

**STATE PERFORMANCE PLAN / ANNUAL PERFORMANCE REPORT:
PART B**

**for STATE FORMULA GRANT PROGRAMS under the Individuals with Disabilities
Education Act**

**For reporting on
FFY 2021**

Wisconsin



PART B DUE February 1, 2023

**U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202**

17 - Indicator Data

Section A: Data Analysis

What is the State-identified Measurable Result (SiMR)?

The Wisconsin Department of Public Instruction (WDPI) State-Identified Measurable Result (SiMR) focuses on early literacy, operationally defined as the percentage of learners with Individualized Education Programs (IEPs) participating in the Implementation Zone (IZ) with a score of "Proficient" or higher on the English Language Arts section of the state Forward exam, Wisconsin's required statewide assessment. We will calculate scores for learners in Grade 3 and an average of scores across Grades 3-5.

Has the SiMR changed since the last SSIP submission? (yes/no)

NO

Is the State using a subset of the population from the indicator (e.g., a sample, cohort model)? (yes/no)

YES

Provide a description of the subset of the population from the indicator.

The population of interest is limited to the cohort of learners with IEPs attending school districts participating in the Implementation Zone in four-year-old Kindergarten through Grade 2. These learners will then be assessed in Grades 3-5.

Is the State's theory of action new or revised since the previous submission? (yes/no)

NO

Please provide a link to the current theory of action.

The theory of action for this improvement cycle is: If the WDPI provides intensive services to a select group of school districts for the installation of an effective implementation infrastructure to support the use of clearly defined evidence-based practices related to early reading and inclusive communities, then educators will have needed support and skills to increase reading outcomes for all learners and accelerate outcomes for learners with IEPs and learners of color within a framework that can be scaled statewide. Logic models supporting the strategies to achieve the theory of action can be found at the following links:

Implementation Zone - Early Reading

https://docs.google.com/document/d/1vd4H2wWPBtS8QilmPmOZGZzG66si2-_FkL2R04hxTVs/edit#

Implementation Zone - Inclusive Learning Communities

https://docs.google.com/document/d/15wyhom7SgPjesjQL6m1_5RYxBX1AJSUUXhE7bCVJYNg/edit#

Progress toward the SiMR

Please provide the data for the specific FFY listed below (expressed as actual number and percentages).

Select yes if the State uses two targets for measurement. (yes/no)

YES

Historical Data

Part	Baseline Year	Baseline Data
A	2020	8.70%
B	2020	13.00%

Targets

FFY	2021	2022	2023	2024	2025
Target A >=	8.70%	8.70%	10.40%	11.30%	12.20%
Target B >=	13.00%	13.00%	15.60%	16.90%	18.20%

FFY 2021 SPP/APR Data

Part	Number of learners with IEPs scoring Proficient or above	Number of learners with IEPs taking the WI Forward Exam	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
A	19	147	9.70%	8.70%	12.93%	Met target	No Slippage
B	30	216	10.99%	13.00%	13.89%	Met target	No Slippage

Provide the data source for the FFY 2021 data.

The data come from the English Language Arts (ELA) score of the Wisconsin state assessment, the Forward Exam, for learners with IEPs in Grades 3-5.

Please describe how data are collected and analyzed for the SiMR.

The data are collected through our standard statewide reporting mechanism into the Wisconsin Information System for Education Data Dashboard (WISEdash) at WDPI. The data are analyzed using the R statistical analysis application.

Optional: Has the State collected additional data (i.e., benchmark, CQI, survey) that demonstrates progress toward the SiMR? (yes/no)

YES

Describe any additional data collected by the State to assess progress toward the SiMR.

DPI collects additional data on fidelity of implementation and changes in adult behavior related to the evidence-based practices described in Section B.

Did the State identify any general data quality concerns, unrelated to COVID-19, that affected progress toward the SiMR during the reporting period? (yes/no)

NO

Did the State identify any data quality concerns directly related to the COVID-19 pandemic during the reporting period? (yes/no)

YES

If data for this reporting period were impacted specifically by COVID-19, the State must include in the narrative for the indicator: (1) the impact on data completeness, validity and reliability for the indicator; (2) an explanation of how COVID-19 specifically impacted the State's ability to collect the data for the indicator; and (3) any steps the State took to mitigate the impact of COVID-19 on the data collection.

The COVID-19 pandemic continues to impact data collection. However, during this reporting period, Wisconsin Local Educational Agencies (LEA) returned to relative normalcy. While the return to school amid the COVID-19 pandemic was safe, efficient, and equitable for many districts, it was not without challenges that affected data collecting and reporting. The Wisconsin Statewide Assessment System (WSAS) exams given to learners during the 2021-22 school year saw an increase in participation. Assessments were administered to learners in 2022 following standard in-person test taking procedures. Among students in grades 3 through 5, participation in ELA assessments rebounded from 82.9% to 94.6%, approaching but not yet meeting the pre-pandemic rate of 96.2%. DPI anticipates it will take several more years to return to pre-pandemic levels due to the default bias (i.e., the tendency for individuals to continue to adopt behavior in-line with a past decision even after the rationale for that decision no longer applies). DPI continues its outreach efforts as part of its Joint Federal Notification work to increase test participation among all students.

Section B: Implementation, Analysis and Evaluation

Please provide a link to the State's current evaluation plan.

