

**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**

Wyoming



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 percentage of third grade students with disabilities will increase their state test reading proficiency from 23.63% in 2017-18 to 29.00% in 2025-26

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.

Third grade students with disabilities.

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.

https://wyoinginstructionalnetwork.com/wp-content/uploads/2023/01/AppxA_WYSSIPTOA.pdf

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)

NO

Historical Data

Baseline Year	Baseline Data
2017	23.63%

Targets

FFY	2021	2022	2023	2024	2025
Target >=	23.63%	24.04%	24.46%	27.35%	29.00%

FFY 2021 SPP/APR Data

# of grade 3 SWD test-takers scoring proficient/advanced	# of grade 3 SWD test-takers	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
324	1,387	25.70%	23.63%	23.36%	Did not meet target	Slippage

Provide reasons for slippage, if applicable

While slippage is present, it is important to note that the target was missed by only 0.27 percentage points; had only four more students scored proficient, the target would have been made. However, the proficiency rate did decrease by over 2.00 percentage points from spring 2021 to spring 2022, so we examined results by district to determine if this slippage was present in all or most of the 48 districts or if it was particular to just certain districts. Data indicated that 26 of the 48 districts saw a decrease in their grade 3 reading proficiency rates for SWD; and in fact, the four largest districts in the state all experienced a decrease. Further, three of the largest districts had proficiency rates below the state rate of 23.36%. However, an important caveat: Several schools in one of the largest districts have been participating in the DBI project; some schools in this district have not. For this particular district, for its schools participating in the DBI project, their proficiency rate increased by about one percentage point from spring 2021 to spring 2022; and the percentage of SWD scoring below basic decreased by 10 percentage points. For the schools not participating in the DBI project, their proficiency rate also increased by about one percentage point from spring 2021 to spring 2022, but the percentage of SWD scoring below basic decreased by only two percentage points. In addition, if the grade 3-6 proficiency rates are compared at

the schools implementing DBI at this particular district to those of non-implementers at this district, the implementer proficiency rate increased by five percentage points from spring 2021 to spring 2022 and stayed the same for the non-implementers.

At the state level, significance testing was done to determine which groups were least likely to score proficient on the grade 3 reading test. The purpose of this was to determine if any changes in instructional practices needed to occur for certain groups of students. This analysis showed that there were no differences by gender or race/ethnicity. There were differences by disability; students with a Speech Language Impairment were more likely to score proficient than students with an Other Health Impairment or a Specific Learning Disability. Also, students placed in the regular education environment were more likely to score proficient than students in the resource room or separate classroom. Lastly, students not on free/reduced lunch and students who were not English Learners were more likely to score proficient than those who were on free/reduced lunch and were English Learners, respectively.

Provide the data source for the FFY 2021 data.

WY-TOPP state assessment.

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

Given that our primary data source is the State Test (i.e., WY-TOPP), data are collected and analyzed in the standardized method required by the test. For the data analysis, the proficiency rates were used.

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.

One of our evaluation measures is the DBI Weekly Implementation Log which teachers complete on students going through the DBI process. This log measures how often a student is getting an intervention, the type of intervention a student is receiving, whether modifications are needed, student engagement, if the intervention is implemented as intended (and if not, why not), and whether data indicate if an adaptation or some type of change is needed in the intervention the following week. This is a very good way to monitor interventions in real-time and see what is working well and what needs to change.

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)

NO

Section B: Implementation, Analysis and Evaluation

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

https://wyominginstructionalnetwork.com/wp-content/uploads/2023/01/WYSSIP-Eval-Plan_2022-23.pdf

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:

Intensive Technical Assistance

The WYSSIP team worked collaboratively with targeted districts' leadership and CDC administrators in refining its staged implementation process. In addition to the standardized training series which consists of two-full day trainings with supplemental coaching, a third training option was developed to inform teachers of the PLC teaming process and how to make time effective decisions based on the data collected as part of the DBI project. This professional learning model was designed and fielded in previous implementation years and refined overtime using feedback data and direct stakeholder engagement at the state, local, and practitioner levels.

