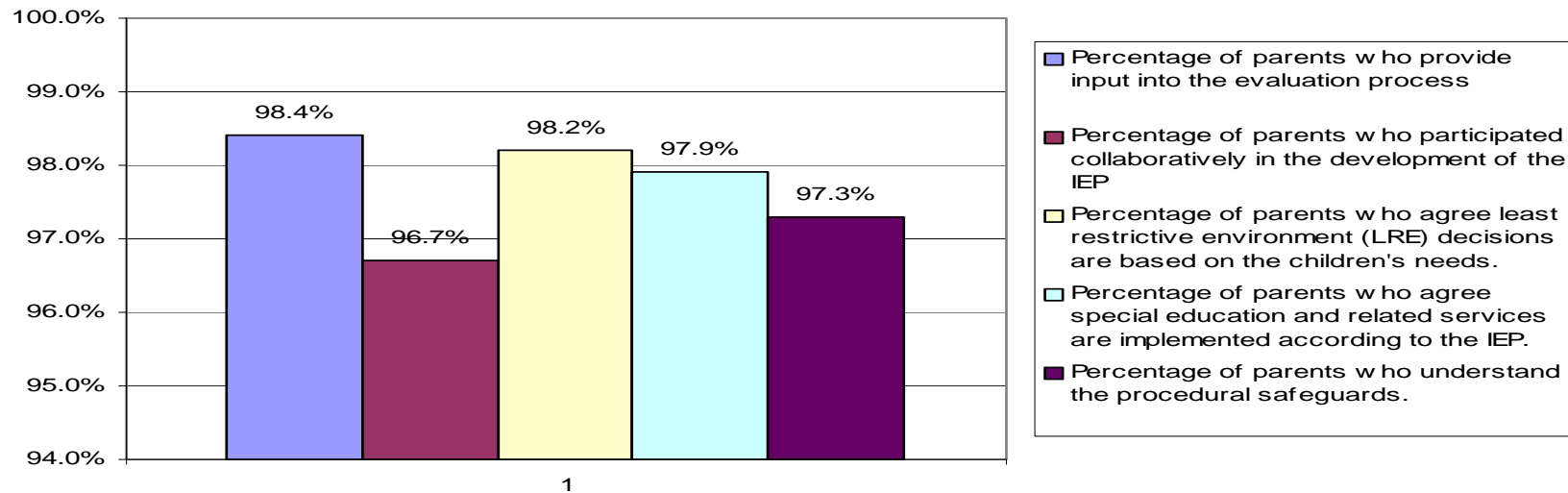
and outcomes for children with disabilities. The results were as follows:

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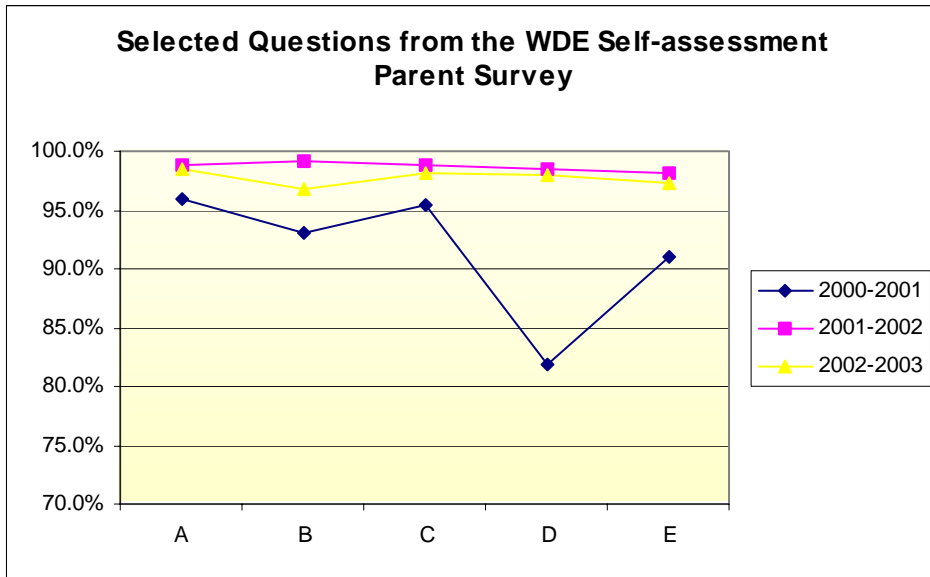
Focus Area	Statement	Excellent/ Satisfactory	Poor
FAPE AND LRE	Wyoming schools provide a free and appropriate public education in the least restrictive environment for eligible children with disabilities.	93%	7%
PARENT INVOLVEMENT	I am actively involved in the special education process for my child.	93%	7%
SECONDARY TRANSITION	Students with disabilities are adequately prepared by employment, postsecondary education, and independent living and community participation.	76%	24%
GENERAL SUPERVISION	The Wyoming Department of Education is effective in managing and monitoring special education programs in school districts throughout the state.	80%	20%

Display 2

**Selected Questions from WDE Self-Assessment
Part II - Parent Survey
2002-2003**



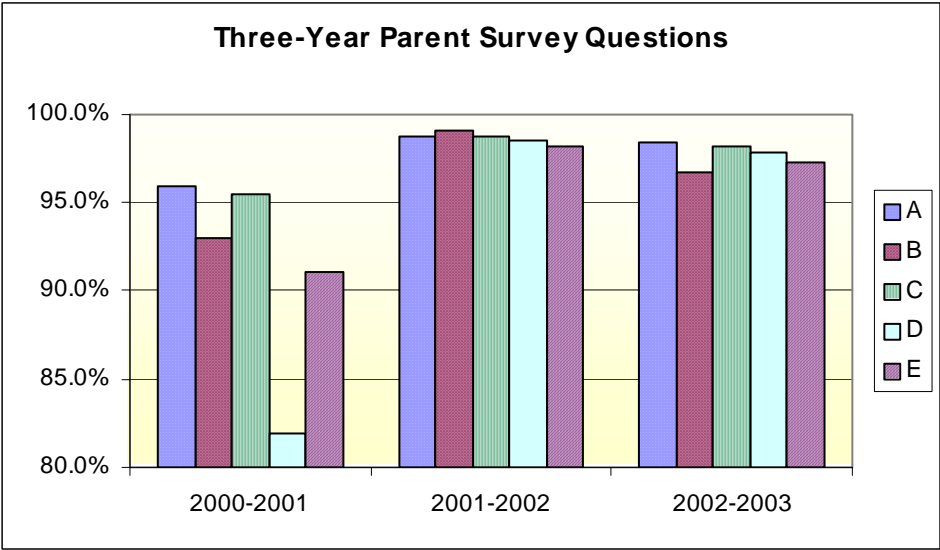
Display 3



Display 4

Selected Parent Questions from WDE Self-assessment Parent Survey

- A. Percentage of parents who provide input into the evaluation process**
- B. Percentage of parents who participated collaboratively in the development of the IEP**
- C. Percentage of parents who agree least restrictive environment (LRE) decisions are based on the children's needs**
- D. Percentage of parents who agree special education and related services are implemented according to the IEP**
- E. Percentage of parents who understand the procedural safeguards**



2002-2003 Annual Performance Report

Targets (Sections 2 and 4)	Explanation of Progress/Slippage for Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
<p>PI.1 Parents will have multiple ways to access information regarding their rights to insure their children with disabilities will have equal access to educational opportunities.</p>		
<p><u>July 2002-June 2003</u></p> <ul style="list-style-type: none"> ♦ 100% of parents are involved in the IEP process. ♦ Increase parent satisfaction on parent surveys. ♦ Assist state parent support groups to increase: <ul style="list-style-type: none"> ○ Parent contacts. ○ Number of parents attending training. 	<p><u>July 2002-June 2003</u></p> <p>93-98% of parents reported being involved in the IEP process.</p> <p>WDE provides training opportunities in collaboration with the four parent support groups of children, students, and families with disabilities to better participate in and influence school reform and their child's educational program.</p> <p>Parents in 2001-2002 and 2002-2003 reported being more satisfied with district special education programs than parents in 2000-2001. Through the self-assessment monitoring, districts are involving parents more effectively in the LEA training and processes.</p>	<p><u>July 2002-June 2003</u></p> <ul style="list-style-type: none"> ♦ Surveyed parents during monitoring. ♦ Parents involved in collaborative team for district self-assessment during monitoring. ♦ Provide assistance to parent organizations through the activities of the WySIG. ♦ Parents invited and attend Mediation and Hearing Officer Annual Training ♦ Conduct parent needs assessment for training.

2002-2003 Annual Performance Report

<p><u>July 2003-June 2004</u></p> <ul style="list-style-type: none"> ♦ 100% of parents are involved in the IEP process. ♦ Increase parent satisfaction on parent surveys. ♦ Assist state parent support groups to increase: <ul style="list-style-type: none"> ○ Parent contacts. ○ Number of parents attending training. ○ Number of new contacts. ○ Number of informational materials disseminated. 	<p><u>July 2003-June 2004</u></p>	<p><u>July 2003-June 2004</u></p> <ul style="list-style-type: none"> ♦ Revise parental rights handbook upon reauthorization of IDEA. ♦ To improve our parent data by revising the district monitoring survey, by June 30, 2004. ♦ Developing an annual statewide survey of parents by June 30, 2005. ♦ By June 30, 2005 - Explore opportunities for participation in national parent surveys through University of Florida and/or National Monitoring Center's Parent Survey and others. ♦ WDE staff will participate in the Wyoming Parenting Initiative in 2003-2004. <p><u>Resources</u> UPLIFT PIC/PEN WFSN National Monitoring Center Wyoming Advisory Panel</p>
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Baseline/Trend Data

PI.2 (Adopted from WYSIG): The Wyoming Department of Education and other parent groups ensure that parents will increase their capacity to participate in and influence school reform and their child's educational programs.

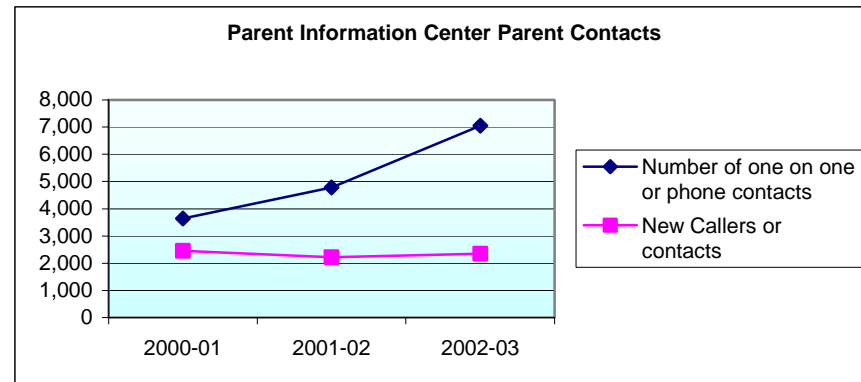
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Parent Conferences 2002-2003

State-wide Conferences	Total Participants	Number of Parents
First Annual Wyoming Children's Mental Health Conference	143	30
Improving Educational Outcomes for Students with DisAbilities	138	125

Display 7
Parent Information Center (PIC)

Display 8

Year	Number of Workshops	Number of parents/providers	Number of one on one or phone contacts	Number of New Callers or contacts
	53	1,000	3,640	2,461
2001-02	48	1,118	4,776	2,223
2002-03	43	981	7,054	2,353



The workshops WDE provided in the 2002-03 year were on the following topics:

Autism	IEP's,	Fetal Alcohol Syndrome
Down Syndrome	The roller coaster effect of Grief	Transition
ADHD	IDEA	Shaken Baby Syndrome
Learning Disabilities	Section 504	

2002-2003 Annual Performance Report

Targets (Sections 2 and 4)	Explanation of Progress/Slippage for Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
<p>PI.2 (Adopted from WYSIG): The Wyoming Department of Education and other parent groups ensure parents will increase their capacity to participate in and influence school reform and their child's educational programs.</p>		
<p><u>July 2002-June 2003</u></p> <ul style="list-style-type: none"> ♦ Increase parent involvement through collaborative state parent support/advocacy groups. ♦ Increase the number of parents who participate in the collaborative conferences. 	<p><u>July 2002-June 2003</u></p> <p>Wyoming presented two new parent training events as part of the WySIG and had good participation. This is our baseline data for this target.</p> <p>The WySIG Partnership Advisory Team has provided the opportunity for more effective collaboration among the four statewide parent support/advocacy organizations.</p>	<p><u>July 2002-June 2003</u></p> <ul style="list-style-type: none"> ♦ First annual Children's Mental Health Conference (UPLIFT). ♦ First Annual Joint Parent Conference, <i>Improving Educational Outcomes for Students with DisAbilities</i>, April 2003. ♦ Provide support and guidance to parent support/advocacy organizations through WySIG.
<p><u>July 2003-June 2004</u></p> <ul style="list-style-type: none"> ♦ Increase the number with parents involved in through collaboration state parent support/advocacy groups by 10%. ♦ Increase the number of parents participating in collaborative conferences by 10%. 	<p><u>July 2003-June 2004</u></p>	<p><u>July 2003-June 2004</u></p> <ul style="list-style-type: none"> ♦ The Second annual Children's Mental Health Conference (UPLIFT) is scheduled for April 2004 and The Second Annual Joint Parent Conference, <i>Improving Educational Outcomes for Students with DisAbilities</i>, will be conducted in April 2004. ♦ Continue to provide support and guidance to parent support/advocacy organizations through WySIG in 2003-2004. <p><u>Resources</u> University of Miami National Monitoring Center UPLIFT PIC/PEN WFSN National Monitoring Center Wyoming Advisory Panel</p>

Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment

Question: Do all children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living?

Probes:

- BF.I** Is the percentage of children with disabilities, receiving special education, by race/ethnicity, significantly disproportionate to the percentage of children, by race/ethnicity, in the general population; and are their educational environments and disability categories significantly disproportionate to national data?
- BF.II** Are high school graduation rates, and dropout rates, for children with disabilities comparable to graduation rates and dropout rates for non-disabled children?
- BF.III** Are suspension and expulsion rates for children with disabilities comparable among local educational agencies within the state, or to the rates for non-disabled children within the agencies?
- BF.IV** Do performance results for children with disabilities on large-scale assessments improve at a rate that decreases any gap between children with disabilities and their nondisabled peers?
- BF.V** Are children with disabilities educated with nondisabled peers to the maximum extent appropriate, including preschool?
- BF.VI** Are the early language/communication, pre-reading, and social-emotional skills, of preschool children with disabilities receiving special education and related services, improving?

State Goal (for reporting period July 1, 2002 through June 30, 2003):

All children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living.

Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003):

BF.I The percentage of students identified as having a disability, by race/ethnicity will be proportionate to the percentage of children by race/ethnicity in the general population; and their educational environments and disability categories will be proportionate.

BF.II The percentage of students with disabilities who graduate with a regular diploma will increase while the percentage of students with disabilities who drop out will decrease.

BF.III The number of students who are suspended or expelled are proportionate to their non-disabled peers.

BF.IV Student performance will improve as a result of improved instructional strategies and interventions as measured by the monitoring system.

BF.V All students will be served in the least restrictive environment and to the maximum extent appropriate with their non-disabled peers.

BF.VI Performance of preschool children will improve as a result of the development and implementation of quality indicators and outcomes for preschool programs.

Baseline Data

BF.I The percentage of students identified as having a disability, by race/ethnicity will be proportionate to the percentage of children by race/ethnicity in the general population; and their educational environments and disability categories will be proportionate.

Display 1

Percent of Students by Race/Ethnicity

Number of Students by Race/Ethnicity

	Native American	Asian	Black	Hispanic	White			Native American	Asian	Black	Hispanic	White
Enrollment K-12	3.24	0.94	1.31	7.68	86.79		Enrollment K-12	2813	813	1129	6617	74745
All Disabilities	5.74	0.39	1.57	8.02	85.65		All Disabilities	508	45	182	932	9953
Autism	0.71	0.00	2.14	2.14	95.00		Autism	1	0	3	3	133
Emotional Disability	3.72	0.10	5.41	5.41	87.47		Emotional Disability	37	1	29	54	873
Hard of Hearing/Deaf	1.20	0.00	1.20	5.42	89.16		Hard of Hearing\Deaf	3	0	3	12	148
Health Disability	3.54	0.73	1.54	6.07	88.12		Health Disability	39	8	17	67	972
Learning Disability	5.74	0.34	1.36	8.44	64.13		Learning Disability	308	18	73	453	4517
Mental Disability	1.79	0.65	1.14	9.42	87.01		Mental Disability	11	4	7	58	536
Multiple Disability	4.12	0.00	3.09	7.22	85.57		Multiple Disability	4	0	3	7	83
Orthopedic Disability	2.33	0.00	0.00	6.20	90.70		Orthopedic Disability	3	1	0	8	117
Speech/Language	3.45	0.42	1.57	9.01	85.56		Speech/Language	99	12	45	259	2458
Traumatic Brain Injury	3.95	1.32	0.00	6.58	88.16		Traumatic Brain Injury	3	1	0	5	67
Visual Disability	0.00	0.00	3.51	10.53	85.96		Visual Disability	0	0	2	6	49
Total Population	508	45	182	932	9953		Total Population	508	45	182	932	9953

Bold indicates statistically significant under or over-representation.

2002-2003 Annual Performance Report

Display 2

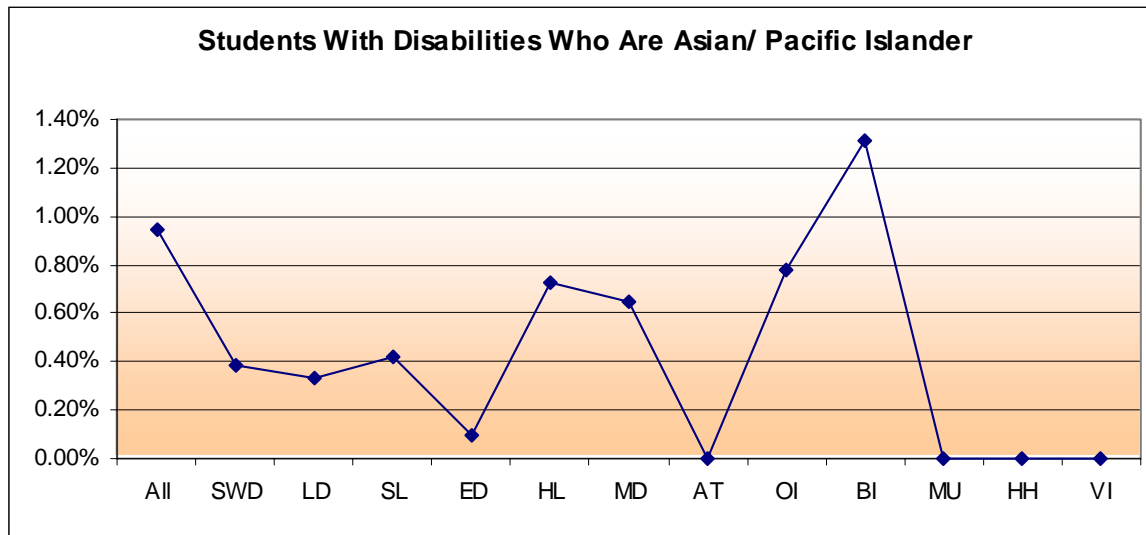
Percent of Students by Race/Ethnicity

Number of Students by Race/Ethnicity

	Native American	Asian	Black	Hispanic	White			Native American	Asian	Black	Hispanic	White	Total
Enrollment K-12	3.27	0.94	1.31	7.68	86.79		Enrollment K-12	2813	813	1129	6617	74745	86117
All Disabilities	4.37	0.39	1.57	8.02	85.65		All Disabilities	508	45	182	932	9953	11620
Outside the Regular Classroom Less than 21% of the Day	3.95	0.41	1.29	7.75	86.60		Outside the Regular Classroom Less than 21% of the Day	249	26	81	488	5455	6299
Outside the Regular Classroom Less than 60% but more than 20% of the Day	0.33	0.12	0.21	1.72	97.63		Outside the Regular Classroom Less than 60% but more than 20% of the Day	205	15	66	323	3294	3903
Outside the Regular Classroom more than 60% of the Day	2.94	0.38	3.13	9.68	83.87		Outside the Regular Classroom more than 60% of the Day	31	4	33	102	884	1054
Separate School	11.59	0.00	0.00	10.14	78.26		Separate School	8	0	0	7	54	69
Residential School	6.96	0.00	1.27	5.70	86.08		Residential School	11	0	2	9	136	158
Home/Hospital	9.09	0.00	0.00	0.00	90.91		Home/Hospital	2	0	0	0	20	22
Correctional Facility	3.33	0.00	0.00	8.33	88.33		Correctional Facility	2	0	0	5	53	60
Private School Parent Placed	0.00	0.00	0.00	1.82	98.18		Private School Parent Placed	0	0	0	1	54	55
Total	2.84	0.31	1.12	6.05	89.68		Total	312	34	123	664	9844	10977

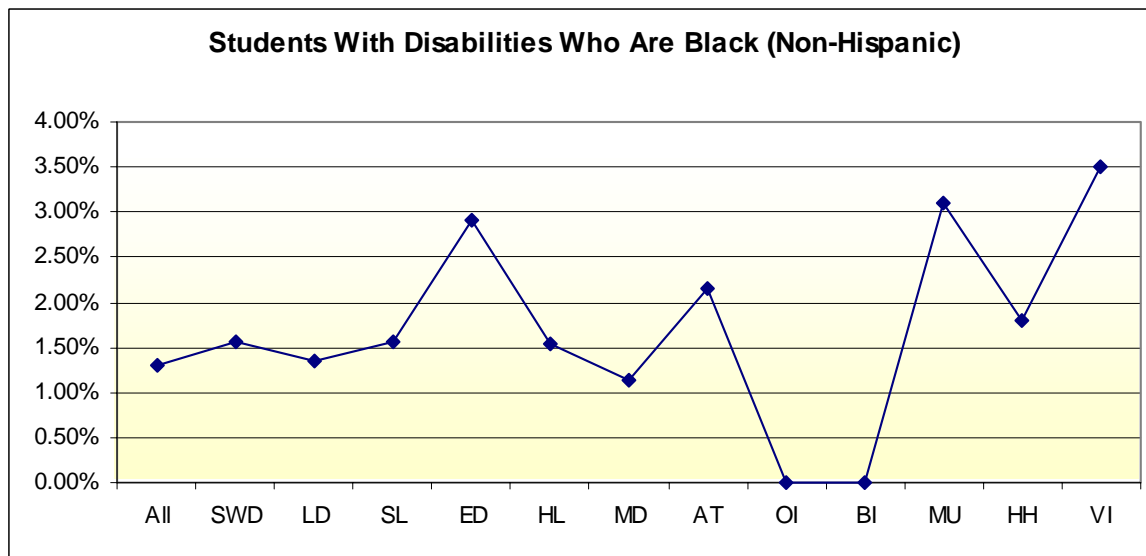
Bold indicates statistically significant under or over-representation.

