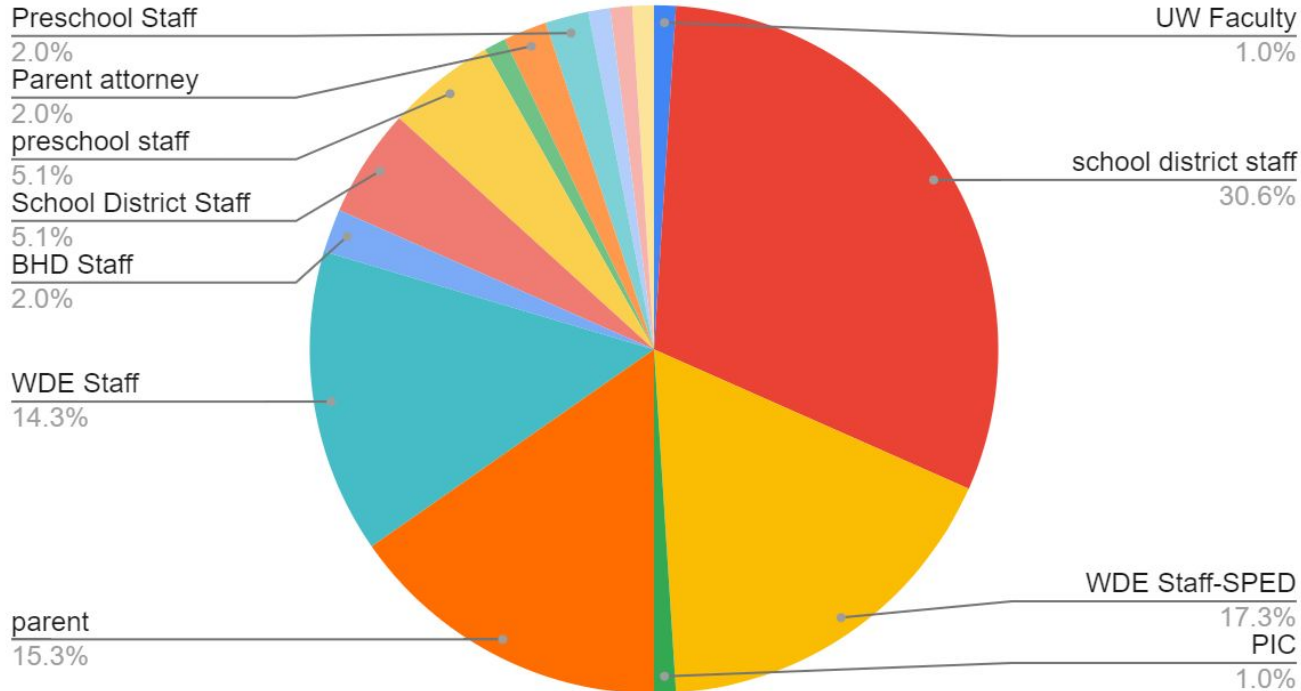


Wyoming Stakeholder Compiled Data SPP/ARP

Target Setting Demographics

Target Results

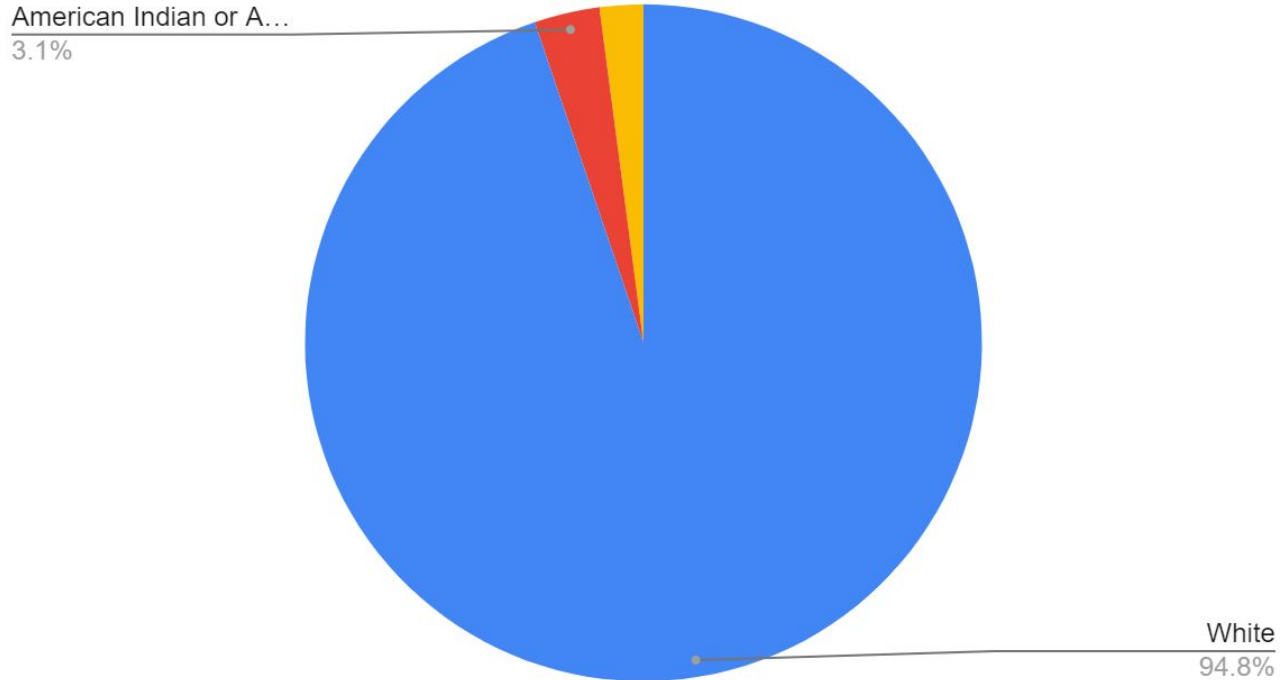
What is your Role? (97 Respondents)



Target Setting Demographics

Target Results

Race Demographics (97 Respondents)

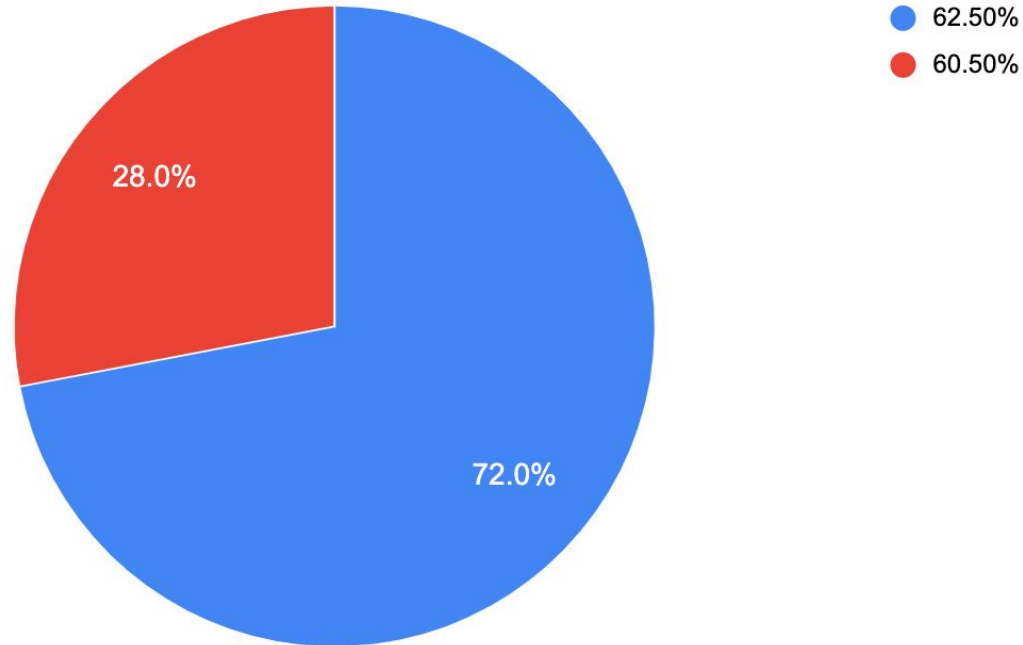


Wyoming Stakeholder Compiled Data SPP/ARP

Indicator 1: Graduation Rate

Target Results

Indicator 1: Graduation Rate



Indicator 1: Graduation Rate

Stakeholder Comments: What are some barriers to making progress on this indicator?

- Since students on IEPs can be provided special ed services and programs through age 21 we are finding, in many situations, student and family "delaying" graduation for a year or two so they may engage in internship and transition programs.
- Adequate school attendance
- Special Education staff need to be the most knowledgeable content/instructional experts, but this may not always be the case.
- Alternative to regular high school
- COVID impact
- Attendance, inconsistent graduation requirements
- Students that receive a certificate, students that earn their GED, students that go to job corps, Students that take more than 4 years to graduate
- Attendance
- There is a lack of individualized support for students, based on their unique needs.
- alternative students on different schedules; not counting fifth year in the data
- Loss of money to the school districts
- Social - Emotional wellbeing of students
- 1- Not starting the transition to post-school outcomes early enough. Wyoming would benefit greatly from changing the required start date of transition planning (for students with disabilities) before 16 years of age. 2- Not having enough supports (especially in the area of Mental Health/ Social- emotional supports for students and staff as early as 5th grade). 3- Not enough teaming/ collaboration across systems that support families. Wyoming is lacking in wrap-around services, especially for families in small towns.
- Outside environmental factors that are challenging to conquer.
- Impact of low N sizes
- Many families do not have access to resources outside the home due to the rural nature of our state
- Staff relationships
- Growth in elem. Due to supports. Secondary, lack of supports. Caseloads
- Elem to HS (MS). Different mindset. Into the gen ed system
- School funding model for counselors. Mental health.
- Families are not engaged.
- Family health is critical for many families.
- Social workers and counselors!
- Many students aren't prepared for high school (Algebra 1)

Indicator 1: Graduation Rate

Stakeholder Comments: What are some strategies to making progress on this indicator?

- If we could give credit for more "real life" career exploration (working in the field) and less of a focus on required gen ed credits students might be able to engage in other programming while a junior or senior rather than during a 5th year of "schooling".
- Alternative student schedules and programs in rural areas.
- Continue to build the capacity of special education teachers and core content teachers to best meet the needs of our most struggling students.
- Providing options to students, alternative training, online learning, alternative HS
- Districts can provide access to specific career pathways for all students.
- increase vocational education opportunities
- I think if a student is still enrolled their fifth year they should not count against the graduation rate - they should move to the next year's cohort - If a student goes to a program like job corps, cowboy challenge and earns a GED they should count as a graduate
- Requiring attendance
- More 1:1 supports. Smaller teacher/student ratios.
- Include fifth year seniors in calculation for alternative high school students
- Lower class sizes, more money into districts
- Easy access to meaningful counselors
- Change the Wyoming law that requires special education teams to begin the transition planning / paperwork to 14 years of age. Add more supports/ funds/ resources for families regarding the Mental Health/ Social-emotional area. And re-focusing supports and resources Wyoming does offer to be much more collaborative.
- Ongoing support and providing coaching/mentoring to families not only the student and through the summer months.
- Purposeful programming. Engagement.
- Transitioning planning all along the school career
- Find a way to mesh credit recovery (summer school) and ESY.
- Supports for districts struggling to get kids to attend school. Attendance.
- Trauma informed instruction
- Building and fostering a positive atmosphere. Schools that are the desired place for teenagers.
- Find ways to engage kids and help them believe they CAN graduate.
- Catching kids in jr. high and HS in individualizing programming around their interests.
- Early intervention. Help kids engage and begin to develop confidence in pre-school.
- Raise the bar for parent engagement in all schools.
- Make the school environment a place where kids want to be.

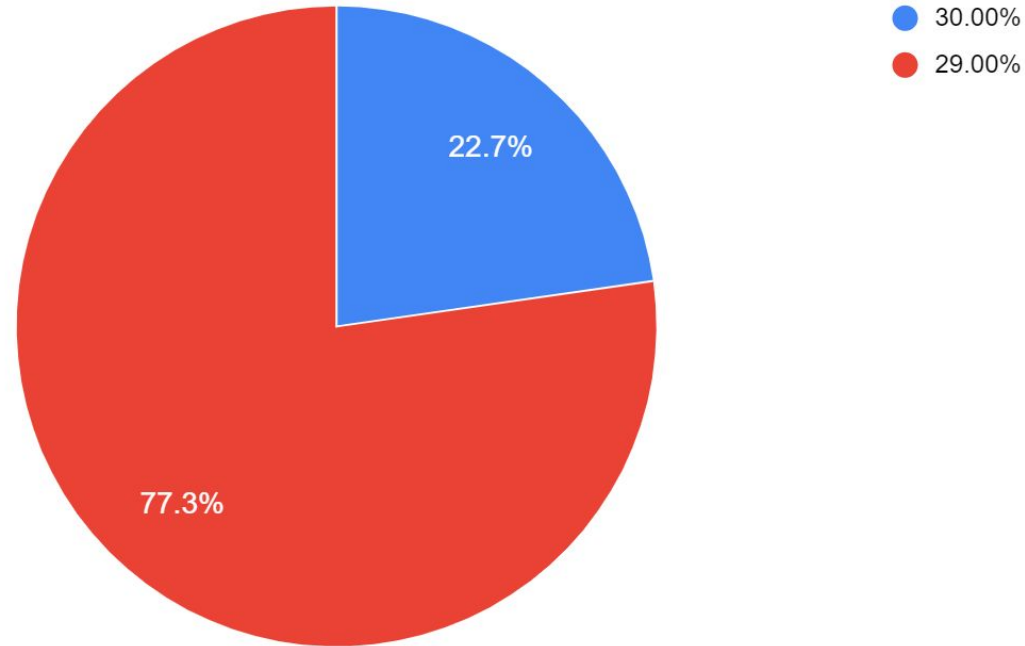
Indicator #1 Target Set

The WDE, with stakeholder input has determined that the target for Indicator #1 will be 62.50%. Incremental yearly targets will be put into place in order to work towards fully meeting the 62.50% target by 2025.

Indicator 2: Drop Out Rate

Target Results

Indicator 2: Drop Out Rate



Indicator 2: Drop Out Rate

Stakeholder Comments: What are some barriers to making progress on this indicator?