<https://docs.google.com/document/d/1CzndzE2tEty6ALgBBUxPJW4o7rkhRVf6AefFPN7F6XA/edit>

Is the State's evaluation plan new or revised since the previous submission? (yes/no)

NO

Provide a summary of each infrastructure improvement strategy implemented in the reporting period:

In 2019-20 the WDPI initiated a shift in our Statewide System of Supports (SSOS) to be more explicit regarding our commitment to equity, more efficient and accountable with our resources, and more effective in our support. The proposed shift built on research related to equity-focused improvement and implementation, reflected long-standing feedback from families, communities, and schools, and pulled together the work of the agency Title I and Special Education Teams to support schools and districts federally identified for improvement under the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA). During the 2020-21 school year, the WDPI began formal installation of the reimagined SSOS infrastructure co-created and resourced by the Special Education and Title I Teams. Within this system, linked teams build capacity to use practice-to-policy

feedback loops in Plan-Do-Study-Act (PDSA) cycles designed to provide organizational leaders and policy makers with information about implementation barriers and successes so that a more aligned system can be developed. Feedback from the practice level (Practice Informed Policy) engages and informs organizational leaders so they can ensure that policy, procedures, and resources, enable innovative practices to occur in classrooms, schools, and districts (Policy Enabled Practice) as intended. Within this system three levels of support provided to LEAs were articulated based on the severity and number of identifications under ESSA and IDEA. During this reporting period (January 2022-January 2023) the SSOS levels of support were further refined to reflect universal technical assistance available to all LEAs, implementation and Improvement supports available to LEAs with federal identifications, and the Implementation Zone in which clearly defined practices related to Inclusive Learning Communities (IZ-ILC) and Early Reading (IZ-ER) are supported by the WDPI through a linked team system ensuring aligned decision-making through data analysis and clearly defined communication protocols. The SSOS provides the internal structure necessary to ensure success in joint monitoring, move the supports at each level through the stages of implementation and ensure that supports delivered to and within schools and districts are effective in positively impacting all learners while accelerating positive impact for learners with IEPs and learners of color. A graphic representation of the SSOS can be found at the following link:

https://docs.google.com/presentation/d/11CeRKZFBHztN6jZnS7-m-itMtIQBEPI4TMxHO-LUVYw/edit#slide=id.g1b74668bb9b_0_0

Describe the short-term or intermediate outcomes achieved for each infrastructure improvement strategy during the reporting period including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Please relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up.

The intended outcomes for this reporting period were not achieved due to a period of vacancies, changes in staffing, reconfiguration of leadership structure, requiring additional capacity building and intentional cross-division vision building within WDPI, resulting in a delay in the hiring of project staff and installment of the IZ-early reading project. Funding also needed to be restructured which required some reconfiguration of positions. These alternate outcomes were achieved regarding the installation of the implementation zone-early reading and overall SSOS for the current reporting period:

Onboarding New Staff– Additional information to support the understanding of the implementation zone-early reading and overall SSOS was developed and delivered to new staff members within the WDPI agency leadership. Approval to move forward with the design of the Technical Assistance (TA) and Implementation and Improvement (I&I) components of the system is expected. Achievement of our SiMR depends on the infrastructure the SSOS will provide for effective implementation and scale-up of our evidence-based practices.

Data – Due to a change in funding, an alternate approach to installing a decision support data system was developed. One of the positions to be hired to support the installation of the IZ-ER evidenced based practice will be revised to support installation of both practices within selected LEAs as well as the development of the data structures needed to: define types and sources of programmatic, fidelity and outcome data to support the IZ strategies, develop routines for expected use of data, define questions asked/answered at each level of the system, extrapolate school and district level considerations to regional/state level, and develop an accessible data warehouse and usable data reports for all teams within the system. This will ensure that progress toward the SiMR is monitored and adjusted as needed to achieve the targets.

Accountability/Monitoring - A workgroup within the Special Education Team was created to support the development of the data structures described above while more permanent structures are developed and installed. Power BI was identified as the platform through which practice and fidelity data will be summarized and made available to teams within the system to engage in rapid cycles of continuous improvement and monitor progress toward intended outcomes. The workgroup is currently co-creating the elements necessary for generating usable data reports for this purpose. Establishing a decision support data system will ensure effective functioning of the SSOS and achievement of the SiMR targets.

Professional Development - During this submission period common protocols for meeting agendas, data analysis and use, and communication within and among teams were finalized and are being tested for usability by current teams within the system. These common ways of work are critical to sustaining our improvement efforts, achieving our SiMR targets, and then systematically scaling up the practices statewide.

Did the State implement any new (newly identified) infrastructure improvement strategies during the reporting period? (yes/no)

NO

Provide a summary of the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next reporting period.

Next steps for the installation of the SSOS include:

Convening design teams for the Technical Assistance (TA) and Implementation and Improvement (I&I) components of the system. The outcome of this step is an implementation plan for these two components.

Based on the design identifying a service delivery model and provider for the I&I component of the system.

Creating Power BI data reports that support rapid cycles of continuous improvement with the Implementation Zone component of the SSOS. The outcome of this step is data driven decision making for practice improvements based on these reports.

Formalizing a Decision Support Data System based on available resources to develop the data structures as described in the prompt pertaining to achieved outcomes above. The outcome of this step is data driven decision making for infrastructure (systems)

improvements.

