Wisconsin's Results-Driven Accountability State Systemic Improvement Plan Phase III, Year IV

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WISCONSIN
DEPARTMENT OF
PUBLIC
INSTRUCTION

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I.   Introduction and Summary

Wisconsin's Phase III, Year IV State Systemic Improvement Plan (SSIP) articulates implementation progress and impact of the improvement strategies outlined in previous Phase II and III submissions. Data on implementation and impact from July 2018-Januray 2020 are provided, including an explanation of how this data impacted the direction of project implementation. The reader will see operationalization of Wisconsin's intentional focus on implementation science and continuous improvement. Information about meaningful stakeholder engagement around each improvement strategy and evaluation procedures is also included. A detailed evaluation plan lays out a progression that begins with implementing the improvement strategy, then focuses on how the strategy impacted adult practices, and finally focuses on student level outcomes, with a particular emphasis on Wisconsin's State Identified Measurable Result (SiMR). Wisconsin's SiMR is focused on increasing literacy achievement for students with individualized education plans (IEPs) in grades three through eight. This submission also represents reflections of our agency on the overall scope of the theory of action (ToA) and includes considerations for revision to the ToA and overall plan.

Theory of Action
Wisconsin's ToA has remained as a consistent guide for our work throughout the phases of our improvement efforts. The ToA identifies four main improvement strategies that aim to build capacity at the state, regional, district, school, teacher, and family levels in order to improve literacy outcomes for students with individualized education programs (IEPs). The theory is that if the Wisconsin Department of Public Instruction (WDPI):

- provides a common framework and supports for improvement planning and implementation of evidence-based practices;
- develops and provides resources and professional learning for staff and families on:
  - meaningful access to standards-based general education curriculum and instruction,
  - literacy-specific needs, and
  - examples of promising practices;
- implements a coaching model to support identified Local Education Agencies' (LEAs') district improvement plans; and
- connects compliance and monitoring activities to improved literacy outcomes, then regions, LEAs, schools and teachers will build capacity to improve literacy outcomes for students with IEPs.

Wisconsin's improvement strategies are broad, and include both technical and adaptive changes and challenges. Some strategies require mostly technical changes and corresponding leadership supports, while others require more adaptive, long-term systems change at the state, region, and district levels. Broad systems change is necessary for sustaining the practices that will result in long-term increased literacy outcomes for students with disabilities.

The improvement strategies leveraged in this submission are aligned to the deep systems changes needed within our state agency as well as within our regions, districts and schools to support the implementation frameworks research has shown are most likely to eliminate ability as a predictor of success for students in our schools. We also recognize that while the broad systems changes are the

right work for our state education agency, we need to consider where within that scope we can leverage the changes being made systemically to target our efforts more specifically at the district and school level to be able to study, refine, and then scale specific strategies that evidence has shown to reach the outcomes we seek.

State Identified Measurable Result (SiMR)

Wisconsin's SiMR is a points-based proficiency measure for students with (IEPs) in the area of literacy, grades three through eight. The annual stakeholder-set targets and progress toward those goals are described below. Wisconsin did not meet its SiMR target for the second consecutive year despite significant progress related to several of our statewide strategies. The WDPI continues to make closing achievement gaps a priority focus and in service to this has been deeply engaged in cross-team coordination with Title 1 services, collaborating and unifying our messaging, professional development, and resources. This slippage is indicative of overall trends statewide. During the coming year, the department will engage in a process to narrow the target strategies to those most likely to improve student outcomes based on research. This may include a shift in the measurable result we seek to better align with the strategies targeted.

SiMR Trend Data

FFY*	Reporting Date	Target	Data
2013	4/2015	Baseline	29.00%
2014	4/2016	29.00%	31.70%
2015	4/2017	30.00%	31.67%
2016	4/2018	31.00%	32.09%
2017	4/2019	31.00%	30.12%
2018	4/2020	31.67%	28.89%

*Federal Fiscal Year

Changes from Phase III Submission

This submission year saw the completion of position shifts within the Special Education Team resulting from the appointment of our former division Assistant State Superintendent Carolyn Stanford Taylor to the role of State Superintendent of Public Instruction. Thus, the assistant superintendent, team director, and assistant team director supporting state wide special education are all new to their positions within the last year. Despite these shifts, the overall format and content of this year's submission remains similar to those of previous years. This was done to maintain as much continuity as possible for the reader and in anticipation of changes to the Annual Performance Report/State Performance Plan (APR/SPP) as announced by the Office of Special Education Programs (OSEP). Content changes for the current year include:
- Streamlining of information associated with each strategy
- Increased focus on progress and outcome data within each strategy including added data elements related to District Implementation Teams within schools, Coaching Evaluation pilot, and Universal Event Survey pilot

- Internal continuous improvement related to having not met our SiMR target for the second consecutive year and the intent to narrow the focus of this report to specific strategies that are being implemented and can be measured in districts and schools for future reporting

Organization of the Report

Similar to previous submissions, the information within Wisconsin's report is presented in four main sections:
- SSIP Implementation Progress
  - Key Implementation Activities
  - Barriers
  - Next Steps
- Implementation and Outcome Data
- Stakeholder Engagement
- Evaluation
- Appendices

At the beginning of each section, the items from the State Phase III Report Organizational Outline (Organizational Outline) contained within that section are listed. Detailed descriptions of the improvement strategies can be accessed in previous phase II and III reports. Key implementation activities are summarized at the beginning of each section, followed by details and data to support those efforts. Lastly, similar to last year's submission, implementation progress and data for professional learning strategies have been moved to the appendices rather than in the body of the report in an effort to increase readability and coherence (see Section VII Appendices). The professional learning strategies are:
- Universal Design for Learning
- Universal Reading Training within an Equitable MLSS
- Leadership and Coaching Training within an Equitable MLSS
- Co-Teaching
- Engaging Families in Literacy Series

II.   SSIP Implementation Progress

This section is organized by Wisconsin's improvement strategies and includes information on:
- ✓ Description of the State's SSIP Implementation Progress (Organizational Outline, Section B.1.)
- ✓ Anticipated Barriers and Steps to Address those Barriers (Organizational Outline, Section F.3)
- ✓ Additional Activities to be Implemented Next Year (Organizational Outline, Section F.1)

A. Coordinated Improvement Planning

A critical strategy in Wisconsin' improvement efforts is work related to the development of regional supports in service to providing a common framework and supports for improvement planning and

implementation of evidence-based practices, including literacy instruction. The three major components of this work are:
- System of Supports: Transformation Zone (TZ)
- System of Supports: Technical Assistance Network for Improvement (TA Network)
- Continuous Improvement Process (CIP)

System of Supports: Transformation Zone

As reported in previous submissions, the TZ deeply transforms specific regions using a vertical slice of the system (state, region, district, school, and classroom) in order to learn for effective scale-up. CESA 2 continues to engage in a partnership agreement with WDPI to maintain a fully functioning regional implementation team (RIT) in a transformation zone.

Key Implementation Activities
- Lead implementation activities with two District Implementation Teams (DITs)
  - Supported exploration, selection, and installation of Building Implementation Teams (BITs) in each of the respective districts
  - With DITs and BITs, identified focus of implementation efforts as high quality instruction as measured by the Observation Tool for Instructional Supports and Systems (OTISS)
  - Delivered training on OTISS as fidelity tool for DITs and BITs, and supported collection of baseline fidelity data in each district
  - Collected District Capacity Assessment (DCA) and Drivers Best Practice Assessment data twice per year with each DIT and BIT
  - Developed DIT/building exploration and mutual selection materials to support current transformation zone work, and be leveraged for future work:
    - Collected CESA 2 Regional Capacity Data twice per year
    - Participated in practice-policy feedback loops and system interventions with WDPI and their districts and schools

The CESA 2 RIT demonstrated more rapid implementation with the second DIT and their respective BIT based on the significant learning that occurred with the first DIT. While the second DIT began their work almost six months later than the first DIT, the two districts are now at similar stages in their implementation efforts to date, although both are approximately six months behind the intended timelines as outlined in last year's SSIP reporting based on DIT readiness. WDPI is approximately one year behind its original timeline for exploration with additional RITs and development of a decision-support data system.

Barriers
- With "high quality instruction as measured by the OTISS" as the focus of implementation efforts in the TZ, WDPI recognized the need to identify overlaps with the state's Educator Effectiveness process, and is exploring development of a fidelity tool using Danielson's Framework for Teaching that ensures alignment with existing systemic investments.
- To date, WDPI still has just one region with two districts within the TZ. Efforts to embark upon exploration with other regions has still not occurred due to other organizational priorities that

impact resource allocation within the state. For example, given an anticipated increase in districts identified for supports under the Individuals with Disabilities Education Act (IDEA), broad universal and targeted supports for building continuous improvement processes have been a priority for the WDPI to ensure we are attending to readiness and installation statewide. That, combined with the amount of horizontal alignment needed within the WDPI systems and structures for effective statewide supports has required more of the agency's human and financial resources than originally anticipated.

- Work in the Transformation Zone goes slow to go fast. Previous timeline estimates have rarely played out based on initial plans, and this could be perceived as a barrier. While we can anticipate that the second TZ will iterate more quickly than the first, the work is still always approached from the perspective of readiness. Careful attention to practice-policy feedback loops and a strong decision support data system are critical to informing next right steps and addressing facilitators and barriers as they arise.

Next Steps
- First Transformation Zone continues
  - Every six months: ongoing capacity assessment administration at all levels
  - With CESA 2 RIT continuing to provide support through a gradual release model, current DITs/BITs engage in the following:
    - Spring 2020:
      - Collect and use OTISS fidelity data in buildings (then ongoing 3 times per year)
      - Develop training and coaching service delivery model for high quality instructional practices based on fidelity data
      - Rapid cycle plan, do, study, act (PDSA) of effective teacher practices (then monthly)
      - Based on readiness, DITs 1 and 2 explore and mutually select with additional BITs
    - Summer 2020:
      - Initial installation activities with new BITs
    - Fall 2020:
      - New BITs collect baseline fidelity and capacity data
      - Implement training and coaching service delivery model with new BITs; all DITs and BITs engage in ongoing PDSA of effective teacher practices
- WDPI explores and selects a second region (CESA or large LEA) for expansion of TZ activities
  - Spring 2020:
    - Revise selection criteria, process, and protocols
    - Explore with potential regional partners
    - Mutually select and sign partnership agreements with the next two regional implementation teams
  - Summer 2020:
    - Initial installation activities with new RITs
  - Fall 2020:
    - New RITs explore and mutually select with DITs

- o Winter 2020:
  - ▪ New RITs engage in initial installation activities with DITs
- o Spring 2021:
  - ▪ New RITs support DIT collection of baseline fidelity and capacity data, and exploration and selection and installation activities with BITs
- WDPI strengthens implementation infrastructure (ongoing)
  - o Co-develop with stakeholders implementation guidance documents for regions and districts and schools to support selection and installation of evidence-based practices
  - o Develop decision-support data system and install a fully functioning state implementation team to address facilitators and barriers as they arise from what is learned within classrooms as part of the Transformation Zones

System of Supports: Technical Assistance Network for Improvement (TA Network)

The main function of the TA Network is to leverage federal investments through IDEA and the Every Student Succeeds Act (ESSA) to strengthen the capacity of regional service providers to deliver networking, training, and coaching services to districts and their schools. These services are focused on supporting the continuous improvement efforts of districts and their schools to select, install, and monitor evidence-based improvement strategies within Wisconsin's Framework for Equitable Multi-Level System of Supports. The Integrated Contract leverages federal funds to ensure that each region's TA Network team members represent expertise in general education/Title I, special education, data, equitable multi-level systems of supports, and educator development and supports. While schools and districts are not required to engage with their TA Networks, the WDPI has created structures and aligned resources to support them in recognizing the value of leveraging this statewide resource.

Key Implementation Activities
- The TA Network continued, including several notable improvements for the 2019-20 contract based on feedback provided by regional staff about facilitators and barriers:
  - o Added an equity-focused professional learning requirement
  - o Strengthened effective team functioning through deliverables requiring use of modified Regional Capacity Assessment and development of Terms of Reference
  - o Added "data specialist" role to every team as critical support for continuous improvement work with districts and schools
  - o Allowed TA Network teams flexibility in service delivery to districts and schools that accommodated coaching opportunities in addition to training and basic technical assistance
  - o Added Independent Charter School Support to the Integrated Contract to align supports for students with IEPs attending charter schools with the work of the TA Network teams
- The themes of (1) effective teams, (2) family and stakeholder engagement, and (3) strategic use of data for continuous improvement were the focus of 2019-20 capacity-building for regional TA Network teams as outlined below:
  - o Three face-to-face professional learning meetings
  - o Blended, asynchronous monthly collaborative professional learning activities

- Regional TA Network teams provided identified districts and schools with networking, training, and coaching to support continuous improvement efforts and fulfill reporting requirements under IDEA and ESSA

TA Network teams are carrying out their required activities as planned and according to the monitoring of quarterly contracted deliverables. Event evaluation and monthly learning reflection data continues to be collected and used by WDPI staff to inform ongoing improvements and adjustments to capacity-building activities as outlined above. Regional capacity data was collected for the first time in Fall 2019, providing baseline data to each regional TA Network team and aggregate data for the TA Network overall. The data from these sources are summarized and analyzed in Section III of this submission, and suggest a need for increased capacity building for teams around identification of root causes and translating professional learning into actionable next steps.

Barriers
- TA Network teams demonstrate varying degrees of effective functioning, based on capacity data and review of contract deliverables. WDPI leverages members of a contract management workgroup and capacity-building planning workgroup to provide targeted supports to those teams to reduce variability in team functioning across the state.
- TA Network teams report varying degrees of satisfaction and engagement with capacity-building activities. WDPI is examining ways to increase engagement with regional stakeholders beyond one current designated individual on the capacity-building planning workgroup so that regional and district/school voices are more consistently and effectively included as part of a co-development process for capacity-building activities.
- Submission of district and school improvement plans under ESSA and IDEA requirements revealed gaps across the state regarding conducting effective needs assessment and root cause analyses with alignment to selected evidence-based improvement strategies. Content for capacity building activities was adjusted and will continue to be monitored so that regional TA Network teams are providing the continuous improvement supports most needed by districts and schools.

Next Steps
- Integrated Contract:
  - Spring 2020: Integrated Contract revised for 2020-21
    - Stakeholder input sessions and survey data collected and analyzed
    - Identify specific facilitators and barriers for the TA Network, and incorporate necessary changes to contract activities and deliverables
    - Introduce Integrated Contract changes to TA Network and other related regional programs to plan for effective 2020-21 implementation
  - Summer 2020: 2020-21 Integrated Contract implementation
    - Onboarding activities with new TA Network members and related program managers
    - Implementation planning meetings with TA Network coordinators (then quarterly touch-base meetings)
  - Fall 2020-Spring 2021: monitor 2020-21 Integrated Contract implementation

- TA Network Capacity Building
  - Spring/Summer 2020: engage regional stakeholders from TA Network to:
    - Support outcome development and scope/sequence planning for capacity building
    - Identify implementation data to be used within decision-support data system to inform regional capacity building efforts
    - Establish communication and planning structures to ensure sustainability of ongoing monthly planning and coordination efforts
  - Fall 2020 – Spring 2021:
    - TA Network teams engage in capacity building activities related to root cause identification and translating professional learning into actionable next steps
    - WPDI collects training effectiveness data from regions and districts post events
    - TA Network planning team analyzes aggregated implementation data monthly and uses to inform capacity building plans and state-level teams regarding facilitators and barriers

Continuous Improvement Process

The system of supports described above is grounded in the Coordinated Improvement Planning strategy, the continuous improvement cycle and LEA identifications and reporting requirements.

Key Implementation Activities
- Provided joint (ESSA and IDEA) federal notification packets to 446 LEAs to inform their continuous improvement efforts
- Jointly identified (ESSA and IDEA) schools for improvement
- Improved and developed continuous improvement process tools and resources, including the Wisconsin Information System for Education
- Leveraged federal investments in the TA Network and discretionary grant projects to provide technical assistance and support related to elective continuous improvement (duplicated count: 450 LEAs)
- Monitored sixty-nine LEAs required to engage in continuous improvement under IDEA

The joint notification packets included three types of reports that align with the two major federal education laws: (1) LEA Determinations for all school districts, which include results and compliance data and identification for needs assistance, under the Individuals with Disabilities Education Act (IDEA); (2) "Racial Equity in Special Education" reports for all school districts, which include annual determinations under IDEA of signification disproportionality and the separate, but related, determinations under Indicators 4B, 9, and 10; and (3) school-level reports (ESSA), which include identifications, if any, for Comprehensive or Targeted Support and Improvement. Whether or not the packet reflects an identification under ESSA or IDEA for support, a packet was provided to all LEAs to inform their continuous improvement efforts to eliminate achievement gaps. For a sample of the ESSA report and IDEA LEA Determination Report, access this link.

Schools for improvement included thirty LEAs identified as needing assistance (year 2) or needing intervention and 63 with significant disproportionality under IDEA. Under ESSA, 78 schools were

identified in need of Comprehensive Support and Improvement (CSI), 160 schools in need of Targeted Support and Improvement (TSI), and 60 schools in need of Additional Targeted Support (ATSI). These identified districts and schools are required to engage in continuous improvement as aligned to a Plan-Do-Study/Check-Act cycle and as detailed in the state's Continuous Improvement Process Criteria and Rubric. Further, LEAs identified as having racial disproportionality in special education identification, discipline, or placement will be required to reserve 15 percent of Part B funds under IDEA for comprehensive coordinated early intervening services (CCEIS) and use these funds in alignment with their continuous improvement process planning.

