



Opportunity Through Education

Jillian Balow – Superintendent of Public Instruction

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TO: [REDACTED], Special Education Director
Washakie County School District #1

FROM: Sheila Thomalla, Monitoring Team Supervisor

SUBJECT: Special Education Results Driven Accountability Monitoring

REVIEW DATE: May 3 - 12, 2021

REPORT DATE: August 20, 2021

Introduction

The Individuals with Disabilities Act (IDEA) Part B Regulations include the following provision:

The primary focus of the State's monitoring activities must be on: (1) improving educational results and functional outcomes for all children with disabilities; and (2) ensuring that public agencies meet the program requirements under Part B of the Act, with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities.
34 C.F.R. §300.600(b).

In accordance with these regulations, the ultimate goal of the Wyoming Department of Education's (WDE) monitoring process is to promote systems change which will positively influence educational results and functional outcomes for students with disabilities.

District Selection

During the 2019-20 school year, Washakie County School District #1 was selected for Results Driven Accountability (RDA) Monitoring, using the seven-criterion selection formula.

- (1) *Indicator 3C: WY-TOPP Reading proficiency rates for students with disabilities who took the regular assessment.*
- (2) *Indicator 3C: WY-TOPP Math proficiency rates for students with disabilities who took the regular assessment.*
- (3) *WY-TOPP Student Growth Percentiles (SGP): The average Reading SGP for students with disabilities who took the regular assessment.*
- (4) *WY-TOPP Student Growth Percentiles (SGP): The average Math SGP for students with disabilities who took the regular assessment.*

- (5) Indicator 5: the percent of students in the regular environment at least 80 percent of the time.*
(6) Reading Gap Analysis: The difference in WY-TOPP Reading proficiency rates between students with disabilities and students without disabilities
(7) Math Gap Analysis: The difference in WY-TOPP Math proficiency rates between students with disabilities and students without disabilities.

The district was found to fall into the Needs Assistance determination level for the 2018-19 year. The Data-Drill down completed on March 23, 2021 as part of the RDA monitoring process was used to determine hypotheses and a sample for review.

The WDE and the Washakie #1 teams elected to monitor a sample of special education records in Washakie #1 in compliance with Part B regulations governing the following areas:

- a. Provision of Free and Appropriate Public Education (FAPE)
- b. Identification and provision of assistive technology
- c. Identification and provision of occupational therapy

The original monitoring sample consisted of 88 students. Included were 41 students, in grades K-12, who had been identified for special education classified with the Least Restrictive Environment of regular education setting or resource room. An additional 40 students identified for special education who were not receiving assistive technology were added to the sample. Furthermore, 21 students identified for special education who were not receiving occupational therapy were added to the sample. Of the original sample identified, WDE reviewed 66 files.

Listed below are the results of the file reviews and staff interviews. They are provided in four categories: commendations, systemic findings of noncompliance, individual findings of noncompliance, and program recommendations. Individual and systemic findings of noncompliance will require some form of corrective action.

Commendations

The WDE would like to commend you on the level of preparedness, engagement, and participation of your staff during this process. The level of leadership and commitment to serve students was evident in our interactions. In addition, it was evident that Washakie County School District #1 is embracing the opportunity for improvement. Specifically, the initiation of the monitoring process suggests the district is focused on continuous improvement and positive outcomes for students. Similarly, the addition of the facilitator and diagnostic roles has led to more effective identification of needs for students within the district. Communication appears to be effective and the prioritization of problem-solving for children is evident.

Findings of Noncompliance

Systemic Findings:	None
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Individual Findings of Noncompliance	None
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Recommendations

- There were two instances of a PWN that was delivered later than two weeks after the IEP and proposed start date of services. The WDE did not indicate these instances as noncompliance as they had been corrected prior to the monitoring.
- The WDE recommends the district develop a definition for Assistive Technology that is aligned with policy or procedure for evaluating student need for the supplementary aid. While there were no areas of noncompliance noted, it would assist to ensure all staff were consistently identifying assistive technology in the same way.
- The WDE recommends the district develop a definition for Occupational Therapy that is aligned with policy or procedure for evaluating student need for the related service. While there were no areas of noncompliance identified, there were instances where services were being provided by a special education teacher or other staff member that would have been more closely associated with the expertise of an occupational therapist.

If you have any questions concerning this report, please contact Sheila Thomalla at sheila.thomalla2@wyo.gov .

cc: [REDACTED], Superintendent, Washakie #1
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