Finalizing a formal intensive partnership between the WDPI and State Implementation and Scaling-up of Evidenced-Based Practices (SISEP) in support of our Implementation Zone installation and implementation. The outcome of this step is access to the supports and resources afforded through an intensive partnership with SISEP.

Revising the common protocols for meeting agendas, data analysis and use, and communication based on usability testing and scaling use to all teams within the SSOS. The outcome of this step is improved efficiency and communication through the use of the common protocols.

List the selected evidence-based practices implement in the reporting period:

Implementation Zone (IZ) - Inclusive Learning Communities (ILC)

Implementation Zone (IZ) - Early Reading (ER)

Provide a summary of each evidence-based practices.

The Implementation Zone - Inclusive Learning Communities (IZ-ILC) combines multiple evidence-based practices within one carefully designed innovation implemented within a powerful framework leading to significant district-wide transformational change.

The evidence-based practices embedded within the Inclusive Learning Communities Practice Profile (ILC-PP) include: 1) Professional Collaboration Among Learner Supports; 2) Inclusive Mindsets; 3) Learning Climate, Culture, and Relationships; 4) Planning and Facilitation; and 5) Authentic Learner Engagement. For a more detailed description of the elements within the ILC-PP, see the February 2022 SSIP submission.

A foundational belief of this project is that learners belong in their learning communities, in an environment with their peers, and that educators are responsible for developing both accessible curriculum and environments for each and every learner within that inclusive setting. Following the guidance of the National Implementation Research Network (NIRN), the ILC-Practice Profile was developed to make the innovation teachable, learnable, doable, and measurable (Fixsen, Blase, Metz, & Van Dyke, 2013).

In the IZ-ILC, educators are supported to design and deliver learning proactively so that it is accessible for individual learners the first time it is presented. Rather than waiting for learners to fail, the equitable multi-level system of supports is fluid, flexible, and provided in the same environment that includes all learners. Learners with IEPs will receive most, if not all, specially designed instruction within the general education environment.

The Implementation Zone - Early Reading (IZ-ER) develops critical infrastructure to support staff at each level of the education system to focus on effective implementation of specific early reading instruction evidence-based practices.

Like the IZ-ILC, the IZ-ER leverages guidance from NIRN through the stages of implementation, with initial efforts focused on developing an Early Reading Practice Profile (ER-PP) that clearly defines and operationalizes two evidence-based practices of early reading instruction in grades 4K-2: 1) explicit and systematic phonological awareness and phonics instruction and 2) building background knowledge through text collections (Farrall, 2012; McKenna & Stall, 2009; Scarborough, 2001). While these practices by themselves do not account for all aspects of early literacy instruction, they serve as research-supported areas of emphasis within the IZ-ER (Student Achievement Partners, 2021).

Making a commitment to implement the ILC and ER practices within the IZ includes an intentional plan for training, coaching, and data use to support staff. The IZ uses a multi-year plan to ensure interested parties understand and commit to transforming mindsets, adult practices, and systems.

Provide a summary of how each evidence-based practice and activities or strategies that support its use, is intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g. behaviors), parent/caregiver outcomes, and/or child /outcomes.

The WDPI is leveraging the IZ-ILC and IZ-ER strategies to increase proficiency rates in English Language Arts (ELA) for all learners, while accelerating growth for learners with IEPs and learners of color in grades 3-5 to meet grade level standards, and proactively reduce the overall frequency of special education referrals.

Mutually selected LEAs will partner with WDPI through the IZ to develop systems and structures, especially training/coaching and data use for improvement, to support teachers' use of clearly defined practices related to inclusive communities and early reading, respectively. These systems and structures are intended to effectively and efficiently identify and nurture facilitators, as well as diagnose and resolve barriers at each level of the system based on data, so we can sustain and then reliably scale those practices to other sites. In other words, the IZ will allow us to test and improve what it takes to ensure that the implementation of inclusive communities and early reading practices can be equitably sustained and scaled elsewhere.

The IZ-ILC vision states that each learner will thrive in welcoming and inclusive learning communities. In the IZ-ILC, LEAs are supported to strategically implement and sustain inclusive learning communities by receiving funding, quality resources, and supports for training and coaching. The IZ-ILC will impact the SiMR by achieving the following outcomes:

Districts will implement collaborative linked teaming structures, supported by coaching, to ensure a consistent approach for data-informed collaborative decision making that will lead to improved outcomes for each learner.

Districts will ensure that educational environments are accessible, inclusive, and equitable for every learner by implementing sustainable teacher teams. This will lead to improved outcomes for every learner and accelerated improvement for learners with

IEPs and learners of color.

Key learner outcomes including inclusion, agency, voice, participation, attendance, engagement, discipline, graduation rates, and achievement improve for learners with IEPs and learners of color.

The vision for IZ-ER is that learners will secure the early literacy skills needed to become proficient and lifelong learners. Like the IZ-ILC, LEAs that engage with the IZ-ER will be supported to strategically implement and sustain evidence-based practices related to the two aspects of early literacy described above by receiving funding, quality resources, training, and coaching support. The IZ-ER will impact the SIMR by achieving the following outcomes:

Supported by coaching, districts will increase their capacity to engage in collaborative teaming structures to ensure a consistent approach for data-informed decision-making.

Districts will demonstrate high levels of fidelity to practice profiles based on the development of robust systems of training, coaching, and data use to support teachers' effective use of early reading strategies.