Display 3



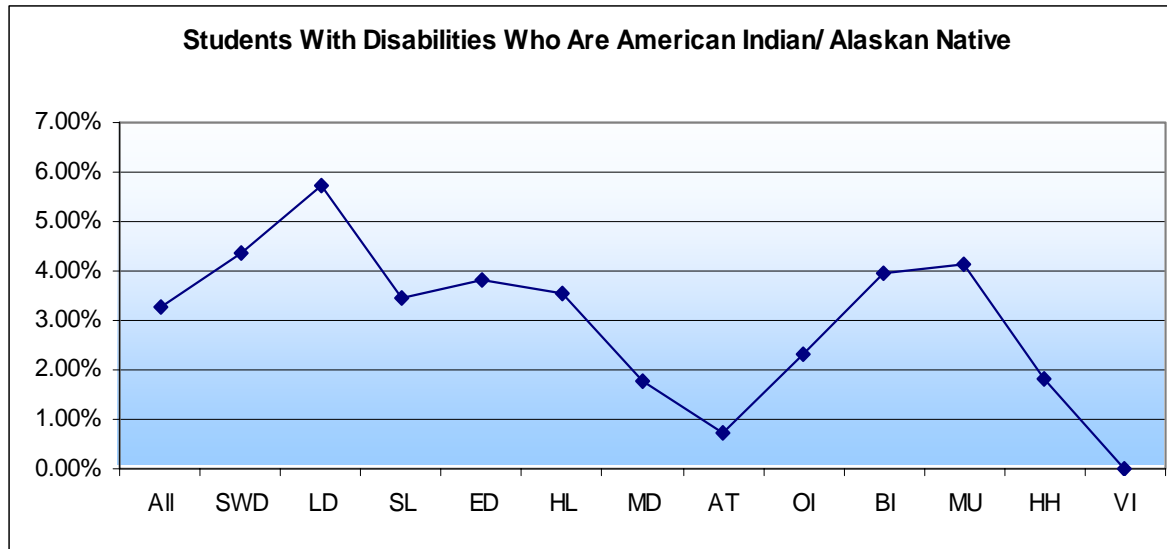
Wyoming has a very small population of Asian/Pacific Islander students in the general education population (813), with 45 identified as eligible for IDEA services. Students who are Asian/Pacific Islander are under-represented in the total population of students with disabilities. In all categories of eligibility, except Traumatic Brain Injury, this population is under-represented. Because of the small numbers, it is difficult to determine if this under-representation is significant.

Display 4



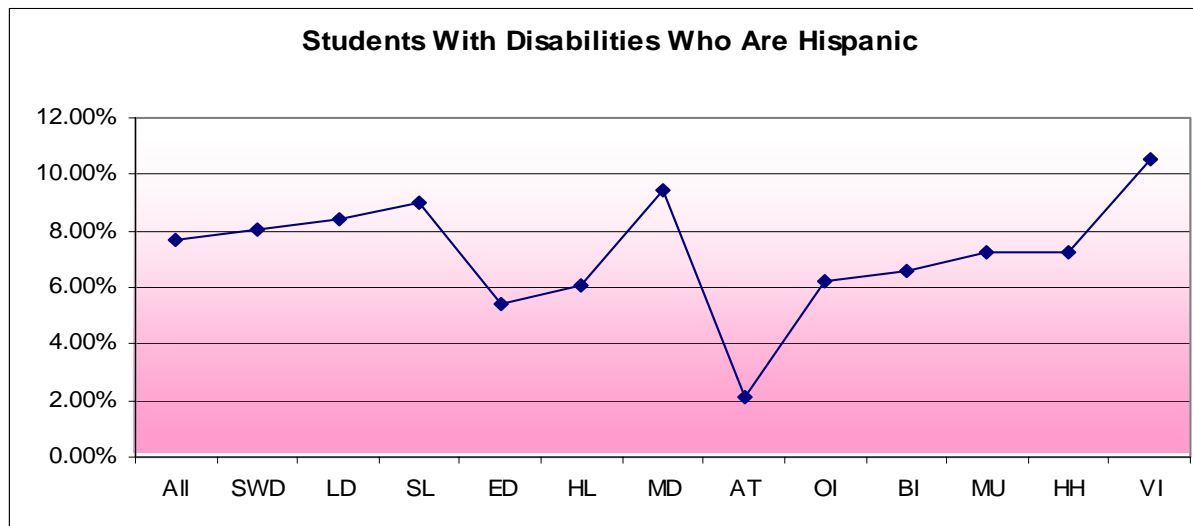
Wyoming has a small population of students who are Black in the general education population (1129), With 182 identified as eligible for IDEA services. Students who are Black are Over-represented in the categories of eligibilities of Emotional Disability, Multiple Disability and Visual Impairments. This over-representation is statistically significant using the 20% confidence interval but not significant using the regression formula confidence interval. This population is under-represented in the categories of Orthopedic and Traumatic Brain Injury.

Display 5



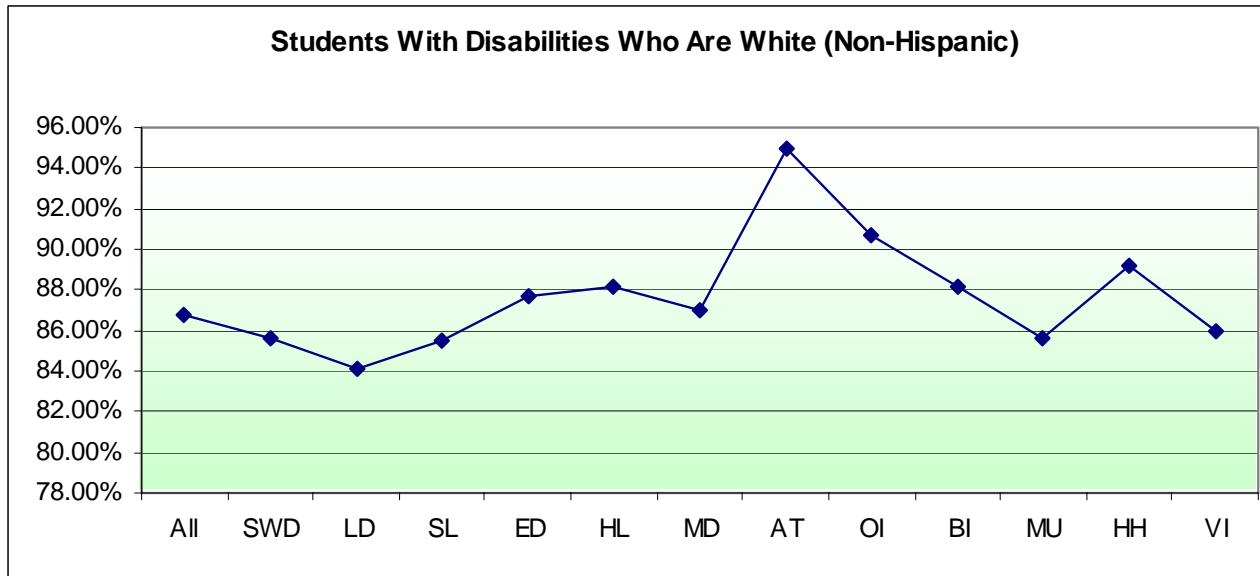
Students who are American Indian/Alaskan Native make up 3.27% of our total enrollment with 508 identified as students eligible for IDEA services. This population is over-represented in students with disabilities and in the Learning Disability eligibility category. This over-representation is statistically significant using the 20% confidence interval but not significant using the regression formula confidence interval. These students are under-represented in the eligibility categories of Mental Disability, Autism, Orthopedic Disability, Hard of Hearing and Deaf and Visual Impairments.

Display 6



Students who are Hispanic make up 7.68% of our total enrollment with 932 identified as students eligible for IDEA services. This is our largest race/ethnicity subgroup. This population is over-represented in the Mental Disability, Speech/Language Disability and Visual Impairments eligibility categories. This over-representation in Mental Disability and Visual Disability is statistically significant using the 20% confidence interval but not significant using the regression formula confidence interval. These students are under-represented in the eligibility category of Autism.

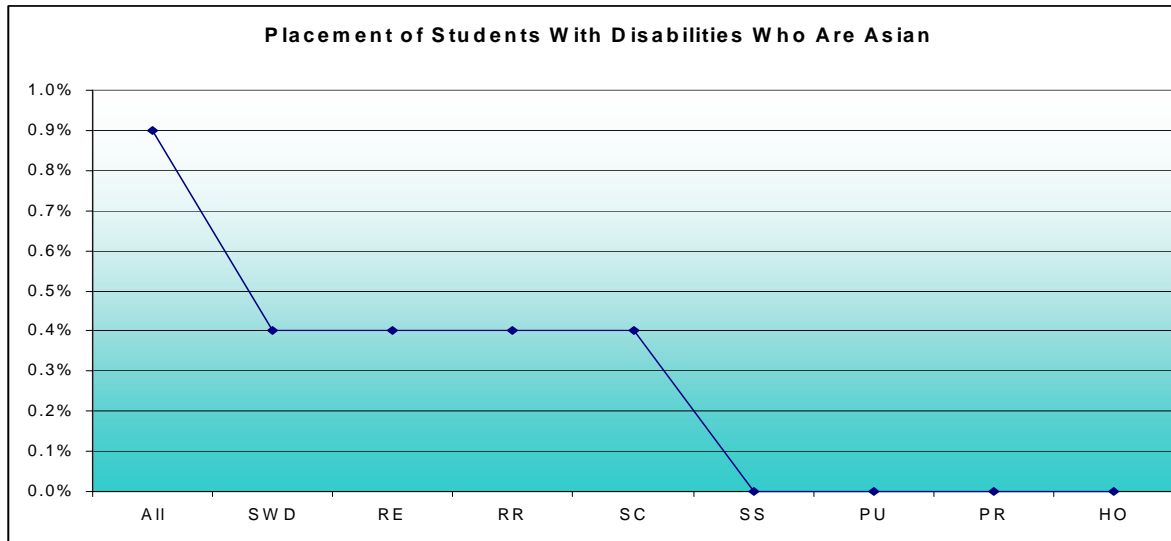
Display 7



Students who are white are the majority population in Wyoming, representing 86.79% of the total school enrollment. A higher percentage of White students are identified as Autistic than is represented in the general population. This is not statistically significant using either the 20% confidence interval or the regression formula confidence interval.

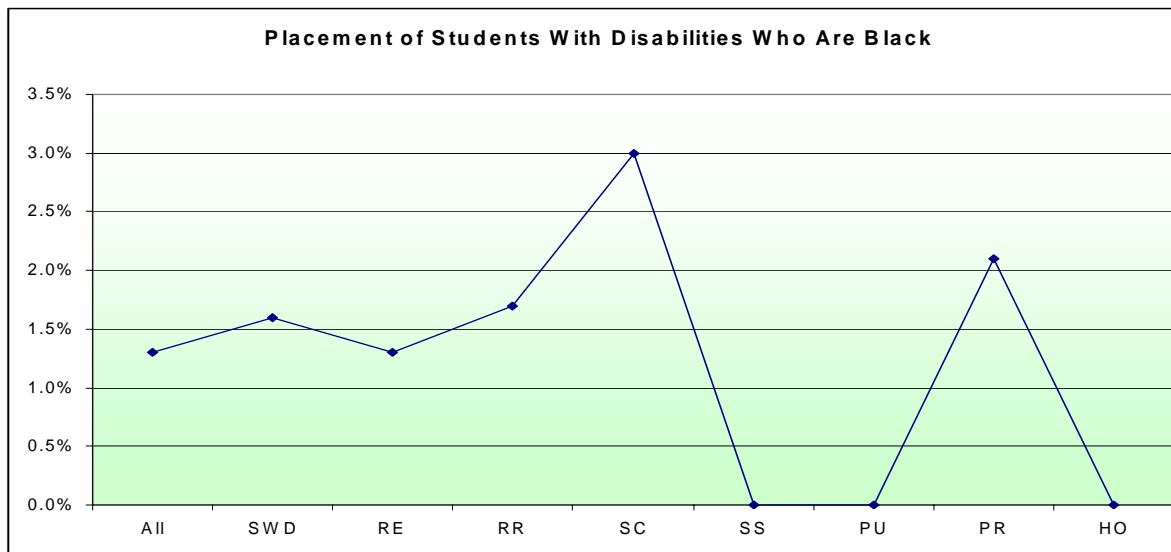
All	Total Enrollment	AT	Autism
SWD	Students With Disabilities	OI	Orthopedic Disability
LD	Learning Disabilities	BI	Traumatic Brain Injury
SL	Speech/Language	MU	Multiple Disabilities
ED	Emotional Disability	HH	Hard of Hearing (including deaf)
HL	Health Disability	VI	Visual Impairments (including blind)
MD	Mental Disability		

Display 8



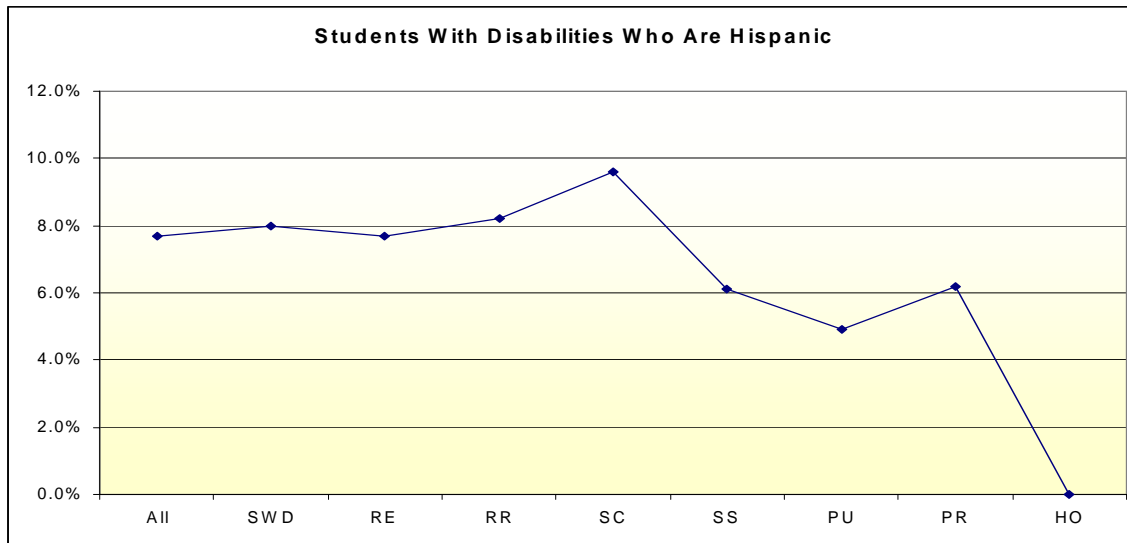
Students with disabilities who are Asian, represents a very small portion of our general population at only 0.9% or 813 students with 45 identified as students with disabilities. Asian students are typically placed in the regular class more than 21% of the day rather than in more restrictive placements.

Display 9



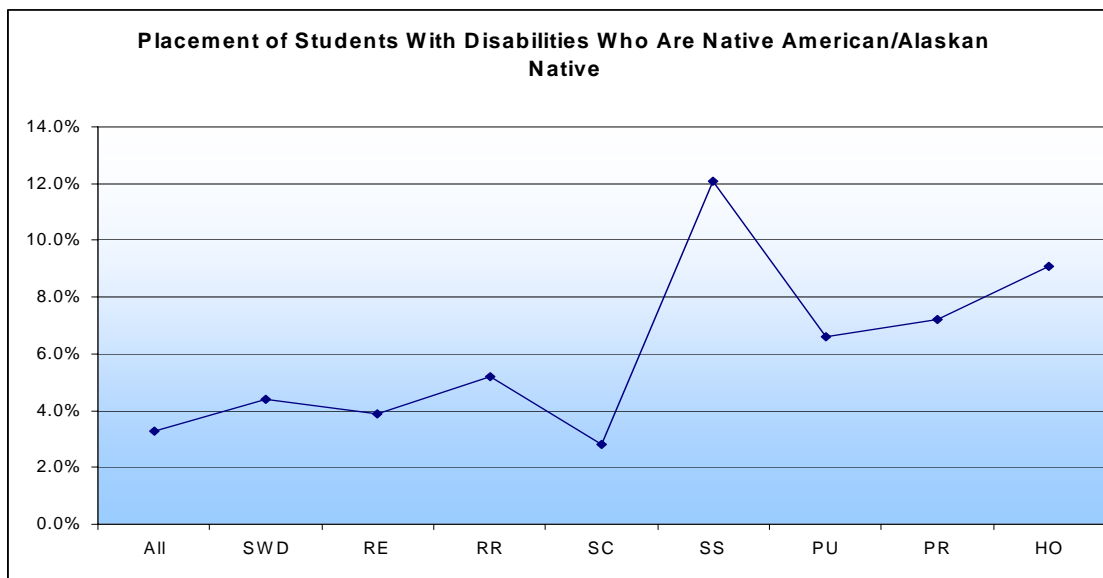
Students with disabilities who are Black, represents 1.3% of our general population and 1.6% or 182 students with disabilities. Black, students with disabilities are over-represented in separate classrooms and private residential placements. This over-representation is statistically significant using the 20% confidence interval. Students with disabilities who are Black are not placed in separate schools, public residential or home/hospital settings in proportion to the general population.;

Display 10



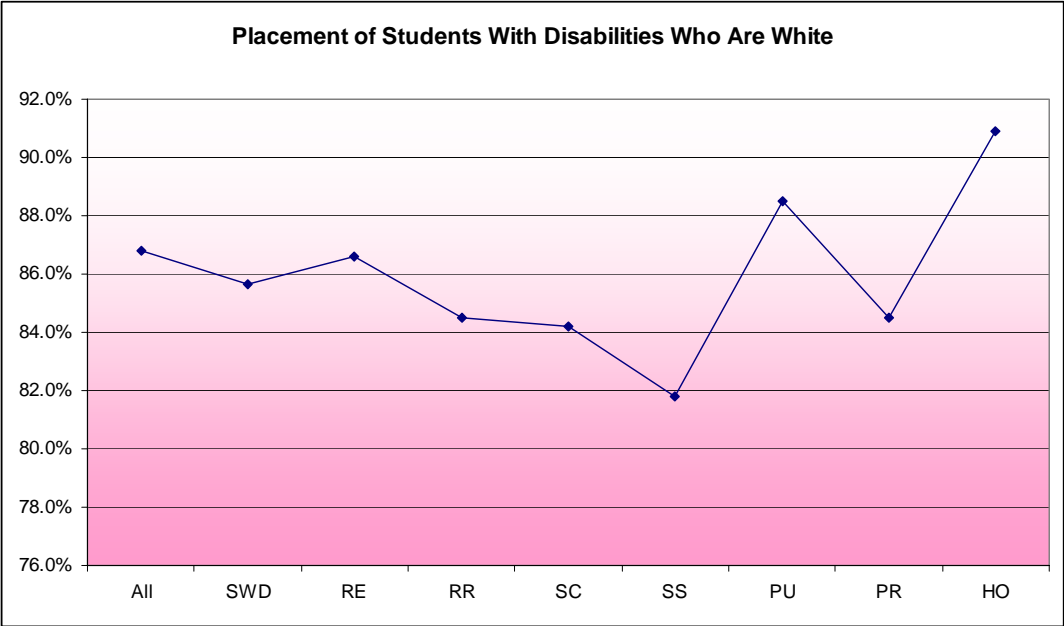
Students with disabilities who are Hispanic represent 7.68% of our general population and 8.02% of our students with disabilities. This population of students is over-represented in the settings of outside the regular class 21-60% of the day and outside of the regular class more than 60% of the day. This over-representation is statistically significant using the 20% confidence formula. This population is not being placed in home/hospital settings.