- I think, for us, 20-21 was a challenging year because kids realized they might not be able to graduate with peers following Spring of 2020 shift to virtual learning and the difficulty of many to successfully navigate A/B schedules (2 days in person 2 days virtual to enable social distancing) which led to loss of credit and the "push" off track.
- Again, the outside environmental and society challenges that impact success.
- Chronic student lack of engagement.
- vocational instructions
- Money to districts
- Financial needs of a family
- Academic relevance
- Counselors and psychologists on site and readily available for students
- Lack of support. Parents' concerns being dismissed.
- student/family mobility, attendance,
- Impact of low N sizes
- Many families do not have access to resources outside the home due to the rural nature of our state
- Staff relationships
- Growth in elem. Due to supports. Secondary, lack of supports. Caseloads
- Elem to HS (MS). Different mindset. Into the gen ed system
- School funding model for counselors. Mental health.
- Families are not engaged.
- Family health is critical for many families.
- Social workers and counselors!
- Many students aren't prepared for high school (Algebra 1)

Indicator 2: Drop Out Rate

Stakeholder Comments: What are some strategies to making progress on this indicator?

- Better and stronger relationships with students and families and the ability to help students understand the value of a high school diploma. It seems like that has been lost or diminished in the eyes of many.
- As noted in Graduation - coaching/mentoring for families and students which may need to be year round beginning at a young age.
- Wish we had some.
- increase vocational options
- Smaller class sizes, paying Paras more
- Diverse times for online classes that would allow for students to work.
- Align courses to student interests
- Anti Bullying, mental health, focus on technology for learning
- Listen to the concerns of parents and intentional focus on supporting the students.
- Better tracking of students when they move; better student engagement, relevant coursework
- Purposeful programming. Engagement.
- Transitioning planning all along the school career
- Find a way to mesh credit recovery (summer school) and ESY.
- Supports for districts struggling to get kids to attend school. Attendance.
- Trauma informed instruction
- Building and fostering a positive atmosphere. Schools that are the desired place for teenagers.
- Find ways to engage kids and help them believe they CAN graduate.
- Catching kids in jr. high and HS in individualizing programming around their interests.
- Early intervention. Help kids engage and begin to develop confidence in pre-school.
- Raise the bar for parent engagement in all schools.
- Make the school environment a place where kids want to be.

Indicator #2 Target Set

The WDE, with stakeholder input has determined that the target for Indicator #2 will be 29.00%. Incremental yearly targets will be put into place in order to work towards fully meeting the 29.00% target by 2025.

Indicator 3A: Target Set

Target Results

The target is set at 95% for Indicator 3A: Assessment Participation targets, as it aligns with the Wyoming ESSA plan.

Indicator 3A: Assessment Participation

Stakeholder Comments: What are some barriers to making progress on this indicator?

- Student/family mobility; students in Court Placements; students in psychiatric facilities during testing window
- Lack of strategic instruction. Students with IEPs need to be taught in small increments through repetition. This is not happening.
- Motivation of students
- Poor attendance due to COVID
- last year we had parents of virtual students REFUSE to bring students to locations for testing, even locations other than schools due to pandemic concerns.
- Few if any barriers.
- Students who opt out
- Poor student attendance
- Consistent student attendance
- COVID
- Attendance also declines from K to 12, Buy-in declines
- A student in crisis during the testing window.
- Consistent attendance
- Continued COVID impacts
- Low buy in

Indicator 3A: Assessment Participation

Stakeholder Comments: What are some strategies to making progress on this indicator?

- Improving attendance; Accountability for Placement Facilities to administer State Assessments
- Smaller ratios with individualized presentation (in the way the student learns best) of objectives.
- Accommodations and modifications
- Continue to implement safety and health protocols.
- Cease option of "virtual instruction".
- NA
- Continue to provide supports for online learners and SPED learners
- Increase non-traditional ways to instruct outside of in person classroom instruction
- Staff training
- Kids need time to take practice modules, either at home or at school, preferable both. We need to make sure that each child receives appropriate accommodations.

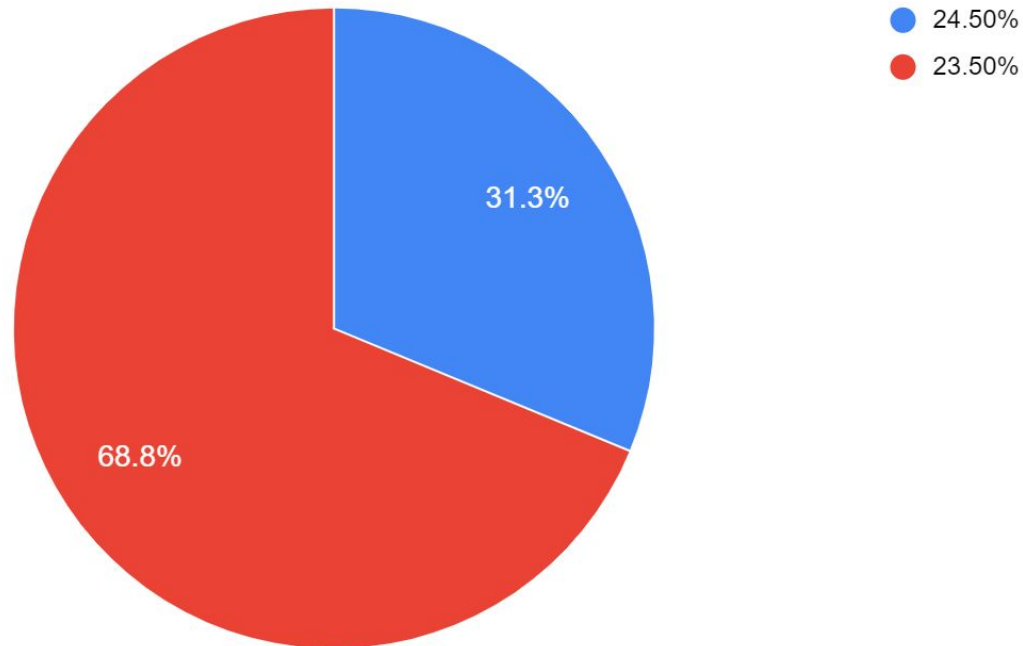
Indicator #3A Target Set

The target is set at 95% for Indicator 3A: Assessment Participation targets, as it aligns with the Wyoming ESSA plan. Incremental yearly targets will be put into place in order to work towards fully meeting the 29.00% target by 2025.

Indicator 3B: Assessment Proficiency WY-TOPP

Target Results

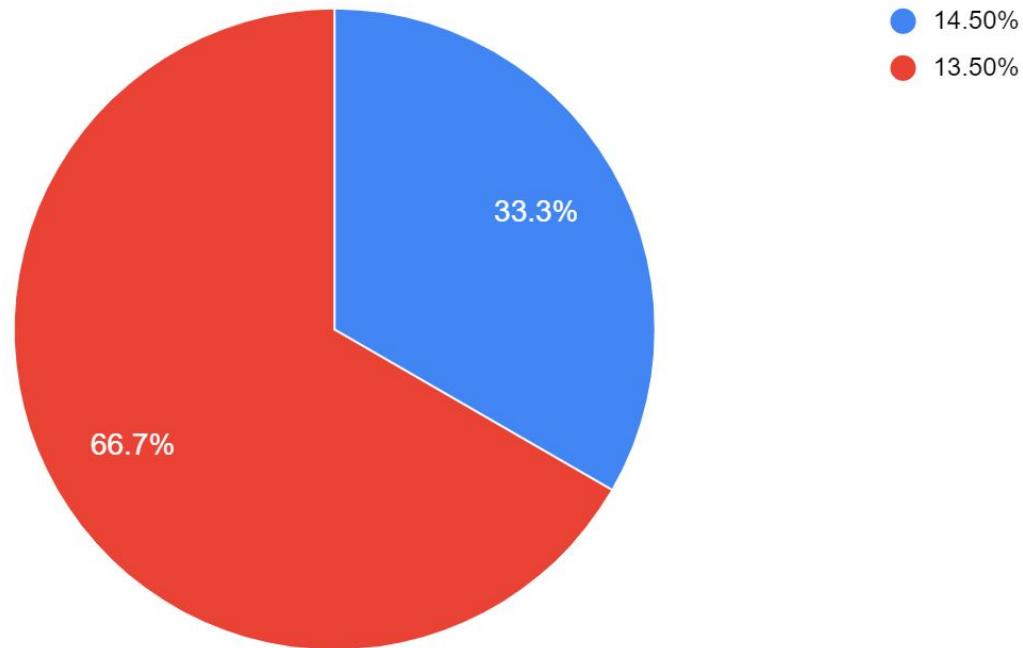
Indicator 3B: (Grade 4 Math)



Indicator 3B: Assessment Proficiency WY-TOPP

Target Results

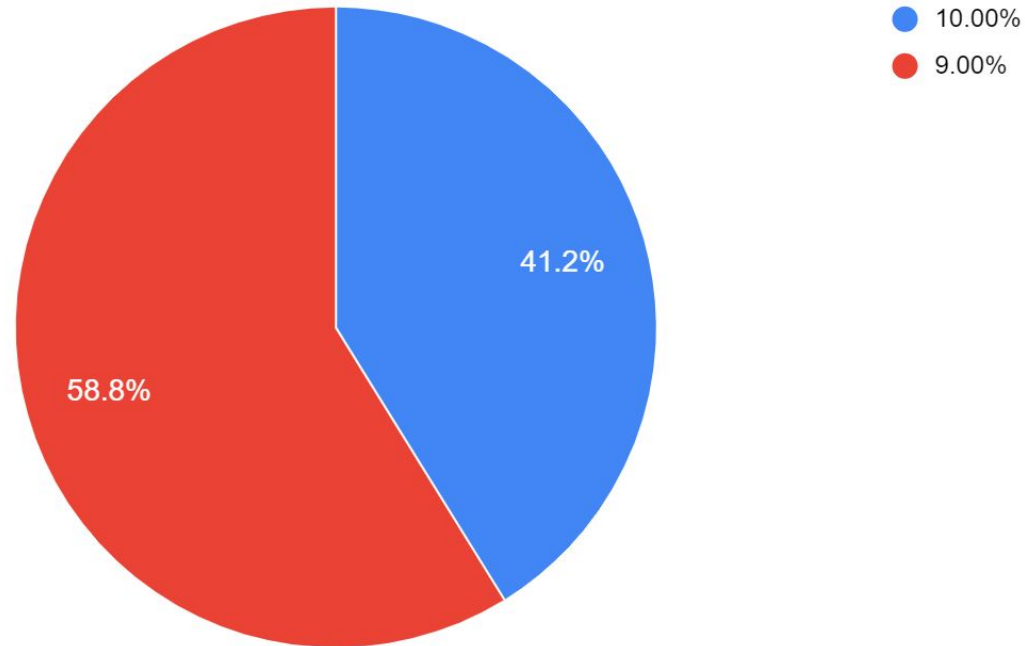
Indicator 3B: (Grade 8 Math)



Indicator 3B: Assessment Proficiency WY-TOPP

Target Results

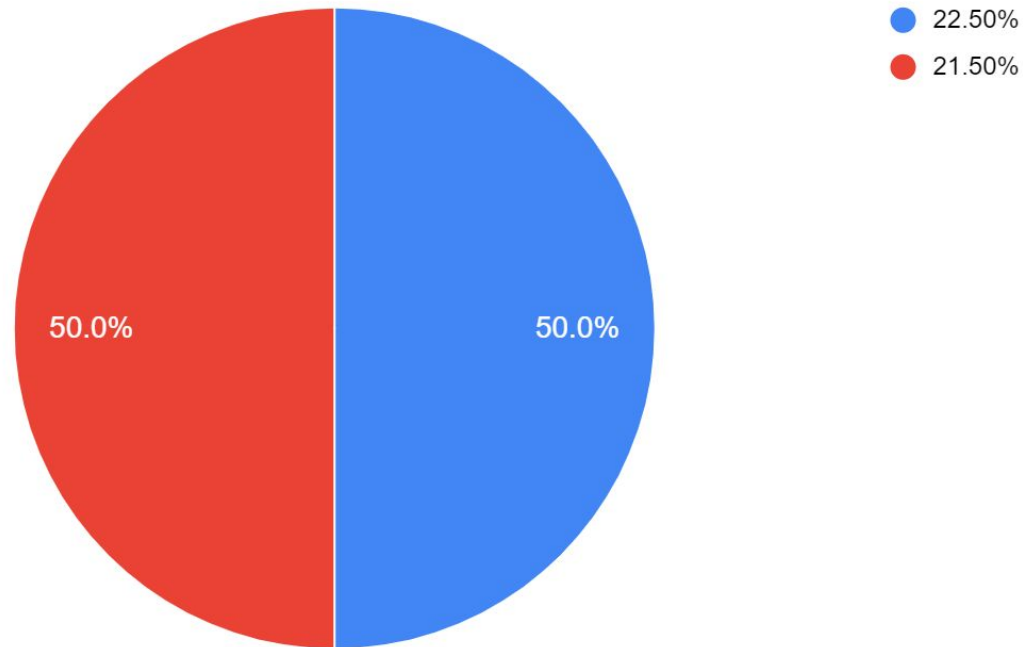
Indicator 3B: (HS Math)



Indicator 3B: Assessment Proficiency WY-TOPP

Target Results

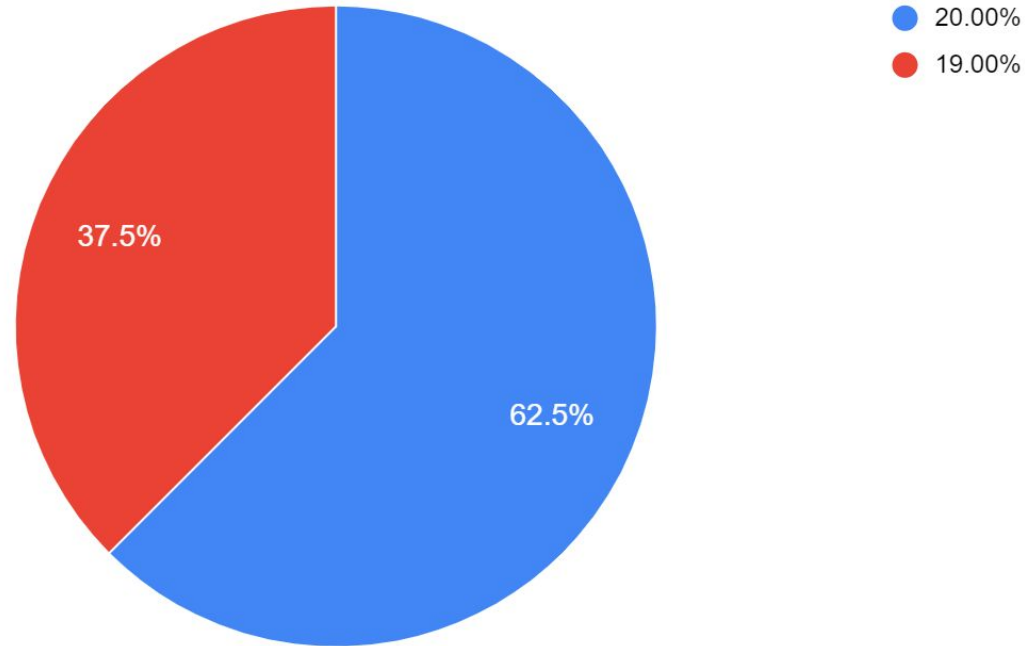
Indicator 3B: (Grade 4 Reading)