Key items accomplished during 2021-2022 include:

*Continued support and follow up for implementing districts and practitioners

* Worked with identified districts to select and train experienced practitioners to serve as internal district coaches.

Targeted Technical Assistance

The WDE provided targeted TA to select districts on best practices through training and a coaching Community of Practices (CoP). To ensure educators receive needed support to implement DBI, the WDE continued to field a state-level coaching cadre consisting of experienced practitioners. The coaching cadre is supported and directed by WDE staff through a continuing coaching CoP. In addition to the Coaching CoP, the WDE continued to support building and district level administrators and practitioners through a statewide CoP. The statewide CoP is designed to provide (1) knowledge of the DBI framework, intervention, and progress monitoring tool selection and (2) the opportunity for administrators to collaborate with their peers in districts throughout the state in a professional learning community (PLC) format.

Available supports were provided to all participating teachers and consists of the following activities: the initial training session, web-

based professional development, a monthly defined DBI PLC, quarterly district PLCs, and bi-weekly meetings with DBI project coaches. Each participating teacher gathered and logged data on both a daily and weekly basis. The data collected includes implementation fidelity data and student level progress data centered on a subset skill based measure. Teachers then had the opportunity to share their findings and address strengths and challenges during the weekly coaching sessions. The continuous review and problem-solving of student-level data has been embedded throughout the process, placing an emphasis on the need to make timely, data-driven instructional changes that will increase the student's reading performance.

In April 2023, the year's DBI coaching project will come to completion with a debriefing meeting for the DBI coaches and participating teachers. The meeting will focus on assessing the strengths and weaknesses of the DBI process and training format. Coaches and participating teachers will work collaboratively to refine the process and improve existing documentation used for the implementation of DBI. The WYSSIP team will then meet to begin planning for the next generation of DBI implementation for the 2023-24 school year and beyond. The discussion will primarily focus on continuous improvement of the process, the identification of a sustainable coaching cohort, the expansion of the implementation model to districts state-wide, and any additional considerations provided through the debriefing meeting.

Key items accomplished during 2021-2022 include:

- * Further refined, in collaboration with the target district and stakeholders, the state's implementation model
- * Selected, trained, and coached 1 additional internal district coach in the target district
- * Trained building level staff at 2 buildings new to the DBI process
- * Fielded a State-Level Coaching Cadre to support practitioners and administrators participating in the statewide Community of Practices
- * Conducted 1 training with one district new to implementation

Universal Technical Assistance

The WDE offered Technical Assistance to all districts surrounding best practices through statewide initiatives and conferences. The WDE continued to align its DBI work with the Wyoming Multi-Tiered System of Support (MTSS) Center to support districts in developing and implementing MTSS. Part of this work involves incorporating and aligning Data-Based Individualization as the tier III framework the state MTSS Center provides training on. The WDE expanded the availability of DBI modules developed during the 2019-2020SY to all educators including those not directly involved in SSIP activities. Additionally, the DBI project and MTSS Center work was aligned to support Comprehensive State Literacy Development (CSLD) Grant grantees in developing a tiered framework to support the literacy initiative.

Key items accomplished during 2021-2022 include:

- * Aligned the 6 DBI modules to the Wyoming MTSS Center Resource Offerings
- * Developed and deployed Community of Practices to support administrators, practitioners, and DBI coaches
- * Fielded 8 statewide coaches from the target district and previous coaching participants to support the CoP
- * Aligned DBI framework and provided trainings to Comprehensive State Literacy Development Grant (CSLD) grantees

State Infrastructure/Capacity

The WDE aligned SSIP work to the WY MTSS Center as the tier III framework, trained WDE and MTSS Center staff on the DBI framework, and provided updates on the short-term outcomes by implementers. The WDE selected and trained an additional staff member to serve as an internal DBI coach to provide ongoing support to districts, administrators, and practitioners. The WDE worked with participating districts by providing coaching training to selected coaches. Monthly coach meetings were held between WDE and state level coaches to share information and problem solve as needed.