Display 11



Students with disabilities who are Native American/Alaskan Native represent 3.3% of the general population and 4.4% of students with disabilities. Students with disabilities who are Native American/Alaskan Natives are placed more often in the settings of outside the regular class less than 21% of the day and outside the regular class more than 21-60% of the day. These students are also over-represented in the settings of separate schools and home/hospital. This over-representation is statistically significant using the 20% confidence interval.

Display 12



Students who are White are the majority population of Wyoming, making up 86.8% of the general population and 85.6% of students with disabilities. There is no significant over or under-representation of this population.

Targets (Sections 2 and 4)	Explanation of Progress/Slippage for Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
BF.I The percentage of students identified as having a disability, by race/ethnicity will be proportionate to the percentage of children by race/ethnicity in the general population; and their educational environments and disability categories will be proportionate.		
<u>July 2002-June 2003</u> <ul style="list-style-type: none"> The percentage of students identified as having a disability, by race/ethnicity will be proportionate to the percentage of children by race/ethnicity in the general population; and their educational environments and disability categories will be proportionate. All districts are using state determined eligibility criteria to appropriately identify students with disabilities regardless of race/ethnicity, cultural and environmental factors. 	<u>July 2002-June 2003</u> <p>The number of students enrolled in school has decreased in the past five years by 9.65 %. The number of students with disabilities has decreased at a slower rate of 3.79 % in five years. This has caused the percent of students with disabilities to increase from 13.14% to 13.74 % in four years.</p> <p>The proportion of students with disabilities who are Native American are over-represented. This over-representation is statistically significant using the 20% confidence interval but when analyzed using a regression formula it is not statistically significant. The regression formula is used to adjust for the small sample size.</p> <p>See display 3-12.</p>	<u>July 2002-June 2003</u> <ul style="list-style-type: none"> Presented data to Advisory Panel for Students with Disabilities. Presented data to Wyoming Association of Special Education Administrators.
<u>July 2003-June 2004</u> <ul style="list-style-type: none"> The percentage of students identified, as having a disability, by race/ethnicity will be proportionate to the percentage of children by race/ethnicity in the general population; and their educational environments and 	<u>July 2003-June 2004</u>	<u>July 2003-June 2004</u> <ul style="list-style-type: none"> June 2004 begin to review state eligibility criteria including policies, procedures and practices for those areas of over-representation and determine if they are appropriate and race neutral. June 2004 begin to review state policies,

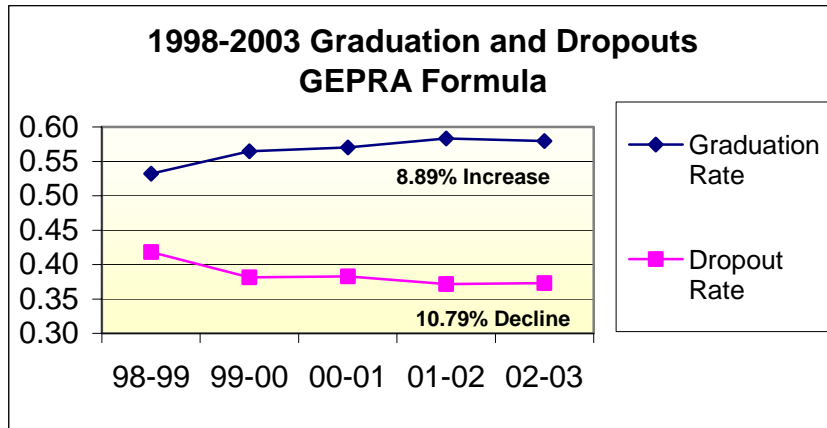
Targets (Sections 2 and 4)	Explanation of Progress/Slippage for Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
disability categories will be proportionate.		<p>procedures, and practices for the placement of court ordered children to address the over-representation of race/ethnic groups in identification and placement.</p> <ul style="list-style-type: none"> ♦ By March 1 of each year, the state will identify districts that have significant disproportionality of race/ethnicity in identification and/or placement of students with disabilities. Districts identified using state level data as having significant disproportionality will review their local policies, procedures and practices and determine if they are appropriate and race neutral. ♦ Annually, WDE will provide focused intervention to identified districts that have significant disproportionality of race/ethnicity in identification and/or placement of students with disabilities. <p><u>Resources</u> WySIG Parent Advisory Panel MPRRC OCR Native American Advisory Council</p>

Baseline/Trend Data

BF.II The percentage of students with disabilities who graduate with a regular diploma will increase while the percentage of students with disabilities who dropout will decrease.

Graduation and Dropout Government Performance and Results Act (GEPRA)

Display 13

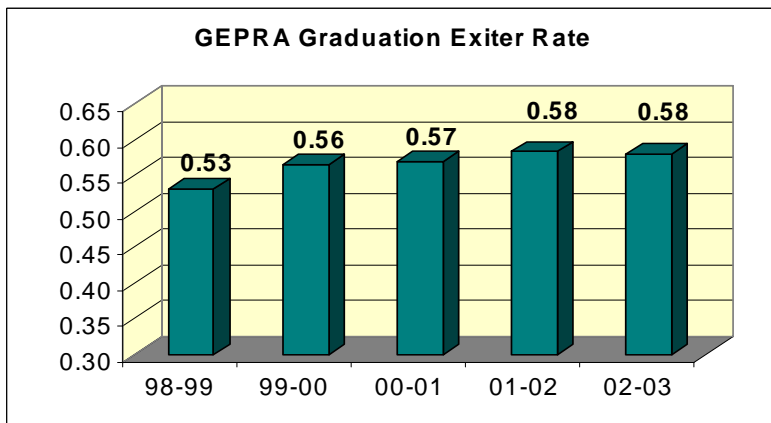


Display 14

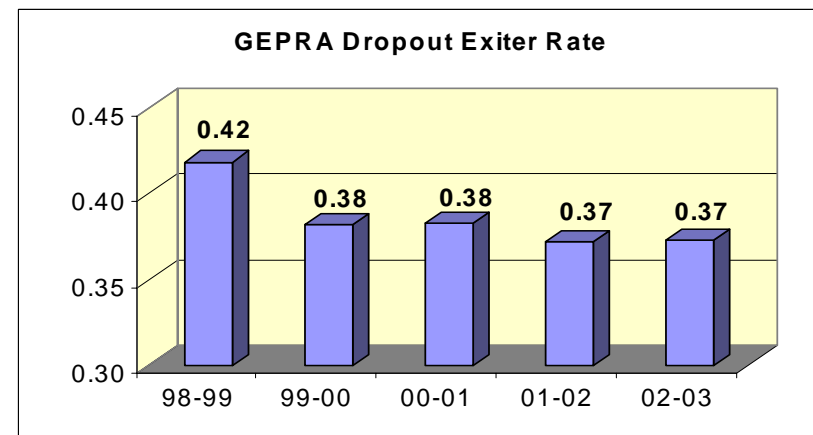
1998-2003 Graduation and Dropouts Using GEPRA Formula						
	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	5-Year Growth/Decline
Graduation Rate	0.53	0.56	0.57	0.58	0.58	+8.89 %
Dropout Rate	0.42	0.38	0.38	0.37	0.37	-10.79%

Wyoming has increased the percent of students with disabilities that graduate with a regular diploma by 8.89 % and decreased the percent of students with disabilities that dropout, when calculated with the GEPRA formula.

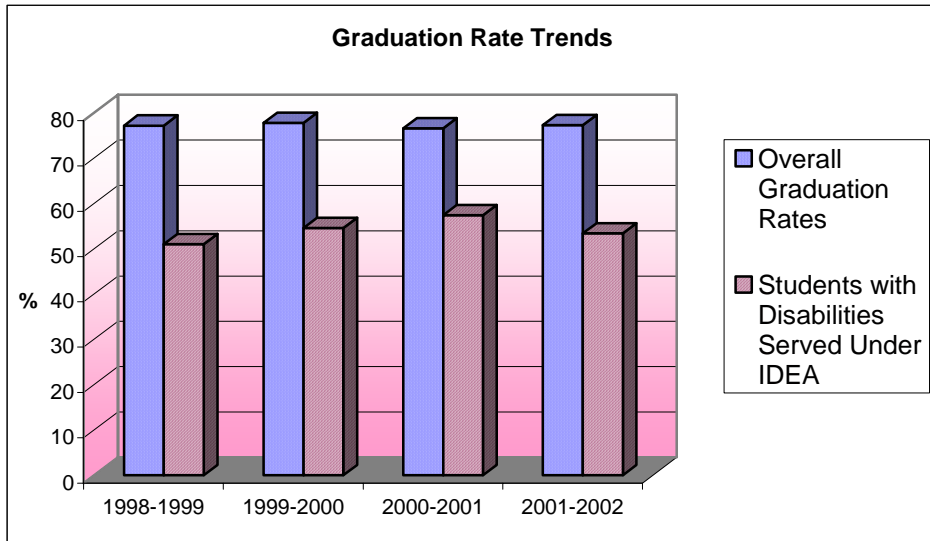
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Display 16



Display 17



Display 18

School Year	Overall Graduation Rates	Students with Disabilities Served Under IDEA
1998-1999	77.2	51.0
1999-2000	77.8	54.6
2000-2001	76.6	57.4
2001-2002	77.3	53.4
2002-2003	77.2	54.1

Display 19

2002-2003	Graduation	Dropout
General Education Students	77.2	4.62
Special Education Students	54.12	22.37

Display 17-19

The graduation rate is an “Exit Rate.” It is based on a pseudo-cohort assuming 2002-2003 graduates were 9th graders in 1999-2000. The “exitors” for this cohort graduating in 2002-2003 is the sum of:

2002-2003 completers (graduates and other completers)

2002-2003 12th grade dropouts

2001-2002 11th grade dropouts

2000-2001 10th grade dropouts

1999-2000 9th grade dropouts

These are the students who “exited” elementary-secondary education.

The rate is “what percentage of those were graduates?”

The dropout rate uses the same pseudo-cohort. The rate is “what

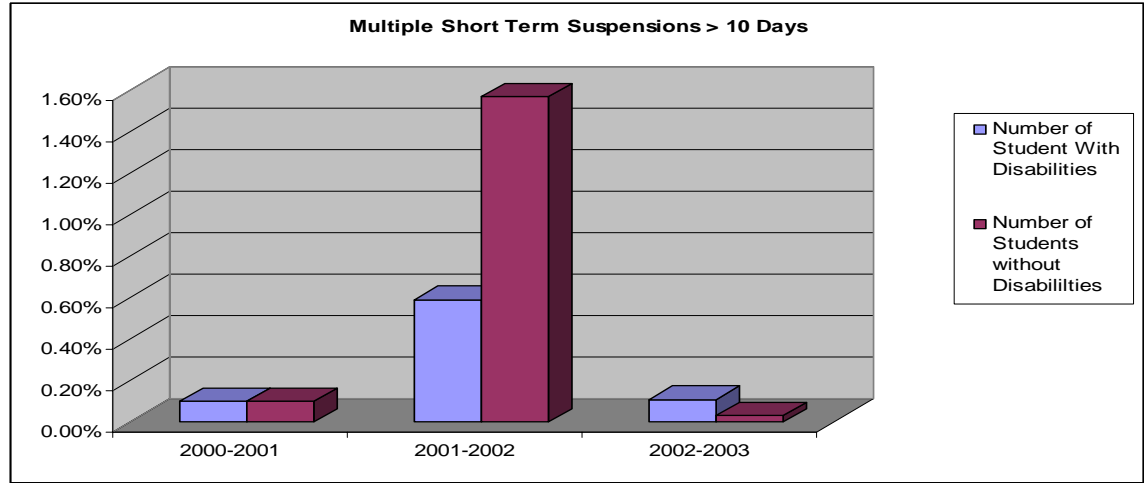
Targets (Sections 2 and 4)	Explanation of Progress/Slippage for Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
BF.II The percentage of students with disabilities who graduate with a regular diploma will increase while the percentage of students with disabilities who dropout will decrease.		
<u>July 2002-June 2003</u> <ul style="list-style-type: none"> The percentage of students with disabilities who graduate with a regular diploma will increase while the percentage of students with disabilities who dropout will decrease. 	<u>July 2002-June 2003</u> <p>Using the GEPRA formula, the percent of students with disabilities who graduate with a regular diploma has increased and the percent of students with disabilities who dropout has decreased.</p> <p>This is the first year WDE as been able to use the state formula to compare general education students and students with disabilities. Students with disabilities graduate at a rate lower than the general education population and dropout at a higher rate than general education population.</p>	<u>July 2002-June 2003</u> <ul style="list-style-type: none"> Distributed staff development material to the districts on differentiated classrooms, differentiated Instruction and learning disabilities in the regular classroom in July 2002. Graduation and dropout issues are addressed through monitoring activities and included in the consolidated grant application process annually.
<u>July 2003-June 2004</u> <ul style="list-style-type: none"> The percentage of students with disabilities who graduate with a regular diploma will increase while the percentage of students with disabilities who dropout will decrease. 	<u>July 2003-June 2004</u>	<u>July 2003-June 2004</u> <ul style="list-style-type: none"> By June 2005, develop best practice guidelines for effective dropout prevention and successful completion with a regular diploma. The Third Annual Teton Institute will include a new secondary intervention strategies strand in June 2004. Graduation and dropout issues are addressed through monitoring activities and

Targets (Sections 2 and 4)	Explanation of Progress/Slippage for Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
		<p>included in the consolidated grant application process annually.</p> <ul style="list-style-type: none"> ♦ By June 2005, State Transition Initiative will address systemic dropout and graduation issues. <p><u>Resources</u> MPRRC Institutions of Higher Education DVR BOCES National Center On Secondary Education and Transition</p>

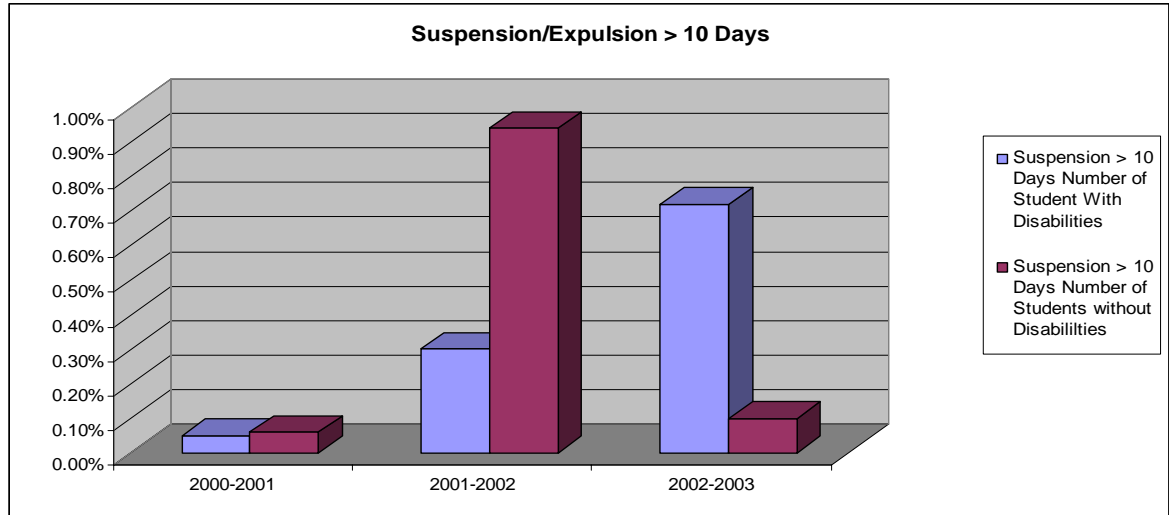
Baseline/Trend Data

BF.III The number of students who are suspended or expelled are proportionate to their non-disabled peers.

Display 20



Display 21



Display 22

	2000-2001		2001-2002		2002-2003	
	Number of Student With Disabilities	Number of Students without Disabilities	Number of Student With Disabilities	Number of Students Without Disabilities	Number of Student With Disabilities	Number of Students Without Disabilities
Suspension > 10 Days	7	49	35	110	84	88
Multiple Short Term Suspension > 10 Days	17	79	69	184	13	22
Total Enrollment	11,771	89,553	11,738	87,864	11,620	74,497

Targets (Sections 2 and 4)	Explanation of Progress/Slippage for Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
BF.III The number of students who are suspended or expelled are proportionate to their non-disabled peers.		
<u>July 2002-June 2003</u> <ul style="list-style-type: none"> The number of students who are suspended or expelled are proportionate to their non-disabled peers. 	<u>July 2002-June 2003</u> <p>In the past 2 years (2001-2002 to 2002-2003), the number of students that have multiple short-term suspensions has significantly decreased statewide for all students. In 2002-2003, students with disabilities were suspended at a higher rate than their non-disabled peers. In the past three years the number of students with disabilities that have been suspended or expelled for greater than 10 days has increased from 7 in 2000-2001 to 84 in 2002-2003.</p>	<u>July 2002-June 2003</u> <ul style="list-style-type: none"> Discipline issues are addressed through monitoring activities. Discipline issues are addressed in the consolidated grant application process. WDE participates in the Discipline/Behavior Workgroup from MPRRC. Teton Institute includes a strand/theme on school-wide discipline and behavior management plans.
<u>July 2003-June 2004</u> <ul style="list-style-type: none"> The number of students who are suspended or expelled are proportionate to their non-disabled peers. 	<u>July 2003-June 2004</u>	<u>July 2003-June 2004</u> <ul style="list-style-type: none"> Discipline issues are addressed through monitoring activities and targeted interventions provided to districts that have high numbers of suspensions or expulsions. Discipline issues are addressed in the consolidated grant application process. WDE participates in the Discipline/Behavior Workgroup from MPRRC. Teton Institute includes a strand/theme on school-wide discipline and behavior management plans. <u>Building Positive Behavior Supports in Schools</u> training March 2004 in

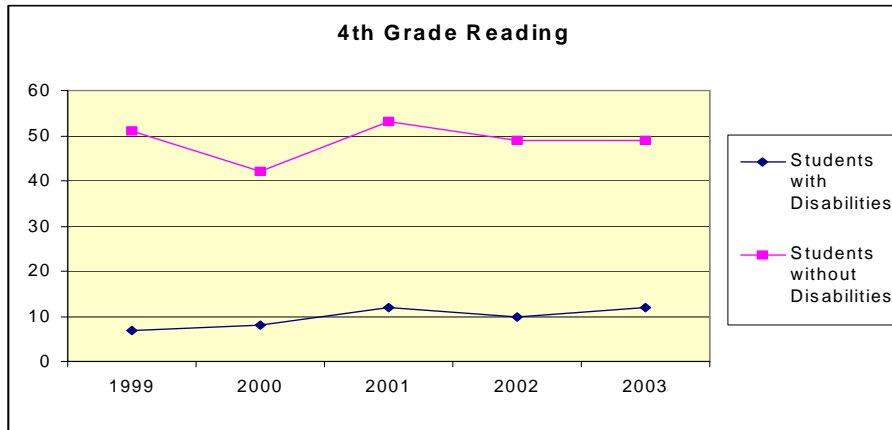
Targets (Sections 2 and 4)	Explanation of Progress/Slippage for Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
		<p>collaboration with the Institute on Violence and Destructive Behavior, Eugene, OR, Sopris West Educational Services and Montana Department of Education.</p> <ul style="list-style-type: none"> Three districts will pilot the <u>Building Positive Behavior Supports in Schools</u> program in 2004-2005 school year. <p><u>Resources</u> MPRRC Sopris West Institute on Violence and Destructive Behavior Montana Department of Education</p>

Baseline/Trend Data

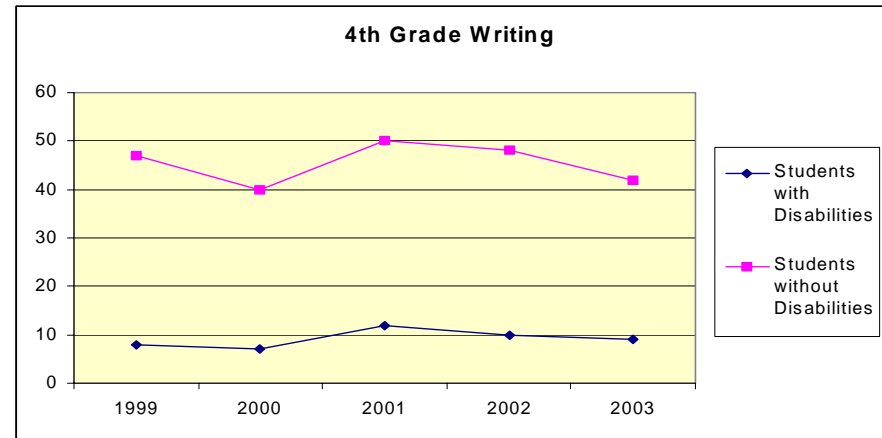
BF.IV Student performance will improve as a result of improved instructional strategies and interventions as measured by the monitoring system.