Proficiency rates in ELA as measured by the state summative assessment will increase for all learners with an accelerated increase for learners with IEPs and learners of color.

For additional context, see the February 2022 submission for Indicator 17.

Describe the data collected to monitor fidelity of implementation and to assess practice change.

The IZ-ILC Theory of Action states: If districts are trained on how to develop and then implement consistent processes ensuring that all educational environments are accessible, inclusive, and equitable and are supported through collaborative decision-making teams, coaching and shared leadership, then districts will experience improved outcomes for every learner and accelerated improvement for learners with IEPs and learners of color.

Data collected to assess change in adult practices, monitor fidelity of implementation, and assess practice change are described in the tools below:

Wisconsin Professional Learning Community (WI PLC) Fidelity Rubric - captures the essential elements of a school level team that has created an enabling context for the ILC practices

Integrated Comprehensive Systems (ICS) Equity Audit - supports school level teams to set and prioritize goals and develop an implementation plan

Vibrant Schools Scale (VSS) - measures key student outcomes as well as providing qualitative data related to shifts in adult mindsets and behaviors

Best Practices for Inclusive Education Fidelity Assessment (BPIE) - identifies priority needs and supports the development of goals and plan improvement strategies, as well as the organization of resources to support the implementation of ILC for students with IEPs

Early Childhood Inclusive Classroom Profile (ICP) - assesses the quality of daily inclusive practices that support the developmental needs of children with disabilities in early childhood settings

For a detailed description of the data collected for the IZ-ILC project, see the February 2022 submission for Indicator 17.

The IZ-ER Theory of Action states: If WDPI develops a systemic and systematic approach to delivering high-quality, standards-based reading foundational skills instruction within an implementation zone, this implementation infrastructure will support training, coaching, and implementation of early literacy instruction emphasizing building background knowledge and explicit and systematic phonemic awareness and phonics instruction in districts using implementation science to install and measure impact. Educators will then have the needed support and skills to improve reading outcomes for all learners and accelerate outcomes for learners with IEPs and learners of color.

Based on the current stage of implementation, WDPI has mapped out the general types of data to be collected (see below), including fidelity, capacity, and programmatic, but has yet to establish the specific data sources pending further implementation planning and identification of a fidelity measure in 2023.

Describe any additional data (e.g. progress monitoring) that was collected that supports the decision to continue the ongoing use of each evidence-based practice.

The primary programmatic and outcome data will be used across both areas of practice focus. These tools and data sources are described below:

Training and Coaching Data:

Aggregated training efficacy (i.e., principles of adult learning), impact, effectiveness data

Coaching System Development Worksheet Fidelity Checklist - used to initiate discussions about the importance of coaching and the facilitative supports that administrators need to consider to ensure a systemic commitment to coaching. This is a proactive approach to purposeful and supportive coaching. It specifies the coaching elements that will promote quality service delivery and support for the client, and serve as the basis for further professional development. Participating LEAs track coaching system development annually with this tool.

Coach Reflection Data - Coaches complete this feedback form after each coaching session. Patterns and trends in the feedback are used to inform professional development and support needs of coaches and clients across the LEA.

Client Feedback Data - Clients complete this feedback form after each coaching session. Patterns and trends in the feedback are used to inform professional development and support needs of coaches and clients across the district.

Coach Observation Data - Coaches are observed twice annually with attention to their personally identified competencies aligned to an annual professional growth goal. The data collected informs professional growth needs in individual coaches as well as coaches across the system.

Coach Time Log Data: This tool was added as a required data collection tool during this reporting period and provides individual coaches information to support their workload in systems and monitor how they show up as a coach through each coaching competency. It also provides holistic data from a system of coaching, revealing trends and patterns about how coaches are showing up through the lens of the competencies based on coaching activities. This data informs how to support coaches through Professional Development (PD), coaching, policies, and structures. For a detailed description of the coaching data collected, see the February 2022 submission for Indicator 17.

Capacity Data:

IZ-ILC - Participating districts completed the District Capacity Assessment. This tool is designed to help district leaders and staff better align resources with intended outcomes, and to inform action plans to support the use of inclusive learning communities. Analysis of capacity indicates an increase of total capacity over time. Three of the four participating districts are approaching 80% capacity (79.6%, 59.3% and 55.6%) with overall positive increases in each administration across the life of the project. The fourth district recently reported a dip in total capacity in the most recent administration. These districts experienced heavy leadership and staff turnover as well as a change in external coaching support. The continued intervention of TZ-ILC will promote further capacity among participating districts. The data warrants continued capacity building through training and coaching.

IZ-ER - Capacity data was not collected during this reporting period.

Outcome Data:

Student benchmark data, local assessment data, reading inventories, formative assessments (to be determined with participating LEAs)

Student summative data (Forward Exam)

Based on the current stages of implementation, outcome data was not collected/used for either IZ-ILC or IZ-ER during this reporting period.

Provide a summary of the next steps for each evidence-based practices and the anticipated outcomes to be attained during the next reporting period.

IZ-ILC is in year four of the project and participants are working through installation and initial implementation activities by developing systems and structures to support implementation. Using PDSA cycles informed by a diverse group of interested parties and supported by coaching, teams will generate and strengthen opportunities for growth and increased fidelity of implementation, and design action plans using equity non-negotiables. Districts will strengthen routines and protocols to sustain the linked decision-making teaming structures. Teams will use data to identify facilitators and barriers to address inequities and actively incorporate learning outcomes across the district. They will also establish collaborative teacher teams that proactively support the proportional representation of students grounded in the understanding and affirmed by federal law that special education, multilingual support, gifted services, reading support, etc., are all services and not locations where learners are placed. (ICS Equity, 2021).