Key items accomplished during 2021-2022 include:

- * Trained 1 additional DBI coach as part of WDE's internal coaching cadre
- * Continued alignment of DBI efforts for inclusion as the tier III process for the new statewide WYMTSS center

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.

Intensive Technical Assistance

In 2021-22, 13 district implementers attended three DBI trainings and completed training evaluations. 100% of survey respondents indicated that they will change what they do on the job as a result of the trainings, 100% stated that the trainings were useful, 95% stated that their work-related knowledge/skills increased, and 95% stated that the workshops will positively impact students.

According to the DBI Weekly Implementation Logs, 86% of the logs completed indicated that the reading intervention was implemented as planned.

The new district implementers who had attended the DBI trainings in summer 2021 completed the DBI Implementation Checklist in fall 2021. 32% of schools indicated that they are implementing DBI with fidelity. We anticipate that their ratings will increase after the schools have had time to implement DBI. These short-term outcomes are related to technical assistance, data and the professional development area of a systems framework. Practitioners who participated in DBI trainings have a clear understanding of the framework and the components necessary to ensure sustainable implementation efforts which will positively impact student learning. Instructional coaching provides the direct support to teachers in the implementation of DBI. And supports systems change by increasing the skill level of teachers and and increase in positive academic and behavior outcomes of students.

Targeted Technical Assistance

In 2021-22, 51 individuals attended three DBI trainings and completed training evaluations. 100% of survey respondents stated that the trainings were useful, 99% indicated that they will change what they do on the job as a result of the trainings, 96% stated that

their work-related knowledge/skills increased, and 95% stated that the workshops will positively impact students. These short-term outcomes are related to both data and professional development areas of a systems framework. The educators and administrators who attended these trainings have a clearer understanding of the essential criteria of intervention selection, alignment to student subset skill deficits and the tools needed to progress monitor. Understanding these components will lead to a better alignment and delivery of interventions that are specifically tailored to student needs. Interventions delivered purposefully and with fidelity will lead to greater success of implementation and ultimately improved student outcomes.

Universal Technical Assistance

In 2021-22, 14 individuals attended two WAVES trainings on DBI and completed training evaluations. 100% of survey respondents stated that the trainings were useful, 100% stated that their work-related knowledge/skills increased, 93% indicated that they will change what they do on the job as a result of the trainings, and 71% stated that the workshops will positively impact students. These short-term outcomes are related to the professional development area of a systems framework. Educators and administrators who attended these trainings have improved knowledge of the core components of the DBI framework and the positive impact on system sustainability and improved student outcomes.

State Infrastructure/Capacity

In 2021-22, 78 individuals attended five statewide capacity trainings on DBI (four MTSS Center trainings and one new special education director training) and completed training evaluations. 100% of survey respondents stated that the trainings were useful, 99% stated that their work-related knowledge increased, 98% indicated that they will change what they do on the job as a result of the trainings, 96% stated that the workshops will positively impact students, and 94% stated that their work-related skills increased. These short-term outcomes are related to technical assistance, governance and the professional development areas of a systems framework.

All four of these strategies contribute together to impact the professional development area of a systems framework. Providing professional development in the area of DBI supports system change by improving instructional skills for teachers, which leads to a positive impact on student outcomes. Professional development in the areas of literacy and instruction are necessary for both achievement of the SiMR and sustainability of systems improvement efforts. These four areas are also related to the technical assistance area of a systems framework. Instructional coaching provides hands-on, direct support to teachers and supports system change by impacting both the skill level of the teachers and the instructional outcome of the students. Instructional coaching is necessary for both achievement of the SiMR and sustainability of systems improvement efforts.

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.

Intensive Technical Assistance

The SSIP evaluation plan for the 2023-24 cohort will replicate the current DBI evaluation plan, with additional emphases in these areas:

- Increased number of students
- Increased number of teachers trained in the DBI process
- Additional collection of student-level data
- Ongoing verification of implementation fidelity
- Effectiveness of coaching
- Correlation data of the MTSS Fidelity of Implementation Checklist and the DBI Fidelity of Implementation Checklist
- Relationship between DBI daily or weekly data points and mastery of IEP goals

Targeted Technical Assistance

- Support district implementation through on-going trainings to on-board new staff
- Continue to solicit additional districts and Child Development Centers (CDC) to expand the project statewide.
- WYSSIP team will continue to solicit districts and CDCs to serve as project sites for the upcoming cohort.
- Work with identified districts to select and train experienced practitioners to serve as internal district coaches.