WyCAS Scores of Students with Disabilities and General Education Students

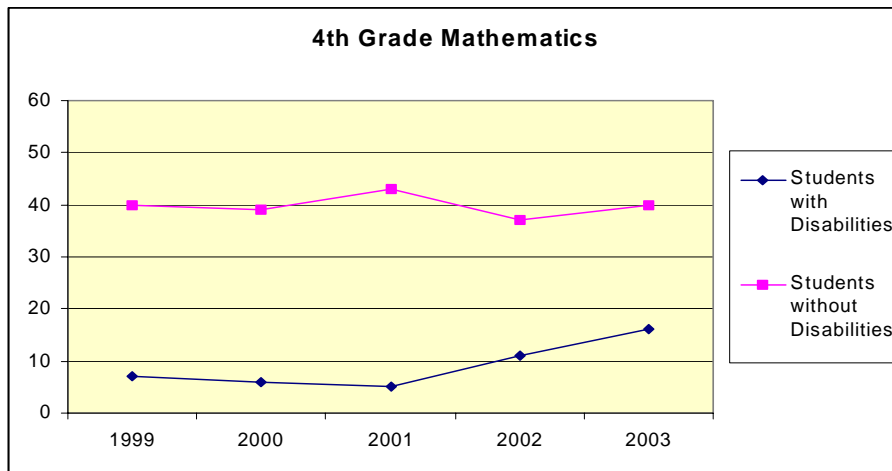
Display 23



Display 24



Display 25



4th Grade WyCAS Performance Five-Year Trend

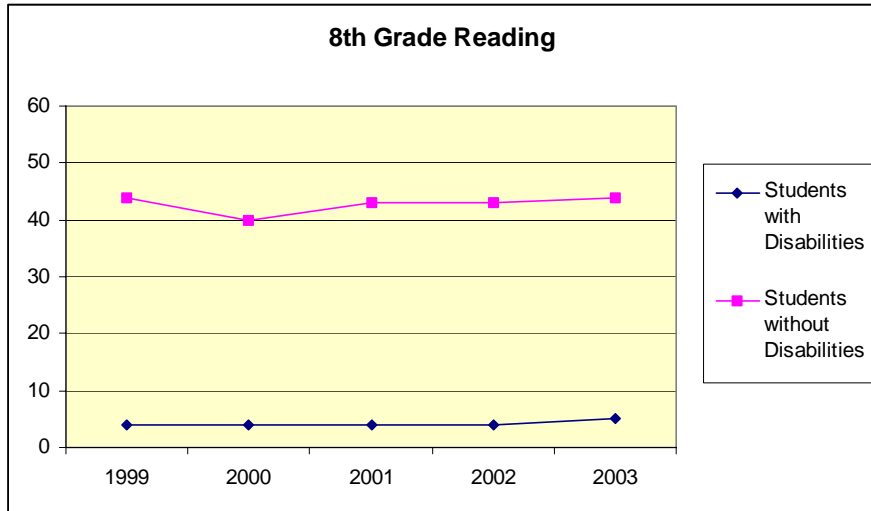
The percent of students with disabilities scoring proficient or above in Reading has increased from 7% in 1999 to 12% in 2003. This is a 71% increase over 5 years. The percent of students without disabilities scoring proficient or above decreased by .04%. The gap between the two groups has narrowed by 7 percentage points in the past 5 years.

The percent of students with disabilities scoring proficient or above in Writing has increased from 8% in 1999 to 9% in 2003. The percent of students without disabilities scoring proficient or above decreased from 47% to 42% with a high of 50% in 2001. The gap between the two groups has decreased by 7 percentage points in the past 5 years.

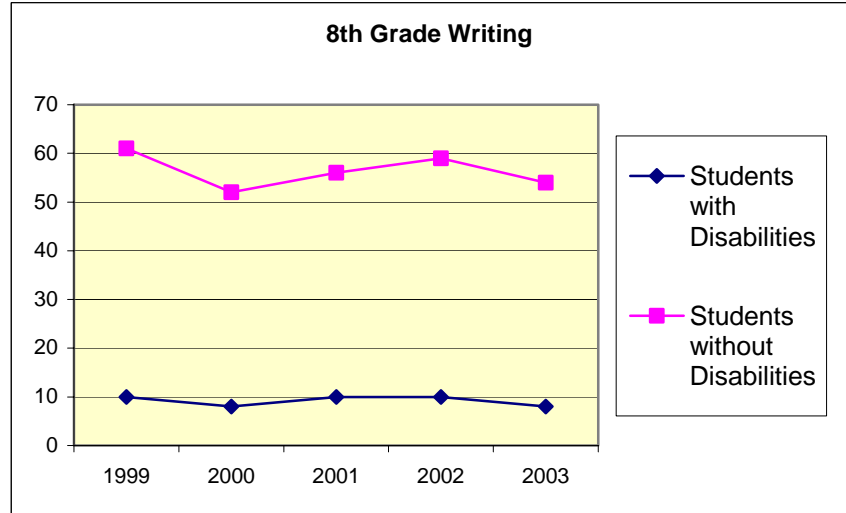
The percent of students with disabilities scoring proficient or above in Mathematics has increased from 7% in 1999 to 16% in 2003. This is an increase of 128%. The percent of students without disabilities scoring proficient or above is the same in 1999 and 2003 at 40% with a high of 43% in 2001. The gap between the two groups has significantly narrowed by 9 percentage points in the past 5 years.

WyCAS Scores of Students with Disabilities and General Education Students

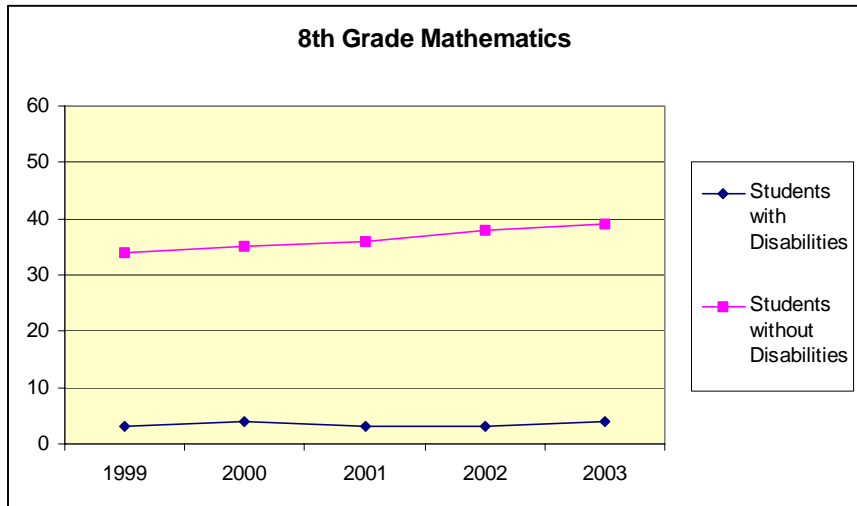
Display 26



Display 27



Display 28



8th Grade WyCAS Performance Five-Year Trend

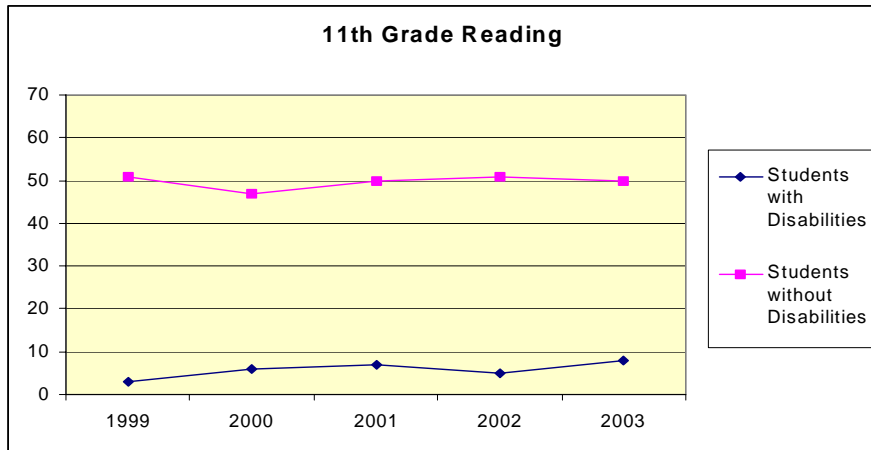
The percent of students with disabilities scoring proficient or above in reading has slightly increased from 4% in 1999 to 5% in 2003. The percent of students without disabilities scoring proficient or above has stayed the same at 44%. The gap in reading between the two groups has narrowed by 1 percentage point in the past 5 years.

The percent of students with disabilities scoring proficient or above in writing has fluctuated from 8 to 10% in the past 5 years. The percent of students without disabilities scoring proficient or above decreased from 61% in 1999 to 54% in 2003. The gap between the two groups has narrowed by 9 percentage points in the past 5 years.

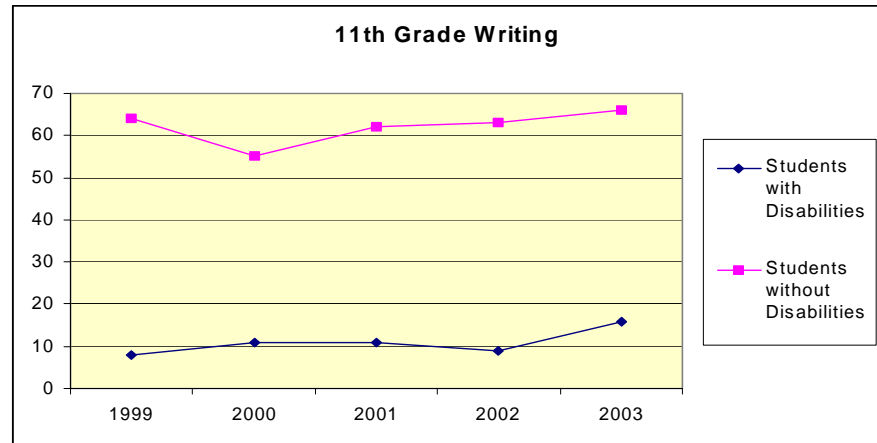
The percent of students with disabilities scoring proficient or above in mathematics has increased from 3% in 1999 to 4% in 2003. The percent of students without disabilities scoring proficient or above has increased from 34% in 1999 to 39% in 2003. The gap between the two groups has widened by 4 percentage points in the past 5 years.

WyCAS Scores of Students with Disabilities and General Education Students

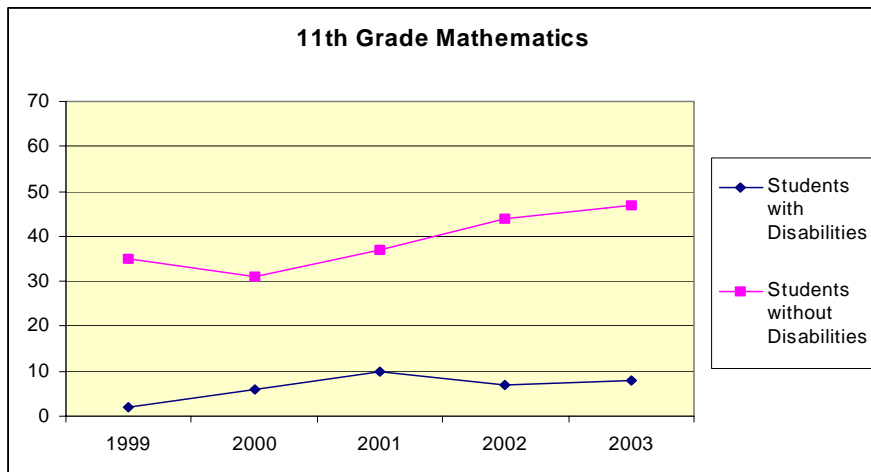
Display 29



Display 30



Display 31



11th Grade WyCAS Performance Five-Year Trend

The percent of students with disabilities scoring proficient or above in reading has increased from 3% in 1999 to 8% in 2003. This is a 166% increase over 5 years. The percent of students without disabilities scoring proficient or above decreased from 51% in 1999 to 50% in 2003. The gap between the two groups has narrowed in reading by 6 percentage points in the past 5 years.

The percent of students with disabilities scoring proficient or above in writing has increased from 8% in 1999 to 16% in 2003. The percent of students without disabilities scoring proficient or above decreased from 64% to 66%. The gap between the two groups has widened from 42 percentage points to 48 percentage points in the past 5 years.

The percent of students with disabilities scoring proficient or above in mathematics has increased from 2% in 1999 to 8% in 2003. The percent of students without disabilities scoring proficient or above was 35% in 1999 and 47% in 2003. The gap between students with disabilities and students without disabilities has widened by 4 percentage points in the past 5 years.

Number of Districts with Comparable WyCAS Scores of Students with IEP's

Display 32

District	Grade	Enrollment	Reading	Writing	Mathematics	Total Number of Scores Comparable
A	4	2	Yes	No	No	1
A	8	5	No	No	No	0
A	11	5	No	No	No	0
A	All	12	1	0	0	
B	4	3	No	No	No	0
B	8	1	No	No	No	0
B	11	1	Yes	Yes	Yes	3
B	All	5	1	1	1	
C	4	0	*	*	*	*
C	8	2	No	Yes	No	1
C	11	2	No	Yes	No	1
C	All	4	0	2	0	
D	4	6	No	No	Yes	1
D	8	9	No	No	No	0
D	11	8	No	No	No	0
D	All	23	0	0	1	

* No students enrolled at this grade.

Four (4) districts had at least one grade level in one content area with comparable scores between students with disabilities and students without disabilities. Scores varied by grade and content area. No district had all grades and content areas comparable. Sample sizes are very small and cannot be generalized.

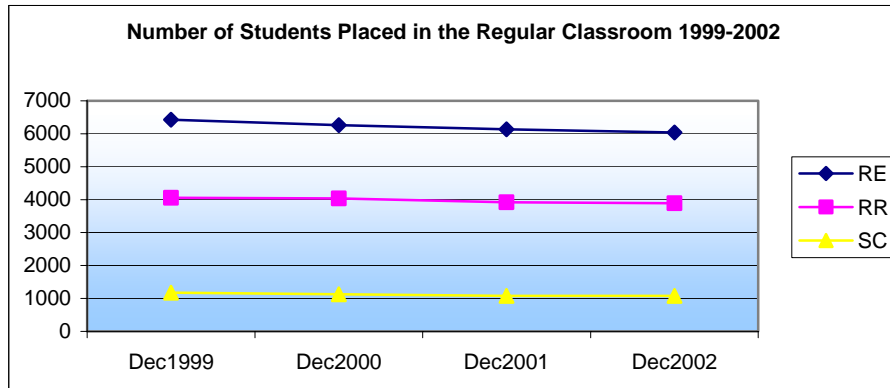
Targets (Sections 2 and 4)	Explanation of Progress/Slippage for Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
BF.IV Student performance will improve as a result of improved instructional strategies and interventions as measured by the monitoring system.		
<u>July 2002-June 2003</u> <ul style="list-style-type: none"> ♦ In at least two districts students with disabilities will have WyCAS scores comparable to their non-disabled peers. 	<u>July 2002-June 2003</u> <p>Four (4) districts had at least one grade level in one content area with comparable scores between students with disabilities and students without disabilities. Scores varied by grade and content area. No district had all grades and content areas comparable. Sample sizes are very small and cannot be generalized. Indicator target is not specific enough to determine if WDE met the indicator.</p>	<u>July 2002-June 2003</u> <ul style="list-style-type: none"> ♦ Provide research proven strategies for increasing performance of students with disabilities through statewide conferences, professional development, and videoconferences.

<p><u>July 2003-June 2004</u></p> <ul style="list-style-type: none"> ♦ All districts will reduce the gap between the scores of students with disabilities and their non-disabled peers in two of the three content areas assessed. ♦ The state will reduce the gap between the scores of students with disabilities and their non-disabled peers in all three content areas assessed. 	<p><u>July 2003-June 2004</u></p>	<p><u>July 2003-June 2004</u></p> <ul style="list-style-type: none"> ♦ WDE will annually provide ongoing research proven strategies for increasing performance of students with disabilities through statewide conferences, professional development, and videoconferences. ♦ By June 30, 2004, WDE will complete a district analysis of the gap in the performance of students with disabilities and students without disabilities and identify effective strategies being used within the state. ♦ During the 2003-2004 school year, WDE will provide focused intervention and resources for districts to implement effective strategies to increase student performance. <p><u>Resources</u> NCEO WySIG MPRRC</p>
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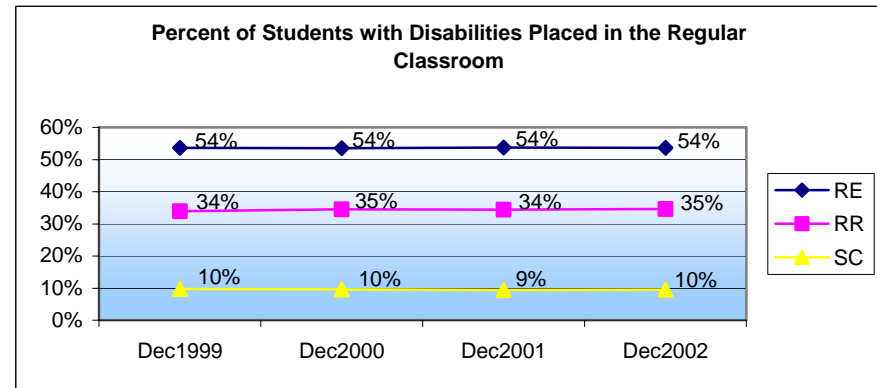
Baseline/Trend Data:

BF.V All students will be served in their least restrictive environment and to the maximum extent appropriate with their non-disabled peers.

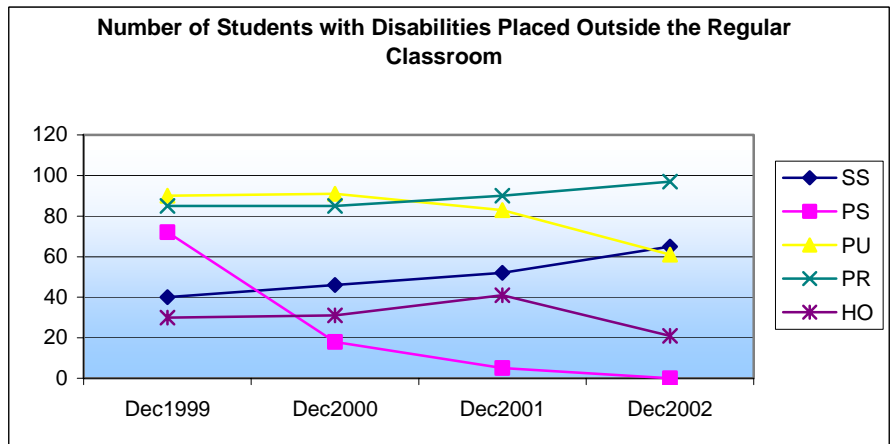
Display 33



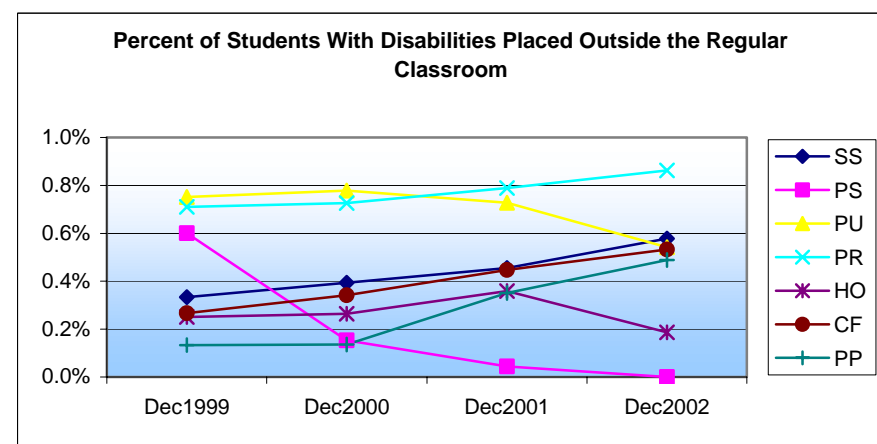
Display 34



Display 35



Display 36



RE Outside regular class less than 21% of the day

RR Outside regular class at least 21% but not more than 60% if the day

SC Outside regular class more than 60% of the day

SS Separate school

PS Private school place by agencv

PU Public residential

PR Private residential

HO Home/hospital

CF Correctional facilities

PP Private school parent placed

Targets (Sections 2 and 4)	Explanation of Progress/Slippage for Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
BF.V All students will be served in the least restrictive environment and to the maximum extent appropriate with their non-disabled peers.		
<u>July 2002-June 2003</u> <ul style="list-style-type: none"> All students will be served in the least restrictive environment and to the maximum extent appropriate with their non-disabled peers. 	<u>July 2002-June 2003</u> <p>Although the number of students with disabilities that are placed in the regular classroom is stable in Wyoming, students with disabilities who are removed from the regular classroom less than 21% of the day is higher than the national average.</p> <p>Fewer students with disabilities are being placed in public residential facilities and more students are being placed in private residential facilities or separate schools for students with disabilities.</p>	<u>July 2002-June 2003</u> <ul style="list-style-type: none"> Districts must analyze their placement data for the self-assessment during the monitoring process and write a quality improvement plan if they do not fall within the general indicator for placement of students with disabilities in the regular classroom.
<u>July 2003-June 2004</u> <ul style="list-style-type: none"> All students will be served in the least restrictive environment and to the maximum extent appropriate with their non-disabled peers. 	<u>July 2003-June 2004</u>	<u>July 2003-June 2004</u> <ul style="list-style-type: none"> Through new data system WDE will determine the origin of out-of-school placement decisions on the December 2004 Child Count. WDE adding staff by June 2004 to address the issues of students placed out of district by court orders and DFS. <p><u>Resources</u> Wyoming Department of Health DFS</p>

Targets (Sections 2 and 4)	Explanation of Progress/Slippage for Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
		DOC Wyoming Judicial System

BF.VI Performance of preschool children will improve as a result of the development and implementation of quality indicators and outcomes for preschool programs.