WDPI recommended that the schools and districts use or build on successful continuous improvement efforts they are already engaged in and therefore did not require identified schools or districts to use a specific improvement planning tool. WDPI further encouraged schools and districts to align the required improvement plans with the state teacher evaluation system required under §115.415, Wis. Stats. and referred to as Educator Effectiveness.

Key Implementation Activities, continued
WISELearn provides a centralized location for classroom resources and professional learning resources for all Wisconsin educators. This free online portal brings Wisconsin content to one easy to search location. During this reporting period, staff focused on building the Root Cause Hubs for the WISELearn resource network. Root Cause Hubs will be portals that house curated selections of resources for the support of educators participating in the continuous improvement process. Each theme corresponds to the continuous improvement components outlined in Wisconsin's Framework for Equitable Multi-level Systems of Supports. The overarching aim for this collection of resources is for school and community-based educators to use the Root Cause Hubs to guide decisions towards equitable and high-quality learning opportunities for youth.

WISEdash is Wisconsin's data dashboard and allows users to compare and explore statistics about Wisconsin public schools. Educators can access student-level data through a secure data portal. During this reporting period, the project continued to invest in data collection and usability (i.e. data dashboards).

This project continues to collaborate with WISExplore to develop, test, and scale resources related to continuous improvement. During this reporting period, WISExplore conducted the following activities to build capacity in regional staff to engage in continuous improvement:

- Quarterly WISEdash 101 webinars
- Quarterly trainings for CESA data specialists

WDPI continues to leverage long-standing project investments to use, align, or support the continuous improvement process. During this reporting period, the WDPI piloted a Universal Event Survey (UES) to assess the experience of participants in professional development provided within these projects regarding relevance, quality, effects on underserved students, and readiness to apply their learning. The data gathered is summarized in Section III. One example of how IDEA discretionary funds are used to support continuous improvement is the Early Childhood Program Support Team. This team uses data to identify districts in need of improvement around early childhood inclusion. A data-based focus in early

childhood is a high-leverage strategy to increase Wisconsin's SiMR. The purpose of the Early Childhood Program Support Team is to provide early childhood program support and leadership to school districts to improve outcomes, with a focus on early language and literacy, for preschool children with disabilities in Wisconsin through evidenced-based and meaningful inclusive practices.

During this reporting period, the Early Childhood Program Support Team redeveloped the grant work plan to build the capacity of the grant staff to provide this focused technical assistance using the stages of Implementation Science, the Implementation Drivers, and using coaching as the most effective way to implement new practices. The Program Support Teachers met monthly with their focus districts to establish timelines and a focus team within the district, conducted data reviews and analysis, facilitated a root cause analysis discussion, and created a logic model to increase the percentage of children who attend and receive special education services in an inclusive environment. Professional development and resources provided as part of this grant were aligned to the new work in the areas of coaching competencies, leading teams, facilitating meetings, data collection and analysis, adult learning, goal setting, relationship building, strategic planning, etc. For the first year of the project, one district was identified in each of the 12 regions of the state as well as the largest school district in the state. In its third year, during this reporting period the project has expanded to 51 districts and is more than ready to provide the specific supports to the identified districts as part of and aligned with the Continuous Improvement Process.

During this reporting period, 69 LEAs were identified as "Needs Assistance" for the second year or as having racial disproportionality in special education identification, placement, or discipline and required to engage in continuous improvement. These districts were required to submit an improvement plan via WISEgrants by October 31, 2019, some of which were drafted leveraging the supports of the TA Network. A DPI special education improvement workgroup reviewed plans and provided feedback to districts. The data from the improvement plans was used to monitor progress and inform continuous improvement of the TA Network and other DPI investments in district supports and is summarized in Section II of this submission.

Barriers
- DPI capacity to monitor the increasing number of identified schools and districts for improvement is a barrier. Last year 18 districts were identified for improvement under IDEA (Needs Assistance, Year 2, or Needs Intervention) or with racial disproportionality in special education. This year 69 districts were identified, and next year, this number is projected to increase to over 200 districts as a result of changes to the identification criteria.
- The high level of local flexibility related to improvement planning is also a barrier. Local flexibility related to improvement planning affects WDPI ability to evaluate the fidelity of continuous improvement processes. Our efforts to address this barrier are further complicated by the increasing number of schools and districts projected to be identified each year. Addressing this barrier did not occur as planned during the current reporting period due to staff changes.

Wisconsin is one of 47 states having received public funding to create a state longitudinal data system (SLDS). Despite state-to-state differences, each SLDS shares a common purpose of supporting research and analysis with the intent of informing individual, household, and public policy decisions based on standardized criteria. WDPI is leveraging investments under the SLDS grant to create a cross-agency evaluation plan focused on continuous improvement, using data collected through WISEgrants (for

purposes of ESSA and IDEA improvement reporting) and through other data collection tools, for example related to Educator Effectiveness. WDPI is partnering with the Wisconsin Center for Education Research, the Institute for Research on Poverty, the Wisconsin Evaluation Collaborative, and the Office of Socially Responsible Evaluation in Education (SREed) at the University of Wisconsin in Milwaukee to build this cross-agency plan.

Next Steps
- Plan and implement a system of monitoring supports to address the increasing numbers of identified schools and districts as follows:
  - Q1-2: Plan for a multilevel system of monitoring support
  - Q3-4: Implement a multilevel system of monitoring support
  - Q4: Evaluate and adjust or scale-up the implementation of a multilevel system of monitoring support
- Continue to encourage identified schools and districts to leverage their existing local continuous improvement planning processes, including those used to meet state requirements related to Educator Effectiveness (EE), to address gaps flagged in the joint federal accountability systems. We will continue to seek ways to connect the evaluation of continuous improvement as required under IDEA or ESSA and reported via WISEgrants to the evaluation of continuous improvement under Educator Effectiveness.
- WDPI will continue to leverage investments under the SLDS grant to create a cross-agency evaluation plan focused on continuous improvement, using data collected through WISEgrants (for purposes of ESSA and IDEA improvement reporting) and through other data collection tools. During the upcoming reporting period, WDPI plans to draft collaborative evaluation plan, bringing coherence across the evaluation plan for EE and for improvement under ESSA and IDEA.

B. Coaching Supports

Supports for coaching is the second of Wisconsin's improvement strategies given its critical role as an implementation capacity driver. Programming emphasizes a statewide vision and tools for coaching, as well as more intensive support for high-needs Local Education Agencies (LEAs), with a particular focus on LEAs and schools identified through Wisconsin's joint IDEA and ESSA continuous improvement process. WDPI has an internal coaching position, an external jointly funded (IDEA and ESSA) Statewide Coaching Coordinator, and in the previous reporting period, began funding and building capacity of one coach within each CESA through the Research to Practice: Inclusive Communities (RPIC) discretionary project. The statewide coaching practices are non-content specific in order to apply broadly within the high level of local control of instructional practice allowed for schools and districts. The RPIC project focuses specifically on coaching for increased inclusion of students with IEPs so they can access and benefit from high quality instruction, including literacy instruction provided in the general education setting.

Key Implementation Activities
- Developed and implemented a Coach Evaluation Pilot
  - Created a coach evaluation rubric directly aligned to the [Coaching Competency Practice Profile](#) (CCPP)

- o Collected, analyzed, and utilized process data to inform coach evaluation rubric and processes
- Developed coaching resources
  - o Created installation stage guidance for [Coaching System Development Worksheet](#)
  - o Published quarterly Coaching Newsletters and blog posts (aligned to CCPP)
  - o Hosted semi-annual book studies related to coaching competencies
- Increased regional coaching capacity
  - o Onboarded 14 district-level implementation coaches to each of the 12 CESAs
  - o Trained 8 of 12 CESA regions in the CCPP and supporting tools
- Increased TA Network and RIT coaching capacity

As the formal practice of coaching in education has expanded, there is a growing need for a way to provide meaningful and relevant feedback for coaches across Wisconsin that supports guided, individualized, and self-determined professional growth and development. Recent requests from schools and districts consistently include a need for coach-specific professional growth and development tools. Many coaches report they are being evaluated using the Danielson framework or others that do not fully match the tasks completed or responsibilities held by coaches. To meet this growing need, a stakeholder workgroup created a [coach evaluation process and rubric](#) that was piloted during the 2019-2020 school year. As with the purpose of the Wisconsin Educator Effectiveness (EE) System for evaluating teachers and principals and the Wisconsin-created evaluations for other professional staff roles, the Wisconsin Evaluation of Educational Coaches is designed and intended as a performance-based continuous improvement system. This rubric is being piloted during the 2019-2020 school year. Revisions will be made based on feedback from districts engaged in the pilot process and prior to full release for the 2020-2021 school year.

WDPI developed a [coaching webpage](#) designed to house all resources, tools and documents created by the agency and related to coaching. This webpage is meant to be a one-stop shop for administrators, coaches, and educators to access resources related to coaching. During this reporting period, a coach evaluation page has been added to the menu of tools available to the field. This page provides pilot participants information related to coach evaluation.

With funding and support from the Research to Practice Inclusive Communities (RPIC) discretionary grant project, the agency supports 12 regionally-based (CESA) implementation coaches. During this reporting period, CESA coaches engaged in monthly coaching sessions with both implementation teams and internal coaches who are part of the project. They were asked to provide reflection data based on each unique coaching session related to the six coaching competencies outlined by the agency. Of the 12 CESAs, six are offering a series of coaching network learning and support. These series are between three and six days of learning. Each of the six networks has included the Coaching Competency Practice Profile (CCPP) as a key tool to support their learning. Three of the six have organized much of the entire series around digging deeper into the CCPP and supporting tools. Additionally three CESAs have invited the statewide coaching coordinator to introduce the CCPP to other non-specific coaching networks that acknowledge coaching as a value added competency. The statewide coaching coordinator has provided direct support in the form of facilitating, co-facilitating or co-planning to eight CESAs.

Two annual virtual meetings were offered to representatives from each CESA who have direct contact with coaching. This group collectively developed a statewide coaching problem of practice in 2018-19 which sought to understand the connection of successful coaching and leadership support. In 2019-20 CESAs shared success stories which include inviting leadership to coaching networks, using the DPI Coaching System Development Worksheet, and creating coach job descriptions. A secondary problem of practice was adopted for 2020-21 during the group's most recent meeting to include collecting coaching data. Apart from collaboration around a problem of practice, this platform acts as a method to provide awareness to statewide resources and tools from both the DPI and the Wisconsin Response to Intervention (RtI) Center.

Woven throughout all three TA Network capacity building themes for learning for 2019-20 (effective team functioning, stakeholder engagement, and strategic use of data for continuous improvement) are coaching and equity. Teams were provided with opportunities to both learn and practice coaching skills and strategies during the three full-day face-to-face meetings and monthly team asynchronous learning opportunities. The statewide coaching coordinator is also part of the Regional Implementation Team within the Transformation Zone and is supporting the installation of coaching at the regional, district and building levels.

Barriers
- One barrier is lack of specificity of an innovation or practice. The innovation for coaching remains too theoretical as the installation is around a statewide model versus a specific coaching practice. The project supports will work to connect the coaching competencies to a specific practice or innovation in ways that help connect and contextualize their learning.

Next Steps
- Continue building resources that connect to the Coaching Systems Development Worksheet.
  - The focus will be on the installation and implementation stages. The agency plans to create short video explainers that orient the user to the tools available as well as highlight updates or improvements to the exploration stage.
- Analyze data gathered through the Coaching Evaluation Pilot to improve the process and offer this resource statewide
- Identify practices or innovations in coaching that can be operationalized within districts

C. Compliance Practices Focused on Literacy Outcomes

The third improvement strategy connects compliance and monitoring to literacy outcomes for students with IEPs and includes two primary components:
- College and Career Ready IEPs
- Reading Drives Achievement: Procedural Compliance Self-Assessment

College and Career Ready IEPs

As Wisconsin moves toward year six of supporting the use of the College and Career Ready Individualized Education Program (CCR IEP) process as a way to sustain better outcomes for students with IEPs, the focus continues to be on ways to both expand and deepen it as a promising path to realizing better outcomes for our students with IEPs.

Key Implementation Activities
- Delivered 13 full-day trainings on CCR IEPs, involving over 341 school and regional staff
- Collected and analyzed participant survey data to inform continuous improvement
- Co-created a logic model to serve as a draft master plan to focus work priorities

Full-day, general CCR IEP trainings continued to be offered throughout the state over the course of the year. Based on requests and feedback from participants, we expanded on and refined trainings that adapted the CCR IEP content and included additional examples based on a lens or role. Included in this were trainings focused on related services, students with the most significant cognitive disabilities or discrepancies in general assessment, and social emotional learning. To maintain fidelity of messaging and content and to better support capacity building for our trainers, our CCR IEP training and implementation coordinator engaged in coaching conversations with all trainers before and after trainings and observed at least one training delivered by each of our trainers. There are approximately 16 people who deliver full-day trainings throughout the state.

During this reporting year, 341 people were trained in CCR IEPs. This represents 98 or about one-fourth of the school districts in the state. In addition, multiple CESAs and statewide grants sent individuals to these trainings as well and as of this submission there are five additional trainings to be held. It is important to note that the number of training participants dropped this year over last. We believe this is due to a number of variables.
- The training is now in its fourth year, so it is logical to see a decline in those needing initial training.
- Our regional special education network staff have shared they are fielding more requests for customized training within school districts. Delivering content in this way allows districts to enjoy shorter sessions, tailored delivery, and increased time to ask questions of experts. As these trainings are provided for a fee to districts and fall outside this project, the data on those sessions is not included; however, it is important to note that the content is being more widely disseminated than the data set in Section III of this report represents.
- Two of our other statewide grant projects utilize the CCR IEP content extensively in delivering training to their audiences around the state. One of them requires participants to attend a general CCR IEP training as a prerequisite and both are reported under other grant projects (Early Childhood PST and Enhancing Social and Emotional Skills in Students with IEPs), so are not reported here.
- Anecdotal feedback from training participants supports comments on the follow-up survey that participants are looking for more hands-on experience and support with the CCR IEP framework outside of a one-day workshop. Thus, our implementation workgroup has been engaged in discussions on how we might meet this need.

Through the Universal Event Survey (UES), we collected data from training participants on the impact of the training, as well as additional supports or resources participants need to support their work. A total of 126 respondent surveys (a 40 percent response rate) were analyzed. A summary of the participants' responses is provided in Section III of this submission.

In addition to training, focus has begun to shift toward implementation of the CCR IEP framework. As a significant number of practitioners have been trained in the CCR IEP framework over the past four years, their needs have evolved from simply learning what the CCR IEP framework is to needing support with putting it into practice. Research on adult learning and changes to practice have demonstrated that while training is necessary, it is not sufficient alone to change practice. A workgroup comprised of those involved in training content development and delivery was convened and began considering two strands as identified in its logic model: (1) how better to align training with established principles of adult professional learning and (2) how best to set the stage for supporting implementation at the district, school, and classroom levels. Our work group has met over the course of the year and has focused on improving our training model as well as developing resources regional implementation teams will use to support district level implementation teams.

Also during this reporting period, a one-hour webinar was developed and offered for the first time to begin to address questions arising in the field on monitoring progress toward meeting IEP goals. Approximately 400 people attended this webinar and a recording will be made available. Due to the popularity of this format, it is anticipated additional e-learning content will be developed on specific topics related to CCR IEPs next year.

Barriers
- Almost universally, participants shared that the full day of training is somewhat overwhelming and a lot to process in the course of one day. As such, our implementation work group has been considering ways to address this through an improved training format. We are examining ways to spread the content over several sessions, and in a blended learning format to make it both more accessible and easier to digest and understand over time. Data also indicates that getting immediate feedback and having the opportunity to ask questions of an expert as they come up are supports the field needs and values.
- While data on training content and resources has been very helpful to informing improvements to these, there is a gap in our data collection around impact at the student level.

Next Steps
- Within our project, we will develop a learning cohort through the implementation drivers as a way to maximize laying the foundation for effective implementation at the district and school levels. Completion of a training plan for the cohort will occur by summer 2020 and the first learning cohort groups meet beginning in fall 2020. Usability testing will occur within the first learning cohort, with data collected to inform its effectiveness, impact, and future iterations.
- Coupled with improvements to training format and delivery, this project intends to collect student level data from IEP progress reporting, as well as procedural compliance self-assessment

data, to better gauge the impact of learning about and utilizing the CCR IEP framework on student learning and compliance.
- Develop online modules as an additional resource for understanding and effectively implementing CCR IEPs in a self-guided format.

Reading Drives Achievement: Procedural Compliance Self-Assessment (RDA: PCSA)

Wisconsin's second main project related to compliance practices that impact outcomes has focused on shifting focus and content for monitoring LEAs toward a more outcome-driven approach. Additional detail and associated resources can be found on the RDA: PCSA page on WDPI's website.