Indicator 3B: Assessment Proficiency WY-TOPP

Target Results

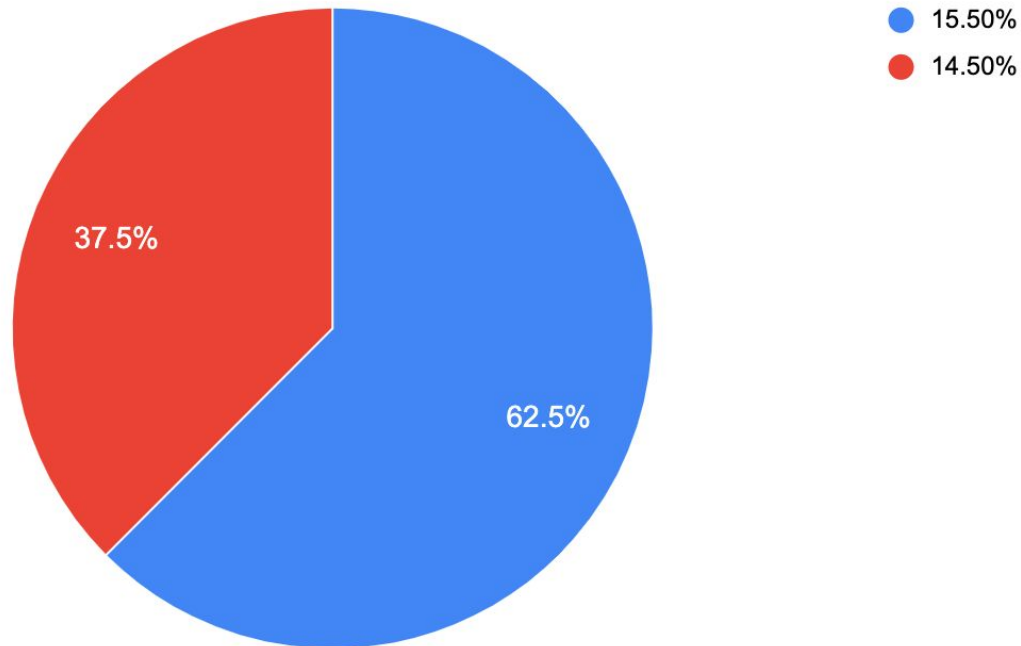
Indicator 3B: (Grade 8 Reading)



Indicator 3B: Assessment Proficiency WY-TOPP

Target Results

Indicator 3B: (HS Reading)



Indicator 3B: Proficiency - Regular Test

Stakeholder Comments: What are some barriers to making progress on this indicator?

- Problems accessing Braille in the assessment
- Would nice to have a human voice instead of a computer voice
- How many kids are getting their accommodation?
- Technology usage tools on the test is a barrier - not used anywhere else but on the assessment
- Do students have proper accommodations and supports for testing?
- Attendance goes down
- Length of the test in Elementary is excessive
- SLD Students who are exited from IEP, Fewer on an IEP remain by HS level
- District resources to help students access the technology
- Test is very difficult to navigate, confusing, Lack of resources, Lack of familiarity/practice with the platform/test itself
- Test is hard to navigate for SWD
- Access to grade-appropriate reading materials
- I feel these are low indicators and we could raise the bar. We have had the new standards and assessments for several years and districts should have trained teachers to adjust instruction. Districts should have RTI plans in place to assist students.
- When students are proficient they are no longer sped students. We exit our successful students.
- Poor instruction
- Biggest barrier was the change in instructional practices to require masks and distancing.
- Poor Attendance, truancy, poor student engagement and poor motivation

Indicator 3B: Proficiency - Regular Test

Stakeholder Comments: What are some strategies to making progress on this indicator?

- Improved resources on how to work through the assessment - make the assessment more accessible!
- Consider the length of assessment for Elementary - Is it a stamina assessment or a reading assessment?
- IEP Teams develop quality accommodations and help gen ed teachers understand the accommodations
- IEP teams ensure that students have proper accommodations on the IEP
- Additional teacher training
- Kids need time to take practice modules, either at home or at school, preferable both. We need to make sure that each child receives appropriate accommodations.
- Allow students to access grade-level and above reading materials and supplement with materials at the student's actual Lexile level.
- Evidence based and implemented with fidelity.
- Teacher training
- Hopefully, we'll be able to provide more targeted and intensive interventions in a timely manner along with increasing inclusive opportunities for students with disabilities in gen ed programming.
- Increase Attendance, Decrease truancy, better student engagement, relevant coursework

Indicator #3B Target Set

The WDE, with stakeholder input has determined that the targets for Indicator #3B will be as follows:

Grade 4 Math - 23.50%

Grade 8 Math - 13.50%

High School Math - 9.00%

Grade 4 Reading - 21.50%

Grade 8 Reading - 20.00%

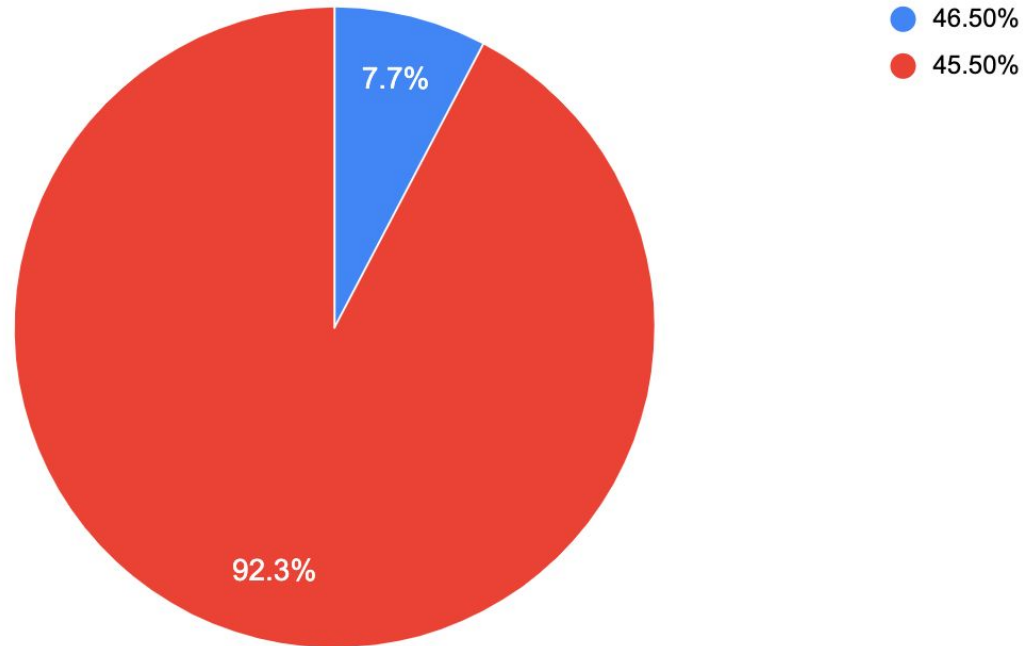
High School Reading - 15.50%

Incremental yearly targets will be put into place in order to work towards fully meeting the targets by 2025.

Indicator 3C: Assessment Proficiency WY-TOPP

Target Results

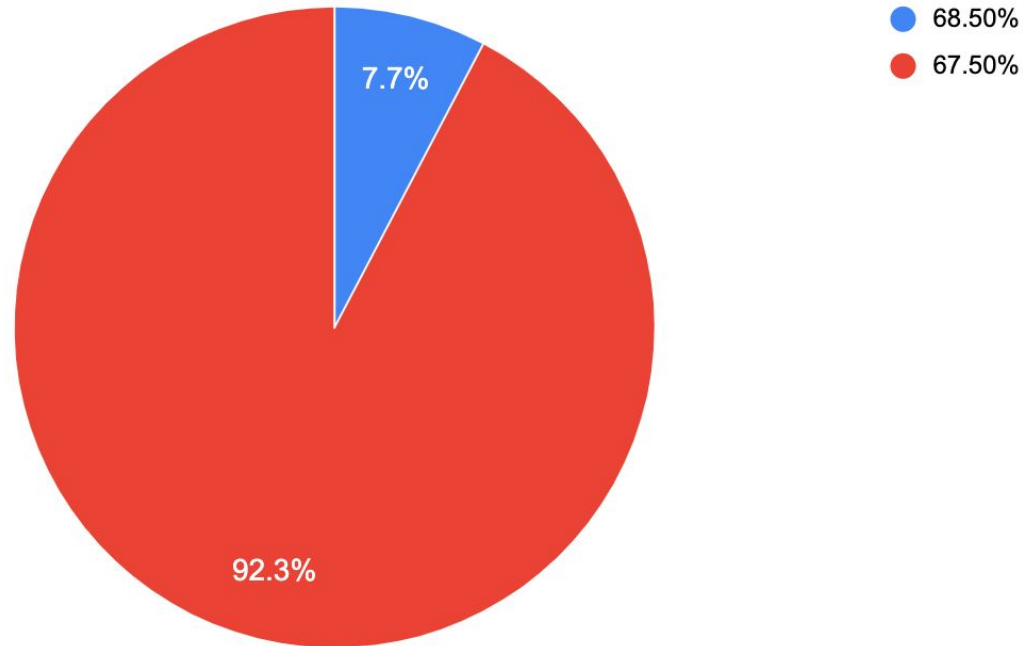
Indicator 3C: (Grade 4 Math)



Indicator 3C: Assessment Proficiency WY-TOPP

Target Results

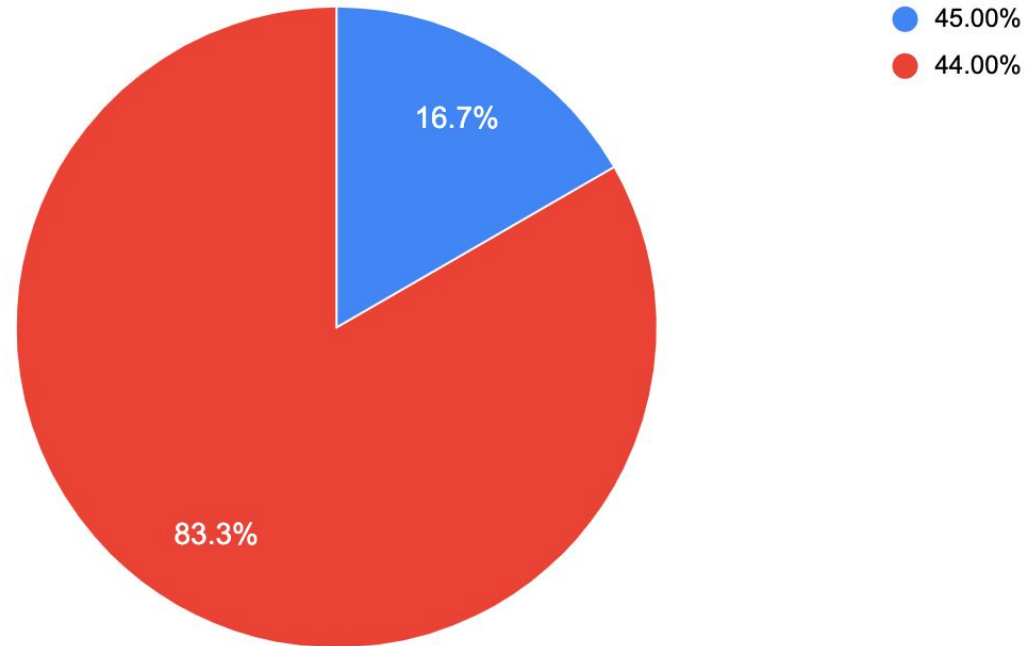
Indicator 3C: (Grade 8 Math)



Indicator 3C: Assessment Proficiency WY-TOPP

Target Results

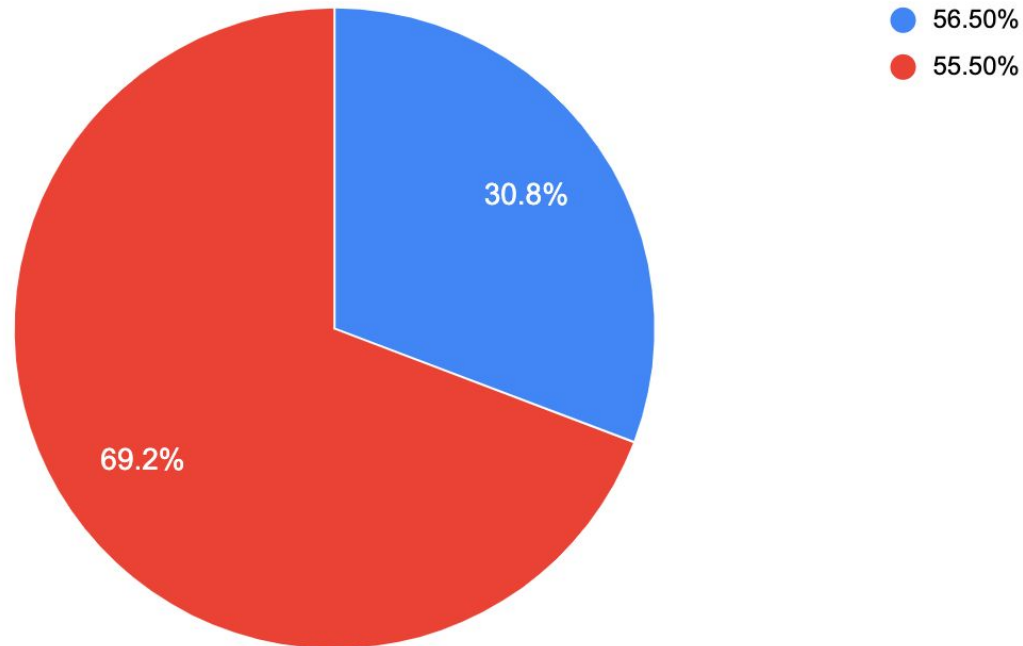
Indicator 3C: (HS Math)



