

Wyoming Part B FFY 2012 SPP/APR Response Table

Part B SPP/APR Indicators

1. Percent of youth with IEPs graduating from high school with a regular diploma. [Results Indicator]
2. Percent of youth with IEPs dropping out of high school. [Results Indicator]
3. Statewide assessments: A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP/AMO targets for the disability subgroup. [Results Indicator] B. Participation rate for children with IEPs on statewide assessments. [Results Indicator] C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. [Results Indicator]
4. Rates of suspension and expulsion A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; [Results Indicator] B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. [Compliance Indicator]
5. Percent of children with IEPs aged 6 through 21 served: A. Inside the regular class 80% or more of the day; B. Inside the regular class less than 40% of the day; or C. In separate schools, residential facilities, or homebound/hospital placements. [Results Indicator]
6. Percent of children aged 3 through 5 with IEPs attending a: A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and B. Separate special education class, separate school or residential facility. [Results Indicator]
7. Percent of preschool children age 3 through 5 with IEPs who demonstrate improved: A. Positive social-emotional skills (including social relationships); B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and C. Use of appropriate behaviors to meet their needs. [Results Indicator]
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. [Results Indicator]
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. [Compliance Indicator]

10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. [Compliance Indicator]
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. [Compliance Indicator]
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. [Compliance Indicator]
13. Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. [Compliance Indicator]
14. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: A. Enrolled in higher education within one year of leaving high school; B. Enrolled in higher education or competitively employed within one year of leaving high school. C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. [Results Indicator]
15. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification. [Compliance Indicator]
18. Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. [Results Indicator]
19. Percent of mediations held that resulted in mediation agreements. [Results Indicator]
20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. [Compliance Indicator]

Timeliness of State Complaint and Due Process Hearing Decisions
(Collected as Part of IDEA Section 618 Data rather than through an SPP/APR Indicator)

Timely Resolution of State Complaints: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.

Timely Adjudication of Due Process Hearing Requests: Percent of adjudicated due process hearing requests that were adjudicated within the timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.

Wyoming Part B FFY 2012 SPP/APR Results Data Summary

INDICATOR	FFY 2011 DATA	FFY 2012 DATA	FFY 2012 TARGET
1. Graduation	57.2%	58.7%	≥ 51% ¹
2. Drop Out	5.82	5.72%	≤ 12.8% ²
3. A. Percent of Districts Meeting AYP for Disability Subgroup	See Attached Table	See Attached Table	See Attached Table
B. Statewide Assessment Participation Rate – Reading	See Attached Table	See Attached Table	See Attached Table
B. Statewide Assessment Participation Rate – Math	See Attached Table	See Attached Table	See Attached Table
C. Proficiency Rate	See Attached Table	See Attached Table	See Attached Table
4. A. Percent of Districts with Significant Discrepancy in Suspension/Expulsion	0%	0%	0%
5. Educational Environment for Children with IEPs 6-21			
A. In Regular Education 80% or More of Day	60.59%	62.17%	≥ 60%
B. In Regular Education Less than 40% of Day	7.1%	7.07%	≤ 9.25%
C. In Separate Schools, Residential Facilities, or Homebound/Hospitals	2.19%	1.44%	≤ 2.39%
6. Percent of children aged 3 through 5 with IEPs attending:			
A. Regular early childhood program and receiving majority of special education and related services in regular early childhood program;	59.84%	60.45%	≥ 60.34%
B. Separate special education class, separate school or residential facility.	30.80%	30.94%	≤ 31.30%
7. Preschool Outcomes	See Attached Table	See Attached Table	See Attached Table
8. Parents Reporting Schools Facilitated Parent Involvement	79.85%	70.7%	≥ 80.35%
14. Percent of Youth No Longer in School, within One Year of Leaving High School:			
A. Enrolled in Higher Education	35.1%	31.6%	≥ 41%
B. Enrolled in Higher Education or Competitively Employed	56.7%	63.5%	≥ 62.5%
C. Enrolled in Higher Education or Other Postsecondary Education or Training or Competitively Employed or in Some Other Employment	70.2%	79.1%	≥ 73.3%

¹ As used in this table, the symbol “≥” means that, to meet the target, the State’s data must be greater than or equal to the established target.