Due to the current education culture and climate, districts experienced barriers to advancing educational equity in this reporting period. There were nine participating districts at the beginning of this reporting period and by the end of this reporting period, the cohort decreased to four participating districts. Throughout this reporting period, teams worked to understand how to discuss equity and operationalize equity change that interrupts oppressive structural and instructional practices, even in politically charged communities. Teams will continue adjusting their systems to more proactive frameworks that center equity despite political, financial, staffing, and time challenges.

The practices continue a multi-year process of promoting and ensuring that all students belong in their learning communities, in an environment with their peers, and educators are responsible to develop both accessible curriculum and environments for every student within that inclusive setting. The actual number of years to create a fully integrated and comprehensive system for equity where the outcomes articulated for learners with IEPs and learners of color is achieved is expected to take between one to three additional years. Due to barriers described above, the following stage-based activities will be prioritized during this next reporting period.

To support implementation of ILCs, districts will implement collaborative linked teaming structures, supported by coaching, to ensure a consistent approach for data-informed collaborative decision-making and continue to align professional development, policies and procedures, funding allocation and initiatives in the following ways:

District Leadership Teams (DLT) will align district curriculum and instructional practices and provide professional development so that Building Leadership Teams (BLT) seamlessly create collaborative and aligned teacher teams.

DLTs will align district office staff to support inclusive learning communities leading to "de-siloing" the work related to funding streams

Staff and learners will realign to support proportional representation, where the demographics of learners labeled for special education, English Language learners, and advanced or gifted learners in the school are proportionally reflected in every classroom, course, activity, setting, or experience.

To support ILC implementation, districts will change instructional environments and teacher practices to align with the ILC practice profile competencies.

DLTs will lead the transition of district programs and services for learners to attend the schools they would attend if not identified adhering to the principles of proportional representation

DLTs will support BLTs in their work to realign all staff and learners for future teacher teams

BLTs will proportionally represent learners across settings and align staff expertise to serve learners through teacher teams.

Finally, using lessons learned and data informed decisions from the PDSA process, the WDPI will work to scale up and sustain the project by adding a new district cohort through the following activities:

- Develop mutual selection criteria to identify Cohort 2 district partners
- Inform the implementation plan using the PDSA process
- Inform training and coaching service delivery plans using the PDSA process
- Act on identified gaps in data by co-creating a classroom level fidelity assessment tool

The IZ-ER project will transition from exploration to installation activities during the next reporting period. Based on implementation science, leadership engagement and buy-in are critical to sustaining effective implementation. Given that WDPI has experienced both anticipated and unanticipated key leadership transitions, time was invested in building understanding and buy-in among new leadership to maintain both commitment and integrity to the IZ-ER project. While this time investment has solidified the project, the timeline has adjusted to accommodate a longer exploration period for proposed activities and the number of districts participating has been reduced from nine to six. As a result, many project activities and outcomes will remain the same for the next reporting period, with the following stage-based activities prioritized:

- Complete the ER-PP, including finalizing the literature review, philosophical front matter, and the review/vetting process
- Examine options for fidelity tool adoption or development
- Develop an implementation plan
- Develop mutual selection criteria to identify district partners
- Hire and onboard project staff
- Develop training materials and a delivery plan
- Develop a coaching delivery plan

During the next reporting period, the following outcomes will be achieved:

- A finalized ER-PP v1.0 to support the mutual selection process with districts and initial development of training/coaching content
- A completed fidelity tool
- Engagement with partners and content experts to identify opportunities for serving as a developer of training content and/or purveyor of training sessions
- Established IZ-ER Implementation Team membership through hiring/selection process to ensure needed expertise and perspectives
- A completed IZ-ER Implementation Team Charter to support effective meeting routines and structures, and establish communication and data use protocols
- Assessment of the capacity of the Implementation team to use implementation components, practice profiles
- Established criteria for district mutual selection process
- Completed district implementation plans that include initial training/coaching delivery models, and processes related to data, communication, and decision-making.

As WDPI carries out the installation activities described above, exploration activities will start with districts focusing on District Selection and Implementation Team Development. WDPI will support districts who agree to participate in the IZ-ER with coaching, funds, and other resources to establish the implementation infrastructure needed to promote teachers' use of the ER-PP.

During the next reporting period, the anticipated outcomes of district exploration activities include:

- Established District Implementation Teams (DITs) and membership through mutual selection and partnership agreement process to ensure needed expertise and perspectives
- Developed DIT Charters to support effective meeting routines and structures, and establish communication and data use protocols
- Use of capacity data by DITs to use implementation components, practice profiles, processes related to data, communication, and decision-making.

Does the State intend to continue implementing the SSIP without modifications? (yes/no)

NO

If no, describe any changes to the activities, strategies or timelines described in the previous submission and include a rationale or justification for the changes.

The timeline for installation of the SSOS infrastructure and the IZ-ER evidenced based practices will be adjusted by one additional year due to a period of vacancies and changes in staffing requiring additional capacity building with the WDPI. Funding also needed to be restructured so that IDEA would provide the sole source of funding, which resulted in reconfiguration of positions.