Indicator 3C: Assessment Proficiency WY-TOPP

Target Results

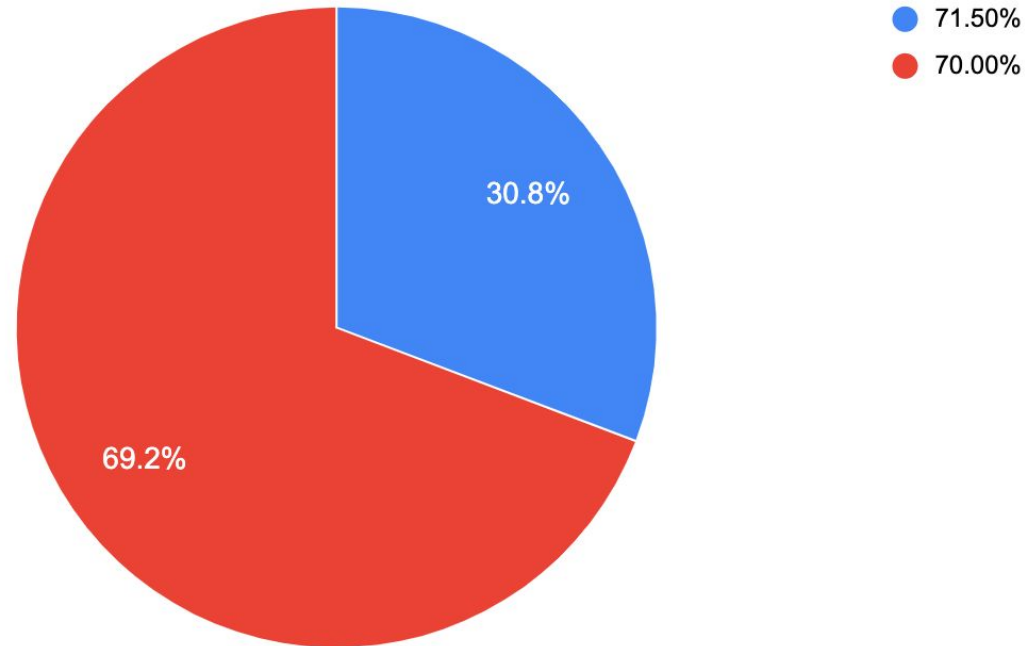
Indicator 3C: (Grade 4 Reading)



Indicator 3C: Assessment Proficiency WY-TOPP

Target Results

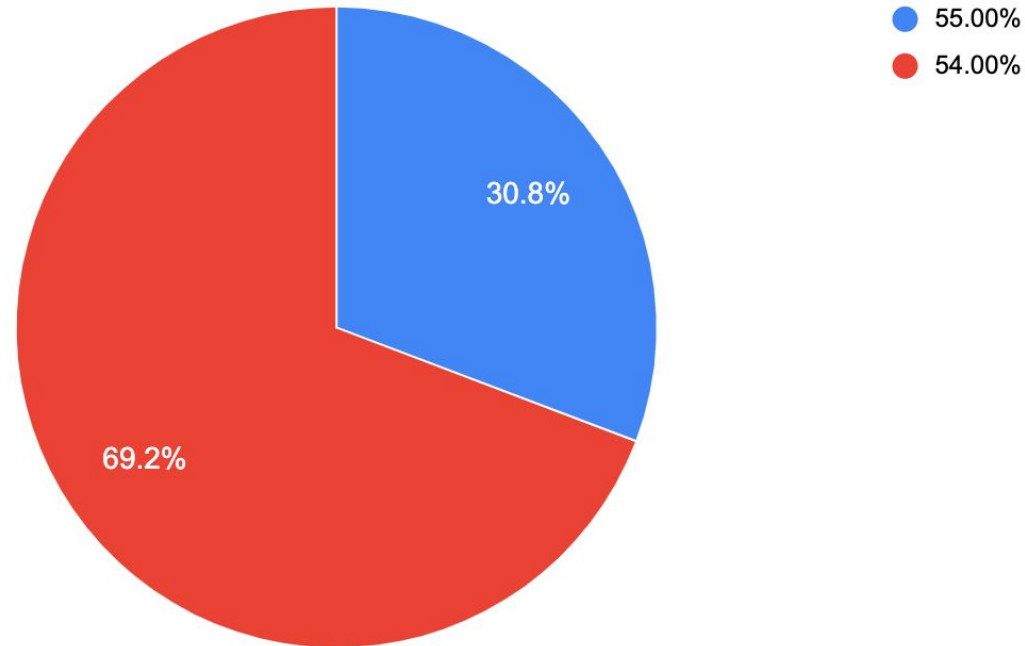
Indicator 3C: (Grade 8 Reading)



Indicator 3C: Assessment Proficiency WY-TOPP

Target Results

Indicator 3C: (HS Reading)



Indicator 3C: Assessment Proficiency WY-TOPP

Stakeholder Comments: What are some barriers to making progress on this indicator?

- In a small district, teachers may only give it once a year (One student that takes it). Could this make a difference?
- Needs more exposure to new test from 2019
- CBT versus hands-on
- Technology problems
- Access to materials aligned to the Wyoming Extended Content Standards.
- Poor instruction
- Money, class sizes, loss of highly qualified teachers

Indicator 3C: Assessment Proficiency WY-TOPP

Stakeholder Comments: What are some strategies to making progress on this indicator?

- Would be nice to have a separate breakout to get perspective of teachers and parents on how they feel about the assessment
- More user friendly online assessment
- Ensure materials used for ALT students are aligned to Wyoming Extended Content Standards.
- Teacher training
- More money to worthwhile programs in schools

Indicator #3C Target Set

The WDE, with stakeholder input has determined that the targets for Indicator #3C will be as follows:

Grade 4 Math - 45.50%

Grade 8 Math - 67.50%

High School Math - 44.00%

Grade 4 Reading - 55.50%

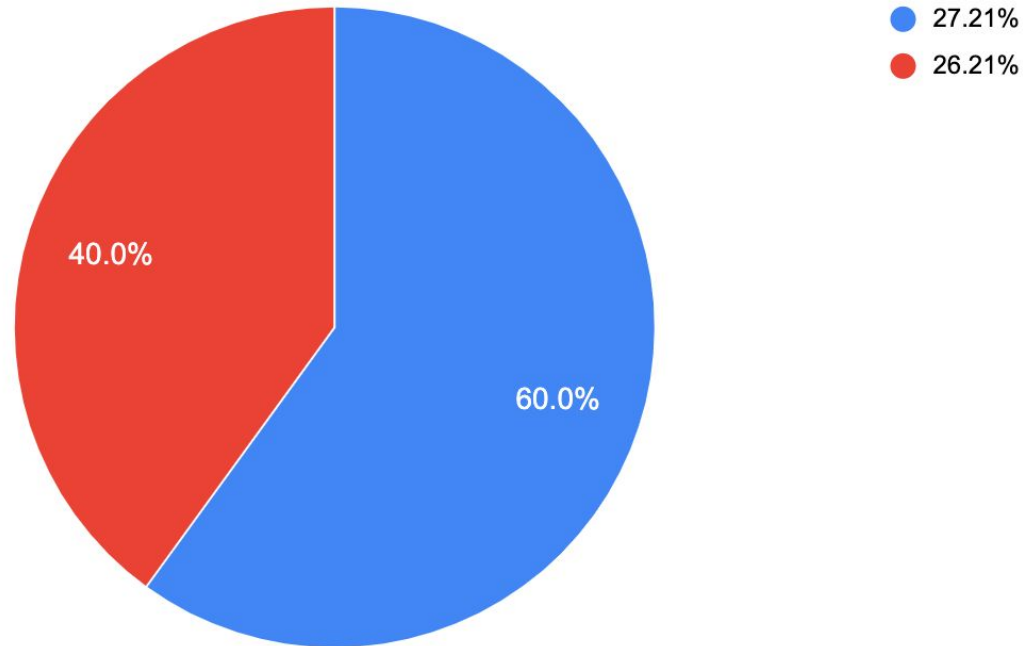
Grade 8 Reading - 70.00%

High School Reading - 54.00%

Incremental yearly targets will be put into place in order to work towards fully meeting the targets by 2025.

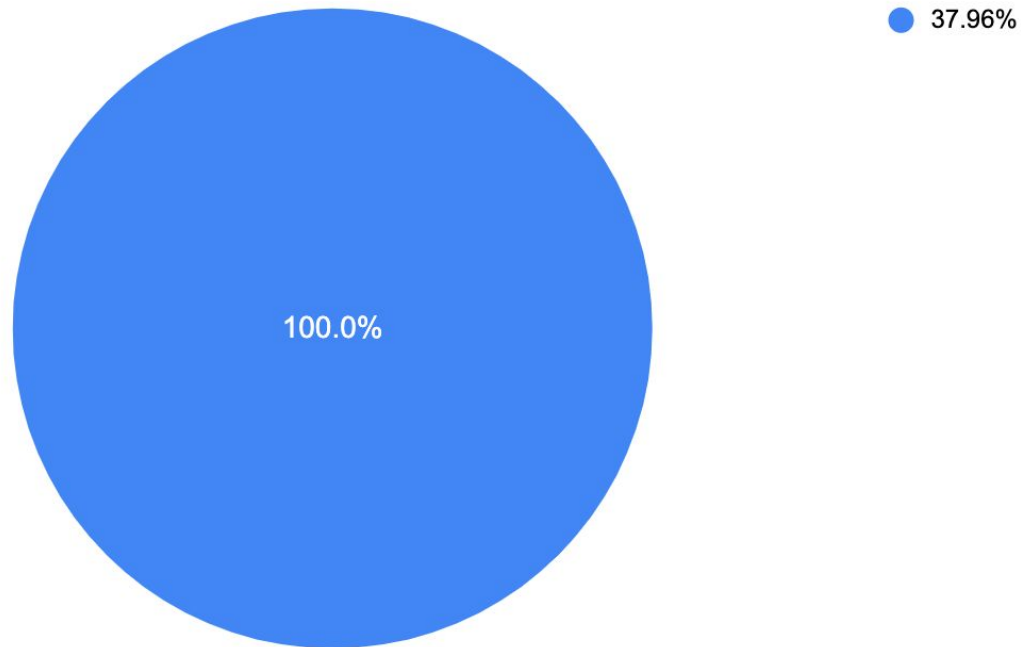
Indicator 3D: Assessment Gap Target Results

Indicator 3D: (Grade 4 Math)



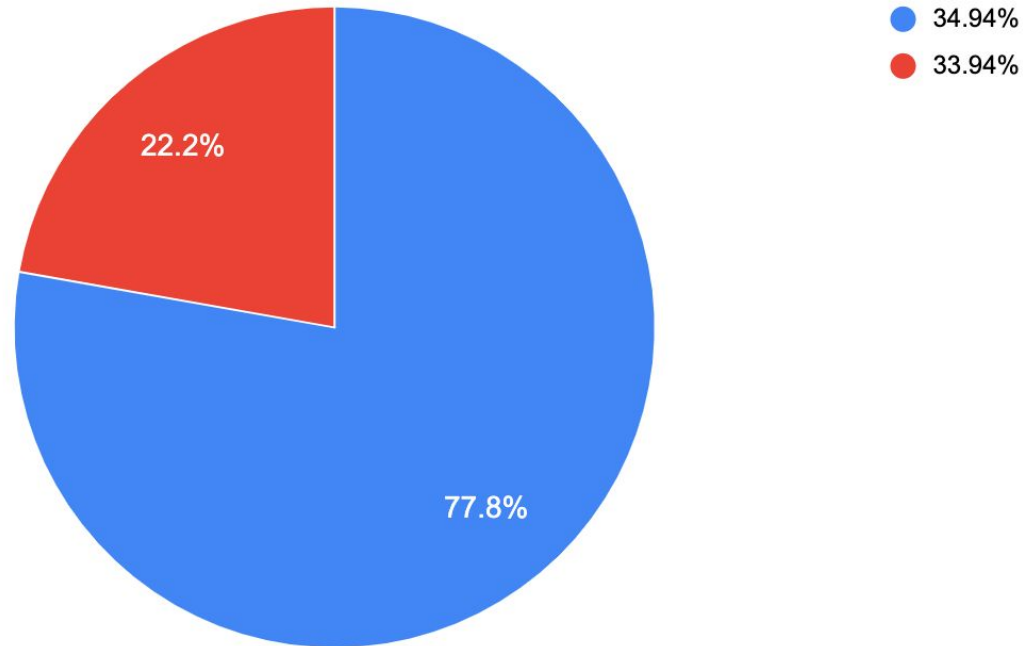
Indicator 3D: Assessment Gap Target Results

Indicator 3D: (Grade 8 Math)



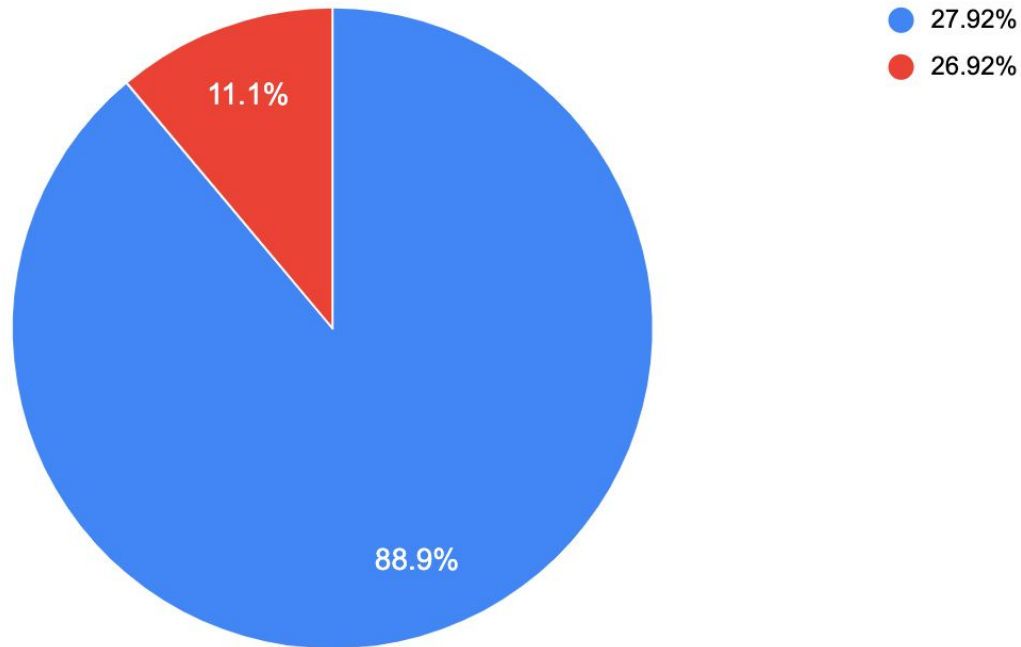
Indicator 3D: Assessment Gap Target Results