² As used in this table, the symbol “≤” means that, to meet the target, the State’s data must be less than or equal to the established target.

INDICATOR	FFY 2011 DATA	FFY 2012 DATA	FFY 2012 TARGET
18. Hearing Requests Resolved through Resolution Session Agreements	One of two resolution sessions resulted in a settlement agreement.	One of two resolution sessions resulted in a settlement agreement.	Not Applicable
19. Mediations Held that Resulted in Mediation Agreements	One of six mediations resulted in a mediation agreements.	Six of seven mediations resulted in mediation agreements.	Not Applicable

3.A Statewide Assessments:

Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP targets for the disability subgroup.

Grade	FFY 2011 Data Reading	FFY 2012 Data Reading	FFY 2012 Target Reading	FFY 2011 Data Math	FFY 2012 Data Math	FFY 2012 Target Math
Elementary School	0%	76.47%	≥ 94%	36.1%	70.59%	≥ 94%
Middle School	5.6%	64.71%	≥ 85%	0%	52.94%	≥ 87%
High School	0%	0%	≥ 85%	0%	0%	≥ 80%

3.B Statewide Assessments:

Participation rate for children with IEPs on statewide assessments.

Grade	FFY 2011 Data Reading	FFY 2012 Data Reading	FFY 2012 Target Reading	FFY 2011 Data Math	FFY 2012 Data Math	FFY 2012 Target Math
Elementary School	99.26%	99.4%	95%	99.31%	99.3%	≥ 95%
Middle School	99.32%	99.0%	95%	99.22%	99.0%	≥ 95%
High School	96.3%	92.4%	95%	96.78%	92.7%	≥ 95%

3.C Statewide Assessments:

Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

Grade	FFY 2011 Data Reading	FFY 2012 Data Reading	FFY 2012 Target Reading	FFY 2011 Data Math	FFY 2012 Data Math	FFY 2012 Target Math
Elementary School	45.94%	40.9%	≥ 85.4%	59.94%	56.9%	≥ 83.3%
Middle School	37.2%	37.9%	≥ 79.7%	34.7%	35.5%	≥ 75.2%
High School	36.56%	38.7%	≥ 75.4%	23.09%	26.8%	≥ 69.5%

7. Percent of Preschool Children Aged 3 through 5 with IEPs Who Demonstrate Improved Outcomes

Summary Statement 1³	FFY 2011 Data	FFY 2012 Data	FFY 2012 Target
Outcome A: Positive social-emotional skills (including social relationships) (%)	76.48%	85.37%	≥ 63.18%
Outcome B: Acquisition and use of knowledge and skills (including early language/ communication) (%)	81.41%	88.22%	≥ 63.62%
Outcome C: Use of appropriate behaviors to meet their needs (%)	79.07%	87.55%	≥ 66.31%
Summary Statement 2⁴	FFY 2011 Data	FFY 2012 Data	FFY 2012 Target
Outcome A: Positive social-emotional skills (including social relationships) (%)	59.56%	64.21%	≥ 59.37%
Outcome B: Acquisition and use of knowledge and skills (including early language/ communication) (%)	58.67%	62.45%	≥ 57.27%
Outcome C: Use of appropriate behaviors to meet their needs (%)	73.32%	77.66%	≥ 69.55%

³ **Summary Statement 1:** Of those preschool children who entered or exited the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