Key Implementation Activities
Ninety districts (the third cohort of a five-year cycle) conducted the Reading Drives Achievement: Procedural Compliance Self-Assessment (RDA: PCSA). Activities associated with this process follow the timeline below.
- After July 1, each district appointed an ad hoc committee, including parent(s), to determine how and when the self-assessment would be conducted and to review the results. District staff assigned to review IEP records completed the RDA: PCSA Training and Certification eCourse with 100 percent accuracy and each director of special education provided an assurance of completion to the department. The eCourse is designed to develop an understanding of how to assess monitoring standards and promote inter-rater reliability of IEP record reviews.
- By November 15, districts uploaded WISEids of student records to the RDA: PCSA Reporting Tool in the WDPI special education secure portal, which then generated a record sample. District staff conducted record reviews using the Department's RDA: PCSA Directions & Standards. Each director of special education recorded the district's results in the reporting tool. For any noncompliance identified by the district, the district was instructed in the RDA: PCSA Reporting Tool to identify how to correct student-level errors and ensure current compliance. Each district submitted their RDA: PCSA report of errors and corrective action plan.
- In January and February the procedural compliance workgroup (PCWG) conducted validation visits in selected representative districts to determine if records were accurately assessed in accordance with the RDA: PCSA Directions and Standards. Districts were notified of any records that were not properly assessed and any additional student-level errors requiring correction. Validation activities inform future training needs and clarifications needed in the Directions and Standards. The results also help to measure the effectiveness of the RDA: PCSA Training and Certification eCourse for ensuring consistency in applying the Directions and Standards during record reviews.
- By January 15, each of the ninety districts corrected student-level errors and provided an assurance that all student-level noncompliance was corrected and actions to ensure current compliance are in progress. The Department began verification of student-level correction of noncompliance in February.
- Members of the PCWG provided training and technical assistance for special education supervisors representing each region in Milwaukee Public Schools (MPS). MPS is the single district in the state with a membership greater than 50,000 and conducts the RDA: PCSA on an

annual basis. PCWG debriefed MPS RDA: PCSA training feedback and created supplemental notes to Directions and Standards to help ensure inter-rater reliability.
- Members of the PCWG provided additional training and technical assistance for special education staff in identified districts and charter schools. PCWG debriefed the RDA: PCSA training to help ensure inter-rater reliability.
- Members of the PCWG provided training and technical assistance to the WDPI Special Education Team to enable additional staff members to conduct Step I and Step II verification of correction of identified noncompliance in LEAs.

Barriers
- The Procedural Compliance Workgroup validated Cohort II districts and did not identify any needed revisions to the RDA: PCSA checklist or to the Directions and Standards. Districts understood the procedures and applied them consistently. Thus, no specific barriers in this strategy are identified.

Next Steps
- Examine frequency of areas of identified noncompliance across all Cohort II districts and elevate areas of noncompliance that are most often in need of correction, with emphasis on noncompliance related to students with disabilities related to reading
- Develop additional guidance for preventing noncompliance in areas of greatest frequency

III. Implementation and Outcome Data

This section is organized by Wisconsin's improvement strategies and includes information on:
- ✓ How the State has Demonstrated Progress and Made Modifications to the SSIP as Necessary (Organizational Outline, Section C.2)
- ✓ Assessment of Progress Toward Achieving Intended Improvements (Organizational Outline, Section E.1)

A. Coordinated Improvement Planning

System of Supports: Transformation Zone

Key Definitions
State: State Capacity Assessment (SCA) - Action assessment used by State Education Agencies (SEAs) to examine application of implementation practices and resources in support of effective and sustained use of effective innovations. Initial administration: October 2015. Administered every six months through June 2019. Note: NIRN revised the SCA and the new form will be administered in March 2020 and generate a new baseline from which to assess progress in the future.

Region: Regional Capacity Assessment (RCA) - Action assessment that provides a regional education agency (REA) with a structured process for development of a regional capacity implementation plan to

supports district implementation teams that will directly benefit students. Initial administration CESA 2: February 2017. Administered every six months to present.

District 1 and District 2: District Capacity Assessment (DCA) - Action assessment designed to help district leaders and staff more precisely align resources with intended outcomes to support the effective use of an effective innovation. Initial administration with District Implementation Team 1 (DIT 1): July 2018. Administered every six months to present. Initial administration with District Implementation Team 2 (DIT 2): January 2019. Administered every six month to present.

Progress Data

Capacity Data - State, Region, District, School Capacity Assessments. This data represents the WDPI (eight assessments administered), one region (six assessments administered), two school districts (three assessments administered) and two school buildings (one assessment administered). All assessments indicate an upward (positive) trend in capacity development with the exception of the school assessment which was a baseline assessment and the state level capacity data.
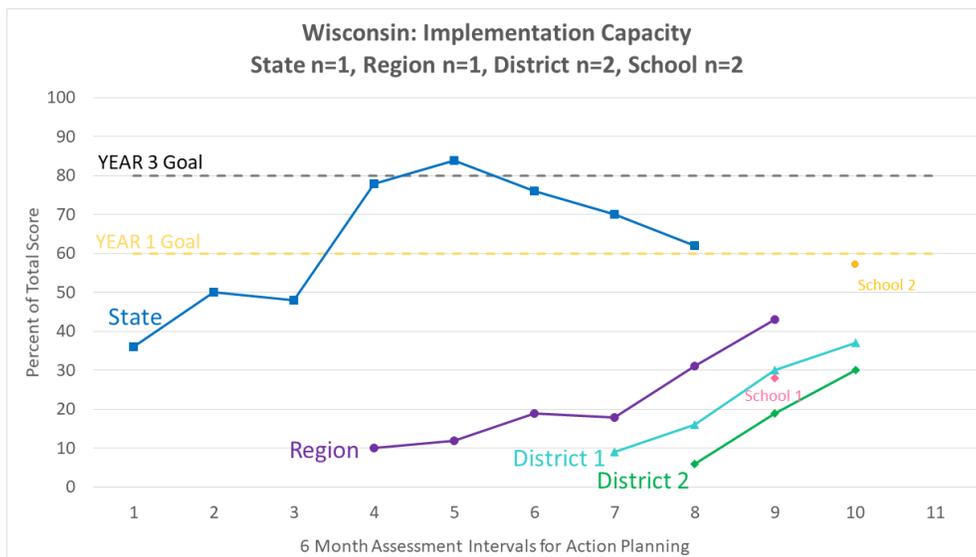
The downward trend of state-level capacity data highlights the continued need to develop implementation teams in additional regions, districts, and schools so that WDPI has more data to leverage. Relatively slow-growing and low capacity scores at the regional and district levels continues to impress upon the state design team the need to strengthen state-level implementation infrastructure for and alignment of supports, data, and action-items. Based on this data, the WDPI will begin exploration with additional regions for expansion of transformation zone activities.

**Fidelity Data – OTISS (SISEP/NIRN)**

Observation Tool for Instructional Supports and Systems (OTISS) - Classroom walk-through tool to assess the quality of systems and supports that help teachers use best practices for instruction. Scores range from zero to two for each item, and are then averaged for each subscale. Subscales include: clear

instruction, demonstrates tasks, engages students, provides feedback, adjusts to responses, and provides opportunities which combine into a total score of 1.55 for school one, and 1.60 for school two.

District 1/School 1 Baseline Data

District 2/School 1 Baseline Data
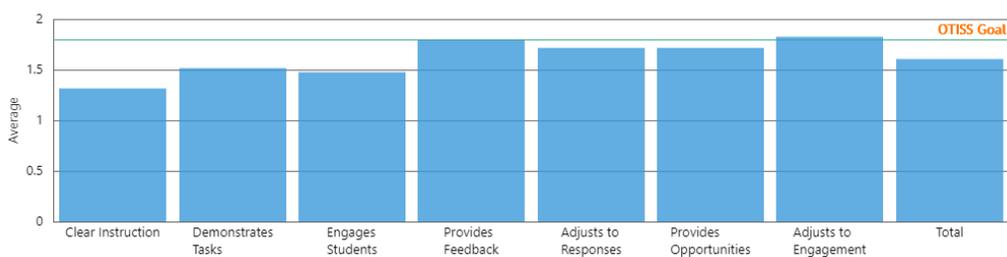
In both schools across two districts, the main area for growth as reflected in OTISS baseline data was "clear instruction." Deeper analysis of this component yielded a training need in both districts focused on ensuring teachers provide and return to strong rationales. Training and coaching plans to support the lowest scoring areas are currently in development to provide supports for teachers to implement these high-quality instructional practices. As additional fidelity data is collected later this spring, training and coaching plans will be adjusted to reflect new areas of emphasis for supporting teacher practice.

System of Supports: Technical Assistance Network for Improvement Supports

As reported in last year's SSIP, implementation data from the TA Network has been collected on a regular basis to reflect training effectiveness and inform planning of the state's capacity-building efforts. Specifically, data was collected through the face-to-face meeting surveys of TA Network team members and a modified Regional Capacity Assessment regarding team functioning.

Progress Data
Implementation data regarding capacity-building activity effectiveness: face-to-face TA Network meeting event evaluations. Participants rated the content of five meetings held between November, 2018 and December 2019 based on the degree to which the objectives of the meetings were met, relevance to their work, quality, readied them for greater impact for students who have been traditionally underserved, and readied them to apply the terms, frameworks, resources and materials shared.

Percentage of Participants Responding Strongly Agree/Agree

Legend: Nov 2018, Jan 2019, Mar 2019, Sept 2019, Dec 2019

Indicator	Nov 2018	Jan 2019	Mar 2019	Sept 2019	Dec 2019
Achieved goals/objectives	93%	81%	94%	90%	81%
Highly relevant to my work	93%	86%	98%	91%	83%
High quality	88%	80%	96%	83%	74%
Will equip me to have a greater impact for students who have traditionally been underserved	84%	68%	89%	54%	49%
Ready to apply terms, frameworks, resources, and materials	95%	95%	95%	70%	83%

Indicators

Overall, data demonstrates positive trends regarding training effectiveness and impact, with a majority of respondents reporting that they strongly agree or agree with the indicators of effectiveness. Dips in face-to-face quantitative training effectiveness data is paired with review of qualitative data collected to provide the planning workgroup with information for rapid cycle improvement on content and process when preparing upcoming professional learning activities. For example, data collected from TA Network Coordinators reveal that translating data into action steps for students who have been traditionally underserved informs the lower scores on their ability to have greater impact on underserved students. The planning workgroup leveraged this information to develop professional learning on data literacy and analysis for students with IEPs for TA Network team members in the spring of 2020.

Capacity Data
Regarding regional and statewide effective TA Network team functioning
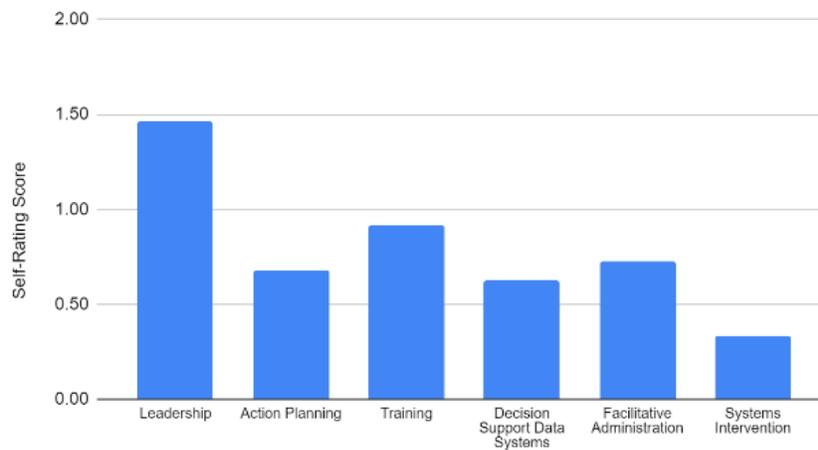*Modified Regional Capacity Assessment*

Average Ratings by Implementation Drivers
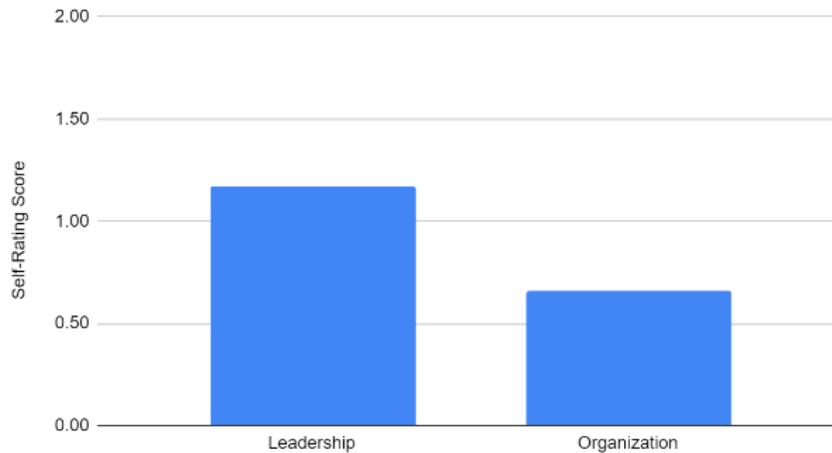
Average Ratings by Subscale

Based on a compilation of 12 items from the Regional Capacity Assessment focused on leadership and organization implementation drivers, TA Network teams self-assessed their capacity in Fall 2019, and will do so again in Spring 2020. Overall, TA Network teams demonstrate relative strength in the leadership driver, with a score of 1.2/2.0 and opportunities for growth in the organization driver, with a score of .65/2.0. This is further reinforced in the leadership driver subscales. Assessing capacity using SISEP/NIRN's tool is pushing TA Network teams to more clearly understand what it takes for them to operationalize the research-based indicators of capacity, and providing data to WDPI that informs capacity-building content focused on critical aspects of implementation science. For example, lack of access to relevant data for decision making (Decision Support Data Systems) within regional needs assessments was articulated through these capacity assessments. WDPI addressed this by providing TA

Network teams with region-specific data and the support needed to translate that data into decisions regarding the professional learning teams provided to districts.

Continuous Improvement Process

During this reporting period, WDPI monitored and measured outputs and progress related to the coordinated, continuous improvement process through the following:

WISExplore offered training and support on continuous improvement using the Data Inquiry Journal, a data-based improvement plan process that focuses on root cause analysis, student data, adult practice data, planning and evaluation using a Plan/Do/Study-Check/Act cycle. 56 districts conducted student data and adult practice data inquiry and developed improvement plans with evaluation metrics that include both student outcome data and changed adult practice data.

The WDPI piloted a Universal Event Survey (UES) to assess the experience of 641 participants in professional development provided within numerous projects regarding relevance, quality, effects on underserved students, and readiness to apply their learning. The projects included: College and Career Ready IEPs, Transition Improvement, the Regional Service Network, Supporting Neurodiverse Students, Early Childhood Program Support Teachers, and the Wisconsin State Parent/Educator Initiative.

<u>Summary of Data by Project by Question Item</u>
February 2019-January 2020

Project Grant	Respondents	Relevant to My Work	High Quality	Effect on Under-served	Ready to Apply (1-4)
College & Career Ready IEPs	126	4.65	4.55	4.36	3.13
Transition Improvement Grant	40	4.65	4.70	4.65	3.09
Regional SE Network	107	4.57	4.75	4.54	3.22
Supporting Neurodiverse Students	286	4.54	4.53	4.40	3.21
EC PST	75	4.57	4.52	4.15	3.15
WSPEI	7	4.29	4.57	4.57	4.29
Total	641	4.27	4.59	4.55	4.37

The general pattern of responses to the UES has been very positive. Across all grants, average responses were remarkably similar, with no grant averaging less than 4.00 (out of 5.00 possible) on any of the three measures. All respondents were also asked the following question across all surveys: "How would you rate your current knowledge level regarding the specific terms, frameworks, resources, or materials discussed in <this event>"? Responses were on a four-point scale using the following ordinal categories:

1. Not ready to apply
2. Need substantial supports to apply
3. Ready to apply with minimal supports
4. Ready to apply independently

The total average rating across all surveys for this item was 3.19. As with the previous items, responses were consistent across grants, with grant averages ranging from 2.89 to 3.35 (out of 4). Because this is the first collection period, there are no trend data to report. The UES platform is currently in the pilot stage, with WDPI grants using the tool voluntarily. As of July 1, 2020, the tool will be rolled out for use by all grant projects and data collection using the tool will be mandatory. As the UES moves into full implementation, we will begin receiving data from all grant projects. With this information, we will be able to determine program areas that are strengths or in need of improvement. The survey findings will also inform the best distribution of resources. In addition, as multiple data points accrue, we will be able to track changes over time.

One of the federal investments leveraged to provide technical assistance and support related to elective continuous improvement is through the Early Childhood Program Support Team (PST). Data was collected related to continuous improvement in service to transition outcomes for early childhood students with IEPs. Below is a list of the districts involved in the project and their baseline data. The baseline data represents the percentage of children ages 3 through 5 who attend a regular early childhood program and receive the majority of their special education and related services in the regular early childhood program. For those districts identified during the first year of the project, the baseline data is from the 2016-17 school year. For those districts identified during the second year of the project, the baseline data is from the 2017-18 school year. During this reporting period, no new districts were added but learner outcome data continued to be collected.