Universal Technical Assistance

In September 2023, the WDE will roll-out the 2023-24 cohort of DBI implementers. The WDE will continue to provide support to the first through sixth year cohort schools. Previous years' cohort teachers will each mentor an additional special education teacher through a train-the-trainer model. In addition to broadening the cadre of DBI implementers, WDE will continue to solicit other districts interested in pursuing DBI professional development. Expanding into other districts will be supported by our designated MTSS state and district coaches. 2023-24 cohort participants, including those involved in the community of practice will complete the following activities:

- Series of DBI professional development modules
- Coaches training for identified district coaches and state-level coaching cadre
- DBI PLC sixth cohort to include new teachers and LEAs
- Annual leadership conference presentations and data share-outs
- Universal PD/TA around DBI and Best Practices in Literacy using the state Learning Management System (LMS)

State Infrastructure/Capacity

Historically, turnover at the WDE has been a barrier to implementing the SSIP. WDE will continue to work on the following activities to overcome the turnover challenge:

- Develop a cadre of trainers across the state located within their LEA
- Obtain commitment from future cohort districts to develop, train, and maintain coaches to participate for two or more years
- Create a consistent WY SSIP team through building the requirement into established job duties

The WDE will continue to seek support from technical assistance centers such as National Center of Intensive Instruction (NCII). The WDE currently has a contract with the American Institute for Research (AIR) to deliver DBI training and other relevant MTSS professional development.

Based on lessons learned from the 2021-22 year, stakeholder meetings with the target district and CoP participants were held in March 2022 and the WYSSIP team is currently working to schedule trainings with interested districts. Utilizing feedback from stakeholders and participants, the Wyoming SSIP Team will determine changes or refinements to our process throughout the 2022-23 cohort.

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

Data-Based Individualization (DBI), Community of Practice (CoP), Professional Learning Communities (PLC), coaching.

Provide a summary of each evidence-based practices.

DBI is a systemic method for using data to determine when and how to provide more intensive intervention to students. Teachers use progress monitoring data to evaluate a student's response to interventions and then use that information to determine if moving to the next component is needed. With DBI training, teachers provide individual differentiated instruction to students who fit the Wyoming SiMR population as well as those who may be at-risk for reading difficulties once they reach the third grade.

The WDE conducts three separate Community of Practices (CoP); Administrator, Practitioner, and Coaching, which stakeholders have identified as the three critical areas of training needed to ensure successful implementation. The established CoPs allow Administrators, Practitioners, and Coaches to be involved in a broader community of practice learning from national experts and their peers. Administrators participate to examine the supports needed for practitioners to maximize the effectiveness of the framework. Coaches are involved in their own CoP to learn from national experts, share experience and increase their capacity and maximize their effectiveness in supporting practitioners. Practitioners learn from experts about the data-based individualization (DBI) process, its essential features and how to deliver intensifying interventions for students with intensive needs, including students with disabilities.

Professional Learning Communities (PLC), take place during the CoPs. PLCs provide the networking opportunities for participants to learn from each other. Participants discuss barriers to implementation, assist each other in problem-solving, and plan for sustainability.

The coaching process takes advantage of experienced educators who have been implementing the DBI framework for a number of years and provided the framework to support practitioners who are new to the DBI process. The coaches provide insight on the process, assist with the development of a student intervention plan, assist in reviewing student level data, guide educators in adapting instruction to improve the quality and focus of an intervention, and assist in problem solving around challenges and barriers to implementation.