⁴ **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

Wyoming FFY 2012 Results Data Summary Notes

<p>INDICATOR 3A: The State has not applied for, or not yet received approval for, a flexibility waiver under Title I of the Elementary and Secondary Education Act (ESEA). The State is reporting AYP data used for accountability reporting under Title I of the ESEA.</p>
<p>INDICATOR 3B: The State revised the targets for FFY 2012 for this indicator and OSEP accepts those revisions.</p> <p>The State indicated that stakeholders were provided an opportunity to comment on the revised targets. The revised targets are less rigorous than the previously-established targets.</p> <p>The State provided a Web link to 2012 publicly-reported assessment results.</p>
<p>INDICATOR 3C: The State revised the targets for FFY 2012 for this indicator and OSEP accepts those revisions.</p> <p>The State indicated that stakeholders were provided an opportunity to comment on the revised targets. The revised targets for elementary and middle school math and reading are more rigorous than the previously-established targets, and the revised targets for high school math and reading are less rigorous than the previously-established targets.</p> <p>The State provided a Web link to 2012 publicly-reported assessment results.</p>
<p>INDICATOR 4A: The State reported its definition of “significant discrepancy.”</p> <p>The State reported that no districts were identified as having a significant discrepancy in the rate of suspensions and expulsions of greater than ten days in a school year for children with IEPs.</p> <p>The State reported that three of 49 districts did not meet the State-established minimum “n” size requirement of 25 students with disabilities enrolled in the district.</p>
<p>INDICATOR 6: OSEP notes that the State did not submit timely 618 data for this indicator. OSEP is unable to verify the accuracy of the State’s calculations for this indicator.</p>
<p>INDICATOR 7:</p> <p>REQUIRED ACTIONS</p> <p>The State must report progress data and actual target data for FFY 2013 in the FFY 2013 APR.</p>
<p>INDICATOR 18: The State reported fewer than ten resolution sessions held in FFY 2012. The State is not required to provide targets or improvement activities until any fiscal year in which ten or more resolution sessions were held.</p>
<p>INDICATOR 19: The State reported fewer than ten mediations held in FFY 2012. The State is not required to provide targets or improvement activities until any fiscal year in which ten or more mediations were held.</p>

Wyoming Part B FFY 2012 SPP/APR Compliance Summary

INDICATOR	FFY 2011 DATA	FFY 2012 DATA	FFY 2012 TARGET	CORRECTION OF FINDINGS OF NONCOMPLIANCE IDENTIFIED IN FFY 2011
4B. Significant disproportionality in suspension/expulsion by race/ethnicity, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with specified requirements.	0%	0%	0%	The State reported that it did not identify any findings of noncompliance in FFY 2011.
9. Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0%	0%	0%	The State reported that it did not identify any findings of noncompliance in FFY 2011.
10. Disproportionate representation by disability of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0%	0%	0%	The State reported that it did not identify any findings of noncompliance in FFY 2011.
11. Timely Initial Evaluation	97.76%	97.69%	100%	The State reported that all 106 of its findings of noncompliance identified in FFY 2011 were corrected in a timely manner.
12. Early Childhood Transition	94.4%	95.69%	100%	The State reported that all 22 of its findings of noncompliance identified in FFY 2011 were corrected in a timely manner.
13. Secondary Transition	82.06%	96.38%	100%	The State reported that all 75 of its findings of noncompliance identified in FFY 2011 were corrected in a timely manner.

INDICATOR	FFY 2011 DATA	FFY 2012 DATA	FFY 2012 TARGET	CORRECTION OF FINDINGS OF NONCOMPLIANCE IDENTIFIED IN FFY 2011
15. Timely Correction	98.27%	99.14%	100%	The State reported that 231 of 233 findings of noncompliance identified in FFY 2011 were corrected in a timely manner. The State reported on the actions it took to address the uncorrected noncompliance.
20. Timely and Accurate Data	91.3%	93.02%	100%	

Wyoming Part B FFY 2012 State Complaint and Hearing Data from IDEA Section 618 Data Reports

REQUIREMENT	FFY 2011 DATA	FFY 2012 DATA
Timely resolution of complaints	100%	100% (based on five complaints)
Timely adjudication of due process hearing requests	100% (based on one due process hearing)	100% (based on one due process hearing)

Wyoming FFY 2012 Compliance Data Summary Notes

INDICATOR 4B: The State reported its definition of “significant discrepancy.”

The State reported that no districts were identified as having a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten days in a school year for children with IEPs.

The State reported that three of 46 districts did not meet the State-established minimum “n” size requirement of 25 students in the denominator.

INDICATOR 9: The State reported that no districts were identified with disproportionate representation of racial and ethnic groups in special education and related services.

The State provided its definition of “disproportionate representation.”