LEA Name	Indicator 6A 10-1-16	Indicator 6A 10-1-17	Indicator 6A 10-1-18
Antigo Unified School District	23.33	27.91	13.56
Ashland School District		25	41.94
Boscobel Area School District		2.86	6.67
Chilton School District		12.5	10
Chippewa Falls Area Unified School District		33.33	31.08
Clinton Community School District		11.76	31.58
Coleman School District	7.14	5.26	25
Dodgeland School District	13.33	23.53	16.67
Elkhorn Area School District		15.25	14.75
Fond du Lac School District		21.13	26.07

LEA Name	Indicator 6A 10-1-16	Indicator 6A 10-1-17	Indicator 6A 10-1-18
Franklin Public School District	13.79	26.15	40.74
Germantown School District		20	24.21
Green Bay Area Public School District		19.15	32.55
Greenfield School District		28.81	9.3
Jefferson School District		26.92	25
Kettle Moraine School District		18.52	20.97
Ladysmith School District	0	18.75	27.78
Lake Geneva J1 School District	18	9.43	26.53
Marathon City School District		0	61.54
Marshfield Unified School District		5.48	6.41
McFarland School District		22.73	18.18
Menomonee Falls School District		14.93	29.41
Milwaukee School District	8.96	11.44	12.33
Mishicot School District		14.29	43.48
Mukwonago School District		9.86	6.78
Neenah Joint School District		6.04	1.96
Nekoosa School District	19.23	3.7	0
New Glarus School District		0	0
North Crawford School District	10	44.44	7.69
Oconto Falls Public School District		20	24.32
Osceola School District		5.56	11.11
Osseo-Fairchild School District		30.77	20
Phillips School District	35.29	27.78	31.58
Randall J1 School District		25	17.65
Rice Lake Area School District	11.11	16.98	33.33
River Falls School District		21.88	33.33
River Ridge School District		0	10
Shawano School District		0	12
Siren School District		15	18.75
Slinger School District		31.58	10.81
South Milwaukee School District		10.17	23.29
Southern Door County School District		36.36	41.18
Sparta Area School District		31.67	37.31
Stevens Point Area Public School District		31.78	20.74
Sturgeon Bay School District	16.67	37.04	66.67
Viroqua Area School District		10	18.75
Waukesha School District		32	25.27
Westby Area School District	26.32	35.71	53.33
Westfield School District		8.7	38.89
Weyauwega-Fremont School District		27.78	14.29
Whitewater Unified School District		0	2.27

Thirteen districts (highlighted in light green) are the first group of districts for which the PSTs began the focus work during the 2017-18 school year. Thirty-eight districts (highlighted in blue) are districts that began focus work during the 2018-19 school year. The first percentage (either 10-1-16 or 10-1-17) is that district's Indicator 6A percent for the year prior to the Early Childhood PST beginning the focus work with the district and is the baseline data for Indicator 6A for the district. There are a number of districts that have made significant progress and we are in the process of identifying the changes the districts put in place that contributes to their success.

Data from monitoring 69 LEAs required to engage in continuous improvement under IDEA:
WDPI required 69 LEAs to submit improvement plans when identified as "Needs Assistance" for the second year in a row or with racial disproportionality in special education identification, placement, and discipline (*see* geographic distribution, right). LEAs submitted locally-developed improvement plans using the continuous improvement process or the state-developed tools and resources related to improvement planning available through WISEdash and facilitated by the TA Network and WISExplore. There were three regions with 1-6 identifications, six with 7-11, one with 12-16, one with 33-37 and one with 37-43. There were no regions with the number of identifications in the range of 17-32.

SY 2018-19 Joint Federal Notifications
Total Identifications by CESA

Total Identifications | 1-6 | 7-11 | 12-16 | 33-37 | 37-43
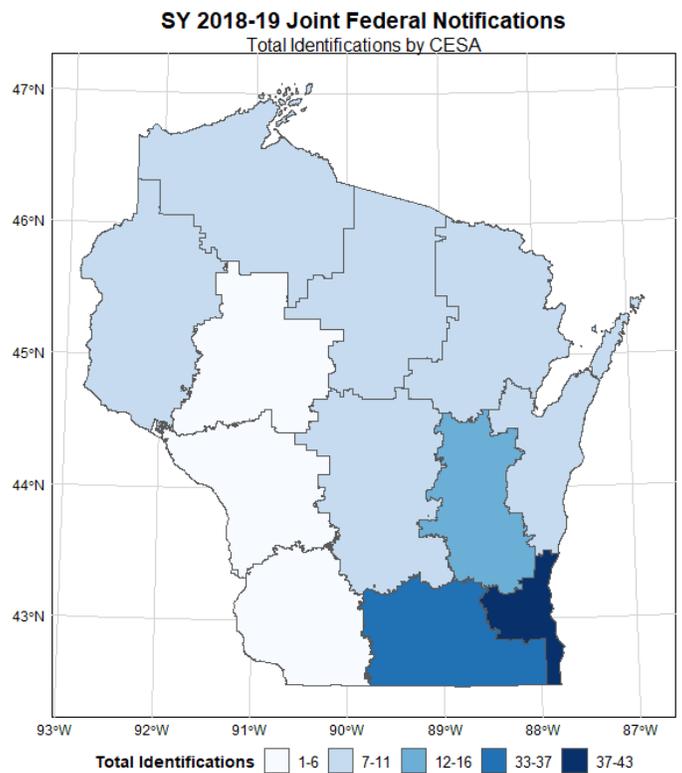
Note: Each LEA can receive identifications in up to 3 total areas. These areas are Title I (CSI, TSI, or ATSI), IDEA Determinations, and Racial Disproportionality

WDPI analyzed the data submitted through the improvement plans. First, WDPI identified general trends, root causes, next steps, and rationale for action as described below.

What we saw	What it meant	What we're doing	Why it matters
Needs assessment with root cause analysis must be focused on relevant identification area	Some districts lacked understanding of whether or how to engage in this work	Direct technical assistance for districts, additional training through regional Data Specialists	If you don't know what you need, how will you know where to invest?
Essential for connection between selected improvement strategy and identified need	Districts had uneven capacity to select improvement strategies that align with student needs.	Direct and indirect technical assistance with districts to build capacity in accessing and applying research-based improvement strategies	You must select a strategy that will impact the identified needs
Inconsistent relationship between district improvement plans & continuous improvement rubric (which provides criteria for improvement planning and processes)	DPI needs to improve communication to districts so they better understand the role of the rubric in their plan development and our review.	Direct and indirect (regional trainings) technical assistance with districts to build capacity around continuous improvement	The continuous improvement rubric is research-based and can serve as a roadmap for successful school improvement efforts.

Secondly, WDPI analyzed the data for common root causes of racial disproportionality in special education or areas in need of improvement. Based on initial review of the data, the most frequently identified areas of concern are:
- Lack of culturally responsive instruction or staff cultural biases (34 districts)
- Lack of Equitable MLSS (academic) (31 districts)
- Lack of Equitable MLSS (behavioral) (25 districts)
- Lack of mental health, trauma-informed practices, and restorative practices (14 districts)
- Lack of relationships or connection with students or families (14 districts)

Finally, WDPI analyzed the data for common evidence-based strategies selected to address areas of concern. Based on initial review of the data, the most frequently identified strategies are:
- Professional development – culturally responsive practices (38 districts)
- Increase in staffing focused on behavior (28 districts)
- Mental health, trauma-informed practices, and social and behavioral supports (18 districts)

- Professional development – academic (18 districts)
- Academic – ELA (17 districts)
- Increase in staffing focused on academics (15 districts)
- Academic – math (9 districts)

During this reporting period, the WDPI invested in leveraging district expertise in the two largest districts in Wisconsin, Milwaukee Public Schools (MPS) and the Racine Unified School District (RUSD), to co-create DPI intensive monitoring structures that support meaningful improvement. The new approach to monitoring relies on a linked support structure to align efforts from WDPI to district leadership to district improvement coordination and finally to school improvement teams.

This restructure resulted in monthly WDPI Improvement Team monitoring support meetings and quarterly WDPI Leadership Team meetings onsite in both districts. The restructure also includes some school-based monitoring visits, protocols for which will be co-created by WDPI and the District Improvement Team and in alignment with other SEA monitoring protocols for CSI schools and existing corrective action and improvement plans under IDEA. School-based monitoring visits will be based on a sample of schools to provide an avenue for communication, collaboration, support, and to verify fidelity of implementation of school plans. The roles and functions of each team within this linked system are described below.
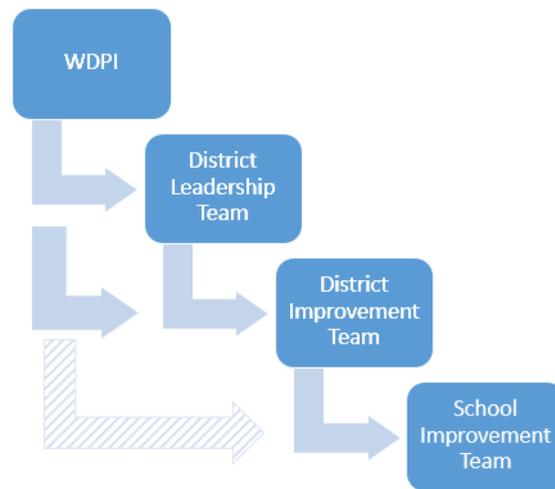
DPI-District Leadership Team
- Develop a shared approach to improvement and implementation that aligns system functioning with district goals and outcomes and results in a district improvement plan
- Align system roles, functions, and structures with supports necessary for strong universal and high fidelity use of effective innovations
- Support development, maintenance, and use of a decision support data system that includes capacity, fidelity, implementation (e.g., training and coaching), and outcome data for identified schools and areas of district improvement
- Secure resources to support staff competency development (e.g., training, coaching, fidelity assessment) and redistribute strongest educators to serve students most in need
- Make changes in organization roles, functions, and structures to develop and sustain improvement and implementation capacity

- Use data to monitor progress, celebrate success, overcome barriers, and enable effectiveness in identified schools for sustainability and scale-up
- Engage in practice-policy communication cycles to continually improve staff knowledge and skills to close achievement and opportunity gaps and ultimately produce educationally significant student outcomes

(State Implementation and Scaling-Up of Evidence-Based Practices, 2019)

DPI-District Improvement Team
- Support and ensure identified schools develop and implement improvement plans
- Support and ensure all schools develop improvement plans that address areas of school and district need and root cause, focus on strong universal curriculum and instruction, and accelerate student growth to close gaps
- Network identified schools for improvement
- Support and build an in-depth understanding of data use and data literacy and capacity to coach during data conversations
- Regularly review disaggregated student outcome, adult practice, and implementation data for identified schools
- Collaboratively identify and problem-solve gaps in infrastructure and systems level approaches to close gaps
- Communicate their learning, progress, and rationales for using best practices of improvement and implementation
- Support development of internal improvement and implementation capacity (e.g. coaching) for district staff to use new ways of work
- Collaboratively develop and refine internal procedures, processes and protocols
- Develop capacity to coach for equity, the selection of evidence-based improvement strategies and operationalize them

(State Implementation and Scaling-Up of Evidence-Based Practices, 2019)

In MPS, the monitoring focus is on changed adult practices that are aligned to its theory of change:
- *If* MPS focuses our entire district on mastery of literacy and mathematics for ALL students through culturally and linguistically responsive practices; and
- *If* Central Services collaboratively designs systems of support aligned to our district focus and informed by data, school, and district needs; and
- *If* we use an equity lens to implement a system for continuous improvement that emphasizes using data to make decisions and improve adult practices in our schools…
- …*Then MPS will empower ALL students to succeed.*

MPS is leveraging the Ambitious Instruction initiative to address the gaps in student group performance. The Ambitious Instruction roadmap identifies five priorities for success:
- Increase academic achievement and accountability
- Improve district and school culture
- Develop staff
- Ensure fiscal responsibility and transparency
- Strengthen communication and collaboration

For more details, see the MPS Ambitious Instruction Plan.

In RUSD, the monitoring focus is on adult practices aligned to Raising Racine 2022. The Raising Racine 2022 plan is the result of hundreds of voices and thousands of hours of discussion, work, refinement, review and communication. Raising Racine 2022 contains five District Priorities, Four Pillars of work, Five-Year District and Chief goals as well as annual goals.

The five District Priorities are:
- Be the educational choice for families in the southeast region of Wisconsin
- Accelerate higher levels of student performance
- Close student achievement gap
- Ensure positive, engaging environment
- Endorse learning paths for post-secondary training, college and career readiness for every student

See RUSD's website for more information regarding Raising Racine 2022.

B. Coaching Supports

Progress and Outcome Data: Coaching Evaluation Pilot

There were 81 registered pilot participants. Forty out of forty-eight registered coaches completed the survey (83% response rate), and twenty-one out of thirty-three registered evaluators completed the survey (64% response rate).

Role	# registered for pilot	# completed survey	Response Rate
Coach	48	40	83%
Evaluator	33	21	64%

During this reporting period, pilot participants engaged in coach evaluation procedures and processes. Coaches completed a self-review form, beginning-of-year Professional Practice Goal (PPG) form, and the coach and evaluator completed planning meetings, artifact portfolio collections and the first of three pilot feedback surveys.

Process	Completed by	Completion Date Range
Self-Review form	Coach	September-October 2019
Beginning-of-Year PPG form	Coach	September-October 2019
Planning Meeting	Coach & Evaluator	October 2019
Artifact Portfolio collection	Coach to Evaluator	September 2019 – March 2020 (throughout the pilot evaluation)
Pilot Feedback Survey to DPI #1	Coach & Evaluator	November 2019

During this reporting period, the results of the first of three feedback surveys was collected and analyzed related to the beginning of the year processes. The processes include:
- Coach self-review
- PPG
- Planning meeting

In the survey, coaches were asked to assess the self-evaluation process in which coaches use the evaluation rubric to analyze their strengths and areas of potential growth. Completing a yearly self-review based on the Coach Evaluation Rubric helps provide focus for the goal-setting processes in the evaluation cycle. The coach's self-review is based on the Coach Rubric, as this framework provides the descriptors of effective professional practices, which can support strategic planning for improving practice.

Coaches who analyze and reflect on their own practice better understand their professional strengths as well as areas in need of development. The reflection that comes as part of the self-review allows the coach to consider how the needs of the coach's clients can, and do, connect to the larger goals of the school or district. A growth mindset is as important for the adults in the school as it is for the students, and applying goal-setting as part of a cycle of improvement helps to align priorities and maximize impact.

Responses to the question *"Was the process of reflecting on your practice through the rubric descriptors helpful for identifying areas that are your strengths?"* are outlined below:

5 = very helpful to 0 = not helpful
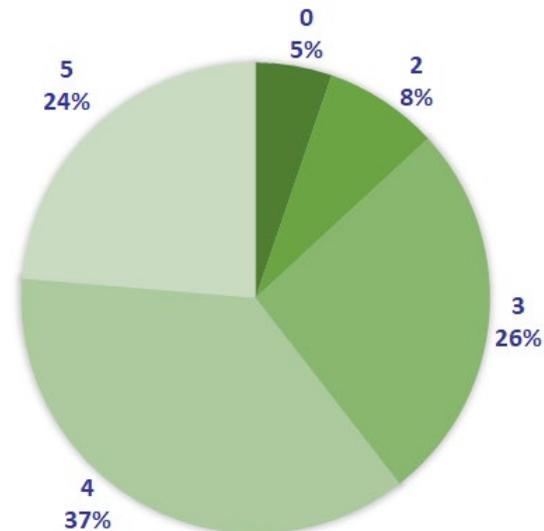
Sixty-one percent of participants responded with a level 4-5 (helpful), twenty-six percent with a level 3 (neutral), eight percent as a level 2 (somewhat helpful) and five percent as a level zero (not helpful). A few individual comments related to the review process include:

- Provided focus
- Helpful to identify strengths, weaknesses, and goals
- Confused between self-assessment, CCPP, and WI Coach Evaluation Rubric
- Overwhelming and not completely applicable
- Verbiage was misleading or negative

Coaches were also asked to provide feedback on the process of creating a professional practice goal (PPG). This goal serves as the basis for focused, individualized professional development as coaches relate their PPG to areas of further development within their professional practice.
Coaches develop PPGs around an area of improvement identified during the coach's self- review or feedback from peers or their evaluator.

- Questions to ask when developing a PPG:
- What are my strengths and challenges as a Coach?
- How is my practice reflected in the coach's self-review?
- What am I interested in learning, doing, and improving?
- Where can I build in meaningful networking and collaboration with colleagues?

Participants were asked to respond to the question: *"Was the process of reflecting on the rubric (self-review) helpful for identifying areas to focus on for your Professional Practice Goal?"*

5 = very helpful to 0 = not helpful
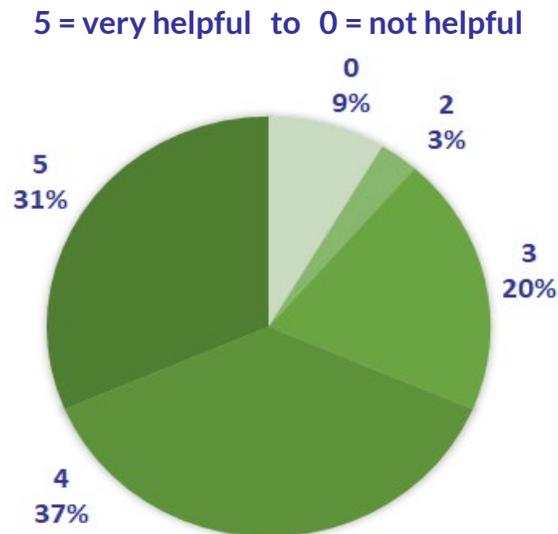
Sixty-Eight percent of participants responded with a level 4-5 (helpful), twenty percent with a level 3 (neutral), two percent as a level 2 (somewhat helpful) and none responded as a level zero (not helpful). Challenges reported by participants in writing a PPG including:

- lack of experience
- need to learn new role
- difficulty writing a SMART (measurable) goal
- wording, desire for example

Coaches and evaluators were asked to provide feedback on the processes of the planning meeting. 91 percent of all participants (coaches and evaluators) responded that the planning meeting was helpful. Planning meeting discussions between coaches and evaluators included topics such as focus, processes and supports.

Progress and Outcome Data: Coaching Resources

Between March 2019 and February 2020 the DPI coaching webpage had 8,545 page views, which represents a 370 percent increase from the last reporting period.