Baseline/Trend Data

Wyoming has collected no data in this area. Options for data collection will need to be investigated and plans for collection will be developed.

Targets (Sections 2 and 4)	Explanation of Progress/Slippage for Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
BF.VI Performance of preschool children will improve as a result of the development and implementation of quality indicators and outcomes for preschool programs.		
<u>July 2002-June 2003</u> Note: No target established for this performance indicator since it was not identified as an area for data collection during that time period.	<u>July 2002-June 2003</u> Wyoming has collected no data in this area. Options for data collection will need to be investigated and plans for collection will be developed.	<u>July 2002-June 2003</u> Wyoming has collected no data in this area. Options for data collection will be investigated and plans for collection will be developed.
<u>July 2003-June 2004</u> Plan for appropriate data collection that will support analysis of the issues for this indicator.	<u>July 2003-June 2004</u>	<u>July 2003-June 2004</u> <ul style="list-style-type: none"> ♦ Work with OSEP to understand data element requirements, June 2004 ♦ Explore options for data collection by June 2004 ♦ Develop preliminary plans for data collection, June 2004 <u>Resources</u> WDH WDE

Cluster Area V: Secondary Transition

Question: Is the percentage of youth with disabilities participating in post-school activities (e.g., employment, education, etc.) comparable to that of nondisabled youth?

State Goal (for reporting period July 1, 2002 through June 30, 2003):

ST.I Student outcomes will improve through effective transition plans as a result of student, parent, staff and agency collaboration and training.

ST.II Wyoming will improve compliance on secondary transition requirements, including future development of a mechanism for determining the percentage of youth with disabilities participating in post-school activities compared to that of nondisabled youth participation.

Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003):

Wyoming did not have indicators or collect data to measure post-secondary student outcomes for students with disabilities.

Performance Indicators in place for the Wyoming Transition Initiative are:

- 1. The percent of agencies invited to transition IEP meetings will increase.**
- 2. The percent of parents invited to transition IEP meetings will increase.**
- 3. The percent of student involvement in transition IEP meetings will increase.**

Baseline/Trend Data

ST.I Student outcomes will improve through effective transition plans as a result of student, parent, staff and agency collaboration and training.

During the 2002-2003 school year, nine districts were monitored. Following is a summary of the findings in Secondary Transition.

Positive Areas Identified

1. Seven districts developed unique strategies in order to prepare students for the transition from high school into adult life.
2. Four districts held transition meetings for 14 and 16-year-old students within the required time lines and transition plans were complete.
3. All nine districts sent complete notices prior to graduation in accordance with the required change of placement.
4. In two districts, the rate of students with disabilities graduating with regular diplomas compared to that for students without disabilities.
5. All nine districts collaborated with local businesses and organizations to provide real world opportunities for students.
6. All nine districts provided transition classes and a comprehensive structured learning program in high school for students with disabilities.
7. Vocational Training Center programs were visible in some districts. The program's support "Job Box" provided assistance for future roles in the conventional job environment.
8. Opportunities were provided for students with disabilities to be employed on campus.

9. Assistive technology was implemented as appropriate to assist students in the regular classroom setting and in transition activities.

Areas Identified for Improvement

1. Two districts were required to develop strategies and implement programs to increase graduation rates and decrease dropout rates for students with disabilities.
2. In five districts, no areas were identified as needing improvement in the area of Secondary Transition.
3. Some districts were required to improve documentation of invitations extended to outside agencies for transition IEP meetings.
4. Due to the limited number of opportunities in the communities, some districts were encouraged to develop more transition/work-related opportunities at the school level.

Targets (Sections 2 and 4)	Explanation of Progress/Slippage for Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
ST.1 Identify positive student outcomes by developing a post-secondary data collection systems as a result of student, parent, staff and agency collaboration and training.		
<u>July 2002-June 2003</u> <ul style="list-style-type: none"> ♦ The percent of agencies invited to transition IEP meetings will increase. ♦ The percent of parents invited to transition IEP meetings will increase. ♦ The percent of student involvement in transition IEP meetings will increase. 	<u>July 2002-June 2003</u>	<u>July 2002-June 2003</u> <ul style="list-style-type: none"> ♦ Secondary Transition is addressed on the self-assessment during the annual monitoring process. ♦ WDE participated in the State Rehabilitation Council (SRC). ♦ WDE presented at the State MEGA Conference and provided supplementary funding for conferences.

<p><u>July 2003-June 2004</u></p> <ul style="list-style-type: none"> ♦ Investigate the potential options for collection of post-secondary outcomes for students with and without disabilities that would supply comparable data and analysis. 	<p><u>July 2003-June 2004</u></p>	<p><u>July 2003-June 2004</u></p> <ul style="list-style-type: none"> ♦ Secondary Transition is addressed on the self-assessment during the annual monitoring process. ♦ WDE participated in the State Rehabilitation Council (SRC). ♦ WDE presented at the State MEGA Conference and provided supplementary funding for conferences. ♦ Review and revise state policies and procedures on secondary transition to strengthen the link between the schools and post-secondary outcomes for students with disabilities. ♦ Focused intervention on a district-by-district basis annually. ♦ Identify positive outcomes for students with disabilities by June 2005. ♦ Develop a follow-up data collection for measuring transition outcomes by June 2005. ♦ Collaborate with other stakeholders through the Wyoming Transition Initiative and reactivate the Wyoming Transition Council by December 2004. ♦ WDE will provide technical assistance to LEAs to increase the capacity of students to participate in decisions with regard to their desired outcomes. <p><u>Resources</u> MMRRC Institutions of Higher Education DFS DVR Wyoming Transition Council SRC</p>
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2002-2003 Annual Performance Report

Enter the percentage of the total performance goals established for students with disabilities that are consistent with those for nondisabled students. _____80_____%

ATTACHMENT A: Formal Complaints, Mediations, and Due Process Hearings

Ia: Formal Complaints						
(1) July 1, 2002 - June 30, 2003	(2) Number of Complaints	(3) Number of Complaints with Findings	(4) Number of Complaints with No Findings	(5) Number of Complaints not Investigated – Withdrawn or No Jurisdiction	(6) Number of Complaints Completed/Addressed within Timelines	(7) Number of Complaints Pending as of: <u>6 / 30 / 03</u> (enter closing date for dispositions)
TOTALS	1	1	0	0	1	0

Ib: Mediations					
(1) July 1, 2002 - June 30, 2003	Number of Mediations		Number of Mediation Agreements		(6) Number of Mediations Pending as of: <u>6 / 30 / 03</u> (enter closing date for dispositions)
	(2) Not Related to Hearing Requests	(3) Related to Hearing Requests	(4) Not Related to Hearing Requests	(5) Related to Hearing Requests	
TOTALS	0	3	0	2	0

Ic: Due Process Hearings				
(1) July 1, 2002 - June 30, 2003	(2) Number of Hearing Requests	(3) Number of Hearings Held <i>(fully adjudicated)</i>	(4) Number of Decisions Issued after Timelines and Extension Expired	(5) Number of Hearings Pending as of: <u>6 / 30 / 03</u> (enter closing date for dispositions)
TOTALS	4	2	0	0

Cluster IV, BF.I.

Attachment 2

	A	B	C	D	E	F	G	H	I	J	K	L
Row	2002-2003 SEEDS Data	All (C+E+G+I+K)	White	Percent White (C/B)*100	Black	Percent Black (E/B)*100	Hispanic	Percent Hispanic (G/B)*100	Asian	Percent Asian (I/B)*100	American Indian	American Indian (K/B)*100
1	General Enrollment Ages 6-21	86117	74745	86.8%	1129	1.3%	6617	7.7%	813	0.9%	2813	3.3%
ALL CHILDREN WITH DISABILITIES, AGES 6-21												
2	All Disabilities	11619	9951	85.6%	182	1.6%	932	8.0%	45	0.4%	509	4.4%
3	Difference (Row 2 - Row 1)			-1.2%	947	0.3%	5685	0.3%		-0.6%	2304	1.1%
4	Relative Difference (Row 3/Row 1) Bold if > 0.20 or <-0.20			-1.33%		19.48%		4.39%		-58.98%		34.11%
BY DISABILITY CATEGORY												
2	Autism	140	133	95.0%	3	2.1%	3	2.1%	0	0.0%	1	0.7%
3	Difference (Row 2 - Row 1)			8.2%		0.8%		-5.5%		-0.9%		-2.6%
4	Relative Difference (Row 3/Row 1) Bold if > 0.20 or <-0.20			9.45%		63.45%		-72.11%		-100.00%		-78.13%
2	Emotional Disturbance	994	873	87.8%	29	2.9%	54	5.4%	1	0.1%	37	3.7%
3	Difference (Row 2 - Row 1)			1.0%		1.6%		-2.3%		-0.8%		0.5%
4	Relative Difference (Row 3/Row 1) Bold if > 0.20 or <-0.20			1.2%		122.5%		-29.3%		-89.3%		14.0%
2	Hearing Impairments	166	148	89.2%	3	1.8%	12	7.2%	0	0.0%	3	1.8%
3	Difference (Row 2 - Row 1)			2.4%		0.5%		-0.5%		-0.9%		-1.5%
4	Relative Difference (Row 3/Row 1) Bold if > 0.20 or <-0.20			2.7%		37.9%		-5.9%		-100.0%		-44.7%

2002-2003 Annual Performance Report

2	Mental Retardation	616	536	87.0%	7	1.1%	58	9.4%	4	0.6%	11	1.8%
3	Difference (Row 2 - Row 1)			0.2%		-0.2%		1.7%		-0.3%		-1.5%
4	Relative Difference (Row 3/Row 1) Bold if > 0.20 or <-0.20			0.3%		-13.3%		22.5%		-31.2%		-45.3%
2	Multiple Impairments	97	83	85.6%	3	3.1%	7	7.2%	0	0.0%	4	4.1%
3	Difference (Row 2 - Row 1)			-1.2%		1.8%		-0.5%		-0.9%		0.9%
4	Relative Difference (Row 3/Row 1) Bold if > 0.20 or <-0.20			-1.4%		135.9%		-6.1%		-100.0%		26.2%
2	Orthopedic Impairments	129	117	90.7%	0	0.0%	8	6.2%	1	0.8%	3	2.3%
3	Difference (Row 2 - Row 1)			3.9%		-1.3%		-1.5%		-0.2%		-0.9%
4	Relative Difference (Row 3/Row 1) Bold if > 0.20 or <-0.20			4.5%		-100.0%		-19.3%		-17.9%		-28.8%
2	Other Health Impairments	1103	972	88.1%	17	1.5%	67	6.1%	8	0.7%	39	3.5%
3	Difference (Row 2 - Row 1)			1.3%		0.2%		-1.6%		-0.2%		0.3%
4	Relative Difference (Row 3/Row 1) Bold if > 0.20 or <-0.20			1.5%		17.6%		-20.9%		-23.2%		8.2%
2	Specific Learning Disabilities	5369	4517	84.1%	73	1.4%	453	8.4%	18	0.3%	308	5.7%
3	Difference (Row 2 - Row 1)			-2.7%		0.0%		0.8%		-0.6%		2.5%
4	Relative Difference (Row 3/Row 1) Bold if > 0.20 or <-0.20			-3.1%		3.7%		17.2%		-64.5%		75.6%

2	Speech-Language Impairments	2872	2457	85.6%	45	1.6%	259	9.0%	12	0.4%	99	3.4%
3	Difference (Row 2 -Row 1)			-1.2%		0.3%		1.3%		-0.5%		0.2%
	Relative Difference (Row 3/Row 1) Bold if > 0.20 or <-0.20											
4				-1.4%		19.5%		17.4%		-55.7%		5.5%
2	Truamatic Brain Injury	76	67	88.2%	0	0.0%	5	6.6%	1	1.3%	3	3.9%
3	Difference (Row 2 -Row 1)			1.4%		-1.3%		-1.1%		0.4%		0.7%
	Relative Difference (Row 3/Row 1) Bold if > 0.20 or <-0.20											
4				1.6%		-100.0%		-14.4%		39.4%		20.8%
2	Visual Impairment	57	49	86.0%	2	3.5%	6	10.5%	0	0.0%	0	0.0%
3	Difference (Row 2 -Row 1)			-0.8%		2.2%		2.8%		-0.9%		-3.3%
	Relative Difference (Row 3/Row 1) Bold if > 0.20 or <-0.20											
4				-1.0%		167.6%		37.0%		-100.0%		-100.0%
		11619	9952		182		932		45		508	

NOTE: The percentages shown above concerning over and under-representation of children in settings and disability categories should be examined with caution. In some cases, as in the race/ethnicity categories for children in low incidence disability categories such as autism and deaf-blindness, these data alone can lead to false assumptions that need further examination of the data to make accurate statements as to whether these data accurately reflect the question and response being formulated by the researcher(s). Caution also must be used when interpreting small sample sizes where small changes in numbers are calculated into very large changes in percentages.

Cluster IV, BF.I. Attachment 2

	A	B	C	D	E	F	G	H	I	J	K	L
Row	2002-2003 SEEDS Data	All (C+E+G+I+K)	White	Percent White (C/B)*100	Black	Percent Black (E/B)*100	Hispanic	Percent Hispanic (G/B)*100	Asian	Percent Asian (I/B)*100	American Indian	American Indian (K/B)*100
1	General Enrollment Ages K-12	86117	74745	86.8%	1129	1.3%	6617	7.7%	813	0.9%	2813	3.3%
	EDUCATIONAL ENVIRONMENT											
2	Outside the Regular Classroom less than 21%	6355	5506	86.6%	81	1.3%	491	7.7%	26	0.4%	251	3.9%
3	Difference (Row 2 - Row 1)			-0.2%		0.0%		0.0%		-0.5%		0.7%
4	Relative Difference (Row 3/Row 1) Bold if > 0.20 or <-0.20			-0.18%		-2.8%		0.6%		-56.7%		20.9%
2	Outside the Regular Classroom 21-60%	3921	3312	84.5%	66	1.7%	323	8.2%	15	0.4%	205	5.2%
3	Difference (Row 2 - Row 1)			-2.3%		0.4%		0.6%		-0.6%		2.0%
4	Relative Difference (Row 3/Row 1) Bold if > 0.20 or <-0.20			-2.68%		28.4%		7.2%		-59.5%		60.1%
2	Outside the Regular Classroom More Than 60% Of The Day	1097	924	84.2%	33	3.0%	105	9.6%	4	0.4%	31	2.8%
3	Difference (Row 2 - Row 1)			-2.6%		1.7%		1.9%		-0.6%		-0.4%
4	Relative Difference (Row 3/Row 1) Bold if > 0.20 or <-0.20			-2.96%		129.5%		24.6%		-61.38%		-13.49%
2	Public/Public Separate School Facility	66	54	81.8%	0	0.0%	4	6.1%	0	0.0%	8	12.1%

2002-2003 Annual Performance Report

3	Difference (Row 2 - Row 1)			-5.0%		-1.3%		-1.6%		-0.9%		8.9%
	Relative Difference (Row 3/Row 1) Bold if > 0.20 or <-0.20			-5.73%		-100.00%		-21.12%		-100.00%		271.08%
2	Public Residential Facility	61	54	88.5%	0	0.0%	3	4.9%	0	0.0%	4	6.6%
3	Difference (Row 2 - Row 1)			2.4%		-0.3%		4.6%		0.6%		5.4%
	Relative Difference (Row 3/Row 1) Bold if > 0.20 or <-0.20			2.76%		-100.00%		59.61%		-100.00%		100.75%
2	Private Residential Facility	97	82	84.5%	2	2.1%	6	6.2%	0	0.0%	7	7.2%
3	Difference (Row 2 - Row 1)			-2.3%		0.8%		-1.5%		-0.9%		4.0%
	Relative Difference (Row 3/Row 1) Bold if > 0.20 or <-0.20			-2.60%		57.27%		-19.50%		-100.00%		120.93%
2	Homebound/Hospital	22	20	90.9%	0	0.0%	0	0.0%	0	0.0%	2	9.1%
3	Difference (Row 2 - Row 1)			4.1%		-1.3%		-7.7%		-0.9%		5.8%
	Relative Difference (Row 3/Row 1) Bold if > 0.20 or <-0.20			4.74%		-100.00%		-100.00%		-100.00%		178.31%
	Totals	11619	9952		182		932		45		508	

NOTE: The percentages shown above concerning over and under representation of children in settings and disability categories should be examined with caution. In some cases, as in the race/ethnicity categories for children in low incidence disability categories such as autism and deaf-blindness, these data alone can lead to false assumptions that need further examination of the data to make accurate statements as to whether these data accurately reflect the question and response being formulated by the researcher(s). Caution also must be used when interpreting small sample sizes where small changes in numbers are calculated into very large changes in percentages.