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 implementation of DBI, along with our state's coherent improvement strategies (Intensive Technical Assistance, Targeted Technical Assistance, Universal Technical Assistance, and continued development of state infrastructure/capacity), will result in progress toward the SiMR goal. The purpose of providing administrators and practitioners with professional development on DBI and ongoing differentiated supports is to change building practices and teacher capacity to provide accurate and timely interventions to students in need of intensive and individualized support. The alignment of the SSIP work to the WY MTSS Center ensures that the DBI process does not exist in isolation, instead, it is delivered as part of the larger tiered framework, as a full continuum of intervention supports. A solid multi-tiered system of support will lend itself to successful, effective, and sustainable implementation of DBI.

The established community of practices are designed to create a broad network of support for participants, by providing access to peers who are involved in DBI implementation.

Coaching allows for participants new to the process to improve their understanding of the framework and provide them with additional support as they work through the stages of implementation. The coaching process provides continuing support to teachers in increasing the intentionality and quality of their instruction so that it better aligns with students' specific needs increasing the chances of academic and behavioral success .

The PLC process allows participants to share knowledge and build better practices accelerating professional development across the state. Combining professional development and differentiated supports results in a better understanding of the DBI process and its application, while advancing skills through individualized coaching. This ensures that educators are able to meet the individualized needs of students resulting in improved learning outcomes for those students with the most intensive learning needs, including students with disabilities.

The on-going work of the WY DBI project, to include major adjustments and milestones, has been highlighted by the National Center on Intensive Intervention (NCII): <https://intensiveintervention.org/data-based-individualization/state-stories/wyoming>.

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

DBI Implementation Checklist is used to determine the extent to which school personnel are implementing the essential components of school-level implementation of data-based individualization for students who need intensive intervention. Additionally, individual practitioners are asked to complete weekly fidelity logs of their intervention and data collection fidelity.

2021-22 DBI Implementation Checklist Results:

In fall 2021, 32% of schools indicated that they are implementing DBI with fidelity. Below are the scores by section.

I. System Features to Support DBI Readiness and Implementation: 44%

II. Data and Decision Making: 37%

III. Intervention: 40%

IV. DBI Process: 12%

V. DBI Evaluation: 0%

2021-22 DBI Weekly Implementation Log Results:

-86% of participants indicated that they are implementing the reading interventions as planned.

-81% of participants indicated that the interventions are between 15-45 minutes and occur between 3-5 times per week.

-78% of participants indicated that students were engaged during the interventions.

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 Wyoming Department of Education (WDE) collects additional data to monitor the effectiveness of the evidence based practice, Data-Based Individualization (DBI), its overall implementation, fidelity of delivery, and the extent to which the framework is sustainable within participating districts. The department asks practitioners and staff to complete implementation checklists, pre and post implementation year, to determine areas of focus and need, and the extent to which DBI is being implemented with fidelity. Recent data suggests that current and new practitioners need continuing support in intervention and progress monitoring tool selection, alignment student to subset skill deficits, intervention intensification, goal setting and the data-based decision making process.

As part of the SSIP project, practitioners are asked to collect weekly fidelity logs. Weekly fidelity logs provide student level data that assists teachers in making timely, data-based, decisions on the instructional needs of their students. The information contained in the weekly fidelity log also informs the department on the extent to which each individual practitioner is implementing and what challenges are present. The most recent fidelity log data indicates the need to refine and expand the trainings offered to administrators to support their understanding of available resources and practitioner needs to ensure the sustainable implementation of DBI within their districts and buildings. In addition to the tools being used to track fidelity, they were also used to determine ongoing use of EBPs.

Sustainability Surveys are used to gauge the level of implementation of current and past cohorts. As part of the survey, practitioners are asked about the impact on student performance from their perspective using student level progress monitoring data. The most current data provided by practitioners indicated that the majority of students participating in the DBI process are making positive academic growth compared to those who are not participating in the DBI process. This is consistent with our state level data.

Additionally, state level data is used to inform the need to continue the ongoing use of the DBI. Current data shows that those schools in the department's established demonstration district that are participating in the DBI project (the "implementers") are realizing positive outcomes. Compared to district schools not participating in DBI, the implementers are seeing a greater decrease in the percentage of grade 3 students scoring below basic on the statewide reading test and are experiencing greater increases in proficiency rates for their students in grades 3-6.