<u>DPI Coaching Page Views</u>
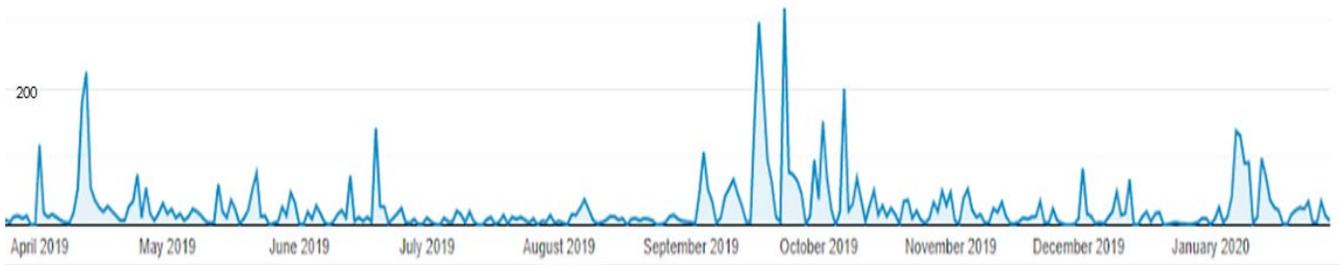
The Wisconsin Coaching Chronicles was disseminated to 243 subscribers. The newsletters were sent in June and September 2019, and January 2020, sharing success stories from across the state, highlighting coaching resources, and distributing tools. The 243 readers represents an approximate 300 percent increase in subscribers from the last reporting period, which had 89 readers.

Last Report   **This Report**

Additionally, the agency has adapted the <u>Coaching Systems Development Worksheet</u> provided by the National Implementation Research Network (NIRN) and added Wisconsin-specific tools and resources for each stage of implementation. This tool is posted on the WI DPI site and includes a brief video tutorial for the stage of exploration. The tool walks users through activities that are essential in implementing a strong and sustainable system of coaching. It can be used as a district-wide or school-wide tool.

Progress and Outcome Data: Regional-Level Coaching Capacity

Each year, coaches are asked to self-assess their coaching skills related to the coaching competencies. After the assessment, they were asked to create a PPG based on particular components with room for growth to focus on throughout the year. Data was collected related to how strategies utilized in each coaching session reinforced their PPG. Seventy percent of respondents reported they agree or strongly agree that the coaching strategies they use reinforce their professional practice goal, eight percent reported that they were neutral, twelve percent disagreed and two percent strongly disagreed that the coaching strategies used reinforced their PPG.
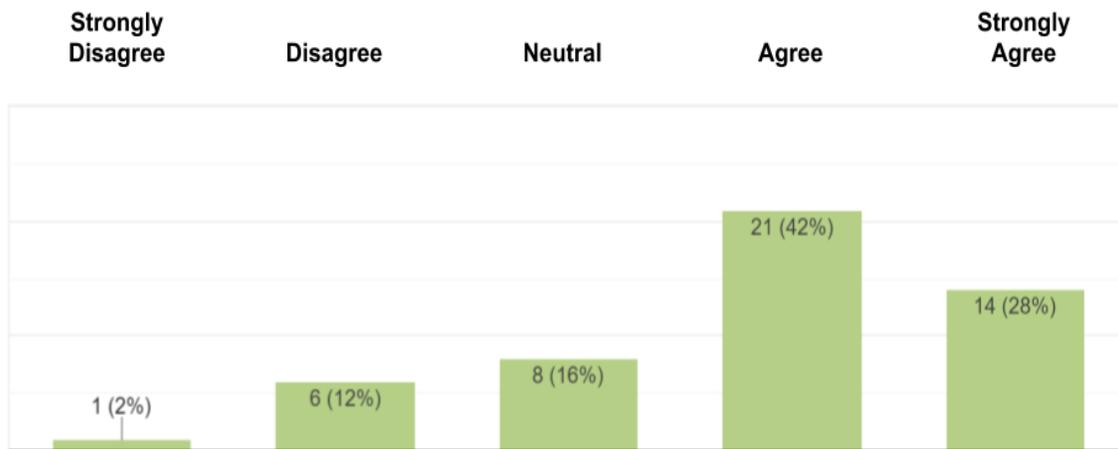
These 12 coaches engage in monthly coaching sessions with both implementation teams and individual coaches. They are currently working on team installation. Much of their coaching is focused on changing mindsets, developing effective team procedures and creating action plans. It is important to note that the individual coaches represented as a client (the person being coached) in this model are also members of the implementation team and serve as an internal district level coach to the system. This external and internal coaching system promotes modeling, scaffolding, and observing opportunities for each district's internal coach, which naturally provides opportunity to create strength and sustainability in the coaching model. The coaches provided reflection around coaching individual coaches 76 percent of the time, coached teams 20 percent of the time, and individual educators four percent of the time.
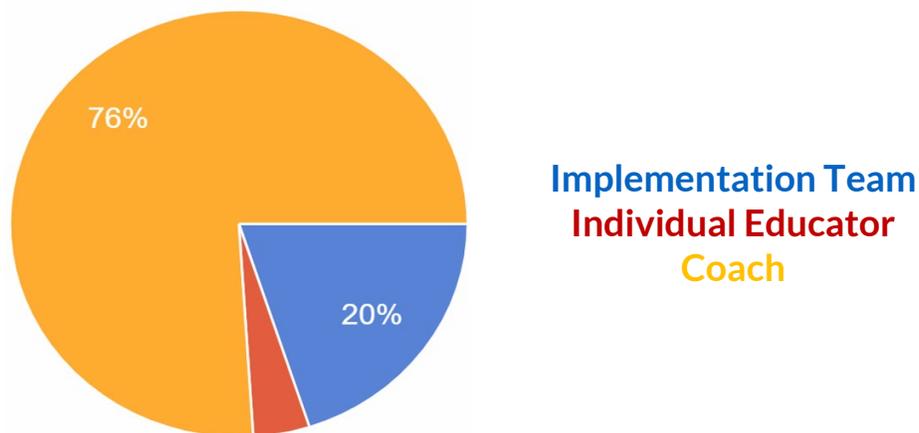
Coaches were asked to select any of the coaching components that they used successfully during each unique coaching session. Out of the 50 responses received, 3 components were frequently identified; action planning, promoting reflection, and relationships.
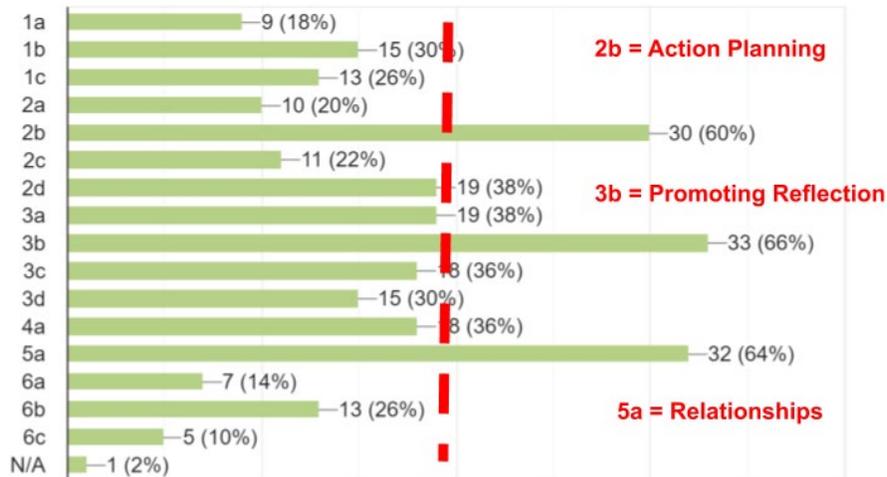
Study of this data validates the project's efforts in supporting coaches in the implementation process. This data reflects the first four months (September-December 2019) of the coaching relationship. In these first few months, teams and coaches are asked to create an action plan and develop monthly agendas based on their District Capacity Data. Effort was made to support the coaches through monthly training and coaching with specific focus on competency 2 and 3. It is no surprise then that coaches are experiencing success in these areas. Based on data indicating the success of the training and coaching structure, the WDPI will continue to provide these supports.

Conversely, coaches were also asked to reflect upon the component or components that were challenging to implement during each unique coaching session. Out of the 50 responses received, 3 components are also most frequently identified; disequilibrium, challenging assumptions, and understanding the innovation.
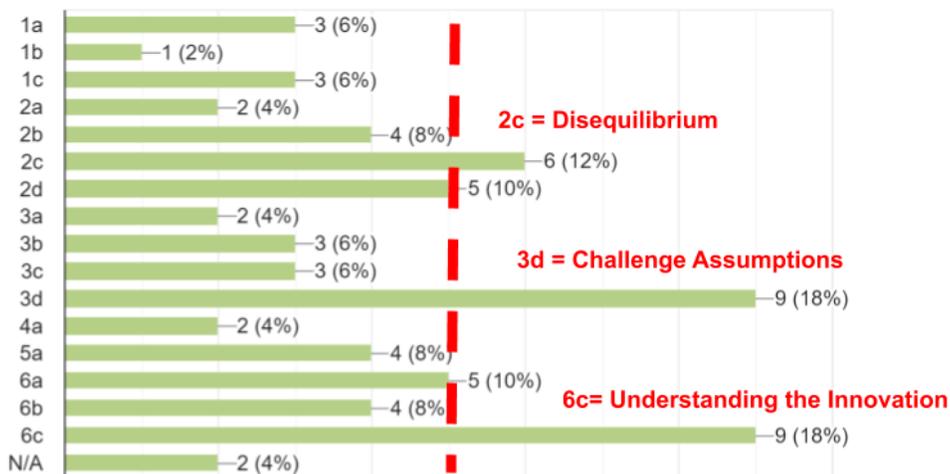
Overall, there are fewer responses related to this prompt compared to what was successful. This is promising data and suggests coaches are experiencing more successes than challenges. Thus, the WDPI will continue to provide these supports.

C. Compliance Practices Focused on Literacy Outcomes

College and Career Ready IEPs

Through the Universal Event Survey (UES), data was collected from training participants on the impact of the training, as well as additional supports or resources they need to support their work. A total of 126 respondent surveys (a 40 percent response rate) were analyzed. A summary of the participants' responses is as follows:

Learning Goal: Increased understanding of the CCR IEP five step process and five beliefs. Use these to develop IEPs.
Average Response: 4.2 (Scale: 1 – not effective to 5 – extremely effective)

Learning Goal: Apply the CCR IEP five step process.
Average Response: 4.2 (Scale: 1 – not effective to 5 – extremely effective)

Learning Goal: Identify strategies to use in preparing for IEP team meetings. Increased awareness of CCR IEP resources available.
Average Response: 4.1 (Scale: 1 – not effective to 5- extremely effective)

Q: The content of this CCR IEP training was relevant to my work.
Average Response: 4.6 (Scale: 1 – strongly disagree to 5 – strongly agree)

Q: The content of this CCR IEP training was of high quality.
Average Response: 4.5 (Scale: 1 – strongly disagree to 5 – strongly agree)

Q: The content of this CCR IEP training has equipped me to have a greater effect on students who have been traditionally underserved.
Average Response: 4.3 (Scale: 1 – strongly disagree to 5 – strongly agree)

Q: Ready to apply this new learning to my practice.
Average Response: 3 (Scale: 1 – not ready to apply to 4 – ready to apply independently)

Participants were also given the opportunity to comment on additional resources or learning opportunities they need to support their work as well as the most and least helpful aspects of the training. Below are themes that emerged from their comments.

Additional Resources
- Addressing student behavior consistently and resoundingly surfaces as an area of need. Requests for training on conducting functional behavioral assessments and developing behavior plans, as well as determining disability related need, goals and specific services and supports for students with behavior needs are all areas routinely asked about. Further, participants asked for more examples of what the CCR IEP five step process 'looks like' when applying it to student behavior needs.
- Use of data: how and what types of data are used throughout the process as well as how to set a rate of progress toward goal achievement and how to best monitor progress.
- Additional student level examples and guided practice were requested, which may indicate participants are seeking additional feedback from presenters and trainers on whether they're applying the process appropriately.
- Teachers who serve students with the most significant cognitive disabilities continue to need support in applying the CCR IEP framework to more complex sets of student needs.
- Practitioners at the middle and high school levels are seeking more support in how to apply the CCR IEP framework in those settings.

Most helpful parts of the training
- Participants found it very beneficial to attend with colleagues and their teams and to be able to process the information with partners and small groups.
- Participants found it very helpful to be able to ask questions of knowledgeable presenters and to use an actual student IEP to practice with and as a case study in the training.
- Participants found the step-check/at a glance documents for each of the steps to be a very helpful resource.
- Having examples the presenters shared in training was very helpful.

Least helpful parts of the training
- Participants commented that it was overwhelming to take in the volume of information and apply it within the context of one day.
- Attending without a formal leader (principal, director, etc.) presented a barrier since decision makers were not getting the information firsthand.

Survey data illustrates that participants are getting a solid conceptual understanding and see the training as highly relevant. It drops off a bit, however, when participants are asked if they're ready to independently apply their new learning. As a result, next steps include increasing supports for implementation of learned content through targeted technical assistance and online modules of examples in practice. While this question averaged a response of three (which indicates readiness to apply with minimal supports), it should be noted that individual responses varied most widely here. Varying responses could be indicative of some of those responding have attended the training more than once and are more familiar with the content. Overall, participants are enthusiastic about the content and are invested in the framework but a gap in support for translating new learning into improved practice persists.

Reading Drives Achievement: Procedural Compliance Self-Assessment

Progress Data

The chart below includes items from the RDA: PCSA with a particular focus on literacy. This data is submitted by each Cohort in November, with the exception of Milwaukee Public Schools (MPS) which submits their data in March. MPS is the only district that conducts the RDA: PCSA and reports their data to the state on an annual basis. MPS has conducted the state's procedural compliance self-assessment since 2005 and has a well-established process and timeline for training and conducting the PCSA in the spring of each year. As a result, their Cohort III data is not available in time to include in this SSIP submission. The state has updated the chart below to include the MPS Cohort I and Cohort II data for each item.

In 2017-18, the total number of IEP and evaluation records reviewed was 3,231 (compared to 1,485 reported previously without MPS data), the number of IEPs assessed for implementation was 1,213 (compared to 457 statewide), and the number of discipline records reviewed was 305 (compared to 114 statewide). In most instances, the total Cohort I results improved because of including the MPS data. The exceptions included the three implementation items and the periodic reports to parents; however, MPS demonstrated improvement on each of these items during the 2018-19 self-assessment. In 2018-19, the total number of IEP and evaluation records reviewed was 3,554 (compared to 1,838 reported previously without MPS data), the number of IEPs assessed for implementation was 1,240 (compared to 495 statewide), and the number of discipline records reviewed was 236 (compared to 83 statewide). In most instances, the total Cohort II results improved because of including the MPS data. This reflects highly on the efforts of MPS working in conjunction with the state to ensure procedural compliance in the district.

Outcome Data

For the 90 LEAs in Cohort III conducting the Reading Drives Achievement: Procedural Compliance Self-Assessment (RDA: PCSA) during the 2019-20 school year:

- 90 districts submitted RDA: PCSA results
- 83 districts reported at least one instance of noncompliance on one or more items
- 1,530 IEP and evaluation records were reviewed
- 455 IEPs were assessed for implementation
- 47 discipline records were reviewed

Some of the RDA: PCSA items most directly related to literacy are outlined below.

RDA Literacy Compliance Indicators

RDA: PCSA Item	Percent Compliant Cohort I	Percent Compliant Cohort II	Percent Compliant Cohort III
The student's IEP includes a description of how the student's disability affects the student's progress toward grade-level reading standards, or for preschoolers, early literacy standards for language development, communication, or early literacy.	93.87 Updated to include MPS data 95.67	86.56 Updated to include MPS data 90.63	85.10
If the student has a disability-related need affecting reading, the IEP includes one or more annual goals designed to enable the student to be involved in the general education curriculum and progress toward grade-level reading achievement, or for preschool children, to participate in age-appropriate activities and progress toward early literacy standards.	95.96 Updated to include MPS data 96.90	94.02 Updated to include MPS data 94.82	93.79
If the student has a disability-related need affecting reading, each annual goal designed to enable the student to be involved in the general education curriculum and progress toward grade-level reading achievement, or for preschool children, to participate in age-appropriate activities and progress toward early literacy standards, includes a measurable level of attainment.	94.41 Updated to include MPS data 95.61	90.48 Updated to include MPS data 92.57	89.93
If the student has a disability-related need affecting reading, each annual goal designed to enable the student to be involved in the general education curriculum and progress toward grade-level reading achievement, or for preschool children, to participate in age-appropriate activities and progress toward early literacy standards, includes a statement of how the student's progress toward achieving the goal will be measured.	93.94 Updated to include MPS data 95.76	92.49 Updated to include MPS data 94.11	91.96
If the student has a disability-related need affecting reading, the IEP must include	96.03	94.29	94.31

RDA: PCSA Item	Percent Compliant Cohort I	Percent Compliant Cohort II	Percent Compliant Cohort III
special education services to address the need.	Updated to include MPS data 97.06	Updated to include MPS data 95.64	
The LEA ensures the specially designed instruction listed in the IEP is provided as described.	94.53 Updated to include MPS data 89.94	92.53 Updated to include MPS data 92.02	93.19
The LEA ensures the supplementary aids and services listed in the IEP are provided as described.	95.40 Updated to include MPS data 93.40	93.74 Updated to include MPS data 95.00	95.82
In the case of a student whose behavior impedes his or her learning or that of others, the positive behavioral interventions and supports and other strategies to address that behavior were implemented as described in the student's IEP.	97.16 Updated to include MPS data 95.63	97.17 Updated to include MPS data 97.41	99.34
Periodic reports are provided to the parents as specified in the IEP on the progress the student is making toward meeting each goal.	94.53 Updated to include MPS data 70.98	84.85 Updated to include MPS data 84.35	90.33
If the student has a disability-related need affecting reading, each annual goal designed to enable the student to be involved in the general education curriculum and progress toward grade-level reading achievement, or for preschool children, to participate in age-appropriate activities and progress toward early literacy standards, contains a **baseline** from which progress can be measured.	90.98 Updated to include MPS data 93.38	90.7 Updated to include MPS data 92.71	89.80
The IEP includes a statement of the student's present levels of academic achievement and functional performance.	New item beginning with Cohort II	79.05 Updated to include MPS data 86.49	75.88

RDA: PCSA Item	Percent Compliant Cohort I	Percent Compliant Cohort II	Percent Compliant Cohort III
The IEP includes a statement of the student's disability-related needs.	New item beginning with Cohort II	85.85 Updated to include MPS data 90.12	81.90

WDPI also conducts onsite validation visits in identified districts each year. The purpose of validation is to allow an opportunity for districts to provide feedback on the RDA: PCSA process and to determine if RDA: PCSA Directions and Standards are clear and lead to correct identification of noncompliance, consistent with the Directions and Standards. The Procedural Compliance Workgroup validated Cohort III districts and did not identify any needed revisions to the RDA: PCSA checklist or to the Directions and Standards. Districts understood the procedures and applied them consistently.