The State reported that one of 48 districts did not meet the State-established minimum “n” size requirement of ten or more students in the “group of interest” and were excluded from the calculation.

INDICATOR 10: The State reported that one district was identified with disproportionate representation of racial and ethnic groups in specific disability categories. The State also reported that no districts were identified with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification.

The State provided its definition of “disproportionate representation.”

The State reported that five of 48 districts did not meet the State-established minimum “n” size requirement of ten or more students in the “group of interest” and were excluded from the calculation.

INDICATOR 11:

REQUIRED ACTIONS

Because the State reported less than 100% compliance for FFY 2012, the State must report on the status of correction of noncompliance identified in FFY 2012 for this indicator. When reporting on the correction of noncompliance, the State must report, in its FFY 2013 APR, that it has verified that each LEA with noncompliance identified in FFY 2012 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.⁵ In the FFY 2013 APR, the State must describe the specific actions that were taken to verify the correction.

⁵ OSEP Memorandum 09-02 (OSEP Memo 09-02), dated October 17, 2008, requires that the State report that it verified that each LEA with noncompliance: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently

INDICATOR 12:

REQUIRED ACTIONS

Because the State reported less than 100% compliance for FFY 2012, the State must report on the status of correction of noncompliance identified in FFY 2012 for this indicator. When reporting on the correction of noncompliance, the State must report, in its FFY 2013 APR, that it has verified that each LEA with noncompliance identified in FFY 2012 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2013 APR, the State must describe the specific actions that were taken to verify the correction.

INDICATOR 13: The State reported that all 15 findings of noncompliance identified in FFY 2012 were already corrected.

INDICATOR 15:

REQUIRED ACTIONS

The State must report, with the FFY 2013 SPP/APR, that it has corrected the remaining two findings of noncompliance identified in FFY 2011 that were not reported as corrected in the FFY 2012 APR were corrected.

When reporting with the FFY 2013 APR on the correction of the remaining findings of noncompliance identified in FFY 2011, the State must report that it verified that each LEA with remaining findings of noncompliance: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.

In addition, in responding to Indicators 11 and 12 in the FFY 2013 SPP/APR, the State must report on correction of the noncompliance described in this table under those indicators.

collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA.

OTHER COMPLIANCE ISSUES:

2010 Verification Visit

Identification of Noncompliance

OSEP's January 9, 2013 Letter required the State to provide, within 90 days of the date of the State's first monitoring visit, documentation that it has implemented the procedures it developed to ensure that it has a general supervision system that is reasonably designed to identify noncompliance in a timely manner in the BHD/EIEP and the preschool programs operated by the BHD/EIEP.

On December 18, 2013, the State provided limited evidence that it had implemented its monitoring procedures for the BHD, however, the date of that letter is more than 90 days after the date that the monitoring occurred, and does not demonstrate that the WDE has procedures in place to identify noncompliance in a timely manner to the BHD/EIEP and the preschool programs operated by the BHD/EIEP.

Required Actions

The State must submit, within 90 days of the date of the State's next monitoring visit, documentation that it has implemented the procedures it developed to ensure that it has a general supervision system that is reasonably designed to identify noncompliance in a timely manner in the BHD/EIEP and the preschool programs operated by the BHD/EIEP.

Correction of Noncompliance

OSEP's January 9, 2013 Letter required the State to provide, within one year of the date that the WDE notifies the BHD/EIEP of any findings of noncompliance made during this monitoring cycle, documentation that it has implemented the procedures it developed to ensure that it has a general supervision system that is reasonably designed to ensure correction of identified noncompliance in a timely manner in the BHD/EIEP and the preschool programs operated by the BHD/EIEP.

On December 18, 2013, the State provided evidence that it addresses noncompliance identified through dispute resolution procedures. This evidence does not address the required action.

Required Actions

The State must submit, within one year of the date that the WDE notifies the BHD/EIEP of any findings of noncompliance made during this monitoring cycle, documentation that it has implemented the procedures it developed to ensure that it has a general supervision system that is reasonably designed to ensure correction of identified noncompliance in a timely manner in the BHD/EIEP and the preschool programs operated by the BHD/EIEP.