As a result of the 2021-22 DBI/PM trainings:

-100% of participants indicated that the trainings helped them identify evidence-based practices that they can implement at their school/district.

-98% of participants indicated that they will change what they do on the job.

-97% of participants indicated that they would recommend the trainings to others.

-95% of participants indicated that their knowledge increased.

-95% of participants indicated that their skills increased.

-95% of participants indicated that the trainings will impact students.

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

May 2022 marked the end of WDE's sixth cohort of DBI implementation in nine districts (35 schools, 105 teachers across all six of the cohorts) and two CDCs. Based on lessons learned from the 2021-22 school year, stakeholder meetings with the target district were held in May 2022 and the WYSSIP team scheduled trainings with other interested districts. Utilizing feedback from stakeholders and participants, the Wyoming SSIP Team determined changes or refinements to the process for the 2022-23 school

year.

In September 2022, the WDE rolled out the 2022-23 cohort of DBI implementers. The WDE will continue to provide support to the first through sixth year cohort schools. Previous years' cohort teachers will each mentor an additional special education teacher and general education teachers through a train-the-trainer model. In addition to broadening the cadre of DBI implementers in the 35 schools from the first through sixth cohorts, WDE continues to solicit other districts interested in pursuing DBI professional development. WDE continues to draw on existing district coaches to function as state coaches to support the continued rollout of an expanded Community of Practice framework.

Expanding into other districts will be supported by the designated MTSS state and district coaches. 2022-23 cohort participants will complete the following activities:

- * Complete readiness checklist to assess areas of need
- * DBI professional development modules as part of either district initiative or as a participant in the statewide CoP.
- * Identify students who are in need of the DBI process.
- * Actively meet with and engage with assigned coach.
- * Share learned information and outcomes with their building and district leadership.
- * Select teachers will be asked to present their experience and student outcomes at the state annual leadership conference data share-outs.
- * Participate in stakeholder feedback group to assist in the Refinement of the existing practitioner and administrator Community of Practice.

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

YES

If yes, describe how evaluation data support the decision to implement without any modifications to the SSIP.

While the overall grade 3 proficiency rate shows a decrease from the previous year, data from the schools who are implementing DBI show slight increases in proficiency rates, so WY believes that the SSIP should continue and expand to additional schools and teachers. Teachers who are implementing DBI and using the DBI Weekly Log are experiencing success and WY wants to replicate this on a larger scale.

Section C: Stakeholder Engagement

Description of Stakeholder Input

For the SPP/APR FFY 2021, stakeholders were again asked to assist the WDE in setting targets for two indicators.

For indicator 8 [Parent Involvement] the State is setting new baseline data set because of a change in methodology in the way the data is gathered. In the past, the WDE hired an outside entity to send out parent surveys. Now, the districts are solely responsible for sending out and obtaining the completed parent surveys without the assistance of WDE. That is considered a change in methodology. The original group of stakeholders utilized in FFY 2020 was used, a stakeholder meeting was held, and input gathered.

Indicator 16 [Mediations Held that Resulted in Agreements] needed targets set. The State had not set targets or reported data on this indicator because it had not reached an n-size of 10 mediations held in one year for the past several years. This year there were 12 mediations held, thus the need to set targets and report data. The original group of stakeholders utilized in FFY 2020 was used, a stakeholder meeting was held and input gathered.

Since target setting going forward for the next few years MAY be minimal (targets were set last year and may or may not need to be adjusted), the WDE wanted to focus more on building the capacity and informed meaningful participation of stakeholders to provide feedback and give input for improvement strategies. To this end, the WDE contract with TAESA (Technical Assistance for Excellence in Special Education) from the University of Utah to provide a training to a group of stakeholders who do work with us to improve data, services, and outcomes for students with disabilities. This two-day training's agenda included how to increase your skills in reviewing data, using your perspective and experience to give your voice in group discussions, norms when working with a diverse group, how to help identify priority topics, identifying other partners to add to the group, and how/where to access resources for further learning.