Supplement to Attachment 2

2002-03 Analysis of Disproportionality in Identification of Students with Disabilities Using Regression Formula Confidence Interval						
Population	% of Total Population	Population Total Count	% of Students with Disabilities	Confidence Interval Lower Range	Confidence Interval Upper Range	Significant Difference?
Native American	3.27%	2813	4.38%	3.74%	5.02%	None
Asian/Pacific Islander	0.39%	815	0.39%	0.03%	0.75%	None
Black (Non-Hispanic)	1.57%	1129	1.57%	0.96%	2.18%	None
Hispanic	8.02%	6617	8.02%	7.47%	8.57%	None
White (Non-Hispanic)	85.64%	74745	85.64%	85.43%	85.85%	None
Population	Percent of Total Population	Population Total Count	% Learning Disability	Confidence Interval Lower Range	Confidence Interval Upper Range	Significant Difference?
Native American	3.27%	2813	5.74%	5.02%	6.46%	None
Asian/Pacific Islander	0.39%	815	0.34%	0.00%	0.68%	None
Black (Non-Hispanic)	1.57%	1129	1.36%	0.79%	1.93%	None
Hispanic	8.02%	6617	8.44%	7.88%	9.00%	None
White (Non-Hispanic)	85.64%	74745	84.13%	83.91%	84.35%	None
Population	Percent of Total Population	Population Total Count	% Speech/ Language Disability	Confidence Interval Lower Range	Confidence Interval Upper Range	Significant Difference?
Native American	3.27%	2813	3.45%	2.88%	4.02%	None
Asian/Pacific Islander	0.39%	815	0.42%	0.05%	0.79%	None
Black (Non-Hispanic)	1.57%	1129	1.57%	0.96%	2.18%	None
Hispanic	8.02%	6617	9.02%	8.44%	9.60%	None
White (Non-Hispanic)	85.64%	74745	85.55%	85.34%	85.76%	None

Population	Percent of Total Population	Population Total Count	% Emotional Disability	Confidence Interval Lower Range	Confidence Interval Upper Range	Significant Difference?
Native American	3.27%	2813	3.82%	3.22%	4.42%	None
Asian/Pacific Islander	0.39%	815	0.10%	-0.08%	0.28%	None
Black (Non-Hispanic)	1.57%	1129	2.92%	2.09%	3.75%	None
Hispanic	8.02%	6617	5.43%	4.97%	5.89%	None
White (Non-Hispanic)	85.64%	74745	87.73%	87.53%	87.93%	None
Population	Percent of Total Population	Population Total Count	% Health Disability	Confidence Interval Lower Range	Confidence Interval Upper Range	Significant Difference?
Native American	3.27%	2813	3.54%	2.97%	4.11%	None
Asian/Pacific Islander	0.39%	815	0.73%	0.24%	1.22%	None
Black (Non-Hispanic)	1.57%	1129	1.54%	0.94%	2.14%	None
Hispanic	8.02%	6617	6.07%	5.59%	6.55%	None
White (Non-Hispanic)	85.64%	74745	88.12%	87.92%	88.32%	None
Population	Percent of Total Population	Population Total Count	% Mental Disability	Confidence Interval Lower Range	Confidence Interval Upper Range	Significant Difference?
Native American	3.27%	2813	1.79%	1.38%	2.20%	None
Asian/Pacific Islander	0.39%	815	0.65%	0.19%	1.11%	None
Black (Non-Hispanic)	1.57%	1129	1.14%	0.62%	1.66%	None
Hispanic	8.02%	6617	9.42%	8.83%	10.01%	None
White (Non-Hispanic)	85.64%	74745	87.01%	86.81%	87.21%	None

Population	Percent of Total Population	Population Total Count	% Autism	Confidence Interval Lower Range	Confidence Interval Upper Range	Significant Difference?
Native American	3.27%	2813	0.71%	0.45%	0.97%	None
Asian/Pacific Islander	0.39%	815	0.00%	0.00%	0.00%	None
Black (Non-Hispanic)	1.57%	1129	2.14%	1.43%	2.85%	None
Hispanic	8.02%	6617	1.14%	0.92%	1.36%	None
White (Non-Hispanic)	85.64%	74745	95.00%	94.87%	95.13%	None
Population	Percent of Total Population	Population Total Count	% Orthopedic Disability	Confidence Interval Lower Range	Confidence Interval Upper Range	Significant Difference?
Native American	3.27%	2813	2.33%	1.86%	2.80%	None
Asian/Pacific Islander	0.39%	815	0.78%	0.27%	1.29%	None
Black (Non-Hispanic)	1.57%	1129	0.00%	0.00%	0.00%	None
Hispanic	8.02%	6617	6.20%	5.71%	6.69%	None
White (Non-Hispanic)	85.64%	74745	90.70%	90.52%	90.88%	None
Population	Percent of Total Population	Population Total Count	% Traumatic Brain Injury	Confidence Interval Lower Range	Confidence Interval Upper Range	Significant Difference?
Native American	3.27%	2813	3.95%	3.34%	4.56%	None
Asian/Pacific Islander	0.39%	815	1.32%	0.66%	1.98%	None
Black (Non-Hispanic)	1.57%	1129	0.00%	0.00%	0.00%	None
Hispanic	8.02%	6617	6.58%	6.08%	7.08%	None
White (Non-Hispanic)	85.64%	74745	88.16%	87.97%	88.35%	None

Population	Percent of Total Population	Population Total Count	% Multiple Disabilities	Confidence Interval Lower Range	Confidence Interval Upper Range	Significant Difference?
Native American	3.27%	2813	4.12%	3.50%	4.74%	None
Asian/Pacific Islander	0.39%	815	0.00%	0.00%	0.00%	None
Black (Non-Hispanic)	1.57%	1129	3.09%	2.24%	3.94%	None
Hispanic	8.02%	6617	7.22%	6.70%	7.74%	None
White (Non-Hispanic)	85.64%	74745	85.57%	85.36%	85.78%	None
Population	Percent of Total Population	Population Total Count	% Deaf or Hard of Hearing	Confidence Interval Lower Range	Confidence Interval Upper Range	Significant Difference?
Native American	3.27%	2813	1.81%	1.40%	2.22%	None
Asian/Pacific Islander	0.39%	815	0.00%	0.00%	0.00%	None
Black (Non-Hispanic)	1.57%	1129	1.81%	1.16%	2.46%	None
Hispanic	8.02%	6617	7.23%	6.70%	7.76%	None
White (Non-Hispanic)	85.64%	74745	89.16%	88.97%	89.35%	None
Population	Percent of Total Population	Population Total Count	% Visual Impairment	Confidence Interval Lower Range	Confidence Interval Upper Range	Significant Difference?
Native American	3.27%	2813	0.00%	0.00%	0.00%	None
Asian/Pacific Islander	0.39%	815	0.00%	0.00%	0.00%	None
Black (Non-Hispanic)	1.57%	1129	3.51%	2.61%	4.41%	None
Hispanic	8.02%	6617	10.53%	9.91%	11.15%	None
White (Non-Hispanic)	85.64%	74745	85.96%	85.75%	86.17%	None

Supplement to Attachment 2

2002-03 Analysis of Disproportionality in Placement of Students with Disabilities Using Regression Formula Confidence Interval						
Population	Percent of Total Population	Population Total Count	Regular Environment more than 60%	Confidence Interval Lower Range	Confidence Interval Upper Range	Significant Difference?
Native American	3.27%	2813	3.97%	3.36%	4.58%	None
Asian/Pacific Islander	0.95%	815	0.41%	0.04%	0.78%	None
Black (Non-Hispanic)	1.31%	1129	1.29%	0.74%	1.84%	None
Hispanic	7.68%	6617	7.75%	7.21%	8.29%	None
White (Non-Hispanic)	86.79%	74745	86.59%	86.38%	86.80%	None
Population	Percent of Total Population	Population Total Count	Regular Environment 21- 60%	Confidence Interval Lower Range	Confidence Interval Upper Range	Significant Difference?
Native American	3.27%	2813	5.25%	4.56%	5.94%	None
Asian/Pacific Islander	0.95%	815	0.38%	0.02%	0.74%	None
Black (Non-Hispanic)	1.31%	1129	1.69%	1.06%	2.32%	None
Hispanic	7.68%	6617	8.28%	7.72%	8.84%	None
White (Non-Hispanic)	86.79%	74745	84.40%	84.18%	84.62%	None
Population	Percent of Total Population	Population Total Count	Regular Environment less than 40 %	Confidence Interval Lower Range	Confidence Interval Upper Range	Significant Difference?
Native American	3.24%	2813	2.94%	2.41%	3.47%	None
Asian/Pacific Islander	0.94%	815	0.38%	0.02%	0.74%	None
Black (Non-Hispanic)	1.31%	1129	3.13%	2.27%	3.99%	None
Hispanic	7.68%	6617	9.68%	9.08%	10.28%	None
White (Non-Hispanic)	86.79%	74745	83.87%	83.65%	84.09%	None

Population	Percent of Total Population	Population Total Count	Separate School	Confidence Interval Lower Range	Confidence Interval Upper Range	Significant Difference?
Native American	3.24%	2813	12.12%	11.10%	13.14%	None
Asian/Pacific Islander	0.94%	815	0.00%	0.00%	0.00%	None
Black (Non-Hispanic)	1.31%	1129	0.00%	0.00%	0.00%	None
Hispanic	7.68%	6617	6.06%	5.58%	6.54%	None
White (Non-Hispanic)	86.79%	74745	81.82%	81.59%	82.05%	None
Population	Percent of Total Population	Population Total Count	Residential Placement	Confidence Interval Lower Range	Confidence Interval Upper Range	Significant Difference?
Native American	3.24%	2813	6.96%	6.17%	7.75%	None
Asian/Pacific Islander	0.94%	815	0.00%	0.00%	0.00%	None
Black (Non-Hispanic)	1.31%	1129	1.27%	0.72%	1.82%	None
Hispanic	7.68%	6617	5.70%	5.23%	6.17%	None
White (Non-Hispanic)	86.79%	74745	86.08%	85.87%	86.29%	None

Population	Percent of Total Population	Population Total Count	Home/ Hospital	Confidence Interval Lower Range	Confidence Interval Upper Range	Significant Difference?
Native American	3.24%	2813	9.09%	8.20%	9.98%	None
Asian/Pacific Islander	0.94%	815	0.00%	0.00%	0.00%	None
Black (Non-Hispanic)	1.31%	1129	0.00%	0.00%	0.00%	None
Hispanic	7.68%	6617	0.00%	0.00%	0.00%	None
White (Non-Hispanic)	86.79%	74745	90.91%	90.74%	91.08%	None

Population	Percent of Total Population	Population Total Count	Private School Including Home-school	Confidence Interval Lower Range	Confidence Interval Upper Range	Significant Difference ?
Native American	3.27%	2813	0.00%	0.00%	0.00%	None
Asian/Pacific Islander	0.95%	815	0.00%	0.00%	0.00%	None
Black (Non-Hispanic)	1.31%	1129	0.00%	0.00%	0.00%	None
Hispanic	7.68%	6617	1.82%	1.55%	2.09%	None
White (Non-Hispanic)	86.79%	74745	98.18%	98.10%	98.26%	None
Population	Percent of Total Population	Population Total Count	Correctional Facility	Confidence Interval Lower Range	Confidence Interval Upper Range	Significant Difference?
Native American	3.27%	2813	5.68%	4.96%	6.40%	None
Asian/Pacific Islander	0.95%	815	0.00%	0.00%	0.00%	None
Black (Non-Hispanic)	1.31%	1129	1.14%	0.62%	1.66%	None
Hispanic	7.68%	6617	6.25%	5.76%	6.74%	None
White (Non-Hispanic)	86.79%	74745	86.93%	86.73%	87.13%	None

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS
WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA,
GRADE, AND TYPE OF ASSESSMENT

STATE: Wyoming

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
4	907	6344
8	912	6944
11	595	6415

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS
 WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA,
 GRADE, AND TYPE OF ASSESSMENT

STATE: Wyoming_

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT OUT OF GRADE LEVEL		
	TOTAL (3)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3B)	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
4	853	0	0	0	0	0
8	640	0	0	0	0	0
11	405	0	0	0	0	0

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the state to be comparable to scores received by students without these changes. In some states these changes are called accommodations, modifications, or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS
WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA,
GRADE, AND TYPE OF ASSESSMENT

STATE: Wyoming

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

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5A)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ¹ (5B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (5C)	PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS* (8)
4	54	0	0	0	0	1	2
8	50	0	0	0	0	3	4
11	37	0	0	0	0	7	7

* Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

¹ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS
WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA,
GRADE, AND TYPE OF ASSESSMENT

STATE: Wyoming

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT*

	REGULAR ASSESSMENT ¹ (9A)				ALTERNATE ASSESSMENT ² (9B)					
GRADE LEVEL	<u>Novice</u> Achievement Level ³	<u>Partially Proficient</u> Achievement Level	<u>Proficient</u> Achievement Level	<u>Advanced</u> Achievement Level	<u>Beginner</u> Achievement Level	<u>Partially Skilled</u> Achievement Level	<u>Skilled</u> Achievement Level	Number Tested	NO VALID SCORE (10) ⁵	ROW TOTAL ⁶ (11)
4	488	233	116	16	See	Attached	Score Sheet	54	0	907
8	680	149	29	4	See	Attached	Score Sheet	50	0	912
11	396	124	35	3	See	Attached	Score Sheet	39	0	597

* State achievement level(s) considered proficient or higher for purposes of NCLB are: Proficient and Advanced and Skilled

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 plus column 4 minus the number reported in columns 3B and 4B.

² The total number of students reported by achievement level in 9B is to equal the number reported in column 5 minus the number reported in columns 5B.

³ Include all students whose assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score or who took the assessment out of grade level.

⁴ Include students whose score counted in the lowest achievement level for NCLB because of the cap on the percentage of students whose alternate assessment on alternate achievement standards can count as proficient or above for purpose of AYP.

⁵ The number of students reported in column 10 is to equal the number reported in column 3B plus column 4B plus column 5B plus column 6 plus column 7 plus column 8.

⁶ The row total (column 9A level A + level B + level C ... + level X) + (column 9B level A, level B, level C ... + level X) + column 10 is to equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide and explanation.

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS
WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA,
GRADE, AND TYPE OF ASSESSMENT

STATE: Wyoming

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
4	907	6344
8	912	6944
11	595	6415

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS
WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA,
GRADE, AND TYPE OF ASSESSMENT

STATE: Wyoming

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT OUT OF GRADE LEVEL		
	TOTAL (3)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3B)	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
4	853	0	0	0	0	0
8	862	0	0	0	0	0
HIGH SCHOOL 11 th Grade	558	0	0	0	0	0

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called accommodations, modifications, or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS
WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA,
GRADE, AND TYPE OF ASSESSMENT

STATE: Wyoming

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

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5A)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ¹ (5B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (5C)	PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS* (8)
4	54	54	0	0	0	3	2
8	50	50	0	0	0	3	4
HIGH SCHOOL 11 th Grade	37	37	0	0	0	8	5

* Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

¹ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS
WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA,
GRADE, AND TYPE OF ASSESSMENT

STATE: Wyoming

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT*

	REGULAR ASSESSMENT ¹ (9A)				ALTERNATE ASSESSMENT ² (9B)				
GRADE LEVEL	<u>Novice</u>	<u>Partially Proficient</u>	<u>Proficient</u>	<u>Advanced</u>	<u>Beginner</u>	<u>Partially Skilled</u>	<u>Skilled</u>	Total Tested	ROW TOTAL ⁶ (11)
	Achievement Level ³	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level		
4	457	290	86	20	See	Attached	Score Sheet	54	907
8	589	229	42	2	See	Attached	Score Sheet	50	912
HIGH SCHOOL 11 th Grade	388	133	34	3	See	Attached	Score Sheet	39	597

* State achievement level(s) considered proficient or higher for purposes of NCLB are: Proficient, Advanced and Skilled.

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 plus column 4 minus the number reported in columns 3B and 4B.

² The total number of students reported by achievement level in 9B is to equal the number reported in column 5 minus the number reported in columns 5B.

³ Include all students whose assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score or who took the assessment out of grade level.

⁴ Include students whose score counted in the lowest achievement level for NCLB because of the cap on the percentage of students whose alternate assessment on alternate achievement standards can count as proficient or above for purpose of AYP.

2002-2003 Annual Performance Report

⁵ The number of students reported in column 10 is to equal the number reported in column 3B plus column 4B plus column 5B plus column 6 plus column 7 plus column 8.

⁶ The row total (column 9A level A + level B + level C ... + level X) + (column 9B level A, level B, level C ... + level X) + column 10 is to equal the number of students with IEPs reported in Section D. If the number of students is not the same, provide an explanation.

Attachment 4

Alternate Assessment Results

The Wyoming Comprehensive Assessment System Alternate Assessment (WyCAS-ALT)

The performance of students taking the WyCAS-ALT is on the following 3 pages in Attachment 4. The IEP team of each student, selects the 1 Receptive Language Expanded Standard, 1 Expressive Language Arts Expanded Standard and 2 different Mathematics Expanded Standards to measure for the WyCAS-ALT. These students do not receive a total language arts score or a total score for mathematics. Each standard is scored on its own.

We have had difficulty with a few teachers scoring more than the required number of expanded standards or less than the required number of expanded standards. We have also had a few teachers not score all the required number of standards or the required combination of standards. We have attempted to correct these issues by further training and updates to the district special education directors and while scoring improved over the first three years in 2003 the scoring errors increased.

In August of 2003, a statewide workgroup of regular and special education teachers, regular and special education administrators, parent advocates, university professor and state level special education consultants met to revise the Wyoming Expanded Standards and make recommendations to solve the scoring and technical adequacy issues of the WyCAS-ALT. During the next year, WDE will revise the WyCAS-ALT to more accurately measure the performance of students with severe cognitive or multiple disabilities and meet the requirements of IDEA and NCLB.

Attachment 4 Alternate Assessment Results

Grade 4

WyCAS-Alt Expanded Standards		Not Tested		Performance Levels					
				Beginner		Partially Skilled		Skilled	
		#	%	#	%	#	%	#	%
Receptive Language	Reading	14	26	6	11	19	35	15	28
	Listening	36	67	6	11	8	15	4	7
Expressive Language	Writing	26	48	7	13	13	24	8	15
	Speaking	33	61	7	13	7	13	7	13
Mathematics	Number Operations and Concepts	22	41	10	19	15	28	7	13
	Geometry	41	76	4	7	5	9	4	7
	Measurement	39	72	5	9	7	13	3	6
	Algebraic Concepts & Relationships	41	76	2	4	9	17	1	4
	Tools & Technology	44	81	2	4	3	6	5	9
	Problem Solving & Mathematical Reasoning	43	80	4	7	4	7	3	6

Attachment 4 Alternate Assessment Results

Grade 8

WyCAS-Alt Expanded Standards		Not Tested		Performance Levels					
				Beginner		Partially Skilled		Skilled	
		#	%	#	%	#	%	#	%
Receptive Language	Reading	19	38	5	10	16	32	10	20
	Listening	33	66	2	4	10	20	5	10
Expressive Language	Writing	25	50	10	20	8	16	7	14
	Speaking	25	50	4	8	16	32	5	10
Mathematics	Number Operations and Concepts	7	14	7	14	19	38	17	34
	Geometry	43	86	3	6	3	6	1	2
	Measurement	36	72	3	6	7	14	4	8
	Algebraic Concepts & Relationships	43	86	0	0	3	6	4	8
	Tools & Technology	34	68	1	2	11	22	4	8
	Problem Solving & Mathematical Reasoning	40	80	1	2	4	8	5	10

Attachment 4 Alternate Assessment Results

Grade 11

WyCAS-Alt Expanded Standards		Not Tested		Performance Levels					
				Beginner		Partially Skilled		Skilled	
		#	%	#	%	#	%	#	%
Receptive Language	Reading	13	33	6	15	16	41	4	10
	Listening	28	72	3	8	4	10	4	10
Expressive Language	Writing	14	36	6	15	13	33	6	15
	Speaking	27	69	4	10	6	15	2	5
Mathematics	Number Operations and Concepts	10	26	7	18	16	41	6	15
	Geometry	37	95	1	3	0	0	1	3
	Measurement	24	62	3	8	7	18	5	13
	Algebraic Concepts & Relationships	35	90	2	5	1	3	1	3
	Tools & Technology	24	62	1	3	7	18	7	18
	Problem Solving & Mathematical Reasoning	34	87	1	3	3	8	1	3

Attachment 4 Alternate Assessment Results

PERFORMANCE STANDARDS LEVEL DESCRIPTORS	
Language Arts	Mathematics
SKILLED	SKILLED
The student demonstrates consistent command of knowledge and skills in the language arts expanded standards. The student can complete expressive and receptive communication tasks with few errors and little or no assistance.	The student demonstrates consistent command of knowledge and skills in the mathematics expanded standards. The student can complete tasks requiring mathematics concepts and problem solving skills with few errors and little or no assistance.
PARTIALLY SKILLED	PARTIALLY SKILLED
The student demonstrates partial command of knowledge and skills in the language arts expanded standards. The student can complete expressive and receptive communication tasks with some errors and minimal assistance.	The student demonstrates partial knowledge and skills in the mathematics expanded standards. The student can complete tasks requiring mathematics concepts and problem solving skills with some errors and minimal assistance.
BEGINNER	BEGINNER
The student demonstrates emerging knowledge and skills in the language arts expanded standards. The student needs extensive assistance to complete expressive and receptive communication tasks.	The student demonstrates emerging knowledge and skills in the mathematics expanded standards. The student needs extensive assistance to complete tasks requiring mathematics concepts and problem solving skills.

Parent Involvement

The Wyoming Department of Education (WDE) has collected baseline data for the Parent Cluster from three sources of parent input: Wyoming Department of Special Education Parent and Educator Survey (September 2000); Wyoming Special Education Parent Needs Assessment (Fall 2002); Parent Surveys completed as a part of district self-assessments (2002-03); and parent evaluations from trainings.

Wyoming Department of Special Education Parent and Educator Survey

The Wyoming Department of Education completed a Parent and Educator Survey Regarding Special Education Programs in Wyoming in 2000. Since this study was conducted prior to the current reporting period it will be briefly summarized but included because the Wyoming Department of Education used the results from this study to develop areas for improvement. WDE distributed 6000 Parent and Educator Surveys (See Appendix A-Attachment 1) to parents of special education children throughout the State of Wyoming. Over 2000 surveys were returned and tabulated. The results were used to validate and improve services and outcomes for children with disabilities. The results were as follows:

Focus Area 1

FAPE AND LRE:

Wyoming schools provide a free and appropriate public education in the least restrictive environment for eligible children with disabilities.

48% Excellent	45% Satisfactory	7% Poor
---------------	------------------	---------

Focus Area 2

PARENT INVOLVEMENT:

I am actively involved in the special education process for my child.

62% Excellent	31% Satisfactory	7% Poor
---------------	------------------	---------

Focus Area 3

SECONDARY TRANSITION:

Students with disabilities are adequately prepared by employment, postsecondary education, independent living and community participation.

35% Excellent	41% Satisfactory	24% Poor
---------------	------------------	----------

Focus Area 4

GENERAL SUPERVISION:

The Wyoming Department of Education is effective in managing and monitoring special education programs in school districts throughout the State.

30% Excellent	50% Satisfactory	20% Poor
---------------	------------------	----------

As a result of the Survey, the WDE in conjunction with the State Advisory Panel for Children with Disabilities (Steering Committee) developed the following Improvement Goal Statement: WDE, DDD, parents and advocacy groups will work more collaboratively when planning and providing statewide trainings thereby assuring that students with disabilities will receive improved services.