Indicator 3D: (HS Math)



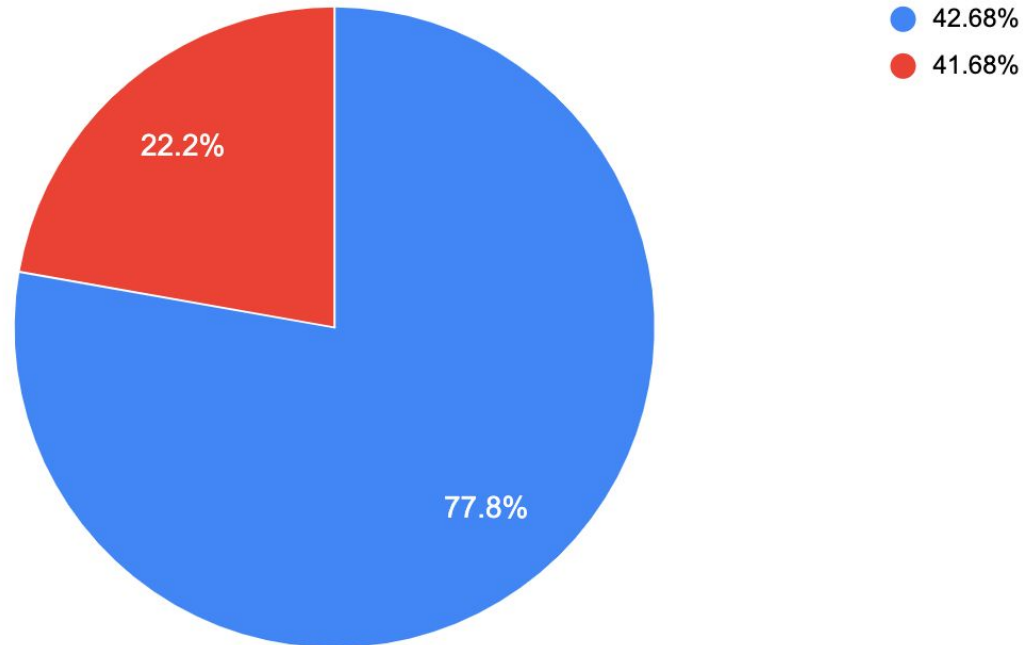
Indicator 3D: Assessment Gap Target Results

Indicator 3D: (Grade 4 Reading)



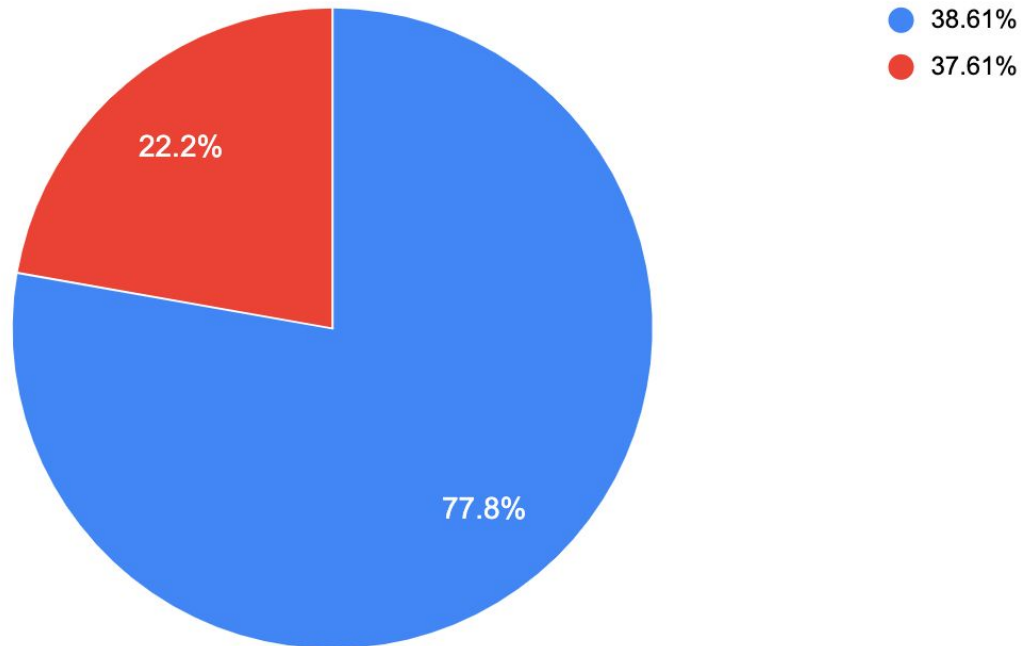
Indicator 3D: Assessment Gap Target Results

Indicator 3D: (Grade 8 Reading)



Indicator 3D: Assessment Gap Target Results

Indicator 3D: (HS Reading)



Indicator 3D: Assessment Gap

Stakeholder Comments: What are some barriers to making progress on this indicator?

- Need of strong tier 1
- Ch. 7 rules need to be updated to support a stronger MTSS/RTI system
- Student engagement during instruction
- Noting if SWD are keeping pace with typical peers
- Attendance
- Training for teachers, especially on the math practices. Training for teachers on reading interventions prior to third grade.
- Lack of staff; Staff turnover, Lack of PD opportunities
- Poor instruction
- Access to grade appropriate materials

Indicator 3D: Assessment Gap

Stakeholder Comments: What are some strategies to making progress on this indicator?

- Keeping everyone in the mindset that a SWD is everyone's responsibility
- Progress monitoring in ALL tiers and beyond
- Early, evidence and research-based interventions
- Encourage all schools K-12 to move to standards based grading. We should focus on proficiency on a standard/skill and not just a letter grade where students point chase.
- Co-Teaching, Robust Tier 1 instruction; effective interventions; on-going PD
- Teacher training
- Use grade appropriate materials

Indicator #3D Target Set

The WDE, with stakeholder input has determined that the targets for Indicator #3D will be as follows:

Grade 4 Math - 27.21%

Grade 8 Math - 37.96%

High School Math - 34.94%

Grade 4 Reading - 27.92%

Grade 8 Reading - 42.68%

High School Reading - 38.61%

Incremental yearly targets will be put into place in order to work towards fully meeting the targets by 2025.

Indicator 4: Suspension and Expulsion

Target Results

WDE has set the target at 0% for this indicator.

Indicator 4: Suspension and Expulsion

Stakeholder Comments: What are some barriers to making progress on this indicator?

- Classrooms too full, not enough staff
- Parents, students attitudes
- Mental health issues, social - emotional wellbeing of students
- No tolerance policies
- Lack of operationally defined behaviors linked to discipline strategies
- Lack of Trauma Informed instruction and Restorative Justice style discipline.
- Lack of alternative classrooms/options
- Lack of family engagement and poor communication

Indicator 4: Suspension and Expulsion

Stakeholder Comments: What are some strategies to making progress on this indicator?

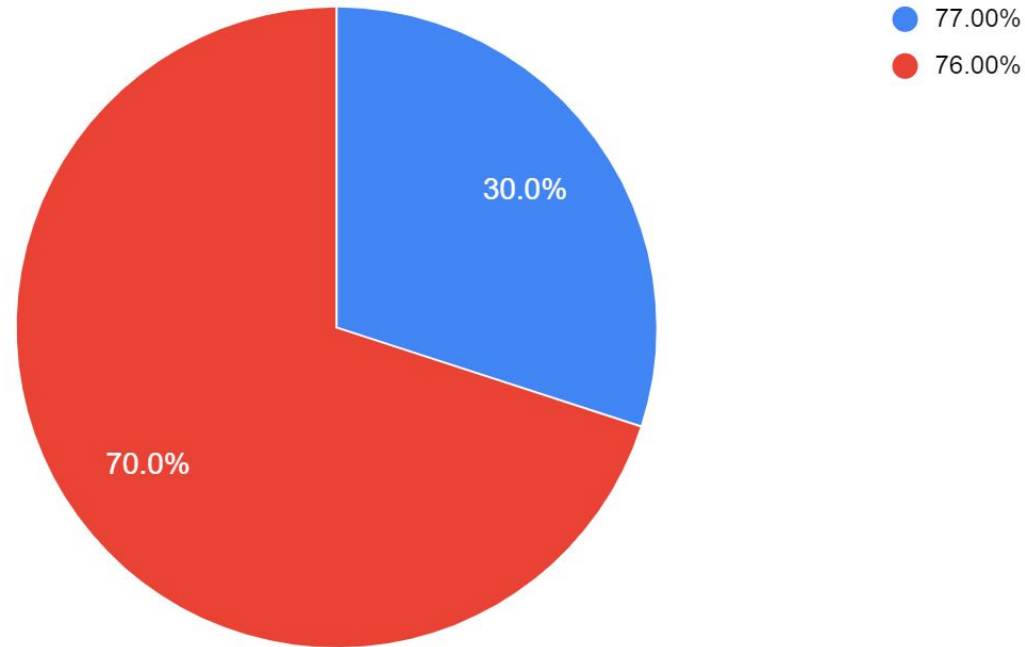
- Parent collaborative training with teachers on behavior programs, strategies, address teacher pay
- Smaller class sizes
- Meaningful interventions for supporting and improving mental health of students
- PD in the areas of Restorative Justice
- Preventative measures such as MTSS to address behavior prior to suspension expulsion
- Research based discipline strategies like restorative justice, conscious discipline, etc.
- Strong SEL curriculums, restorative strategies, relationship building, wraparound services for families in need.
- Focus on implementation of social-emotional curriculums
- Provide more family engagement opportunities to build relationships and increase communication
- Along with parent engagement, offering more parent and family training such as Love and Logic.

Indicator 4 Target Set

WDE has set the target at 0% for this indicator.

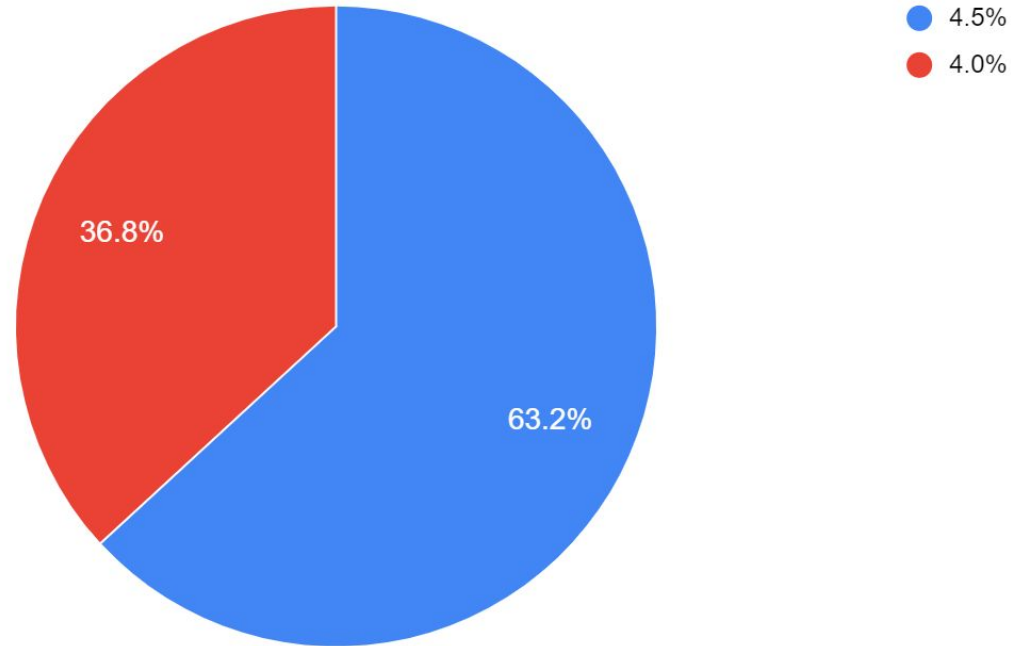
Indicator 5: LRE (K-12) Regular Classroom Target Results

Indicator 5A: LRE (K-12) Regular Classroom



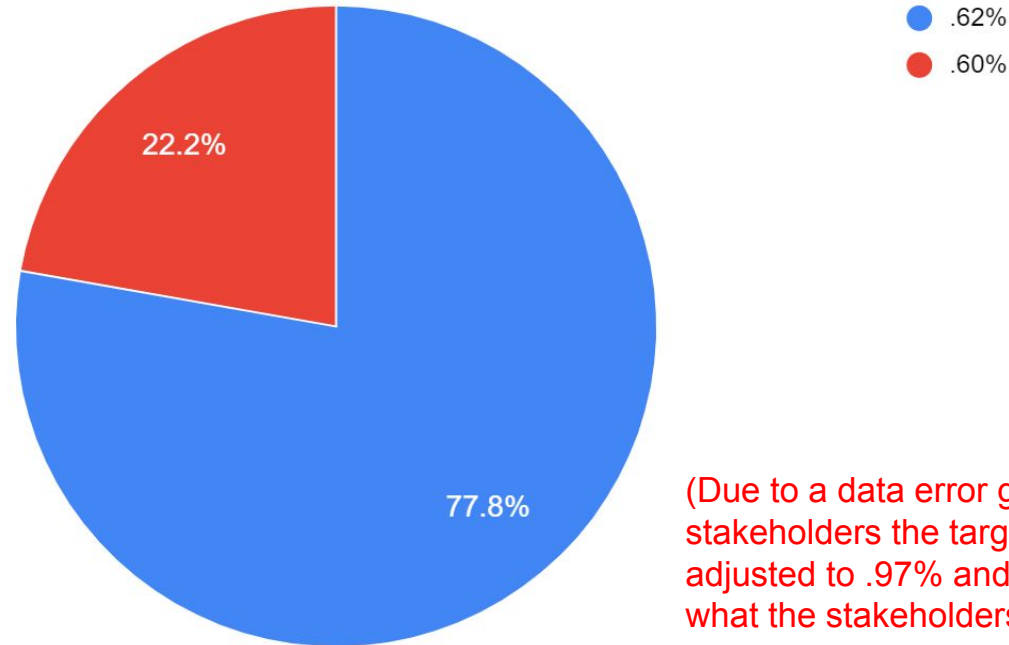
Indicator 5: LRE (K-12) Separate Classroom Target Results

Indicator 5B: LRE (K-12) Separate Classroom



Indicator 5: LRE (K-12) Regular Classroom Target Results

Indicator 5C: LRE (K-12) Separate Facilities



(Due to a data error given to the stakeholders the target had to be adjusted to .97% and does not match what the stakeholders chose)

Indicator 5: Least Restrictive Environment

Stakeholder Comments: What are some barriers to making progress on this indicator?