Also, for FFY 2021, stakeholders were involved in analyzing current data, evaluating progress, and giving input on improvement strategies. The WDE invited stakeholders to attend a comprehensive meeting in which all data points for each of the 17 indicators were explained, reviewed, and discussed. Data was displayed on how the State performed against the targets that were set the previous year. Targets were revisited to assess whether or not the stakeholders continue to deem each one appropriate. The group determined that one year is not enough time to consider altering the targets. This year's stakeholder meeting included representation from LEAs, Behavioral Health Division of the Wyoming Department of Health, WAPSD, Parent Information Center, Regional 619 providers, WASEA, general education administrators, Department of Family Services, and Wyoming Workforce Services. Also, from the Wyoming Department of Education, was the entire Special Education Division, the Chief Policy Officer, consultants from the Assessment Division, and consultants from Accreditation Division. Representation from the Wind River Indian Reservation was sought. Materials were provided ahead of time to be embossed to Braille to a blind participant.

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

The WDE SSIP team has had the opportunity to reach out to a variety of interested parties during regular stakeholder group meetings. These groups have provided feedback most notably in developing the theory of action. The following groups have supported the SSIP team through stakeholder feedback:

- Wyoming Association of Special Education Administrators (WASEA)

- Wyoming Advisory Panel for Students with Disabilities (WAPSD)
- Wyoming Early Intervention Council (WYEIC)
- Wyoming Parent Information Center (PIC)
- Wyoming Department of Education- Division updates
- Project WIN
- State MTSS Coaching Project
- University of Wyoming (UW)

WAPSD has been particularly vocal in providing feedback for the future of DBI implementation. The council was clear that they would like to see the DBI implementation project expanded to include additional districts as well as the regional CDCs that provide IDEA Section 619 services. As a result, the SSIP interagency team identified and established an additional CDC during the 2022-23 school year.

To ensure stakeholder engagement in SSIP implementation, current DBI coaches, participating teachers in the coaching project, and identified Local Education Agencies (LEAs) have had the opportunity to participate in the SSIP team's decision-making process through onsite meetings, phone conversations, and webinars designed to provide guidance, address concerns or questions, and aid in identifying potential implementation barriers. As a result of these meetings, LEAs and the SSIP team were able to recruit the most appropriate pilot schools and participating teachers.

1. The Wyoming SSIP Team will hold meetings with targeted districts and CDCs three times a year.
2. Coaches will use email, phone, and webinars to frequently communicate with targeted practitioners in-between meetings. An "open door" policy will be followed.
3. The Wyoming SSIP Team will provide annual updates to WAPSD on the SSIP evaluation and seek input from the advisory panel members.

The last annual SSIP stakeholder meeting was held on April, 2022. At that meeting, the following was decided:

1. The Wyoming SSIP Team will have meetings with targeted districts and CDCs three times a year.
2. Coaches will use email, phone, and webinars to frequently communicate with targeted districts and CDCs in-between meetings. An "open door" policy will be followed.
3. The Wyoming SSIP Team will provide annual updates to WAPSD on the SSIP evaluation and seek input from the advisory panel members.
4. All local special education directors will have the opportunity to provide input at quarterly association meetings through the Wyoming Association of Special Education Administrators (WASEA)

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

NO

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.

All current activities have been described. Any changes to the current implementation model or activities will be decided at the WYSSIP team and stakeholders at the annual WYSSIP meeting to be held in May 2023.

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

N/A

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

N/A

Provide additional information about this indicator (optional).

The WDE has made publicly available the 2020-21 SSIP, which can be found here: <https://wyominginstructionalnetwork.com/idea-special-education-resources/idea/indicators-osep/2020-21-ssip/>

17 - Prior FFY Required Actions

In the FFY 2021 SPP/APR, the State must describe the specific strategies implemented to engage stakeholders in key improvement efforts.

Response to actions required in FFY 2020 SPP/APR

This is addressed above where we (1) list the stakeholder groups who have provided input, (2) indicate the ways in which participants can provide feedback, (3) describe the "reach-out to stakeholder" efforts by the WDE, and (4) describe the decisions that were made as a result of collecting stakeholder input in 2021-22.

17 - OSEP Response

17 - Required Actions