Wyoming Special Education Parent Needs Assessment

In the fall of 2002 a needs assessment was conducted to determine the current information and training needs of parents of students with disabilities in Wyoming's schools. Parent groups including Parent Information Center (PIC), UPLIFT, and the Wyoming Family Service Network (WFSN) collaborated with WDE (Special Services Unit) to develop a needs assessment. The Wyoming Parent Needs Assessment (WPNA) (see Appendix A-Attachment 2) consisted of 37 items addressing issues in special education of parent interest. The WPNA was sent to 1,497 parents in the parent group databases. Each of the 37 items utilized a four point Likert-type response of: High, Somewhat High, Low, and No Need. A Cronbach alpha measure of internal reliability was calculated and found to be $\alpha=.97$, indicating a very high degree of internal consistency and reliability for the total scale. Parents also responded to questions about themselves, their child with a disability, preferred method of receiving information or training, where they had sought information or support, and preferred time or situations. The databases were used to randomly sample parents for inclusion in the WPNA survey. Additionally, the databases were compared to ascertain where there were duplications in respondents. The respondent returned the surveys directly to the researcher to ensure the confidentiality of responses.

STUDY LIMITATIONS AND ASSUMPTIONS

1. There were approximately 10,000 students with disabilities in Wyoming, however only portions of those parents have had contact with one of the parent groups in the State. Therefore, these results may not be reflective of all parents of students with disabilities across the State.
2. The parents who responded were volunteers and research has indicated volunteers tend to respond differently, may have an agenda, be very interested in the subject of the survey, better educated, or perhaps have "an ax to grind."
3. An assumption is made that parents were honest in their responses.

RESULTS

1. ***Special Needs Child Description***
 - 62% said their child is male; 38% said female
 - Parents identified their child's disability as:
 - 22% a learning disability
 - 16% a developmental disability
 - 14% a mental disability
 - 10% multiple disabilities
2. ***Use of Parent Groups***
 - 38% had not sought information or assistance from any of the listed groups
 - 37% sought assistance or information from Parent Information Center (PIC)
3. ***Parent Needs for Training in each of 37 areas***

2002-2003 Annual Performance Report

Helping my child develop life-long goals (78% indicated that their training needs were “somewhat high” or “high”)

- Insuring that my child is learning and benefiting from the education process (76%)
- Helping schools to build on strengths rather than weaknesses (75%)
- Understanding how changes in the educational system will affect my child (75%)
- Helping school staff work with students with disabilities (74%)

4. *Childcare*

- 32% of parents indicated they would need childcare in order to attend trainings

5. *Training Structure Preferred by Parents*

- 61% indicated they learned best in small, hands-on workshops
- 59% prefer lectures
- 54% prefer newsletters, pamphlets or other printed material
- 50% prefer workbooks with ideas that may be used at home

6. *Training Times Preferred by Parents*

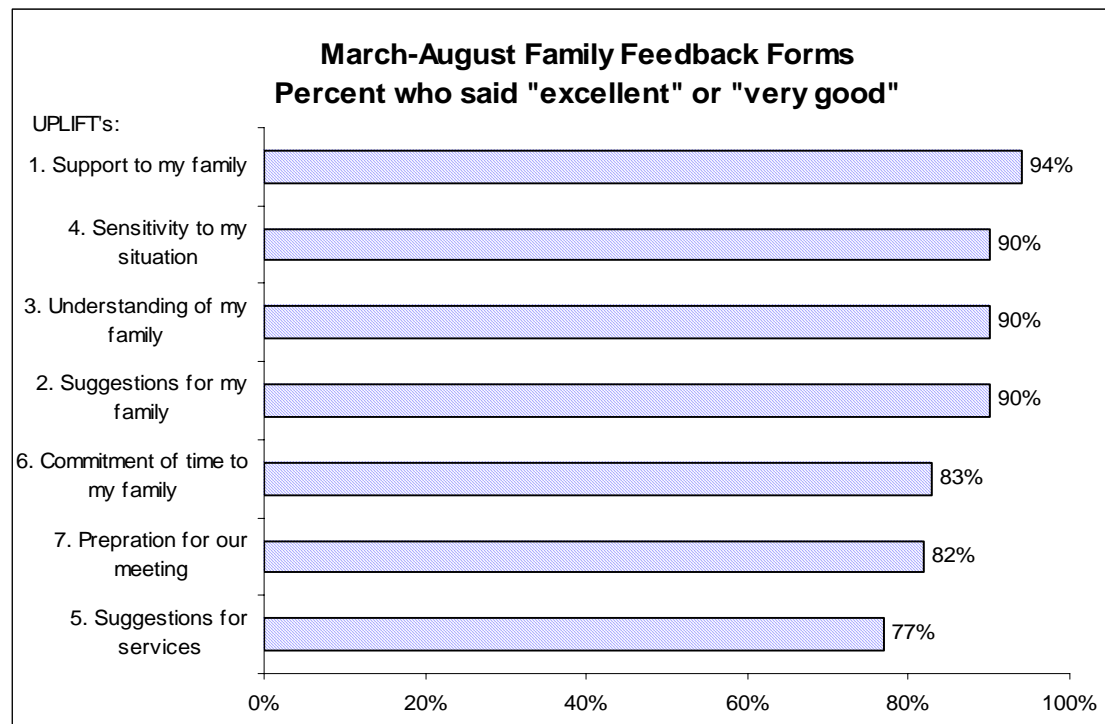
- 40% of the parents preferred weekdays during the school year
- 34% preferred one-day activities
- 32% preferred weekday evening

OPEN ENDED QUESTIONS

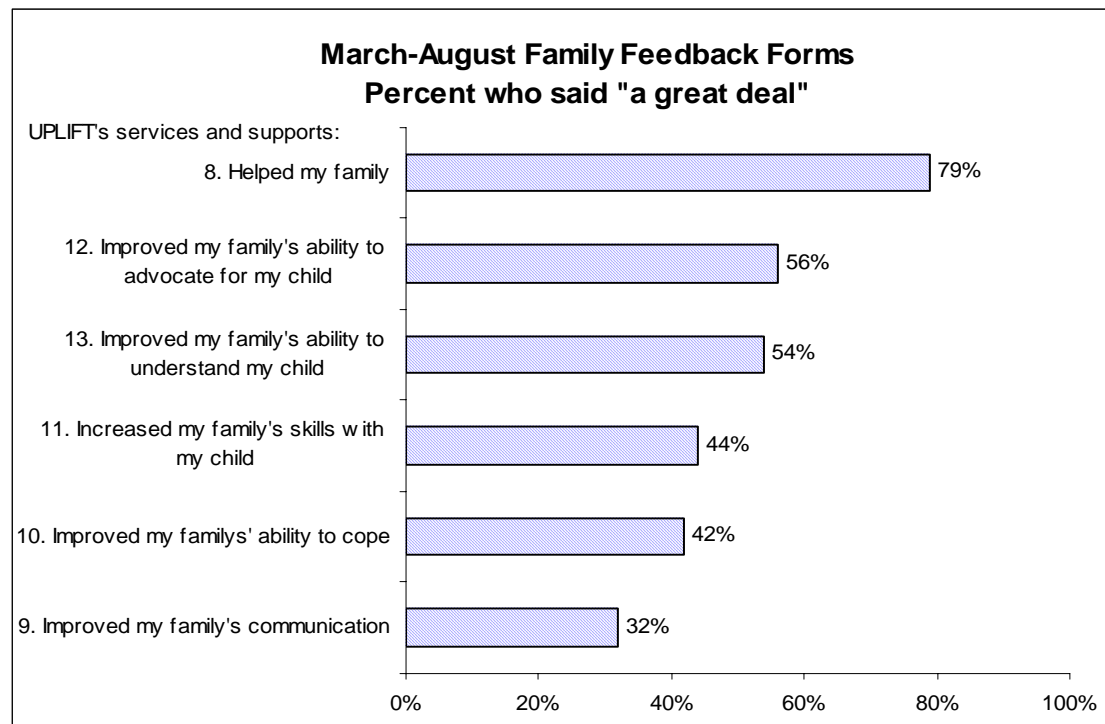
Parents of students with disabilities also noted other concerns.

- They indicated that communication between school and home needed improvement
- Teachers were perceived as not contacting parents until there was a serious problem and following a child's IEP
- Parents believed teachers and administrators needed training on laws, rules, regulations, inclusion and accommodations
- Parents wanted training on budget processes and the general operation of the school
- Parents wanted more accurate tests and their children taught to reach their potential
- Parents wanted to know how to ask for changes in services
- Parents wanted assurances that services were provided
- Parents wanted to be treated as equal partners
- Parents wanted to know what post secondary services were available and how to access those services
- Parents also requested specific disability information

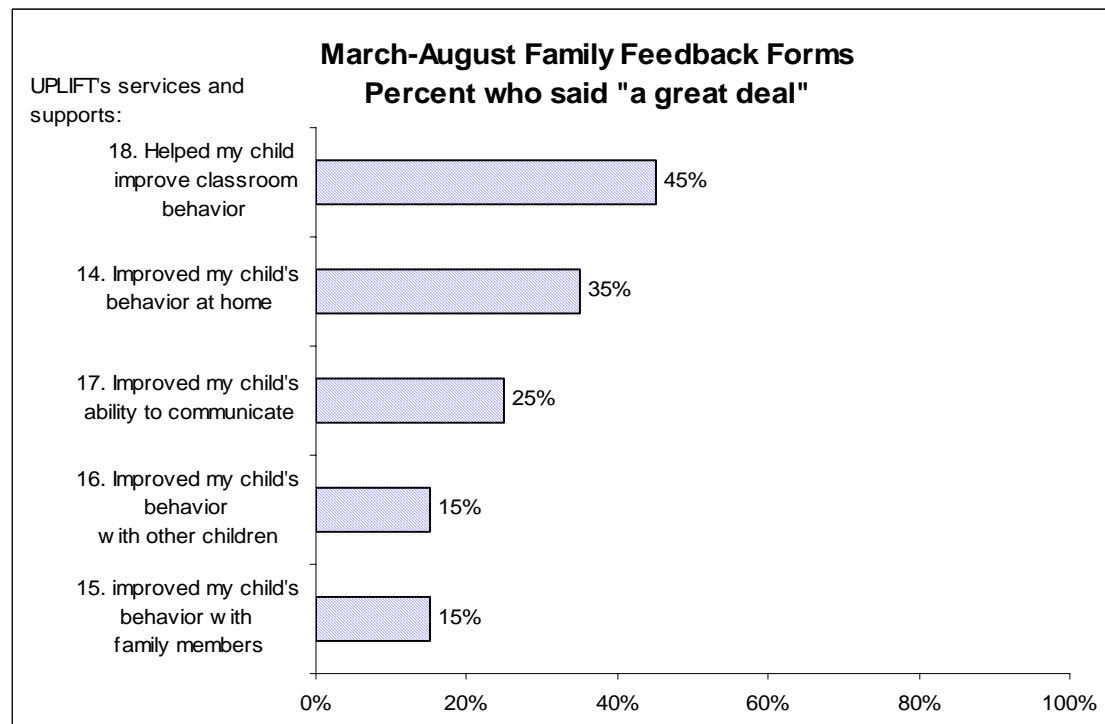
Display 1: UPLIFT’s Services and Supports



Display 2: Family Functioning



Display 3: My Child’s Behavior



Parent Evaluations of Trainings

WDE and State Improvement Grant partners established a State goal for Wyoming: WDE, DDD, and the four Wyoming parent support groups will work collaboratively so that parents will be more effective participants in their children's education.

A. The First Annual Joint Parent Conference, *Improving Educational Outcomes for Students with Disabilities* (April 2003)

- 138 participants (mostly parents)
- All sessions were rated very positively on the following factors:
 - 96% rated the content as "good" or "great"
 - 94% rated the structure as "good" or "great"
 - 100% rated the instructor's knowledge as "good" or "great"
 - 100% rated the usefulness as "good" or "great"
 - 100% rated the handouts as "good" or "great"
 - 100% rated the session overall as "good" or "great"
- The majority of the participants said they learned new skills and would recommend the sessions to others
- 94% said a given session "definitely" or "probably" taught them new skills

100% of participants said they would recommend a given session to others

B. The *First Annual Children's Mental Health Conference* (UPLIFT) (May 2003)

- 143 participants (mostly parents)
- Each individual session, as well as the overall conference was rated very positively
 - 98% rated the content as "good" or "great"
 - 90% rated the structure as "good" or "great"
 - 100% rated the instructor's knowledge as "good" or "great"
 - 95% rated the usefulness as "good" or "great"
 - 97% rated the handouts as "good" or "great"
 - 98% rated the overall session as "good" or "great"

3. Targets (for reporting period July 1, 2002 through June 30, 2003)

- The Second Annual Joint Parent Conference, *Improving Educational Outcomes for Students with Disabilities*, will be conducted in April 2004 with a **target** attendance of 200
- The Second annual Children's Mental Health Conference (UPLIFT) is scheduled for 2004 with a target attendance of 250.
- WFSN and UPLIFT will sponsor the Seventh Annual *Blowin' in the Wind Conference* in January 2005 with a target attendance of 200 participants.

- Develop best practices brochures for parents (May 2003)
- Research feasibility of interactive website for parents (December 2003)
- Develop video of parental rights that could also be used for TV spots

District Parent Surveys

Each year selected districts complete a comprehensive special education monitoring process. The process includes a self-assessment completed by the district's collaborative special education team and verification of the self-assessment by the Wyoming Department of Education (WDE) team during the on-site visit. The district self-assessment includes a parent survey (See Appendix C). Prior to an on-site visit by the WDE, districts are requested to distribute the parent survey.

PURPOSE OF SURVEY:

The parent surveys are designed to be information tools that address general procedural areas and customer satisfaction.

District Parent Surveys

Each year selected districts complete a comprehensive special education monitoring process. The process includes a self-assessment completed by the district's collaborative special education team and verification of the self-assessment by the Wyoming Department of Education (WDE) team during the on-site visit. The district self-assessment includes a parent survey (See Appendix C). Prior to an on-site visit by the WDE, districts are requested to distribute the parent survey.

PURPOSE OF SURVEY:

The parent surveys are designed to be information tools that address general procedural areas and customer satisfaction.

INSTRUCTIONS:

The surveys should be distributed approximately five to six weeks prior to the on-site visit and returned approximately 3-4 weeks prior to the visit in order to tabulate and complete Part II of the self-Assessment. The district may use federal dollars for postage to collect the information. Districts are asked to distribute surveys to parents of at least 75% of students with disabilities at each grade level. It is hoped that there will be approximately 50% of the surveys returned. The district is encouraged to make every effort to ensure some responses from parents of elementary, junior high/middle school, and high school students.

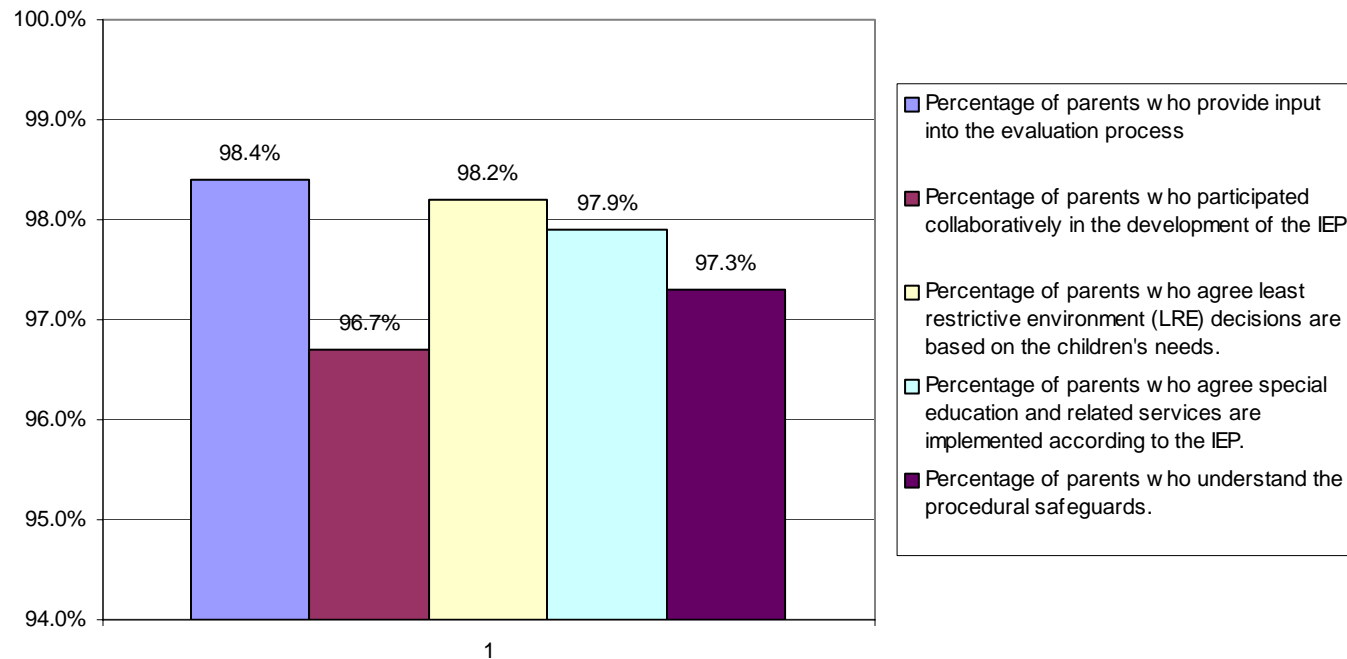
OUTCOME:

The school district will use the results of the parent and staff surveys to analyze procedural compliance as well as parent satisfaction.

WDE staff members have reviewed monitoring files for the 2002-2003 year and extracted parent responses from the Self-Assessment from 15 of the 48 districts. Results were as follows (See Attachment 6):

- 98.4% percentage of parents who provide input into the evaluation process
- 96.7% percentage of parents who participated collaboratively in the development of the IEP
- 98.2% percentage of parents who agree least restrictive (LRE) decisions are based on the children's needs
- 97.9% percentage of parents who agree special education and related services are implemented according to the IEP
- 97.3% percentage of parents who understand their procedural safeguards

**Selected Questions from WDE Self-Assessment
Part II - Parent Survey
2002-2003**



Appendix A

WYOMING
Department of
Special Education

PARENT AND EDUCATOR
SURVEY
REGARDING SPECIAL EDUCATION
PROGRAMS IN WYOMING

September 2000

WYOMING DEPARTMENT OF SPECIAL EDUCATION

The purpose of this survey is to gather information on six areas of emphasis in special education that will be shared with the Department of Education staff in Washington DC. The results will be used to validate the good things happening in these areas and help to improve services for children with disabilities.

DIRECTIONS

Please read the short explanation of each area and then circle the number that best describes your opinion.

The scale is:

3 = Excellent

2 = Satisfactory

1 = Poor

NA = Not enough information

QUESTION 1

EXPLANATION:

Do eligible children receive services on their third birthday?

Children are eligible to receive special education and related services in preschool starting at age three. In order to be eligible, they must first be evaluated and must meet eligibility criteria. Children who receive services through early intervention (between the ages of birth to three) should have an evaluation to determine eligibility and there should be a meeting to write an IEP (or decide to continue using the IFSP) before the child's third birthday. This will help ensure that the child does not miss services and that the local school district begins to provide the needed

PARENT AND EDUCATOR SURVEY

services when the child turns three. We are interested in comments and information that eligible children receive services on their third birthday.

1. Children with disabilities receive services on their third birthday.

Circle one: 3 2 1 NA

Comments (optional) _____

QUESTION 2

EXPLANATION:

Are parents involved in the education of their child with a disability?

Parents can have a major influence on the child's learning and have valuable information about the child that otherwise would be unknown to school personnel. It is important that parents are partners with the school and are involved in making decisions about the special education program of their child. We are interested in the information that parents are involved in the special education evaluation and programming for their child.

2. Parents are involved in the educational decision making for their child with a disability.

Circle one: 3 2 1 NA

Comments (optional) _____

WYOMING DEPARTMENT OF SPECIAL EDUCATION

QUESTION 3

EXPLANATION:

Do students with disabilities receive education and related services that promote a high quality education?

If a student is eligible to receive special education and related services, we need to be certain that those services are provided in accordance with the IEP. But we want to know more than if services are received. We want to also know if those services promote high quality. In other words, do these services establish an expectation for high standards rather than settle for something less.

3. Children with disabilities receive education and related services that promote a high quality education.

Circle one: 3 2 1 NA

Comments (optional) _____

QUESTION 4

EXPLANATION:

Do students with disabilities have access to the general curriculum in the least restrictive environment?

Many children with disabilities have the potential for learning much of the same material their nondisabled peers learn if they are given the supports. The material that nondisabled children are taught is referred to as the general curriculum. We want to

PARENT AND EDUCATOR SURVEY

know if children with disabilities are given the supports — accommodations or modifications - that allow them to learn the same material as their nondisabled peers.

4. Children with disabilities have access to the general curriculum in the least restrictive environment.

Circle one: 3 2 1 NA

Comments (optional) _____

QUESTION 5

EXPLANATION:

Are students age 14 and older being prepared for successful transition to work, independent living, or additional education (e.g. college, trade school) services that facilitate successful transition from school to work or from school to post-secondary education?

One of the outcomes for students when they leave school is that they are able to enter work or post secondary education that leads to a career of their choosing. In order to better help this to happen, it is important that a student's education be guided by the student's future goals. It is important to help make connections between the education and the future. It is also important to begin identifying the kinds of supports that might be needed when the student leaves the public schools so these can be put in place by the time he/she exits. We want know if those connections between school and after school are

WYOMING DEPARTMENT OF SPECIAL EDUCATION

being made at least by age 14 and if the education or training a student receives is leading to successful work or post secondary education.