The number of LEAs participating in the State Systemic Improvement Plan for this cycle has decreased from seventeen to ten for three reasons. First, for the Special Education Team to assume full funding responsibility for the Implementation Zone a reduction in personnel and subsequent LEA participation from nine districts to six was necessary. Second, the Inclusive Learning Communities strategy includes supporting LEAs in understanding educational inequities across ability, race, ethnicity, social class, gender, sexual/gender identity and their intersections. Due to divergent political viewpoints pertaining to race and racism in schools encountered by several of the school boards serving LEAs participating in the IZ-ILC project, three districts have opted to discontinue participation in the project. Finally, one LEA discontinued participation in the IZ-ILC project due to changes in district leadership.

Section C: Stakeholder Engagement

Description of Stakeholder Input

CURRENT REPORTING PERIOD:

The DPI used the Wisconsin Council on Special Education (the Council, <https://dpi.wi.gov/sped/council>) to solicit ongoing

stakeholder input on the State's targets in the SPP/APR, any subsequent revisions that the state has made to those targets, development and implementation of Indicator 17, and improvement activities. The Council met four times during this reporting period: September 24, 2021; December 3, 2021; March 11, 2021; and June 17, 2022. The twenty-five members of Council includes the representation required in the reauthorization of the Individuals with Disabilities Education Act of 2004.

SOLICITING BROAD STAKEHOLDER INPUT ON THE STATE'S TARGETS IN THE SPP/APR:

The DPI used both universal and targeted approaches to solicit broad stakeholder input on the State's targets in the SPP/APR and any subsequent revisions that the State has made to those targets, and the development and implementation of Indicator 17, the State's Systemic Improvement Plan (SSIP). During the year-long process, the DPI reviewed input provided by 3,719 stakeholders. During this year-long process, the DPI structured the data, discussion, and target-setting around four key questions: (1) How well is Wisconsin preparing students with IEPs for life after high school? (2) Are Wisconsin learners with IEPs learning in the same spaces as their peers? (3) How engaged are Wisconsin families in the learning of their children with IEPs? and (4) How are Wisconsin learners with IEPs performing in key areas?

1. Universal strategy: Open invitation to input sessions

The DPI scheduled five synchronous input sessions to solicit input on the State's targets in the SPP/APR and any subsequent revisions that the State has made to those targets, and the development and implementation of Indicator 17, the State's Systemic Improvement Plan (SSIP): June 19, 2020; March 12, 2021; June 25, 2021; September 24, 2021; and December 3, 2021.

The DPI distributes a weekly news update related to special education and pupil services; this update serves as the official notification to directors of special education and is distributed to more than 1,000 unique contacts. In advance of each of the input sessions, the DPI included an open invitation to participate in the input sessions. These news updates are archived online at <https://dpi.wi.gov/sped/news>. In addition, an open invitation to attend the input sessions was sent out on the CollabSupport listserve, announced at various conferences and stakeholder meetings, and posted online (<https://dpi.wi.gov/sped/spp-target-setting>) in May 2021 and remained online until after the final input session.

2. Universal strategy: Open invitation to submit asynchronous, web-based input

The DPI developed a series of webpages to solicit input on the State's targets in the SPP/APR and any subsequent revisions that the State has made to those targets, and the development and implementation of Indicator 17, the State's Systemic Improvement Plan (SSIP). The web pages provided data analysis, recommended targets and rationale, and information on improvement strategies and evaluation. The web pages included this information via video or slide deck format. The web pages linked to Google forms for each of the results indicators and Indicator 17. The Google forms collected recommendations for target-setting and improvement activities and allowed stakeholders to provide additional and relevant feedback related to each of the results indicators and Indicator 17. To see the web pages, please visit <https://dpi.wi.gov/sped/spp-target-setting>.

The DPI distributes a weekly news update related to special education and pupil services; this update serves as the official notification to directors of special education and is distributed to more than 1,000 unique contacts. Beginning in May 2021, the DPI included regularly an open invitation to submit input asynchronously through the web. These news updates are archived online at <https://dpi.wi.gov/sped/news>. In addition, an invitation to participate was sent out on the CollabSupport listserve, announced at various conferences and stakeholder meetings, and posted online.

3. Targeted strategy: State Advisory Panel input sessions

The DPI conducted five input sessions with the State Advisory Panel to gather input on the State's targets in the SPP/APR and any subsequent revisions that the State has made to those targets, and the development and implementation of Indicator 17, the State's Systemic Improvement Plan (SSIP). The dates of these sessions were June 19, 2020; March 12, 2021; June 25, 2021; September 24, 2021; and December 3, 2021. The agendas and minutes for these sessions are available online at <https://dpi.wi.gov/sped/council/agendas-and-minutes>. For details related to these input sessions, see, below, section on parent and family engagement.

4. Targeted strategy: Customized invitations to stakeholders

The DPI invited targeted stakeholders for input on the State's targets in the SPP/APR and any subsequent revisions that the State has made to those targets, and the development and implementation of Indicator 17, the State's Systemic Improvement Plan (SSIP). The State Director sent personalized invitations to representatives of Wisconsin organizations with an interest in special education (state association of special education directors, parent center staff, parents from local and statewide advocacy and advisory committees, SEA employees, representatives from grants funded by discretionary IDEA funds, etc.) to participate in the input sessions (described, above) or to submit input via the website.