The procedural compliance workgroup also analyzed the electronic RDA: PCSA Statewide Report results for Cohort III, to determine any needed revisions to the checklist or Directions and Standards, as well as needed training and technical assistance. The four lowest scoring items in the checklist are listed below.

1. *After the 10th cumulative school day of removal in the same school year, the LEA provided services during any subsequent removals.* This item was also the lowest for Cohort II, but improved by 27.13 percent from the previous year.
2. *The IEP includes a statement of the student's present levels of academic achievement and functional performance.* This item was also the second lowest for Cohort II, but decreased in compliance by 3.45 percent compared to the previous year.
3. *The IEP includes a statement of the student's disability-related needs.* This item decreased by 3.85 percent and became the third lowest for Cohort III.
4. *The student's IEP includes a description of how the student's disability affects the student's involvement and progress in the general education curriculum and environment, including how the disability affects reading. For preschool children how the disability affects participation in age-appropriate activities, including language development, communication or early literacy.* This item decreased by 1.35% and became the fourth lowest item.

Two of the four lowest items during Cohort II improved during Cohort III. One of these items was: *The IEP describes the extent, if any, to which the student will not participate with non-disabled students in the regular education environment.* This item increased by 3.83 percent. The second item that increased was: *Periodic reports are provided to the parents as specified in the IEP on the progress the student is making toward meeting each goal.* This item increased by 5.48 percent.

Training and technical assistance will focus on the four lowest items for Cohort III and three other items with scores of less than 90 percent (items related to goal baseline, level of attainment, and extent of removal from the regular education environment). Training will occur at the State Superintendent's Conference on Special Education and Pupil Services Leadership Issues in the fall of 2020, and the department will develop written guidance on common errors in the RDA: PCSA. Training on College and

Career Ready IEPs will focus on elements of the IEP that correspond to the lowest scoring items in the RDA: PCSA. The RDA: PCSA eCourse will be revised to include tips for common errors. In addition, department staff will update the State Superintendent's Council on Special Education. This is the third year for the RDA: PCSA checklist. More districts have participated in CCR IEP training and use the eCourse earlier to prepare for the self-assessment. The lower results on the RDA: PCSA overall are likely due to a more accurate assessment, adherence to the Directions and Standards, and closer alignment with the CCR IEP 5-Step process; however, for the lowest items in the checklist, spotlighting common errors should help to ensure greater compliance.

The Procedural Compliance Workgroup piloted a [CCR IEP Checklist](#) during Cycle I's Step 2 verification process. The checklist is now posted on the WDPI's website and available for district use. The CCR IEP Checklist is a bridge between compliance and results and is integrated as part of the SSIP improvement activities. The checklist includes elements from the WDPI's CCR IEP 5-Step Process for IEP teams to consider during IEP development and in preparation for the RDA: PCSA. WDPI consultants continue to use the CCR IEP Checklist during Step 2 Verifications to provide technical assistance on IEP development.

IV. Stakeholder Engagement

This section is organized by Wisconsin's improvement strategies and includes information on:
  - ✓ Stakeholder Involvement in SSIP Implementation (Organizational Outline, Section B.2.)

Stakeholder engagement in supporting the successful implementation of our SSIP strategies is a focus for the WDPI. In addition to the stakeholders articulated below specific to each strategy, we are grateful for the ongoing formal and informal support and engagement of the following organizations:
  - Wisconsin Family Assistance Center for Education, Training & Support (see appendices)
  - Wisconsin Council of Administrators of Special Services
  - Wisconsin Board for People with Developmental Disabilities
  - Wisconsin Arc
  - Disability Rights Wisconsin

A. Coordinated Improvement Planning

System of Supports: Transformation Zone

During this reporting period, stakeholders had a voice and were involved in decision-making regarding the ongoing implementation of the project through the following:
  - Key stakeholders relative to the Transformation Zone include:
    - o WDPI cabinet representatives
    - o WDPI state design team members
    - o Regional implementation team members
    - o District implementation team members
    - o Building implementation team members

- Key structures by which practice-policy feedback loops were employed include:
  - Capacity report that includes work progress updates and specific facilitators and barriers based on feedback and input from regional and district implementation teams, shared monthly with the state design team and cabinet representatives
  - Bi-weekly stand-up meetings held with STSs, key consultants, and directors to address just-in-time technical facilitators and barriers that may arise between monthly meetings
  - Monthly meetings with regional and district implementation teams, including their executive leadership, plus additional regional planning/coordination meetings held to provide intensive supports while surfacing facilitators and barriers that are used to strategically inform the monthly capacity report, and agenda items for stand-up and state design team meetings

System of Supports: Technical Assistance Network for Improvement Supports

During this reporting period, stakeholders had a voice and were involved in decision-making regarding the ongoing implementation of the project through the following:

- Key stakeholders relative to the TA Network include:
  - WDPI Integrated Contract Management workgroup
  - WDPI TA Network Capacity-building Planning team
  - TA Network members, including CESA staff and RtI Center staff
  - CESA Statewide Network (CSN – comprised of agency administrators)
  - District/school personnel
- Key structures by which practice-policy feedback loops were employed include:
  - Bi-monthly Integrated Contract Management workgroup meetings to address ongoing issues related to the technical implementation of the Integrated Contract
  - Regular planning meetings of the TA Network Capacity-building Planning team to review implementation/effectiveness data and plan/adjust content and activities
  - TA Network members:
    - Completed quarterly surveys on training effectiveness and time/effort
    - Engaged in quarterly focus group sessions with WDPI staff to address facilitators and barriers regarding 2019-20 contract deliverables and activities that subsequently informed both the Contract Management workgroup and TA Network planning team
  - CSN engaged with WDPI staff in strategic planning conversations for Integrated Contract planning in January-March, 2020

Continuous Improvement Process

During this reporting period, stakeholders had a voice and were involved in decision-making regarding the ongoing implementation related to the coordinated, continuous improvement process through the following:

Twenty-eight districts participated in technical assistance calls with WDPI staff. WDPI invited all district administrators to sign up for a 30-minute technical assistance phone consultation to (1)

understand and plan to use the data included in the joint (ESSA and IDEA) federal notification packets and (2) provide input into the joint federal accountability system. Staff at WDPI hosted technical assistance calls with school and district staff from districts across the state between December 9, 2019, and January 30, 2020. The technical assistance calls in particular afforded an opportunity for close data and business rules reviews and resulted in meaningful improvements of the business rules and joint federal notification packets.

Fifty-one districts provided input into the continuous improvement process facilitated by the Early Childhood Program Support Team. The process was revised to meet the needs and feedback of the districts.

Fifty-six districts provided input into the continuous improvement process facilitated by the WISExplore team and using WDPI WISEdash, including the Data Inquiry Journal. Feedback from these districts was used to make revisions to the WISE suite of tools.

All identified districts had the opportunity to provide input regarding the identification and monitoring process for LEA Determinations and racial disproportionality in special education identification, discipline, or placement. Their input is collected through the improvement plan application, onsite technical assistance, and technical assistance calls. Changes made based on this stakeholder input includes: revisions to the improvement plan template for ease of use and adding the continuous improvement rubric in the plan template for reference during plan development.

Additional stakeholder input was sought through the Wisconsin Response to Intervention Center (RtI Center), a Center formed in a collaborative effort between the WDPI and the CESA Statewide Network in 2009. This team is charged with providing insight and advice on the design and development of long-range planning and continuous improvement for equitable MLSS in Wisconsin schools and districts, including quality training, technical assistance and evaluation, identifying resources, and providing input on enhancing the coordination of equitable MLSS with other initiatives in the state. The State Leadership Team (SLT) team is comprised of representatives from school districts, statewide professional organizations, institutions of higher education, cooperative education service agencies, Wisconsin Education Association, and the WDPI. The team meets three times annually and, additionally, each team member serves on a workgroup to support specific goals in the areas of district leadership, equity, students with disabilities, family engagement, and institutes for higher education. The district leadership, equity, and students with disabilities workgroups have all made recommendations into the supports for coordinated improvement planning.

B. Coaching Supports

A resource provided on the coaching webpage is a blog which is tagged thematically to the competencies of the practice profile. Up to this point the statewide coaching coordinator has been responsible for producing the blog posts. In an effort to experience varied voice and experience, a call for guest bloggers was sent out in January 2020. The intention will be to work collaboratively with

coaches across the state in a variety of roles to provide a diverse set of coaching narratives to celebrate strategies and experiences.

The Statewide Collaborative Coaching Partners continues to meet biannually. They are tasked with providing feedback for any tools that will be added to the webpage. Most recently they have met and provided feedback on the coach evaluation pilot.

C. Compliance Practices Focused on Literacy Outcomes

College and Career Ready IEPs

Along with consideration for effective implementation and principles of adult learning, decisions on new content, delivery and resources are wholly made based on needs and feedback expressed by stakeholders. In order to engage with the variety of stakeholders who are impacted by this project, the following communication protocols have been established:
- Regular meetings with DPI consultants whose work is grounded in IEP development are held to identify needs, questions and gaps in resources related to CCR IEPs
- A trainers' forum held regularly to share training tips, answer trainers' questions and dig deeper into CCR IEP content to develop better understanding and fidelity of messaging; any proposed changes to training content or delivery are taken to this group for feedback before moving forward with them
- Other statewide grants and improvement initiatives surveyed to determine ways in which CCR IEPs can better connect to their work and toward improving a cohesive system of supports for the field

School-based practitioners in the field are surveyed at the end of each training to obtain their feedback on training quality, usefulness and what additional learning or support needs they have. It is intended to expand this in future years by following up with additional focus group questions.

The Wisconsin Statewide Parent-Educator Initiative (WSPEI) is a discretionary grant project of the WDPI. This project supports family engagement for students with IEPs statewide by assisting parents and families with connecting to their child's IEP goals, supports, and accommodations and assisting families to engage in conversations with schools about their child's reading and literacy. Suggestions from parents on ways to improve IEP development and services are gathered throughout the year and used by the agency to inform changes to the CCR IEP process to make it more understandable and accessible to parents as well as informed by parents.

Reading Drives Achievement: Procedural Compliance Self-Assessment

The Special Education Team met with the State Superintendent's Advisory Council on Special Education in March 2019, and provided updates on the implementation of the RDA: PCSA and received input and feedback.

Monthly updates on the RDA: PCSA are provided by the procedural compliance workgroup for RSNs. RSNs provide feedback on how the RDA: PCSA process is progressing in districts and bring forward any questions or concerns that have arisen. RSNs provide technical assistance with the RDA: PCSA in districts in each region of the state. Common self-assessment errors were also discussed with the Wisconsin Special Education Mediation System mediators at the annual training held in April 2019.

A real-time document, *RDA: PCSA Questions and Answers*, is updated regularly on the Department's website to provide statewide distribution. Stakeholder questions are addressed in a timely manner. Sample questions include:

- What can we be doing within WISEdata to prepare our district for the RDA: PCSA?
- What if one of the students in the sample no longer attends the district?
- Does every student with a disability related need affecting reading need to have specially designed instruction to address it?

V.   Evaluation

This section includes information on:
- ✓ How the State Monitored and Measured Outputs to Assess the Effectiveness of the Implementation Plan (Organizational Outline, Section C.1)
- ✓ Stakeholder Involvement in the SSIP Evaluation (Organizational Outline, Section C.3)
- ✓ Data Quality Issues (Organizational Outline, Section D.1)
- ✓ Planned Evaluation Activities Including Data Collection, Measures, and Expected Outcomes (Organizational Outline, Section F.2)

Alignment with Theory of Action

As articulated in its Phase II and III reports, Wisconsin created a detailed evaluation plan to monitor and measure outputs of the improvement strategies composing the foundation of the SSIP. This evaluation plan extends the theory of action into a SSIP Evaluation Model that uses three levels of assessment aligned with the Theory of Action. These three levels also correspond to short-term outcomes, intermediate outcomes, and long-term outcomes.

The three levels of the SSIP Evaluation Model are graphically represented below and are based on two assumptions. The first is that in order for desired changes in an outcome to occur, an intervention expected to influence that outcome must first be delivered sufficiently among enough of its target audience that intended changes in adult practices resulting from the intervention could reasonably be expected to occur. The second assumption is that these intended changes in adult practices (that are expected to translate into improved student outcomes) must occur as expected.

Thus, the three SSIP Evaluation Model levels assess (1) whether the improvement strategy was delivered to the target audience, (2) whether expected changes in adult practices occurred following the delivery or implementation of the improvement strategy, and (3) whether the SiMR improved following

the implementation of the improvement strategies and resulting changes in adult practices, as expected. Much of the data reported within Wisconsin's Phase III, Year IV report continues to focus on the first two levels of the evaluation model.
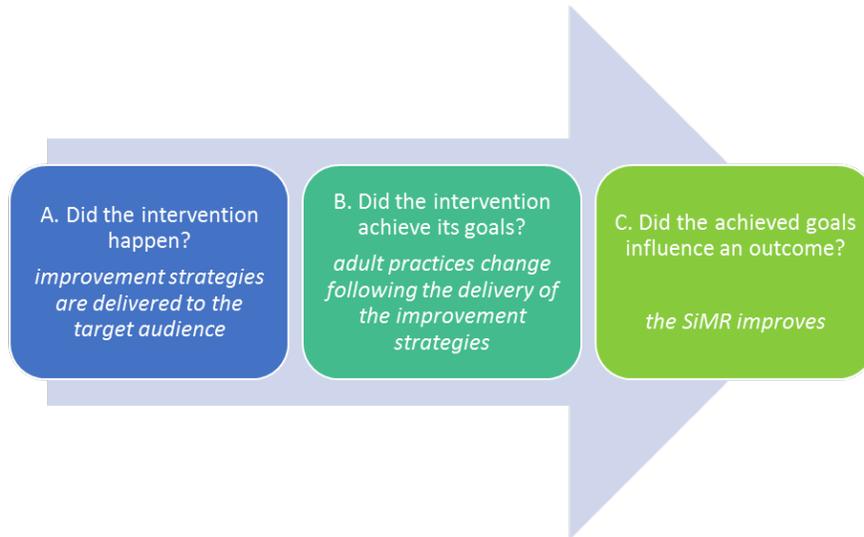
Data Sources

The sources of data that are used to answer each evaluation question are outlined in the SSIP Evaluation Plan Summary (Figures 27 - 30). These data sources include nationally known instruments, measures customized for the SSIP Evaluation, comprehensive reviews, and statewide student assessments. Established assessments developed by experts in Implementation Science, such as the State, Regional, and District Capacity Assessments, are being used to measure improvement in coordinated planning efforts at each level. Other measures are customized to most effectively assess the specific needs of the SSIP Evaluation Plan, such as the fidelity of the coaching provided by regional coaches and measures assessing the accomplishment of key learning objectives from the professional learning resources that are most aligned with improving the SiMR. Survey development to measure the accomplishment of key learning objectives from professional learning resources has been delayed due to staff capacity. The Special Education team recently added a second data and evaluation consultant and it is anticipated that a Universal Event Survey will be available for use across all funded projects by July 1, 2020.

Qualitative processes are also involved in the SSIP evaluation, such as comprehensive reviews of district improvement plans to ensure alignment between ESSA and IDEA, and of district Procedural Compliance Self-Assessments to determine compliance and alignment with WDPI's Reading Drives Achievement initiatives. The data source for Wisconsin's SiMR is the statewide assessments for grades 3-8. These include both the regular assessments, the Wisconsin Knowledge and Concepts Exam (until 2014-15), the Badger Exam (2014-15), and the Forward Exam (2015-16 forward), as well as Dynamic Learning Maps (Wisconsin's Alternate Assessment for Students with Disabilities).