5. Students age 14 and older are being prepared for successful transition to work, independent living, or additional education.

Circle one: 3 2 1 NA

Comments (optional) _____

QUESTION 6

EXPLANATION:

Are there any administrative barriers to providing appropriate services to children with disabilities? Decisions about a child with disabilities education should not be made because of administrative convenience. For example, a decision about the most appropriate placement can not be made on the basis of where a school already has programs setup and running or for the convenience of an existing bus route. Other examples of administrative convenience might center around an existing budget or teacher allocation/assignment procedure. We are interested in knowing if you are aware of decisions made out of an appearance of administrative convenience rather than based strictly on what was best for the child.

PARENT AND EDUCATOR SURVEY

6. Administrative support in providing appropriate service to children with disabilities.

Circle one: 3 2 1 NA

Comments (optional) _____

7. The Wyoming Department of Education does a good job in supervising and monitoring special education programs in school districts throughout the State.

Circle one: 3 2 1 NA

Comments (optional) _____

8. What is the number one strength of special education in Wyoming? _____

9. What is the area that needs the most improvement? _____

10. Comments (optional) _____

11. Who are you? (Check one)

Parent _____ Special education teacher _____

General education teacher _____

Administrator _____ (General _____ Special _____)

Other, specify _____

Thank You

**PARENT SURVEY RESULTS
WYOMING SELF-ASSESSMENT**

The Wyoming Department of Education sent out 6000 parent surveys to gather information on special education and related services in Wyoming. There were over 2000 surveys returned and tabulated. The results were used to validate and to improve services and outcomes for children with disabilities,

Focus Area 1

FAPE AND LRE:

Wyoming schools provide a free appropriate public education in the least restrictive environment for eligible children with disabilities.

48% Excellent 45% Satisfactory 7% Poor

Focus Area 2

PARENT INVOLVEMENT:

I am actively involved in the special education process for my child.

62% Excellent 31% Satisfactory 7% Poor

Focus Area 3

SECONDARY TRANSITION:

Students with disabilities are adequately prepared by employment, postsecondary education, independent living and community participation.

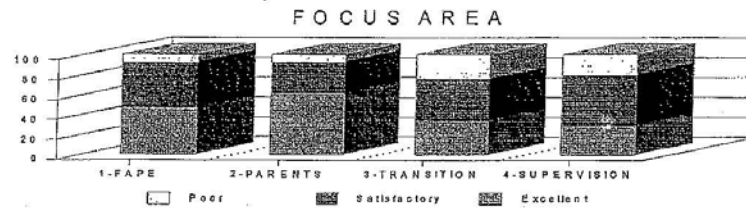
35% Excellent 41% Satisfactory 24% Poor

Focus Area 4

GENERAL SUPERVISION:

The Wyoming Department of Education is effective in managing and monitoring special education programs in school districts throughout the state.

30% Excellent 50% Satisfactory 20% Poor



DEVELOPMENTAL PRESCHOOL SERVICES

1. Preschool children with disabilities have optimal opportunities to engage in learning activities with non-disabled peers in their preschool learning environment.
 44% Excellent 45% Satisfactory 11% Poor
2. Related service needs (i.e. behavior intervention, occupational therapy) are addressed by the IEP team and provided at the level necessary to promote progress in the preschool curriculum.
 47% Excellent 42% Satisfactory 11% Poor
3. Preschoolers are receiving special education services in their regular education classrooms to the maximum extent possible.
 42% Excellent 44% Satisfactory 14% Poor
4. The Provision for extended school year (ESY) services is addressed by the IEP team provided at a level needed to maintain skills.
 35% Excellent 49% Satisfactory 16% Poor
5. Transition planning activities are adequate to provide a smooth transition for families and their infants/toddlers with disabilities into preschool settings.
 40% Excellent 44% Satisfactory 16% Poor
6. The preschool educational program (provided by the Child Development Centers) promotes the development of skills needed for kindergarten readiness.
 46% Excellent 42% Satisfactory 12% Poor

SUMMARY OF COMMENTS FROM SURVEYS:

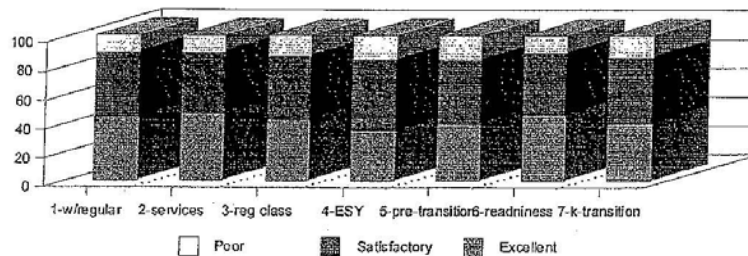
What I like:

Of the over 2000 comments from parents, the loudest message that came through was the quality, the dedication, the concern and the professionalism of teachers in Wyoming. Parents were amazed at the progress of their children and the help they received from the schools. They also commented on the involvement of parents and the willingness of the schools to work with them and listen to them. The concern for the individual child was very evident.

Suggestions for improvement:

There were many great suggestions and some areas of frustration expressed. With Wyoming redefining its graduation requirements at this time there were many concerns expressed over the fact if special education students will be able to receive a regular high school diploma in Wyoming. There were also several concerns expressed if inclusion for children was the best way to educate their children. Many parents felt that their children could learn better in a pull out or resource environment. While on the other hand many parents applauded the inclusion activities in Wyoming. There was some frustration expressed over identification, particularly at early identification. There were isolated suggestions over transportation, parent involvement and training, time for services, lack of appropriate services (some 504 rather than special education), ESY, training and understanding for regular education teachers and some lack of caring or support from local and state administrators.

Developmental Preschool Services



Transition planning activities are adequate to provide a smooth transition for families and their preschoolers with disabilities into public school (i.e. kindergarten). 40% Excellent 45% Satisfactory 15% Poor

8. WYOMING PARENT SURVEY COMMENTS:

ONE THING I REALLY LIKE ABOUT MY CHILD'S SPECIAL EDUCATION PROGRAM IS:

- My child has really made progress in special education, Thanks.
- The teachers and speech therapist really seem to care.
- The teachers are really committed.
- I get to be involved in the decision process with my child.
- They really keep parents informed and involved.
- Mainstreaming and communication between school social worker and the caretaker.
- The work program and the help they get to find a job.
- My child is not made to feel "Special", he is made to feel like any other child.
- I have been able to see results in my child's learning.
- The ability to be part of the school system with their own peers.
- We have been involved in every IEP, that is wonderful.
- I like it that teachers accept my input.
- Efforts have been genuine to improve the inclusion process.
- The team effort by all teachers at the school.
- The one-on-one time spent with my child.
- The school realizes that I care about my child's education and they listen to me.
- The teachers and paraprofessionals really care about my child.

ONE THING I WOULD LIKE TO SEE IMPROVED IN THE SCHOOL'S SPECIAL EDUCATION PROGRAM IS:

- Not every child fits into the inclusion model.
- Standards and outcomes need to be based in individual needs not state and district goals, "One size does not fit all".
- More time spent on individual therapy.
- Some teachers need more training on how to work with disabilities like ADHD.
- More one-on-one time with speech pathologist, 10 minutes a week is not enough.
- Graduation requirements that are more responsible to kids with disabilities can get a diploma also.
- Bigger classrooms, washers and dryers, more special education teachers and paraprofessionals.
- If the school doesn't have anyone qualified to diagnose learning disabilities they should contract for the services.
- The state department needs to wake up, not all kids are going onto a 4 year college, they need vocational training also.
- I would like to see more phonics starting in preschool.
- Make sure every child knows how to read before they graduate.
- Dyslexia is an extremely "common" LD problem we don't have anyone qualified to diagnose it in the district.
- Better communication from year to year with all teachers involved.

- IDEA has improved services a great deal, things are getting better.
- My child can learn and associate with peers stress free.
- My child is finally getting FAPE and LRE by attending Montana School for the Deaf & Blind.
- The 1st grade teacher welcomes my student into the classroom and makes him feel part of the class.
- The teachers he works with are willing to go the extra mile to help.
- That my child receives services in the classroom and doesn't have to go to resource room.
- My child's program was made for him and him alone.
- I feel comfortable communicating with the staff.
- Provide summer school for children with disabilities.
- Better prepared teacher aide, it is a shame when the students know more than the aides.
- Bus schedules that are the same as for the "non special education students".
- Parents need to be better informed about the whole IEP process, testing, options, etc.
- We need space for OT's and PT's to do their job.
- More preparation for independent living.
- When IEP's are called by the school, it is not always clear what the purpose is and I need more time to prepare my concerns.
- I can't tell you how many times I have heard teachers say I can't provide enough individual help because of the class size.
- Re-open the school for the Deaf & Blind.
- Transportation options for children 0-3 to and from developmental pre-school.
- Teacher in the resource room having more qualifications in working with developmentally disabled children.
- Training for general education teachers on inclusion and related concepts in dealing with special education kids.
- The "Vision Department" in our school should be educated in social appropriate manners, students are embarrassed by the adult behavior.
- Services need to start earlier in the school year, they wasted 1 ½ months.
- Don't accept "Status Quo".

- Thank you , thank you , thank you for getting my daughter into special education, she is learning and loves it.
- The staff has taken the time to know my child and is creative in trying to meet her needs.
- The opportunity my child has to learn and play with other children.
- My child is out of special education now, he is successful now because of your help.
- Openness of teachers and willingness to help.
- The WyCAST testing was adapted to special education students.
- I have been amazed with the progress of my child.
- More Community involvement.
- My daughter seems to do fine in resource room but gets lost in the regular classroom.
- I haven't seen much improvement in my child's skills, she never seems to meet the goals that are set up for her, it is frustrating.
- To recognize LD problems earlier, I suspected a problem in 1st grade but the school didn't do anything until 4th grade.
- Better follow-up by the school and letting parents know the progress of our child.
- I really, really, really would like to see a program implemented for special education "Gifted" children.
- Focus on after high school preparation.
- I would like to see more sensitivity from the state department!
- Options for students before and after school.
- Should consider year round schooling for special education students.
- Try to make the IEP meetings less intimidating.
- Better education for parents, the "parent rights" are good but do not really educate parents.
- Better cooperation between the schools and parents.
- I would like to see each school in Wyoming evaluated each year by the public.
- We are concerned over turnover of teachers, my child has had three different teachers in three years. Wyoming needs to be able to keep their teachers.

Wyoming Parent Needs Assessment

Planning for future parent training and information needs is an important activity. We need your help in determining what activities, information, and training you feel would be most beneficial to you. Please read each statement and indicate your need for training or information in this area. **(If you are not a family member or a guardian of a child with a disability, you do not need to fill out this survey.)** Thank you for your help.

Fall 2002 Results:
Frequency of Responses
Number of respondents=206

1. State-wide assessment (WyCAS) for my child	26%	20%	33%	21%
2. WyCAS alternative assessment for my child	23%	16%	32%	28%
3. Graduation requirements for my child	18%	14%	26%	42%
4. Preparing for my child's Individual Education Program (IEP) meeting?	22%	26%	22%	31%
5. School reform/standards-based education for my child?	17%	14%	28%	41%
6. Creating a standards-based IEP?	19%	17%	31%	33%
7. Transition: Pre-School to Kindergarten	40%	19%	14%	24%
8. Transition: Elementary to Middle School/Junior High	40%	6%	23%	30%
9. Transition: Middle School/Junior High to High School	36%	7%	22%	35%
10. Transition: School to Community/Employment	25%	10%	18%	48%
11. Accommodations and modifications in the curriculum?	14%	16%	25%	45%
12. Advocating for my child in the school system?	16%	13%	20%	50%
13. Understanding functional behavioral assessments	21%	18%	30%	31%
14. Including students with disabilities in the regular classroom?	22%	14%	23%	41%
15. Helping school staff work with students with disabilities?	13%	13%	23%	51%
16. Developing a support network for parents of students with disabilities?	15%	20%	25%	39%
17. Learning leadership skills?	19%	26%	25%	30%
18. Learning to help my child be a self-advocate?	14%	18%	23%	45%
19. Understanding least restrictive environments (LRE)	23%	25%	28%	24%
20. Working with agencies outside of the educational setting?	15%	19%	28%	38%
21. Working with regular education school staff?	16%	20%	24%	40%
22. Improving communication between home and school?	17%	18%	18%	39%
23. Becoming an effective IEP team member?	23%	18%	26%	33%
24. Understanding positive behavior supports/interventions	14%	14%	39%	32%
25. Insuring that my child is learning and benefiting from the education process	12%	11%	22%	54%
26. Helping my child learn in school	13%	17%	23%	48%
27. Understanding guardianship/surrogate issues	38%	19%	19%	24%
28. Understanding test results?	20%	23%	26%	30%

MY NEED FOR TRAINING IN THIS AREA IS: NO

2002-2003 Annual Performance Report

29. Requesting mediation to settle disputes?	30%	27%	21%	21%
30. Changing the behaviors of my student with a disability?	23%	21%	27%	31%
31. Helping schools to build on strengths rather than weaknesses?	12%	13%	26%	49%
32. Helping my child develop life long goals?	12%	10%	24%	54%
33. Understanding how changes in the educational system will affect my child?	12%	13%	31%	44%
34. Helping my child improve his/her social skills	14%	16%	14%	56%
35. How my child's disability is affected by adolescence?	15%	18%	24%	43%
36. Accessing appropriate mental health services for my child?	26%	20%	19%	35%
37. Understanding procedural safeguards (consent, notice, confidentiality)	24%	23%	22%	45%

38. What other training or information needs do you have? _____

39. As a parent of a child with a disability, what would help you to become an active involved parent in your child's education?

Will you please share some information about yourself and your special needs child? This will help us in targeting your information and training needs.

40. Your Gender

12% Male 88% Female

41. Your age _____

42. Your town _____

43. Is childcare necessary for you to attend trainings?

32% Yes 60% No

44. Your child's gender

62% Male 38% Female

45. Your child's age _____

46. My child's **primary disability** as indicated on the IEP (check only one)

7% Autism

2% Deaf-blindness

16% Developmental disability

2002-2003 Annual Performance Report

6%	Emotional disability
3%	Hard of Hearing
22%	Learning disability
14%	Mental disability
10%	Multiple disability
2%	Orthopedic impairment
8%	Other health impaired
6%	Speech-language impairment
2%	Traumatic brain injury
1%	Visual impairment including blindness

2002-2003 Annual Performance Report

47. I learn best from: (check all that that apply)

- 22% Large group lectures
- 59% Small group lectures
- 26% Large group workshops with hands on activities
- 61% Small group workshops with hands on activities
- 41% Films, slides, videotapes I could use at home
- 50% Workbooks with ideas and activities I can use at home
- 43% Books or magazines
- 31% Internet or web based information
- 54% Newsletters, pamphlets, other printed material

48. I have sought assistance or information during 2001-2002 from the following parent support groups: (check all that apply)

- 37% Parent Information Center (PIC)
- 9% Parent Education Network (PEN)
- 23% WIND Family Support Network
- 9% UPLIFT
- 21% Other parent group
- 38% None of the above

49. The best time for me to attend trainings/meeting (check all that apply)

- 40% Weekdays during the school year
- 18% Weekdays after school
- 32% Weekday evenings
- 21% Weekends in the morning
- 19% Weekends in the afternoon
- 10% Weekends in the evening
- 34% One-day weekend activities
- 11% Two-day weekend

District Parent Survey

PURPOSE: *The parent and staff surveys are designed to be information tools that address general procedural areas and customer satisfaction.*

INSTRUCTIONS: *The surveys should be distributed approximately five to six weeks prior to the on-site visit and returned approximately 3-4 weeks prior to the visit in order to tabulate and complete Part II of the Self-Assessment. The district may use federal dollars for postage to collect this information. Use the following guidelines to determine who should be surveyed:*

PARENT SURVEYS: Distribute surveys to parents of at least 75% of students with disabilities at each grade level. It is hoped there will be approximately 50% of the surveys, which will be returned. The district should make every effort to ensure some responses from parents of the elementary, junior high/middle school, and high school students.

OUTCOME: *The school district will use the results of the parent and staff surveys to analyze procedural compliance as well as parent and staff satisfaction. The district will also identify effective practices in areas for which the surveys indicate quality performance. These effective practices may be shared with other districts struggling in those same areas.*

2002-2003 Annual Performance Report

Parent Survey

My child is in _____ school building.

Please answer yes or no to the following questions

		Yes	No
1.	When my child was referred for an evaluation, I was asked to provide input.		
2.	The school listens to my suggestions and ideas when developing my child's IEP.		
3.	My child is participating in general education with children without disabilities as much as possible		
4.	My child has the opportunity to participate in school activities such as sports, field trips, clubs, and assemblies.		
5.	My child is receiving the services and supports agreed upon at the IEP meeting.		
6.	Accommodations written in the IEP are consistently carried out in the regular education classroom.		
7.	My child is learning skills that will appropriately lead to further education or a job.		
8.	I am regularly informed about my child's progress on IEP goals and objectives (at least at every report card period).		
9.	My child takes state and district tests and, if necessary, uses appropriate accommodations.		
10.	When I don't understand my rights as a parent of a child with disabilities, someone takes the time to explain them to me.		
11.	One thing I really like about my child's special education program is:		
12.	One thing I would like to see improved in the school's special education program is:		

Percent of Change in Enrollment in General and Special Education

Dist. Code	2003 Percent of Special Education Students in the Total District Enrollment	General Education Students Difference in Enrollment Between 2000 and 2003	Special Education Difference in Enrollment Between 2000 and 2003	% Of Change of General Education Enrollment in 4 Years	% Of Change in Enrollment of Special Education in 4 Years	Dist. Code	2003 Percent of Special Education Students in the Total District Enrollment	General Education Students Difference in Enrollment Between 2000 and 2003	Special Education Enrollment Difference Between 2000 and 2003	% Of Change of General Education Enrollment in 4 Years	% Of Change in Enrollment of Special Education in 4 Years
2307	18.39	-9	13	-4.05%	37.14%	1101	12.14	-266	67	-2.26%	4.41%
2202	16.85	-38	3	-33.93%	25.00%	0501	13.72	-84	6	-5.80%	2.84%
0204	14.33	10	10	3.32%	23.81%	1501	11.58	-178	3	-11.41%	1.69%
1801	12.48	34	16	5.98%	22.86%	1506	10.48	-148	1	-6.84%	0.43%
1202	11.35	-7	44	-0.32%	18.80%	1516	10.32	-30	0	-20.98%	0.00%
0203	17.69	-31	14	-6.97%	18.67%	1602	16.60	-17	0	-7.30%	0.00%
0401	16.96	-264	46	-15.54%	18.62%	0101	16.60	-140	-12	-4.41%	-1.95%
0725	16.54	-177	62	-8.04%	18.29%	0301	10.51	-233	-21	-3.47%	-2.69%
1102	13.37	-90	17	-10.78%	17.35%	1301	14.04	-386	-62	-3.73%	-3.67%
1001	17.27	-116	31	-10.29%	17.22%	0901	13.59	-60	-4	-9.04%	-4.04%
0706	18.68	-107	7	-27.44%	12.07%	2301	16.18	-79	-6	-10.29%	-4.32%
0502	13.59	-49	9	-7.09%	9.78%	2106	18.66	-127	-7	-18.54%	-5.19%
0402	18.45	-103	11	-15.30%	9.32%	2101	15.71	-292	-25	-10.66%	-5.20%
0714	21.38	-50	11	-9.73%	8.27%	0738	15.28	22	-3	10.28%	-5.45%
0201	14.93	-75	6	-10.78%	5.83%	1901	15.62	-433	-39	-10.90%	-5.62%
1809	11.49	20	3	3.97%	4.62%	1902	15.28	-246	-32	-9.88%	-7.32%

Dist. Code	2003 Percent of Special Education Students in the Total District Enrollment	General Education Students Difference in Enrollment Between 2000 and 2003	Special Education Enrollment Difference Between 2000 and 2003	% Of Change of General Education Enrollment in 4 Years	% Of Change in Enrollment of Special Education in 4 Years
1201	10.31	-114	-6	-15.97%	-8.00%
2104	16.39	-11	-10	-1.96%	-8.47%
0701	13.69	-116	-25	-6.76%	-8.96%
0801	14.21	-141	-30	-8.13%	-10.20%
2001	10.45	-42	-28	-2.00%	-10.45%
1702	10.62	-136	-46	-4.83%	-10.72%
1401	13.93	-19	-7	-5.21%	-11.11%
2201	17.50	-132	-29	-10.86%	-11.20%
0202	13.85	-55	-12	-8.86%	-11.65%
0721	22.49	31	-9	16.06%	-12.16%
1701	10.62	-14	-15	-1.78%	-14.02%
0601	14.44	-60	-29	-6.06%	-15.59%
1601	12.62	-93	-30	-7.98%	-16.22%
0724	13.76	-32	-11	-11.07%	-21.15%
1703	10.58	-10	-3	-9.71%	-21.43%
0702	12.77	-47	-9	-18.65%	-23.08%