5. Targeted strategy: Customized surveys of families

The DPI collaborated with the Wisconsin Statewide Parent-Educator Initiative (WSPEI, online at <https://wspei.org/>) to gather input from families on the State's targets in the SPP/APR and any subsequent revisions that the State has made to those targets, and the development and implementation of Indicator 17, the State's Systemic Improvement Plan (SSIP). WSPEI developed customized surveys and partnered with Green Bay Area Public Schools and Milwaukee Public Schools to collect data during parent-teacher conferences in the spring of 2021. The surveys were paper-and-pencil; families of color were specifically targeted to participate in the survey.

6. Targeted strategy: Contract to review data collected via Indicator 8 parent surveys

The DPI collaborated with the Wisconsin Statewide Parent-Educator Initiative (WSPEI, online at <https://wspei.org/>) to gather input from families on the State's targets in the SPP/APR and any subsequent revisions that the State has made to those targets, and the development and implementation of Indicator 17, the State's Systemic Improvement Plan (SSIP). WSPEI contracted with an

independent researcher to review Indicator 8 survey data for themes related to the results indicators and Indicator 17. The researcher harvested these themes for the data and submitted a written report summarizing their research findings.

Describe the specific strategies implemented to engage stakeholders in key improvement efforts.

During the Spring 2022 semester, the Wisconsin Evaluation Collaborative (WEC) engaged with four of the eight participating IZ-ILC districts in a case study as part of the longitudinal evaluation of the WDPI's SSOS for federally identified schools and districts. The IZ-ILC is one of the supports offered within the SSOS. The case study's purpose was to engage interested parties in discussions related to continuous improvement efforts within the project. Through this process, five common findings were identified across the four districts: 1) readiness for grant activities, 2) assessment streamlining and improvement process integration, 3) support from community, school board, and staff not on a leadership team, 4) engaging the community, and 5) further collaboration within and outside of the district. Although districts experienced challenges, participants reported that the IZ-ILC grant is helping them "make good strides", engage in the "right work" and is providing them with a "framework to be more successful".

The primary engagement of interested parties that occurred in IZ-ER improvement efforts involved convening a group of practitioners from February through June 2022 to co-develop a set of practice profiles focusing on explicit and systematic phonics instruction and building background knowledge through text collections. Based on well-established connections with the field through a WDPI Literacy Consultant, a critical partner in this work, and selection criteria to ensure practitioner expertise and diversity, individuals were identified to participate in the Early Reading Practice Profile (ER-PP) Development Team. A \$1500 per person stipend was provided to honor the work of these full-time practitioners joining the team and supporting the ER-PP development.

The ER-PP Development Team consisted of eight practitioners from the field representing literacy instructional expertise in general education, special education, higher education, regional education service agencies, early childhood, and libraries. The team met with the WDPI project team for eight 2-hour whole group capacity-building sessions. These sessions were developed and delivered by WDPI and SISEP implementation specialists, a WDPI Literacy Consultant, and an external subject-matter expert. The purpose of these sessions was to ensure collective understanding of the role practice profiles play in supporting teacher practice, as well as the critical components of explicit phonics instruction and building background knowledge through text collections. Once that capacity was built, the team met five more times in smaller writing groups to develop components and descriptors for each of the two practice profiles before returning to the whole group for final smoothing and review.

Given the significant emphasis placed on practitioners as interested parties, SISEP approached the ER-PP team to contribute to a podcast focused on the WDPI practice profile development process. Half of the ER-PP Development Team joined the WDPI Project Team to engage in a conversation with SISEP to highlight the experience and share our perspectives on the process. This podcast will be made widely available through SISEP's networks to those interested in a process to develop practice profiles that prioritizes practitioners' involvement in co-development.

Were there any concerns expressed by stakeholders during engagement activities? (yes/no)

YES

Describe how the State addressed the concerns expressed by stakeholders.

With regard to the IZ-ILC project five themes surfaced during the case study interviews as concerns described above, as implementation activities shifted from internal capacity building to external facing action planning with equity as the center, it became clear that readiness of families and community members (including school board members) was underdeveloped. Despite efforts to partner with families in decision making from the beginning, there was a gap in family/community understanding of the project. Adding in the current political climate, many misunderstood the goals of the project. During this reporting period, three participating districts received such pushback from school boards and community members that they withdrew from the project. An additional district withdrew due to readiness barriers in leadership. Information from the Spring, 2022 case study prompted reflection and discussion within the coaching cohort group that supports each participating district. Discussion prompts included: 1) how can the findings inform coaching next steps and 2) what recommendations or suggestions do coaches have for districts, or the WDPI based on findings and their work with and within districts?

In response to the findings and expressed concerns, the following actions were taken:

WDPI engaged in individual planning sessions with districts who struggled with readiness and timeline requirements due to COVID challenges. Pacing and requirement timelines were individualized to meet each district where they were to promote and sustain success while attending to fidelity. Additional "office hours" were offered for districts who requested added support from the training experts. These were attended by both internal and external coaches.

In an effort to streamline assessment and data use integration, WDPI convened a Decision Support Data System (DSDS) team charged with collecting, organizing, categorizing, analyzing and reporting on programmatic, fidelity and outcome data related to the project. At the time of this report, the team is positioned to engage in this work which will provide data in user-friendly dashboards allowing interested parties at any level of the system to use data to inform decisions.