SSIP Evaluation Plan Summary: Coordinated Improvement Planning

SSIP Evaluation Questions	Method	Supporting Data	Progress for current submission year
Did State Design Teams and regional teams form?	Agendas and Meeting notes demonstrating the formation and ongoing convening of State Design Team and Regional ImplementationTeams	Agendas and Meeting notes	Yes, both teams are fully installed, RIT expansion anticipated for 20-21
Did 100% of identified LEAs complete the improvement planning process?	Descriptive statistics on LEAs' approved improvement planning process completion steps in WISEgrants	WISEgrants online application	Yes
Did 80% of identified LEAs use Regional Supports to help them complete the improvement planning process?	Descriptive statistics on the Regional Supports each LEA accessed	List available from a uniform documentation process	Documentation process in development
Did capacity increase at the State and Regional level to implement a statewide system of supports that provides leadership for coordinated improvement planning?	Descriptive statistics on increases on the State Capacity Assessment & Regional Capacity Assessment measures over time	State Capacity Assessment & Regional Capacity Assessment Universal Event Survey results (pilot data)	Yes, see capacity assessment data on page 20 See UES data on pages 24-25
Did improvement planning for ESSA and IDEA become more aligned?	Descriptive statistics on LEAs that have had their Improvement Plans approved in WISEgrants	WISEgrants online application TA Calls with districts	Yes, additional planning for state ESSA and SPP/APR integration in 20-21
Did alignment improve between LEA and school improvement goals and action plans and identified root causes?	Descriptive statistics on LEAs that have had their Improvement Plans approved in WISEgrants	WISEgrants online application	No, root cause analysis focused on the relevant identification area is an area of need and the focus of capacity building for 2020-21. See data on pages 27-28

SSIP Evaluation Plan Summary: Coaching Supports

SSIP Evaluation Questions	Method	Supporting Data	Progress for current submission year
Did regional coaches provide coaching with fidelity?	Descriptive statistics on fidelity levels from WI coaching fidelity tools.	Fidelity measures from Coach Evaluation Pilot	Yes, see data on pages 35-36
Did using a coach increase LEAs' capacity to implement improvement strategies well?	Comparison of baseline versus final available score on District Capacity Assessments among LEAs using regional coaching supports (using inferential statistics)	District Capacity Assessments	No, baseline data was collected in 2019-20 (see data on page 34), comparison to future administrations will be made beginning 2020-21

SSIP Evaluation Plan Summary: Compliance Practices

SSIP Evaluation Questions	Method	Supporting Data	Cohort I	Cohort II
Did 100% of LEAs participating in the RDA: PCSA have staff complete the online RDA: PCSA certification tool?	Descriptive statistics on the number of LEAs that have an assurance from the Special Education Director uploaded to a web tracking system	List of LEAs that have an assurance from the Special Education Director uploaded to a web tracking system	No, 89.77% of LEAs completed eCourse prior to conducting RDA: PCSA.	Yes, 100% of LEAs completed eCourse prior to conducting RDA: PCSA
Were 100% of LEAs in the given RDA: PCSA cycle year in current compliance with all assessed items?	Descriptive statistics on the number of LEAs meeting this requirement, as identified through the Procedural Compliance Self-Assessment process	Procedural Compliance Self-Assessment documentation	No, one district from Cohort I did not correct all identified noncompliance within one year of identification	No, one district from Cohort II did not correct all identified noncompliance within one year of identification

Were 100% of LEAs for the RDA: PCSA cycle year in current compliance by demonstrating full implementation of students' IEPs?	Descriptive statistics on the number of LEAs meeting this requirement, as identified through the Procedural Compliance Self-Assessment process	Procedural Compliance Self-Assessment documentation	Yes, 100% of LEAs demonstrated full implementation of students' IEPs	No, one district from Cohort II did not correct all identified noncompliance related to implementation of student's IEPs within one year of identification
Did 100% of LEAs in the RDA: PCSA cycle develop IEPs with present level of educational performance (PLOEP) linked to goals and services to address students' disability related needs?	Descriptive statistics on the number of LEAs meeting this requirement, as identified through the Procedural Compliance Self-Assessment process	Procedural Compliance Self-Assessment documentation	Yes, 100% of LEAs developed IEPs with PLOEPs linked to goals and services to address students' disability related needs	Yes, 100% of LEAs developed IEPs with PLOEPs linked to goals and services to address students' disability related needs

SSIP Evaluation Plan Summary: Long-Term Outcomes

SSIP Evaluation Questions	Method	Supporting Data	Progress for current submission year
Once the improvement strategies have been fully implemented, and after there has been reasonable time for the expected changes in adult practices to occur, was there an increase in the SiMR?	Inferential statistical comparison of: statewide SiMR at baseline year versus 2019-20	Statewide assessment data on Reading and English Language Arts used to calculate the SiMR	No, there was a decrease in the SiMR

Wisconsin's SiMR is a points-based proficiency measure for students with IEPs in the area of literacy, grades three through eight. Baseline, stakeholder-set targets, and progress toward targets are displayed below. For the second time, Wisconsin did not meet its SiMR target as indicated below.

SiMR Trend Data

FFY*	Reporting Date	Target	Data
2013	4/2015	Baseline	29.00%
2014	4/2016	29.00%	31.70%
2015	4/2017	30.00%	31.67%
2016	4/2018	31.00%	32.09%
2017	4/2019	31.00%	30.12%
2018	4/2020	31.67%	28.89%

*Federal Fiscal Year

The decline shown in the table is indicative of overall trends statewide as illustrated in comparison to all students and students without IEPs. This data is shown in the tables below.

All Students Statewide

FFY	ELA	MATH
2015	66.5%	67.9%
2016	68.7%	65.2%
2017	65.7%	64.0%
2018	64.6%	64.2%

Students without IEPs

FFY	ELA	MATH
2015	71.9%	73.1%
2016	74.5%	70.7%
2017	71.4%	69.5%
2018	70.5%	70.0%

Similar to students with IEPs, both student groups above had a slight peak in ELA proficiency for FFY 2016, followed by decline in performance in 2017 and 2018. One variable is the transition to the Forward Assessment from the Badger Exam, which occurred in the 2015-2016 school year. Many schools and districts experienced an increase in assessed performance during the administration of the Badger Exam, which likely contributed to the rates for FFY 2016 reporting. Converting the SiMR to a points-based proficiency measure accommodates some of this shift. The decrease in student performance across ability identifications is indicative of the need for WDPI to engage in a deeper level of strategic planning between special and general education with the agency. Desired outcomes for students with IEPs will only be accomplished through a high degree of collaboration and inclusion for all students. Thus, the agency will create and implement a structure for 2020-21 to support increased alignment between our SPP/APR and ESSA state plans to further align systems, eliminate gaps and overlaps in resource allocation, and target specific strategies to increase outcomes for all students, while accelerating outcomes for our students with IEPs.

Baseline Data for Key Measures

The most appropriate year of baseline data for each evaluation question varies based on the timing of development for the components of each improvement strategy.

Baseline data for the key outcome measure (the SiMR) was submitted in FFY 2013. The State Superintendent's Council for Special Education extended the 2018 target for one additional year at the

January 2020 meeting. The SiMR is a points-based proficiency measure using a three year average of Reading and English Language Arts statewide assessment data for students with disabilities in grades 3-8, and this measure is aligned with accountability data reported annually to the public on state report cards. The baseline data is calculated from the years 2011-12, 2012-13, and 2013-14. Baseline data for the State Capacity Assessment was taken from the first administration of this assessment, in October 2015. Similarly, baseline data for Regional and District Capacity Assessments is based on the first administration of the assessments. For the RCA, that date is February 2017. For the DCA, those dates are July 2018 and January 2019 for DIT's one and two, respectively. Data on the LEAs completing the RDA: PCSA training tool became available in fall of 2017.

Data Collection Procedures and Associated Timelines

Similarly, data collection procedures vary based on the data source, and include online grants systems, event registration systems, online professional learning registration systems, external technical assistance partners, existing procedures for assessing LEA IDEA compliance, and existing statewide procedures for collecting assessment data and educational environment data. Data on State, Regional, and District Capacity Assessments is being collected by Wisconsin's State Transformation Specialists in collaboration with SISEP. Registration systems also collect data on participants accessing online and in-person Professional Learning Resources.

Data collection procedures for key learning objectives of Professional Learning Resources vary; most utilize web-based surveys. Standardized data collection procedures for tracking which regional supports are accessed by LEAs are in development, with statewide rollout anticipated in July 2020. The delay in tool development is explained above. The Coach Observation Form will continue to be used for collecting data on coaching fidelity. A web-based training for the RDA: PCSA certification collects data on the LEAs completing this compliance training.

Wisconsin is increasing the data collection needed due to the depth of application development capacity, evaluator experience in survey development and administration, and existing structures of coordinated planning and professional development service delivery. While timelines for data collection, analyses, and results in the SSIP Evaluation Plan are based on the timing of development and implementation of the components of each improvement strategy, interim and formative data for those components are provided wherever possible.

Sampling Procedures

Because the District Capacity Assessment takes a significant amount of time and must be carefully administered, all identified districts will not use this capacity assessment. Districts involved with the Transformation Zone and RPIC coaching cohort will continue to create the data set for this part of the evaluation plan.

Planned Data Comparisons

Efforts to extend access to supports and improvement planning to as many districts as possible, though enhancing the state's capacity for improved literacy outcomes, simultaneously limits the potential for available comparison groups. Additionally, data collection over few time points minimizes burden on individual educators and districts, but simultaneously limits capacity to describe progress over time. Baseline and ongoing data will be compared where possible, such as on District Capacity Assessments and the SiMR.

Data Management and Data Analysis Procedures

The second level of the three-level SSIP Evaluation Model is focused on evaluation questions that will assess progress on the intended improvements in adult practices. This model will be implemented with planned data management and data coordination across improvement strategies to support the capacity for high quality assessment and evaluation.

Stakeholder Engagement in the SSIP Evaluation

The State Superintendent's Advisory Council on Special Education has been regularly informed of the details of the SSIP through updates and guidance. In January 2020 the Council engaged in updates, discussion, and set targets pertaining to Wisconsin's Annual Performance Report and SSIP for FFY 2019. The SSIP evaluation plan served as a foundation for the SSIP conversation. Time was particularly devoted to key data points realized by each of the improvement strategies. Council members offered concrete feedback on data that was more and less meaningful, as well as suggestions for communicating progress to the public.

Data Quality

Wisconsin continues to be a leader in designing and implementing high quality integrated data systems for student-level data. In 2016-17, WDPI transitioned to a new system, WISEdata, to reduce duplicate data collection tools and processes and replace outdated data collection software. This has resulted in reduced burden and streamlined data reporting requirements for districts. Like many states, WDPI has experienced changes in regular statewide assessment tools (in 2014-15 and 2015-16) that complicates year to year comparison of test results. However, Wisconsin's SiMR is designed as a points-based proficiency measure averaged over three years of data, and is thus more resilient to changes in assessment than a raw single year proficiency rate might be. Maintaining accurate and comprehensive data has been a key goal in the design of data collection tools and systems used in the SSIP Evaluation, and Wisconsin's depth of application development resources will allow us to accomplish this goal.

SSIP Evaluation Plan Summary: Long-Term Outcomes

SSIP Evaluation Questions	Method	Supporting Data	Progress for current submission year
Once the improvement strategies have been fully implemented, and after there has been reasonable time for the expected changes in adult practices to occur, was there an increase in the SiMR?	Inferential statistical comparison of: Statewide SiMR at baseline year versus 2019-20	Statewide assessment data on Reading and English Language Arts used to calculate the SiMR	No, there was a decrease in the SiMR

VI.   Conclusion

This section includes information on:
- ✓ The State Describes any Needs for Additional Support or Technical Assistance (Organizational Outline, Section F.4)

Wisconsin did not meet our SiMR target for the second consecutive year. As indicated in the introduction, the improvement strategies on which we have focused are indicative of the deep systems changes needed within our state agency as well as within our regions, districts and schools to support the implementation frameworks research has shown are most likely to eliminate ability as a predictor of success for students in our schools. A shift of this magnitude requires the level and depth of work articulated in this submission. We have come to recognize that the depth and breadth of horizontal alignment of systems and structures within the WDPI was a much greater need than we anticipated when choosing the SiMR and strategies for improved student outcomes. We also recognize that while the horizontal systems changes are the right work for our state education agency, we need to consider where within that scope we can leverage the changes being made systemically to target our efforts more specifically at the district and school level to be able to study, refine, and then scale specific strategies that evidence has shown to reach the outcomes we seek. In this way, we will achieve both horizontal and vertical alignment within our state education system. This type of vertical alignment within the high level of local control we have in our state pertaining to instructional practice is challenging, and also offers the opportunity to support this change through readiness and willingness rather than as a mandate.

With the release of the second joint federal identifications, the 2019-20 school year drew the WDPI closer to full implementation of Wisconsin's improvement strategies. Collecting meaningful data, and using them to make informed decisions is becoming a part of the culture of project management and continuous improvement. In order to determine whether changes in adult behavior are actually occurring in classrooms, the WDPI will continue the systems change work that we believe will inform a future of success for all students and in particular those whose identities have historically predicted success or failure. In addition, for the next submission we will leverage the learning we have done and

systems changes we have affected to both expand the integration of our SSP/APR and ESSA state plan to drive our systems change work as well as narrow, implement, and deeply study specific strategies within that change that directly inform student outcomes. This may necessitate a change in our SiMR to ensure alignment between the specific strategies we study and the outcomes we can expect as a result of effective implementation.

In service to this effort, Wisconsin will leverage the template provided by OSEP for future SSIP submissions as well as its continuing collaboration with many OSEP-funded technical assistance centers, as an active scaling-up state through SISEP, and will continue to work side-by-side with the SISEP coach in developing implementation capacity statewide. Wisconsin also remains an active member of the National Center for Systemic Improvement's Systems Alignment Learning Collaborative, where Wisconsin representatives have the opportunity to learn from and contribute to the learning of other states on systems change related work. Wisconsin also maintains a close relationship with its representative from the IDEA Data Center, particularly as it relates to evaluation and the application of technical assistance tools. Finally, Wisconsin continues to be actively involved with both the Midwest Regional Educational Laboratory and the Midwest and Plaines Equity Center. Through these ongoing and extensive supports, as well as an engaged and responsive OSEP state lead, Wisconsin is well-supported to engage in the deep and reflective conversations necessary to select, implement, align, and study strategies for improvement that will result in improved learning for students with IEPs.

Appendices: Professional Learning Resources

As districts identify improvement strategies aligned with data and root cause analyses, LEAs will be supported by the TA Network teams to strategically select appropriate professional learning resources, as well as be coached through the stages of implementation of the new learning concepts and strategies. WDPI is developing new and leveraging existing professional learning resources and opportunities to meet the needs of LEAs both at the universal level and the targeted/intensive levels of support. Wide stakeholder input guided the prioritization of development of specific resources. Detailed background information on each resource is articulated in Wisconsin's Phase III report submitted in April 2017. This appendix provides information on the Professional Learning improvement strategy that supplements Wisconsin's three main improvement strategies. Implementation updates and data from this reporting period are provided for the following professional learning projects:
- Universal Design for Learning
- Universal Reading Training within an Equitable MLSS
- Leadership and Coaching Training within an Equitable MLSS
- Co-Teaching
- Engaging Families in Literacy Series

Similar to the organization of the other improvement strategies, information on the above is organized according to key implementation activities, barriers, next steps, and stakeholder engagement relevant to the current reporting period. Available data pertaining to implementation and outcomes is embedded within the key implementation activities section for each professional learning project.

Universal Design for Learning

Key Implementation Activities
- Created a protocol for UDL Demonstration Sites to use while hosting visitors to see UDL in action
- Provided principals, teacher teams (including special education), and CESA partners with training on connecting Educator Effectiveness and UDL
- Systematized the UDL Implementation Trials with a web-based data gathering tool, with training on valid and reliable assessment methods
- Integrated Center for Applied Special Technology (CAST) UDL resources on Lesson Design Labs, Instructional Rounds, and UDL Implementation to support scaling up efforts in CESAs and 9 LEAs

The Universal Design for Learning Grant focuses on three areas to support implementation and affect student outcomes: (1) LEA teams and systems supports for applying UDL Principles and Guidelines, (2) Professional Learning capacity of regional intermediate agencies to support statewide coordination of UDL implementation, and (3) UDL Systems Coaching to bring relevance to UDL and its impact on student outcomes. The following are major accomplishments in this reporting period:
- 5 face-to-face, and 7 virtual meetings with regional agency staff (CESA) to address UDL implementation across roles and responsibilities in programs and services within their respective agencies
- Continued partnership with CAST, including keynote speakers and breakout session presenters to support action planning for LEA UDL implementation during statewide conference for 248 administrators, general and special educators, and CESA personnel
- 18 teams of general and special educators completing three 3-week UDL Implementation Trials (plan-do-study-act) cycles, with a target to improve literacy (reading comprehension and writing) and mathematics outcomes
- 466 teachers, principals, and district-level administrators participating in onsite, job-embedded professional learning activities around core UDL competencies

UDL Implementation Teams in each participating LEA compiled a mid-year and an end-of-year report with verification of activities completed, reporting of change in educator practice, and impact on student outcomes. Educators from 24 districts reported UDL training and implementation scaling up, which impacted 466 regular and special education teachers, principals, and district level administrators. Approximately 2,774 students, with 315 of those identified for special education, were impacted by UDL implementation.

UDL Implementation Teams also reported a baseline and three subsequent scores for a sample of students, including those identified for special education while implementing UDL Guidelines and Checkpoints to improve reading comprehension, writing, or mathematics problem solving, as well as four observable characteristics of student engagement. Data was compiled in a standard format for all teams and included a local threshold level designation of proficiency. All nine districts (100 percent) met or exceeded their trajectory of proficiency in both English Language Arts or Mathematics academic growth and student engagement performance.