- Behaviors
- Transition back in person. No stamina
- Staff not well trained in the MTSS process
- General ed teachers feeling less prepared
- Gen ed and SPED educators/support staff to include administrators lack of understanding and training
- PROGRAMs that allow for exclusion
- Scheduling in the jr/sr high can be a barrier
- Different skill levels in one classroom
- Schedule in Elementary around instruction time working around “specials” like PE, etc.
- Secondary system was designed before inclusion was even a thought.
- Lack of training. Lack of awareness of trauma informed instruction
- Lack of training. Lack of awareness of trauma informed instruction

Indicator 5: Least Restrictive Environment

Stakeholder Comments: What are some strategies to making progress on this indicator?

- Research secondary options where students can be included
- Train inclusion specialist
- Train staff to meet the most needs of the most intense students
- Train Gen Ed. teachers around inclusion and behavior techniques.
- Training for staff about inclusion- they Why
- Train ALL staff about WHY inclusion is important
- Provide self-care strategies for educators/staff so they feel fully supported
- Support in the regular classroom environment
- Money, better paid Paras, ability to have more sped teachers and other support
- Small overall N size for the % calculation in more restrictive setting; one or 2 students can significantly change the %
- Teacher's ability to provide needed support
- Special education teams often don't appear to look at opportunities for special education students to be with their peers, and they are often just placing kids in set classrooms based on their disability or needs (e.g., behavior class or autism class).
- Class size, teacher time to reflect and plan

Indicator #5 Target Set

The WDE, with stakeholder input has determined that the targets for Indicator #5 will be as follows:

Indicator 5A - 76.00%

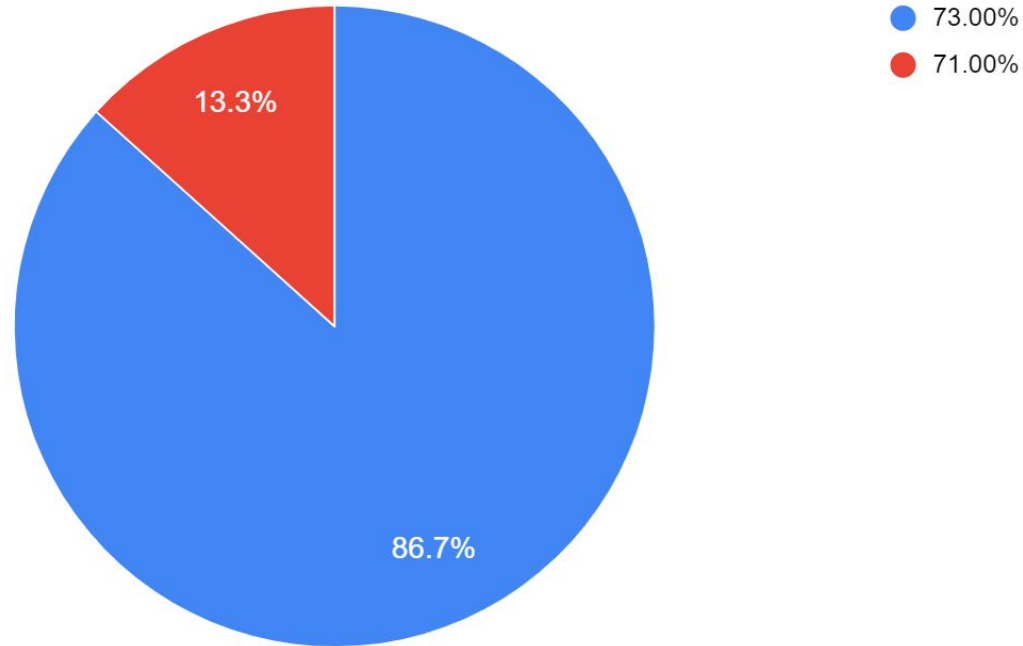
Indicator 5B - 4.50%

Indicator 5C - .97% (Due to a data error given to the stakeholders the target had to be adjusted to .97% and does not match what the stakeholders chose)

Incremental yearly targets will be put into place in order to work towards fully meeting the targets by 2025.

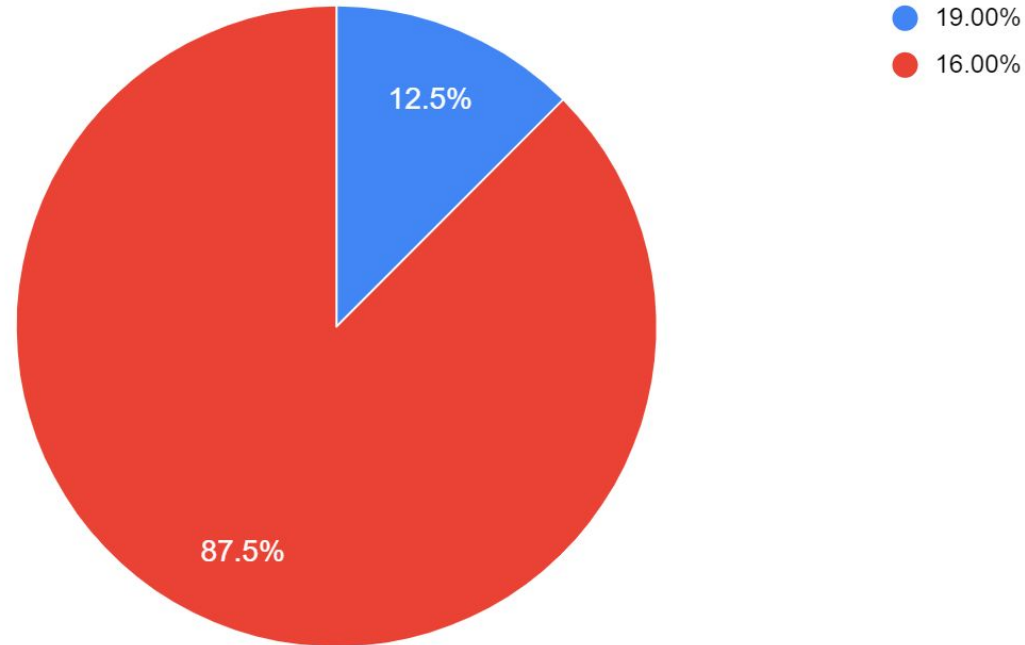
Indicator 6A: LRE (Preschool) Regular Classroom Target Results

Indicator 6A: LRE (Preschool) Regular Classroom



Indicator 6B: LRE (Preschool) Separate Classroom Target Results

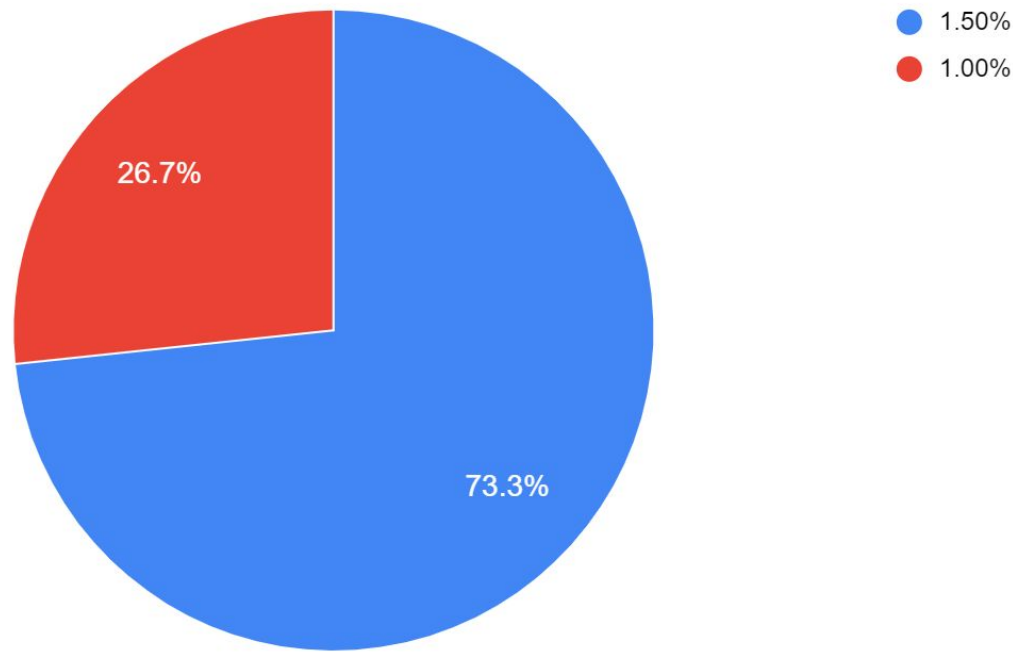
Indicator 6B: LRE (Preschool) Separate Classroom



Indicator 6C: LRE (Preschool) Receiving Services in the Home

Target Results

Indicator 6C: LRE (Preschool) Receiving Services in the Home



Indicator 6: Least Restrictive Environment (Preschool)

Stakeholder Comments: What are some barriers to making progress on this indicator?

- Preschool costs money
- lack of time/services
- ESY options limited due to communities not running summer sessions
- medical needs requiring RN
- Lack of preschools in every community
- Small communities lack options beyond CDC
- buildings and classroom sizes
- cost for families keeps children out of community preschool if on an IEP of course CDC pays the tuition
- Small/rural communities = lack of access to trained health care staff
- Funding for regular education
- Number of available "slots" for preschool
- using special education funds to pay for regular education
- transportation from home to community preschool or preschool to a daycare
- Regular classrooms become special ed classrooms (ratios)
- attracting typicals or pace setters
- lack of quality preschools and sometimes lack of any in small communities
- Keep losing funding for early childhood
- Not enough preschool opportunities in Wyoming communities. Cost barriers for families to pay for high quality preschool Poor instruction
- The non-controllable variables of home placements makes this a difficult target. It is hard to predict when students with significant health difficulties would prohibit them from entering a preschool classroom. Some years we have more or less and it is hard to predict.

Indicator 6: Least Restrictive Environment (Preschool)

Stakeholder Comments: What are some strategies to making progress on this indicator?

- increase community collaboration
- pay for regular education
- curriculums purchased by private preschool community providers
- Funding for regular preschool education
- District/region come together to share resources
- district preschools where CDC can serve in district classrooms
- universal preschool :)
- train more of inclusion
- Educate parents on importance of early childhood education
- Expand CDC services
- Money
- Universal preschool for children in Wyoming Teacher training
- The focus of the state on providing a higher regular classroom target will motivate programs to meet that target.

Indicator #6 Target Set

The WDE, with stakeholder input has determined that the targets for Indicator #6 will be as follows:

Indicator 6A - 73.00%

Indicator 6B - 16.00%

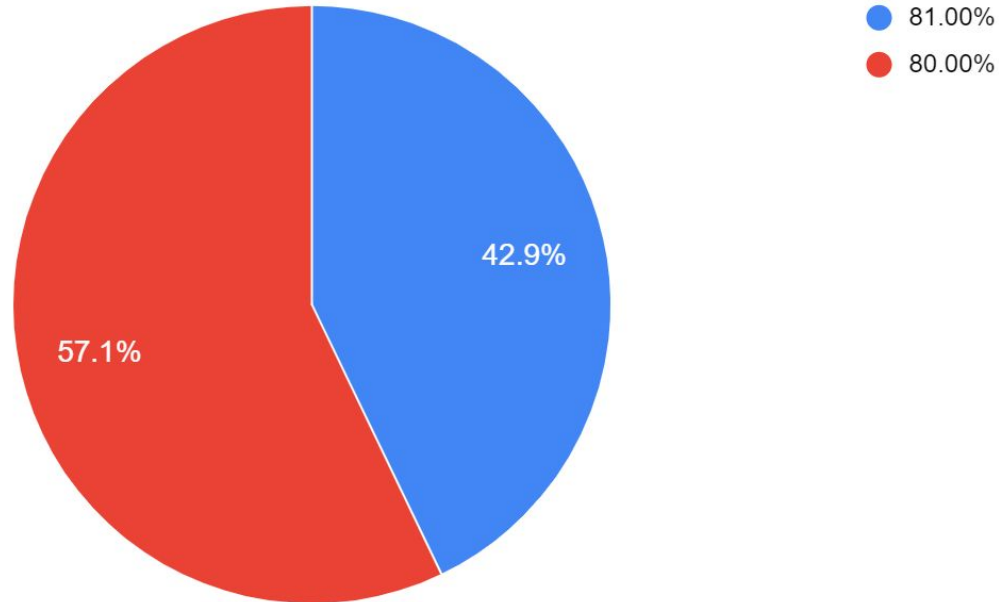
Indicator 6C - 1.50%

Incremental yearly targets will be put into place in order to work towards fully meeting the targets by 2025.