To address concerns shared by interested parties regarding support from the community, questions considered include: 1) how can the WDPI provide guidance on communicating with and strategies for challenging conversations with community members, school board members, and staff who are not supportive of the work and 2) what guidance can the WDPI share with districts about including school board members in initial trainings and having conversations with communities about the work earlier in the project timeline? WDPI invited consultants from the Wisconsin Statewide Parent Educator Initiative (WSPEI) to provide ongoing training and coaching support to the regional and district coaching cohort during the 2022-2023 school year. During this reporting period, WSPEI engaged in two monthly training and coaching sessions (September and October 2022) with the coaching cohort. Learning topics for the year include ensuring families are represented and have a voice on district and school committees, learners and families as

equal partners in the IEP process, and leadership roles in decision-making groups at the school and in community settings are equitably representative of all learners and families. During these sessions, coaches engaged in collaborative discussions related to embedding family partnerships into system policies and procedures to ensure an environment where every family's culture is welcomed, honored, and integrated into the learning community. Throughout the current school year, coaches are working to take this learning back to district leadership teams to facilitate further conversations and action planning. Finally, the participating districts will gather feedback directly from interested parties within their communities (students, staff and families) through the Vibrant School Scale designed to capture the highest aspirations of educators, students, and families for the kinds of schools they would dream of for themselves or a child they love. Data from this survey will help inform action planning and decision making related to climate, culture, and partnerships.

During engagement with interested parties during the ER-PP development, feedback overall yielded positive responses regarding meeting objectives, team dynamics (i.e., norms, use of time), and structures for success (i.e., access to resources, communication). Participants also voiced concerns regarding the intensity of the work and amount of time it required to fully participate. They saw the value of the ER-PP and were committed to supporting its development but noted in the final session that if this process were carried out in the future, ensuring the relevant parties are more aware of and effectively manage the time commitment was recommended. Additionally, as the two practices focused on a limited scope of early literacy instruction, they asserted the need to ensure that the final ER-PP effectively messages the need to consider the role of these practices in relationship to other critical components of early literacy practices. Finally, throughout the sessions, participants demonstrated concern for the future use of the practice profile, expressing their significant regard for the development of high-quality training and coaching supports to ensure the practices they had so thoughtfully defined and operationalized would be used to fidelity in districts. The concerns outlined above were addressed in the following ways:

Knowing that the ER-PP development process would be a significant time commitment from the beginning, the WDPI offered a \$1500 per-person stipend. As the project got underway, based on anecdotal feedback and meeting evaluation data regarding challenges to managing the time commitment for this work, the WDPI was mindful of consistently incorporating elements of high quality professional learning into capacity-building and component/descriptor writing sessions. Real-time adjustments to chunking and pacing content, flexibility for small group assignments, and opportunities for processing were employed to mitigate some of the time pressures associated with the ER-PP development process.

Given that the ER-PP Development Team participants expressed concerns that the ER-PP would misconstrue a narrow focus on literacy instruction based on the two specific practices it contained, the WDPI is drafting foundational information to include a philosophical position about comprehensive early literacy instruction aligned to best practices and WDPI's ELA standards and priorities. Training and coaching will also be developed to ensure that the two ER-PP practices are understood within the broader context of early literacy as a whole.

Reflecting the ER-PP Development Team's convictions regarding the use of the ER-PP to support fidelity of teacher practice, the WDPI is prioritizing training and coaching service delivery as a key driver of implementation efforts. Participants in the ER-PP Development Team will be invited to provide feedback on the training and coaching materials to increase the likelihood of effective use of the ER-PP. Further, mutual selection criteria and the exploration process with districts will address readiness so partner districts are appropriately identified to participate in the IZ-ER and use the ER-PP as intended.

Additional Implementation Activities

List any activities not already described that the State intends to implement in the next fiscal year that are related to the SiMR.

Provide a timeline, anticipated data collection and measures, and expected outcomes for these activities that are related to the SiMR.

Describe any newly identified barriers and include steps to address these barriers.

Provide additional information about this indicator (optional).

DPI identified an error in the data submission for FFY2020 in this indicator, which resulted in a number of students outside the specified subset to be included in the data. The revised data would place DPI's baseline at 8.82% (6/68) for both 17a and 17b. It is the same for both 17a and 17b due to the data being baseline, and there being no students within the subgroup yet enrolling in grades 4 and 5. The described methodology has not changed, and the coding which produced the error has been corrected. Because this corrected data is lower than the data originally submitted and the improvement seen over FFY2020 and FFY2021 is greater than anticipated, DPI is keeping its targets as-is.

17 - Prior FFY Required Actions

None

17 - OSEP Response

The State reports, "DPI identified an error in the data submission for FFY2020 in this indicator, which resulted in a number of students outside the specified subset to be included in the data. The revised data would place DPI's baseline at 8.82% (6/68) for both 17a and 17b. It is the same for both 17a and 17b due to the data being baseline." However, the State also reports in the Historical Data table, the baseline year is 2020 and Baseline Data is 8.70% for Target A and 13.00% for Target B. Therefore, it is unclear if the State has revised the baseline data for Target A and Target B.

17 - Required Actions

In the FFY 2022 SPP/APR, the State must, if it is revising its baseline, ensure that the revised baseline data and year are reflected in the Historical Data Table for this indicator.