Barriers

The data sources that inform the status of the UDL efforts in Wisconsin are varied, and triangulate around professional learning, changes in educator knowledge and practice, and intentional data points on literacy (reading) improvement in student performance. The data at this point shows that more emphasis is needed in supporting our statewide trainers and their colleagues at the regional level, and continue to make connections with other statewide initiatives. We believe that UDL is a means by which any innovation focused on learning will manifest in benefit to learners and improve learning outcomes.

Anticipated barriers to gathering statewide data will be the amount of responses gathered from training evaluations. Steps to address this will be to create a link that can be embedded within any of the regional agencies' training evaluations, so they can access information about learning, learning impact on students, and the state can access consistent statewide data.

Next Steps

The next phase of the UDL implementation efforts in Wisconsin will be to activate a statewide rubric for the status of how aligned the LEAs work is to core tenets of UDL, and the extent of implementation across the district. In addition, the nine UDL grant districts will be formalized as a state UDL implementation resource as "UDL Demonstration Sites" for those who would like to see UDL operationalized and explore implementation processes leveraged by those using UDL to design accessible and usable learning for each and every child.

There will be a face-to-face and virtual meeting with regional UDL trainers to support their role to advance UDL within their agencies and their regions. Data to be collected includes: level of UDL understanding and application in professional learning contexts via training evaluation; number of educators trained in UDL Lesson Design; and lesson artifacts with embedded video.

The [Wisconsin UDL website](#) will be refreshed with tools for reflecting on effectiveness of UDL implementation via the UDL Look-For protocol for use in guiding classroom observations by visitors to any of 11 UDL Demonstration Sites. Data to be collected includes: LEAs and number of educators visiting Demonstration Sites, as well as feedback on visits to inform progress or next steps in UDL implementation of visitors via exit surveys

Stakeholder Engagement

An intentional lens on equity has provided motivation to keep building UDL capacity in Wisconsin. Stakeholder involvement has been facilitated by regional agency UDL trainers, working with their regional Board of Control, district administrator leadership network, and regional teams of directors of special education and curriculum. Large district participants have videotaped students presenting at school board meetings and teachers sharing the changes they've experienced based on this UDL statewide project. Feedback is looped from the local, regional, and state level, to inform next steps with supports needed, training to provide, and resources to develop. Responses to a project wide survey indicate that 94 percent of project leaders in LEAs see a clear connection to the work of UDL and the other initiatives currently underway in their districts.

Universal Reading within an Equitable MLSS

Key Implementation Activities
- Provided two new RtI Center Universal Reading Training Series during 2019-20 school year
- Embedded State Instructional Materials and Professional Learning (IMPL) messaging into Center Universal Reading Training.
- Collaborated with CESA 10 consultants regarding training and follow-up implementation support for aligned continuous improvement and implementation
- Continued work with a school district superintendent and her teams (school principals, literacy coaches, teacher leaders) on systemic continuous improvement around Universal Reading instruction (Cadott District Team); process happened because superintendent saw the successes of another district

This three-day workshop series is offered through the Wisconsin RtI Center. This workshop is in the full implementation stage, and undergoes annual continuous improvement based on implementation data. As of this submission there have been 36 offerings of this professional learning statewide. Participants attending continue to rate this quality and relevance of this learning very high.

The Universal Reading Review Training is designed to be a review of a school or district's current universal system for reading, and there is an outline template created for each major component of effective reading instruction to help capture "current reality" of implementation. Trainers look at completed outlines to determine where they need to spend more time explicitly teaching, sharing resources, and giving teams additional time to read the research and build capacity. They look at these templates during the training and after, making necessary changes within the current training and for future trainings.

Barriers
- The professional Learning team's timeline for systematic process for review may be delayed, and this is needed before Reading training can go through review process.
- RtI Center Reading team's limited communication structure: currently, Reading team members only meet monthly because trainers' primary role is to provide technical assistance to schools and districts regarding implementation of an Equitable Multi Level System of Supports.

Next Steps
- Refine Universal Reading training (K-12) with DPI's ELA Instructional Practice Guides once the Professional Learning Team has defined systemic process for review
- Continue to collaborate with the following groups and align and include their resources within Universal Reading training:
  - WDPI Literacy and Mathematics Team
  - State Literacy Team
- Early Childhood
  - Align messaging and resources, EC literacy site visits
  - Integrate ELA Standards and WIDA ELD Standards
- Create Systemic RtI Center training creation and revision process

Stakeholder Engagement
- Connection between Universal Reading training, sustained implementation, and student outcomes was reported in Wisconsin RtI Center's 2018-19 Annual Report and with the State Leadership Team (SLT).
- RtI Center/CESA Consultant Collaboration Meetings (West/North).
  - WDPI consultants provide feedback, scan of the state
  - Center staff share implementation data and training data
- In-person collaboration with Regional Service Network (RSN) director and implementation science consultant(s).
  - Two-way collaboration: inclusive practices, co-teaching, continuum of support, coaching with Equity strategies, implementation data, identification, and TA Network and continuous improvement efforts
- Consistent collaboration with WI RtI Center Research and Evaluation Team for continuous improvement and data-based decision making.
- Ongoing connection with WDPI and CESA consultants for deliberate feedback on Universal Reading supports. For example, met with consultants in the West region.

Leadership and Coaching Professional Learning

Key Implementation Activities
- Feedback from participants reflects proficiency in the outcomes: 85-100 percent of the participants mostly or entirely agree that outcomes were met, according to formative and summative assessments (e.g. training evaluations and various checks for understanding during training)
- Training cohorts are filled to capacity and there are waiting lists to attend
- Increased percent of decision-makers attending – 71 percent of teams on Leadership and Coaching training days 1-3 had a decision maker in attendance for at least one of the days (this was identified as a barrier in 2018-19)
- Aligned leadership and coaching training with Wisconsin's Department of Public Instruction Coaching Competencies Practice Profiles - September 2019 to present, ongoing
- Updated training resource- video interview with Dr. Anthony Muhammad with a stronger focus on equity and equity examples, which is being used statewide by multiple state organizations

Barriers
- A 25 percent reduction in FTE for Leadership and coaching training and support as of July 1, 2019 has reduced the number of sessions that can be offered annually.
- Measuring leadership change in mindsets to get to the equitable outcomes needed for improved student success is challenging.

Next Steps
- Identify ways to embed finalized Leadership and Coaching for Equity document to provide concrete examples of coaching with an equity lens - began in January 2020 for implementation in 2020-2021 coaching training cohorts

- In session 6, increase focus on the impact of educator's mindsets on student outcomes
- Review of outcomes, training and technical assistance to inform future work
- Planned evaluation activity: continue to fine tune measurements and align them with Center and Leadership and Coaching outcomes
- 25 percent reduction in FTE – begin exploring ways to collaborate with regional technical assistance coordinators to increase implementation during and post-training, and to increase understanding and use of system assessments to improve implementation

Stakeholder Engagement
- Collaborate with regional colleagues to further support the work and meet the needs of teams within their particular region - planning began January 2020; implementation will be in the fall of 2020.
- Collaborate with the statewide coaching coordinator, WDPI literacy consultant, and WDPI mathematics consultant to ensure consistent messaging statewide
- Partner with CESA Coaching Network regarding ways they can build capacity beyond the six days of professional learning
- Participate on the DPI Instructional Coaching Collaborative and the Statewide Coaching Planning Team to keep current on needs throughout the state

Co-Teaching

Key Implementation Activities
The Co-Teaching workgroup at WDPI developed an action plan in May 2019 to build on work that had been the focus for 2018-19.
- The workgroup sent the partially completed Co-Teaching Practice Profile to a comprehensive list of stakeholders for review during development. This had been a request of stakeholders when weighing in on previous practice profiles: there was a strong message that sending the complete document felt like they were simply stamping approval as opposed to providing input as it was developed.
- In October 2019, the completed practice profile (including reviewer's suggestions) was sent again to stakeholders for review. The document was then updated to include reviewer suggestions and posted on the DPI website (January 2020).
- The workgroup began development of four PowerPoint presentations that will be included on the website along with the existing presentation: Co-Teaching Foundations: Building Inclusive Environments. The goal is to create a five-part series including scripts and supporting materials that allow any educator to develop their own training series to implement Co-Teaching in their school or district. This method of dissemination is intended to address often inequitable resources that exist for smaller and rural districts.

Barriers
- The workgroup in 2018-19 was too large and included people with commitments that limited their involvement. In 2019-20, the work group was reduced to three people who developed the materials. The other members shifted to part of the virtual stakeholder review group. This has allowed the work to develop more quickly.

- Time commitments still affect the forward movement of the project.
- As the workgroup gets deeper into the definitions and applications, there is a need to engage with other policy makers, especially in regards to specially designed instruction, and technical decisions that are the purview of other agency teams (i.e. teacher licensing and WISEdash-roster definitions).

Next Steps
The additional four presentations will focus on each of the four competencies of the practice profile:
- Designing Physical Space and Functional Structure (ongoing, December 2020 completion)
- Planning Learning Experiences for All Learners (May 2021 completion)
- Delivering Targeted, Individualized Instruction (December 2021 completion)
- Assessing Student Learning and Providing Feedback (May 2021 completion)

Each of the PowerPoints will each be presented at a minimum of two conferences prior to final review to elicit on site stakeholder feedback. In addition, each final presentation will be shared with an online list of reviewers prior to posting.

Designing Physical Space and Functional Structure (ongoing - December 2020 completion)
- First presentation - Inclusion Institute, Wausau, July 2020
- Second presentation - WI State Superintendents Conference on Special Education & Pupil Services Leadership Issues, WI Dells (October 2020)

The workgroup uses each conference's feedback to make changes after each presentation, with the end result being a presentation that will be posted on the website available for any district or school to use as part of their own staff development time.

Stakeholder Engagement
Initially much of the stakeholder feedback was provided during conference and institute presentations. While we continue to use this format, we have developed a list of 50+ stakeholders who provide feedback through review and surveys. This allows a quick turn-around while materials are in development. In addition, there is more interest in being a stakeholder when the responsibilities are met without regard to geography or a specific meeting times and place.

We used the idea of virtual stakeholders first when we sent the partially completed Co-Teaching Practice Profile to a comprehensive list of stakeholders for review during development. This had been a request of stakeholders when weighing in on previous practice profiles, as there was a strong message that sending the complete document felt like they were simply stamping approval, as opposed to providing input as it was developed. The experience was very positive in that we had a strong response with very specific ideas for improvement.

Because of attrition, our subsequent review elicited less responses. This suggests that we will need to continue to update our list of virtual stakeholders to continue the diversity of role, geography, size of district, etc.

WI FACETS Literacy Project (Proyecto de Lectoescritura)

Key Implementation Activities
- The Engaging Families in Literacy Series was conducted by the Wisconsin Family Assistance Center for Education, Training, and Supports (WI FACETS) in ALBA Elementary School in the Milwaukee Public School District
- Revisions were made to the Spanish version of the Literacy Series
- Produced a monthly Family Engagement newsletter

The Engaging Families in Literacy Series, developed through the collaborative work of WI FACETS, the Wisconsin Statewide Parent Educator Initiative (WSPEI), Early Childhood Program Support Teachers and WDPI, is intended to be a three-to-four session series for families of children with IEPs. The focus is on helping families understand literacy terms, standards, and literacy and reading assessments used by their child's school, but even more importantly, to learn about strategies and resources that they can access and use to help their child with literacy or reading at home. This Literacy Series is also intended to enhance the collaboration between school district staff and WI DPI discretionary staff in providing technical assistance and ongoing support to families, giving them opportunities to be engaged in their child's education so that improved literacy outcomes for students can be realized.

In partnering with school districts, the intention is to enrich families' learning in relation to literacy and how it can be supported at home, along with other areas of their child's learning. This can be accomplished by providing scaffolding for increased levels of knowledge, confidence, and communication.

In the spring of 2019, the Engaging Families in Literacy Series was conducted by WI FACETS in ALBA Elementary School in the Milwaukee Public Schools district. ALBA provides Bilingual-Bicultural/Multicultural Programs which build on the students' primary language (Spanish) skills and expands their English-language skills to enable each student to achieve proficiency in both languages. In total, 12 unique families completed the series. A second Literacy Project was held at Midvale Elementary in Madison and was conducted in Spanish. Midvale is comprised of an extremely diverse population of students including 33.8 percent Hispanic or Latinx, 41.1 percent English Learners and 11 percent students with disabilities, which made it an ideal location to conduct the newly updated series in Spanish. 15 Adults, 18 children of varying ages (three years to 14 years old) and four volunteers participated in the training.

Families who completed the Literacy Series were presented with a certificate of completion and an Amazon Fire 7 Tablet to help families engage in literacy supports through technology. WI FACETS developed a training about the Amazon Fire Tablet, including providing information on free applications families could use to increase their children's literacy skills in fun and exciting ways that appealed to the students and helping them incorporate literacy building activities outside of school.

Surveys were conducted at the beginning (Class 1) and the end (Class 4) of each series to measure the degree of usefulness of the information for families. Of the families who responded to the final survey

from both ALBA and Midvale Elementary, the evaluation data received showed the families rated the classes overall in the following manner:

- *Do you feel more confident to support your child's literacy at home than you did in the first class?* 100 percent of parent participants reported feeling more confident following the series.
- *Do you feel more confident to communicate with your child's teachers and school than you did in the first class?* 100 percent of parent participants reported feeling more confident following the series.

This data shows that the project elicited the desired outcome of an improvement in families' confidence in supporting literacy at home as well as improved home-school communication surrounding literacy concepts. Increasing the confidence level of families to support literacy at home in conjunction with improved home-school communication leads to better outcomes for students.

Key Implementation Activities, continued
WI FACETS is especially proud of the updates that were made to the Spanish version of the Literacy Series. There were extensive additions to the presenter notes as well as translation of supplemental handouts and activities. This was done to offer even better resources for families to utilize at home and in the community to improve the outcomes for literacy of students with disabilities. More emphasis was also placed on extending resources for learning literacy concepts for Early Childhood. Information collected through a series of surveys throughout the course was used to monitor families' improved understanding of literacy concepts. WI FACETS used recorded verbal and written suggestions from participants to make additions and improvements. The efforts made to improve the series are reflected in the positive project outcomes. Improvements to the Spanish version of the series will continue in 2019-20, keeping in mind how cultural nuances may impact the understanding of literacy in the English language. WI FACETS, along with the other stakeholders, WSPEI and WDPI, will look for additional culturally relevant activities to engage families in literacy and to strengthen the home-school connection.

WI FACETS continues to produce a monthly Family Engagement newsletter targeted at families and educators interested in engaging families. The newsletter focuses on a different disability-related topic each month and includes a real-life story about the topic, online resources, research to read, statewide events, instructional trends, web trainings, and home-based learning activities. The newsletter reaches about 2,800 recipients monthly. Each month, the home-based learning section includes literacy activities, which change on a monthly basis. These activities may include links to daily literacy calendars with suggested activities, book lists, e-book access, ideas for day trips or family activities, crafts and activities that promote multi-sensory learning, games, strategies for struggling learners, writing prompts, cultural learning activities, and materials in different languages. Many of the activities are targeted toward early and elementary readers, but resources for middle and high school aged children are also included. Survey data on how readers are using the home-based literacy strategies will be forth coming.

Barriers

The project at ALBA Elementary was initially scheduled as a four-session series; however, because the series was conducted by an English-speaking trainer with the assistance of a Spanish-speaking interpreter to a group of Spanish-speaking parents, each session took longer than the original time allotted. This barrier to implementation was addressed by adding an additional session to the series, making it a five-session series. Based on stakeholder input (i.e. the parents in the participating group), the final training in the series for ALBA Elementary was held at a neighborhood Milwaukee Public Library (location was chosen by the parents in the group) where families learned about community resources and programs that the area libraries offer during the summer months and all year. What was initially perceived as a barrier turned out to be an opportunity to incorporate an additional layer of learning into the series.

Next Steps

Two more videos, in Spanish, will be produced in the spring of 2020 to address two more of the components of literacy to provide relatable examples of practical applications of some of the strategies covered in the literacy series. These videos will be incorporated into the Literacy Series, as well as promoted through electronic means via WI FACETS social media accounts and on the WI FACETS web site, where data will be collected to track views. This data will give stakeholders baseline information as to the reach of the videos as a teaching tool.

WI FACETS will continue producing the Family Engagement Newsletter through the 2019-2020 school year and will continue to seek input from consumers and stakeholders, using it to provide information most sought-after by readers.

Stakeholder Engagement

WI FACETS, WSPEI and WDPI literacy consultants met in June and July of 2019 to make improvements to the series based on feedback received from participants and trainers. WI FACETS made the updated Literacy Series in English and Spanish available for stakeholders through a shared Google drive. WSPEI has used and continues to use the Literacy Series materials to provide extensive training in nine of the 12 CESAs, in at least 14 unique school districts and 25 schools throughout Wisconsin from April 2019 through March of 2020. WSPEI will share feedback for improvement with WI FACETS and WDPI, who will then collaborate to continually increase the efficacy of the project. WI FACETS will conduct the series with families in Milwaukee Public Schools in the spring of 2020 and provide technical assistance to trainers of the series to expand the number of families reached.

The following question was also included in the survey of participants:
- *Was there anything you would've liked to learn during the class that we did not cover?* Comment from participant: (Translated from answer in Spanish) "Parents modeling reading (as dynamic) one part the child and another part the father."

WI FACETS addressed this request through the production of a video which focuses on Fluency, one of the components of literacy covered in the series. The video was produced in English and in Spanish. [The video produced in Spanish features a Latino Father with his daughter taking turns reading](#).