Indicator 7A1: Preschool Outcomes Social-Emotional Skills (Growth)

Target Results

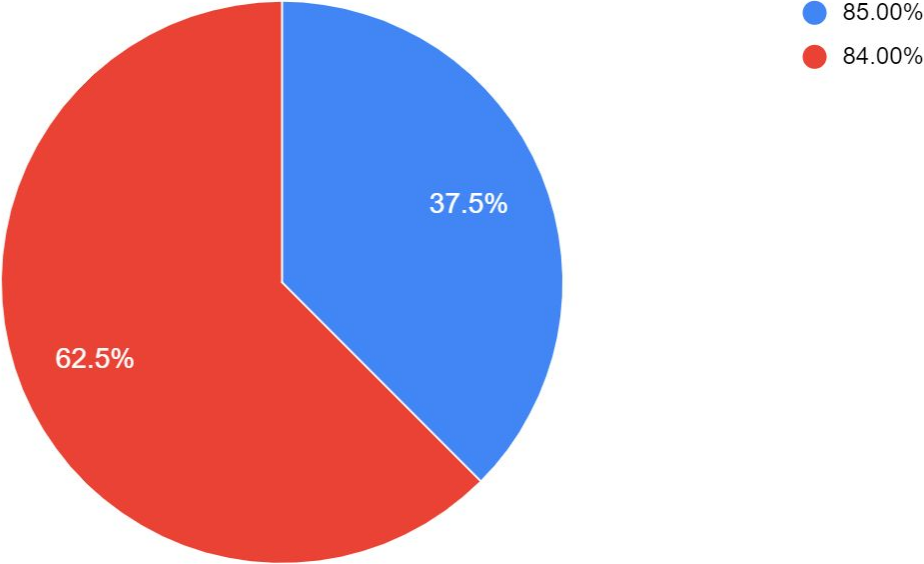
Indicator 7A1: Preschool Outcomes Social-Emotional Skills
(Growth)



Indicator 7A2: Preschool Outcomes Social-Emotional Skills (% exit at age level)

Target Results

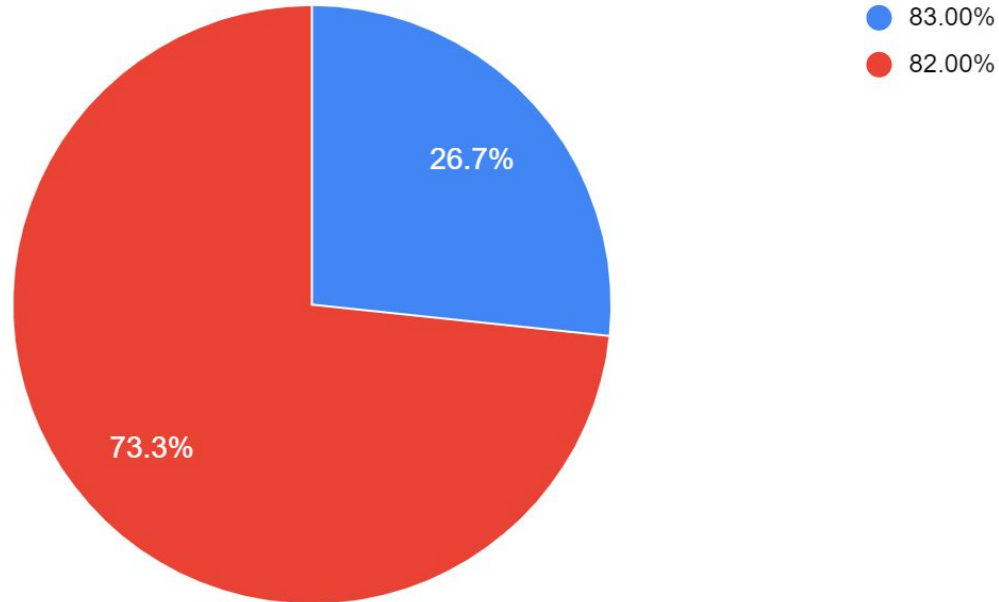
Indicator 7A2: Preschool Outcomes Social-Emotional Skills (% exit at age level)



Indicator 7B1: Preschool Outcomes Knowledge & Skills (Growth)

Target Results

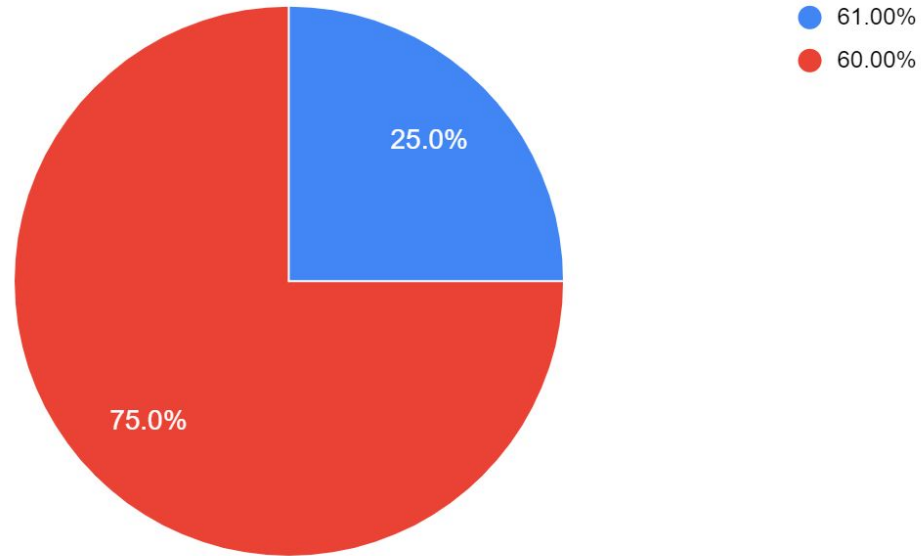
Indicator 7B1: Preschool Outcomes Knowledge & Skills
(Growth)



Indicator 7B2: Preschool Outcomes Knowledge & Skills (% exit at age level)

Target Results

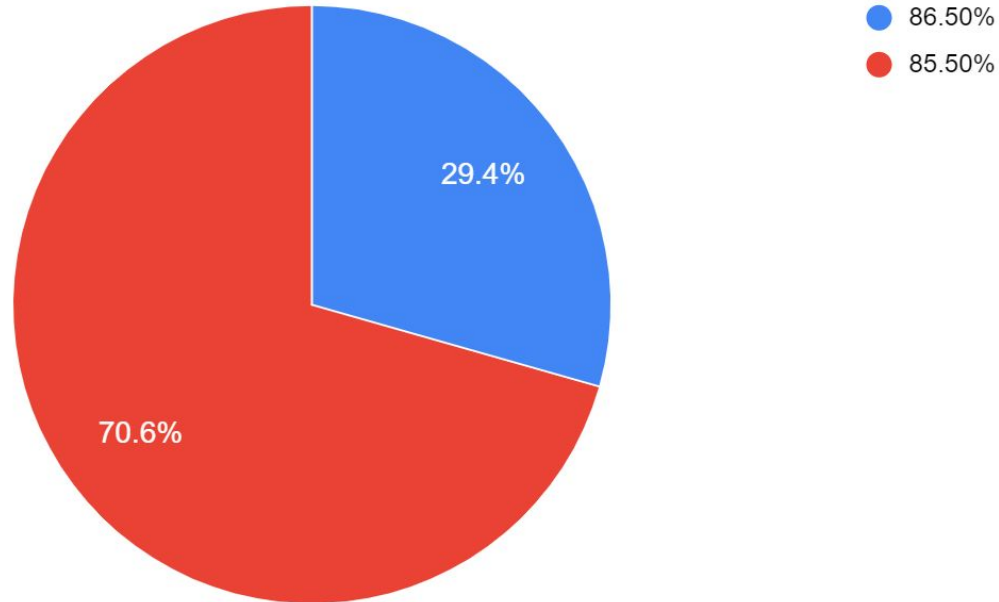
Indicator 7B2: Preschool Outcomes Knowledge & Skills (% exit at age level)



Indicator 7C1: Preschool Outcomes Appropriate Behavior (Growth)

Target Results

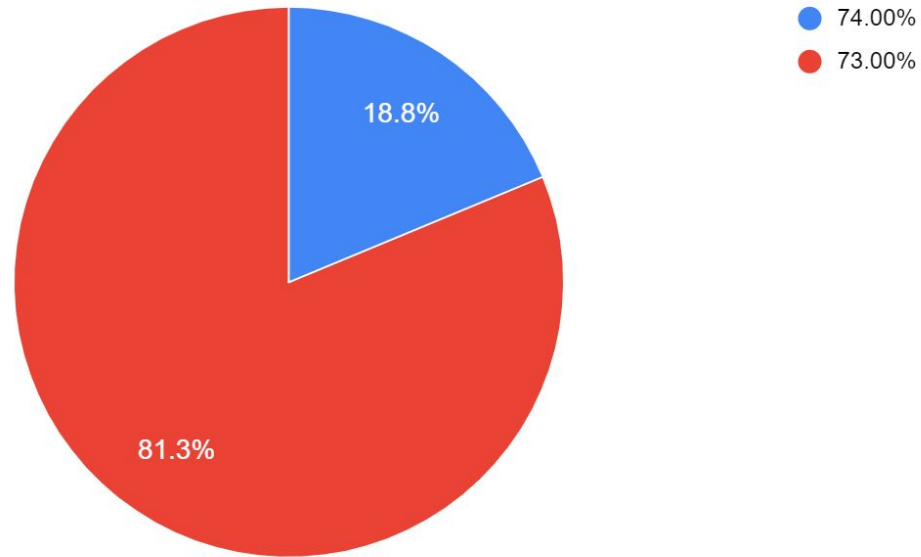
Indicator 7C1: Preschool Outcomes Appropriate Behaviors
(Growth)



Indicator 7C2: Preschool Outcomes Appropriate Behaviors (% exit at age level)

Target Results

Indicator 7C2: Preschool Outcomes Appropriate Behaviors (% exit at age level)



Indicator 7: Preschool Outcomes

Stakeholder Comments: What are some barriers to making progress on this indicator?

- Isn't a large number of SEL curriculum geared for the age group available
- Attendance is an issue
- Lack of access to pediatric counselors
- Regular education teacher turn over the retraining needed in the SEL curriculum
- Attendance; Lengthy quarantines
- Attendance and quarantine from COVID
- Variance in length of time for preschool
- LRE
- Nationally recognized curriculum and using with fidelity
- Staff turnover with ECSE certification
- Length of program when student is identified
- Currently, they use the BDI as an entry/ exit measure. I don't feel this is appropriate to use in this way as it is limited in the data it gathers and the BDI is NOT a progress monitoring tool.
- Because we are identifying children with disabilities these indicators would naturally be lower. If we were seeing too high of ratings in these categories the argument could be made that the child may not have been accurately identified as a child with a disability. While we see the importance in all young children having ambitious goals to meeting targets, it does not seem appropriate that the children with services would be close to same age peers of typical development rates.
- N/A
- Poor curriculums, poor instruction, limited time in preschool
- Expectations at home, knowledge and understanding of the parents and importance of consistency across environments, young age, deficit skills and language of student and lack of appropriate targets of the preschool staff. Personally, I believe that the low knowledge and skills are partly due to inadequate goals and objectives and expectations. Teams need greater focus with attention to prek targets and adequate service times for IEP individualized services. They are in such a rut of "this is what we offer" one size fits all and are not truly providing FAPE in many areas.
- Affordable preschool, quality preschool

Indicator 7: Preschool Outcomes

Stakeholder Comments: What are some strategies to making progress on this indicator?

- Parent education and trainings on parenting - an area to explore
- General Education on the importance of Early Childhood Education as a whole
- Parent education on screen time and the potential damage done to social emotional development
- Ways to provide trainings to multi-generational families and availability of resources
- Districts increase preschool classrooms
- Universal preschool to give level playing field for all children across the state
- Funding for regular education in addition to Sped funding
- Educating regular ed about the BDI & it's target areas
- A much better strategy would be to use the COS form and the COS process developed by ECTA and the DaSy center. (See: <https://ectacenter.org/eco/pages/cos.asp>) Ideally, the COS form is completed using multiple data sources (including direct observation) by a team who knows and has worked with the child.
- Clear and consistent standards for child development across the state would help with consistency.
- N/A
- teacher training and quality curriculums
- targeted PD and collaboration among WDH, WDE, and the preschool staff and administration. Would be good to better inform parents as well.
- Support early childhood programs

Indicator #7 Target Set

The WDE, with stakeholder input has determined that the targets for Indicator #6 will be as follows:

Indicator 7A1 - 80.00%

Indicator 7A2 - 84.00%

Indicator 7B1 - 82.00%

Indicator 7B2 - 60.00%

Indicator 7C1 - 85.50%

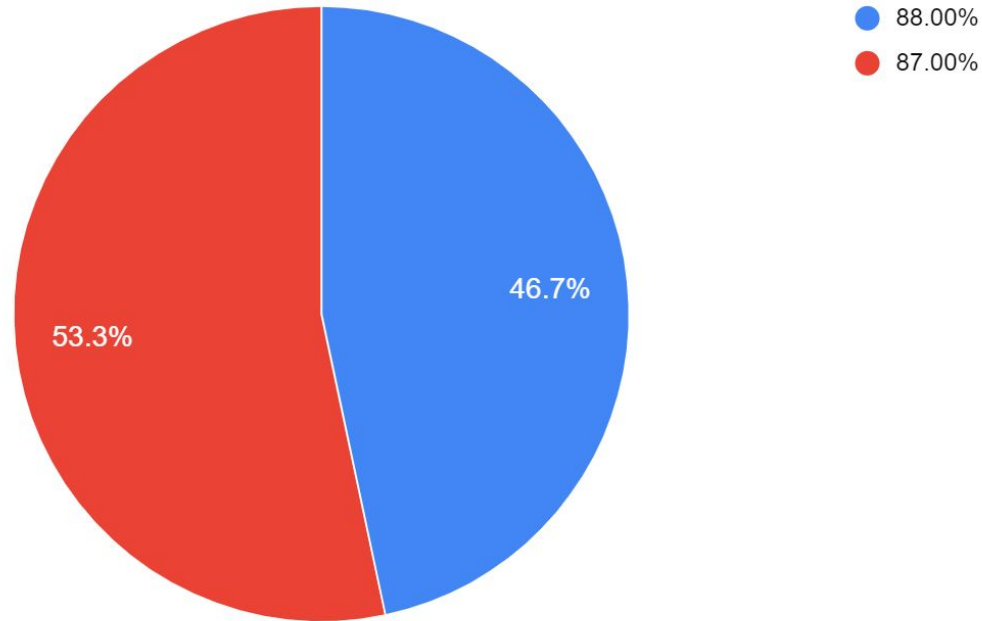
Indicator 7C2 - 73.00%

Incremental yearly targets will be put into place in order to work towards fully meeting the targets by 2025.

Indicator 8: Parent Involvement

Target Results

Indicator 8: Parent Involvement



Indicator 8: Parent Involvement

Stakeholder Comments: What are some barriers to making progress on this indicator?

- Parents ability to not work so much
- Schools and classrooms not being open for visitors
- Family priorities
- Getting families to return the survey; lack of time to complete survey at the end of the IEP meeting
- I feel that this target can be met.
- Relying on parents to complete it and send
- Limited technology available for online
- Lack of or poor communication/relationship with family
- Teachers and case managers are unaware of the expectation.

Indicator 8: Parent Involvement

Stakeholder Comments: What are some strategies to making progress on this indicator?

- Support after school care,
- Allow parents back in the classrooms
- Opportunity outside of the M-F 9:00- 5:00
- Continue to offer paper and digital options to respond; survey initiated by the districts
- We are considering using a QR code for the link to the survey. We may offer the QR code at the end of each IEP meeting and ask parents to scan it. Once they scan it they will be able to do the survey immediately.
- Collect survey data at student's annual IEP
- Give to every parent every time
- Offer the survey differently, ie at annual meeting
- Collect information at the annual meeting.
- With the current survey system, I have no way to know if my parents actually filled it out.
- I have appreciated that we have the ability to generate the surveys from within the district. That allows us ownership in improving the rates.
- Communicate to the families the importance of their feedback in making improvements for their child

Indicator #8 Target Set

The WDE, with stakeholder input has determined that the target for Indicator #1 will be 87.00%. Incremental yearly targets will be put into place in order to work towards fully meeting the 87.00% target by 2025.

Indicator 9 & 10: Disproportionality in Special Education and Classification by Race/Ethnicity

Target Results

Indicators 9 and 10 are compliance indicators, so the targets have already been set at 0% by the Office of Special Education Programs (OSEP).

Indicator 9 & 10: Disproportionate Representative

Stakeholder Comments: What are some barriers to making progress on this indicator?

- Variable interpretation of eligibility criteria between districts.
- Variable MTSS efforts across the state.
- Racism
- Lack of understanding of diverse cultures

Indicator 9 & 10: Disproportionate Representative

Stakeholder Comments: What are some strategies to making progress on this indicator?

- Early intervention and prevention measures using MTSS or RTI could reduce the number of students identified for special education
- Ensuring comprehensive evaluations in both CDCs and districts
- Use of MTSS and DBI to support all students in the general education classroom.
- Learning about racism
- Culture sensitivity training, better ELL assessment tools

Indicator 9 & 10 Target Set

Indicators 9 and 10 are compliance indicators, so the targets have already been set at 0% by the Office of Special Education Programs (OSEP).

Indicator 11: Timely Evaluations

Target Results

Indicator 11 is a compliance indicator, so the target has already been set at 100% by the Office of Special Education Programs (OSEP).

Indicator 11: Timely Evaluations

Stakeholder Comments: What are some barriers to making progress on this indicator?

- Interpretation of consent and completion of evaluation differs from district to district. Statewide guidance is needed.
- Communication with parents can be a barrier for consent and for child find. Communication between pre-referral teams and initiating special education processes needs to be more effective.
- Lack of qualified staff, staffing shortages
- Staffing - psychs are overwhelmed and are getting consents out too late.
- In preschool we have problems with this as we have to rely on parents bringing them in for the evaluations. They are not in attendance in a school. We deal with many no shows and re-schedules. Some Parents do not care about a 60 day timeline.
- Illnesses and vacations by families.
- Lack of staff
- Teams are very inconsistent in their collaboration and evaluation processes and sometimes do not understand what indicates 60 days. Also, districts across the state (and even schools within a district) vary in their special education policies and procedures and this can add to the confusion for staff.
- Poor Attendance; lack of certified staff
- Parents, lack of staff, high caseloads
- Parents missing meeting

Indicator 11: Timely Evaluations

Stakeholder Comments: What are some strategies to making progress on this indicator?

- Establishing processes for communicating with parents. Identifying who will communicate and when.
- Establish district level procedures for timelines from pre-referral through eligibility and provision of services.
- Better training and mentorship of case managers and psychs
- Robust referrals
- Increase number of trained staff
- It is apparent that many of those policies and procedures need to be updated and shared with staff for clarity and better understanding. Yearly training for special education staff to share with new staff as teams change.
- Recruiting and retaining the properly certified staff necessary to complete comprehensive evaluations
- Money for staff
- Schedule earlier.

Indicator 11 Target Set

Indicator 11 is a compliance indicator, so the target has already been set at 100% by the Office of Special Education Programs (OSEP).

Indicator 12: Transition from Part C to Part B

Target Results

Indicator 12 is a compliance indicator, so the target has already been set at 100% by the Office of Special Education Programs (OSEP).

Indicator 12: Transition from Part C to Part B

Stakeholder Comments: What are some barriers to making progress on this indicator?

- Student mobility
- Communication between agencies
- Lack of Part B staff participation
- Lack of staff
- Same barriers in Part C that we have in Part B Preschool We have to rely on parents giving us access to their child, showing up for appointments, etc.
- Support of part C and part B programs
- Lack of personnel Not always a family priority

Indicator 12: Transition from Part C to Part B

Stakeholder Comments: What are some strategies to making progress on this indicator?

- Active Part B staff participation at transition meetings
- coordinated quarterly meetings between agencies
- sharing of specialist/resources
- Robust referrals
- Early and at the 90 day transition, educate families on the difference between early intervention and specialized instruction with related services to address an educational disability.
- Working with local school districts to maximize resources, for example school psychologists
- Support early ed programs
- Hire and train quality staff

Indicator 12 Target Set

Indicator 12 is a compliance indicator, so the target has already been set at 100% by the Office of Special Education Programs (OSEP).

Indicator 13: Postsecondary Transition Planning

Target Results

Indicator 13 is a compliance indicator, so the target has already been set at 100% by the Office of Special Education Programs (OSEP).

Indicator 13: Postsecondary Transition Planning

Stakeholder Comments: What are some barriers to making progress on this indicator?

- IEP teams determining outside agency participation rather than offering.
- Transition support for their specific disability, Lack of community options.
- IEP teams understanding of consent at age of majority
- Lack of community opportunities
- Money
- Community opportunities

Indicator 13: Postsecondary Transition Planning

Stakeholder Comments: What are some strategies to making progress on this indicator?

- Additional information on progression of course of study and the need to have course of study planned out to match transition plans.
- More purposeful programming that would increase or motivate student buy-in.
- Supports for working with community and outside agencies, roles and responsibilities when working with community or outside agencies and the facilitation between groups.
- Increase student buy-in and ownership
- Better relationships with community employers, more transition support staff
- Support
- Public awareness

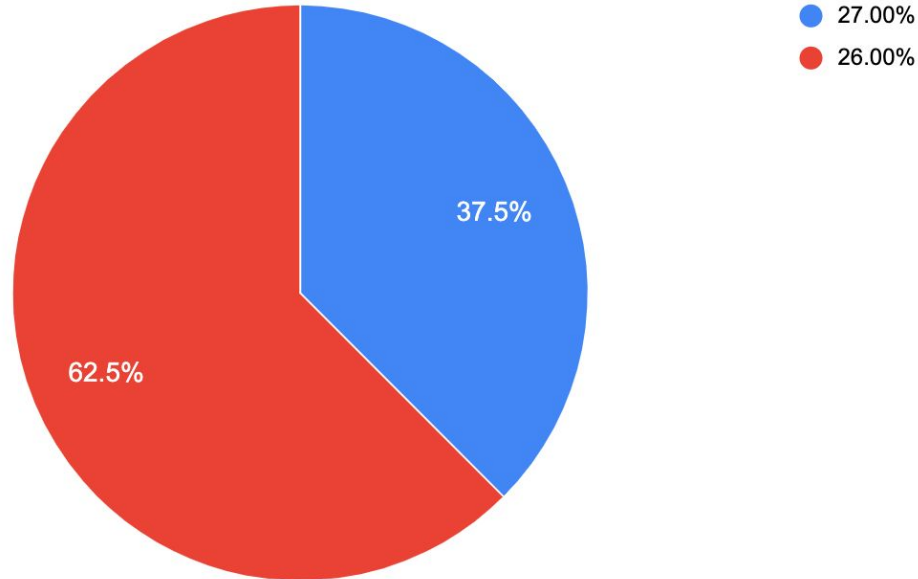
Indicator 13 Target Set

Indicator 13 is a compliance indicator, so the target has already been set at 100% by the Office of Special Education Programs (OSEP).

Indicator 14: Post-School Outcomes

Target Results

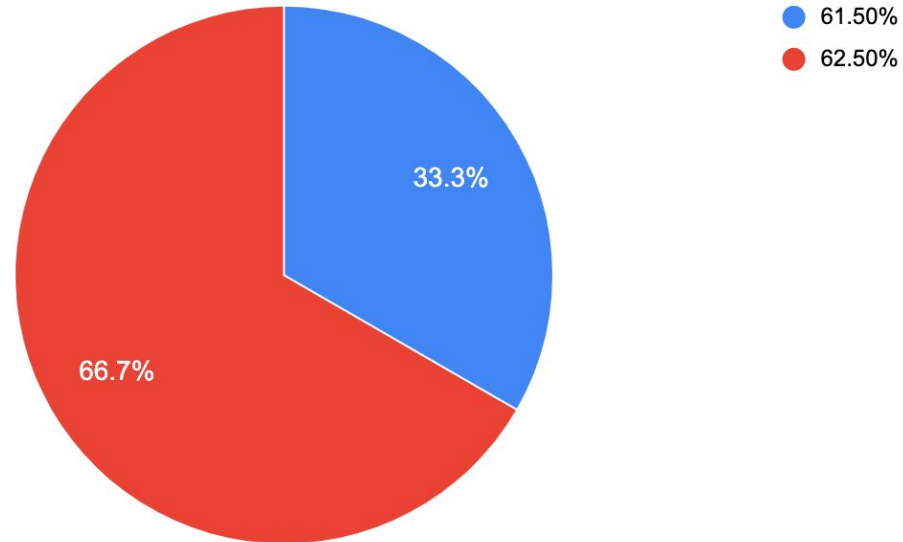
Indicator 14A: Post-School Outcomes (High Education)



Indicator 14: Post-School Outcomes

Target Results

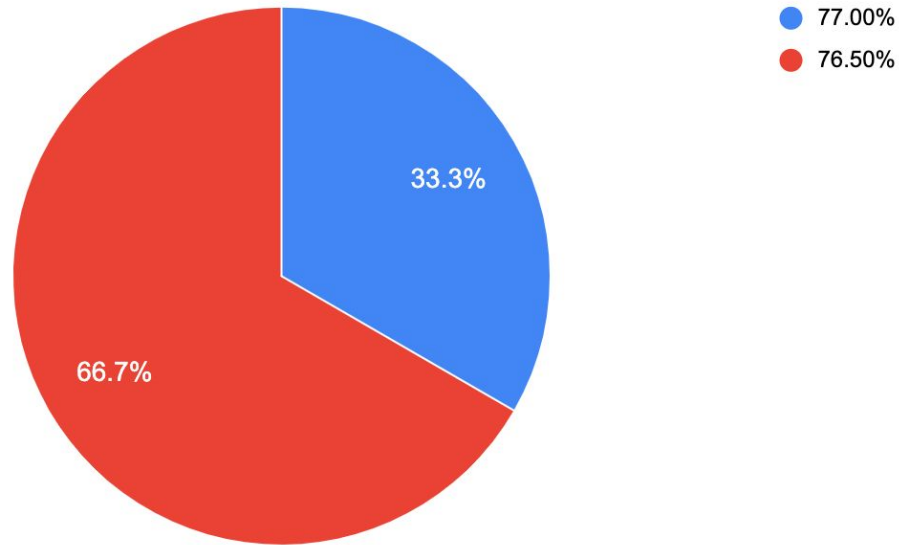
Indicator 14B: Post-School Outcomes (High Education or Employed)



Indicator 14: Post-School Outcomes

Target Results

Indicator 14C: Post-School Outcomes (High Education/Other Training or Employed)



Indicator 14: Post School Outcomes

Stakeholder Comments: What are some barriers to making progress on this indicator?

- So many open jobs with good pay to entice students probably draw them away from college.
- Covid has caused college classes to go online- students have shied away from enrolling in college
- Trade schools decrease higher education enrollment
- COVID has made it hard to place students in Job Opportunities. Also, we have not been able to host the Career Readiness Fair
- Students needing to begin working after high school for economic reasons.
- Sometimes difficult to get students to answer the phone to do survey
- Financial barriers opportunities are limited in Wyoming
- Lack of employment in Wyoming
- Access to relevant coursework

Indicator 14: Post School Outcomes

Stakeholder Comments: What are some strategies to making progress on this indicator?

- Increase collaboration in communities at getting student into employment opps
- I think it would be helpful if we could survey before school got out.
- Stronger transitions planning
- Provide access to relevant coursework

Indicator #14 Target Set

The WDE, with stakeholder input has determined that the targets for Indicator #14 will be as follows:

Indicator 14A - 26.00%

Indicator 14B - 62.50%

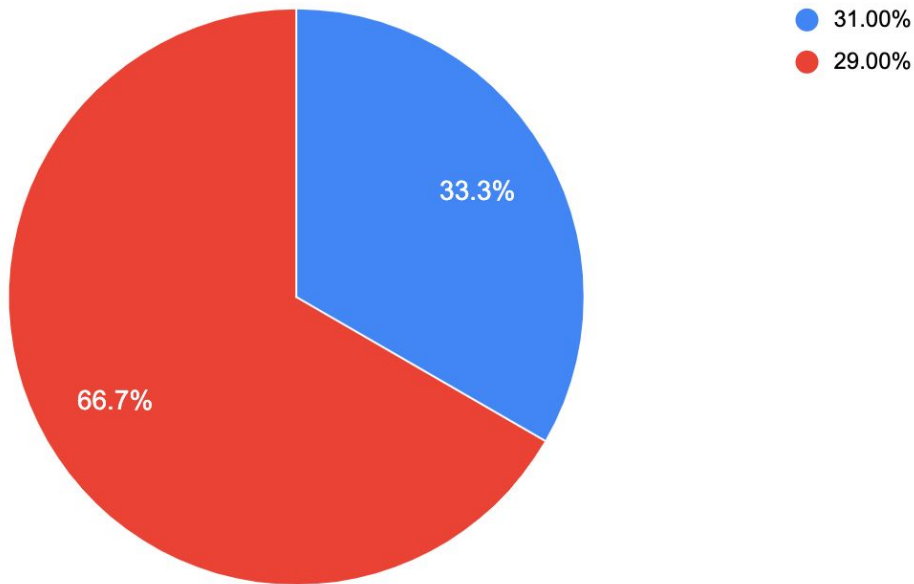
Indicator 14C - 76.50%

Incremental yearly targets will be put into place in order to work towards fully meeting the targets by 2025.

Indicator 17: State Systemic Improvement Plan

Target Results

Indicator 17: State Systemic Improvement Plan (SSIP)



Indicator 17: State Systemic Improvement Plan

Stakeholder Comments: What are some barriers to making progress on this indicator?

- Turnover at both the state and local level.
- COVID impact

Indicator 17: State Systemic Improvement Plan

Stakeholder Comments: What are some strategies to making progress on this indicator?

- Good support at the state and local level.
- Allow access to grade-level material

Indicator 17 Target Set

The WDE, with stakeholder input has determined that the target for Indicator #1 will be 29.00%. Incremental yearly targets will be put into place in order to work towards fully meeting the 29.00% target by 2025.