

TIG Year End Report 2025-2026



TIG

Transition Improvement Grant

Transition Improvement Grant



Introduction

The Transition Improvement Grant (TIG) was established in 2012 with a focus on compliance, technical assistance, and professional development around areas of transition to all districts statewide. Since that time, the TIG has expanded into not only providing services to districts statewide, but TIG has begun supporting districts around continuous improvement efforts to support every student being college, career, and community ready!

Mission

The Transition Improvement Grant (TIG) provides support for continuous improvement and technical assistance in order to change adult practices and district policy that will positively impact the graduation rates and post school outcomes for all students with IEPs with an increased focus on closing gaps in access and achievement for students of color.

About TIG

The Transition Improvement Grant is designed to strengthen and accelerate the transition process in our Wisconsin schools to increase high school graduation rates, decrease dropout rates, improve the quality of postsecondary transition plans (PTP), and develop strong career, college, and community readiness among our students with Individualized Education Programs (IEPs) through positive post school outcomes. The TIG has developed several tools which incorporate reviewing data, strategic planning and implementation of transition practices to improve outcomes for students with IEPs. Through this process we also encourage partnerships with outside agency connections and attendance at County Communities on Transition (CCOT).

25-26 Annual Report

The purpose of the Transition Improvement Grant annual report is to share the progress TIG has made throughout the Fiscal Year of 25-26 in the areas of statewide technical assistance and implementation and improvement with federally identified schools and districts. The progress of each workgroup is highlighted throughout this report.



Supporting Activities

The Transition Improvement Grant provides many opportunities for educators in Wisconsin to strengthen their practices in support of students with IEPs in the area of transition. Listed below are the many interconnected supports TIG provides to strengthen transition practices across Wisconsin. At the center of our work is our shared focus on student success. TIG is committed to providing diverse professional learning, collaboration, coaching, and data-driven activities that assist educators and transition partners in creating equitable pathways from school to adulthood.



Indicator 13 Data Dig



Transition Practices Coaching



Implementation Fidelity



Middle School Transition Practices



WiTransition Application



Graduation Rate Improvement Plan



Technical Assistance Consultations



In-Person and virtual Professional Development



Introduction to the PTP Online Course



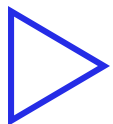
Implementing High Quality Transition Practices Online Course



Job Coaching for the Para Educator Online Course



Career and Life Readiness Online Micro Courses



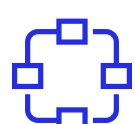
On Demand Learning



Postsecondary Transition Plan (PTP) Technical Assistance



Transition Partner Collaboration



Transition Networking Sessions



County Community on Transition Coaching and Technical Assistance



Wisconsin Community on Transition (WiCoT)



County Community on Transition Networking Sessions



Continuous Improvement Coaching

Graduation Rate Improvement Supports

In the 2025–2026 fiscal year, the Transition Improvement Grant provided targeted coaching and assistance to 23 districts and schools across Wisconsin. TIG Specialists supported the selection and implementation of evidence-based strategies as part of a broader continuous improvement process aimed at increasing graduation rates and reducing dropout rates for students with IEPs. This work directly aligns with Indicators 1 (Graduation Rates) and 2 (Dropout Rates) of the State Performance Plan to improve outcomes for youth with disabilities.

TIG Specialists also provided supports to districts identified through collaborations with all 12 CESA TA Networks.

In 23 Schools/Districts, TIG Supported:



10 Data Dig/GRIP Trainings



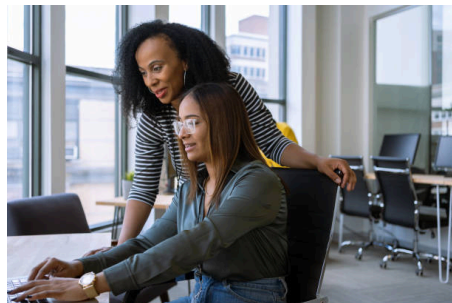
66 Progress Planning Meetings



71 Professional Development and Technical Assistance Sessions



12 Districts supported through CESA TA Network Collaborations



212 Leadership Coaching Sessions

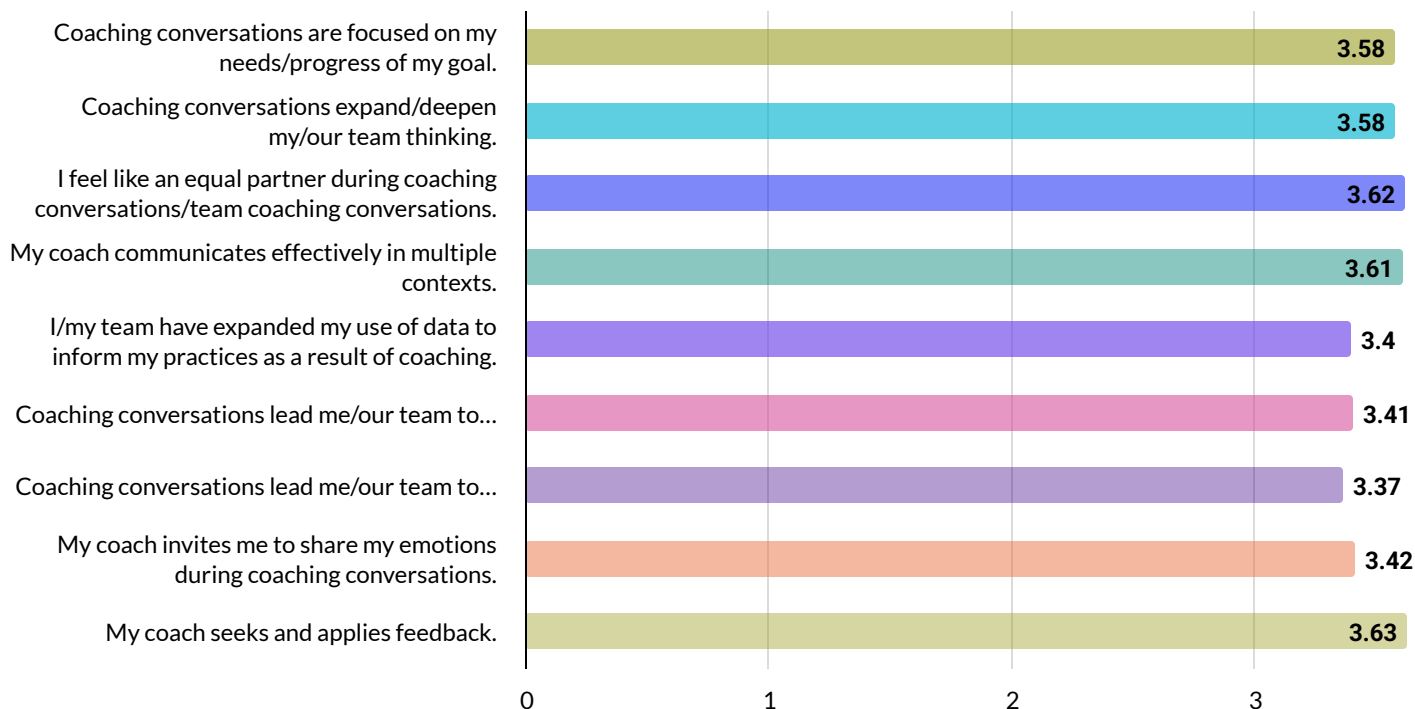


455 Coaching Sessions to Educators

TIG Coaching

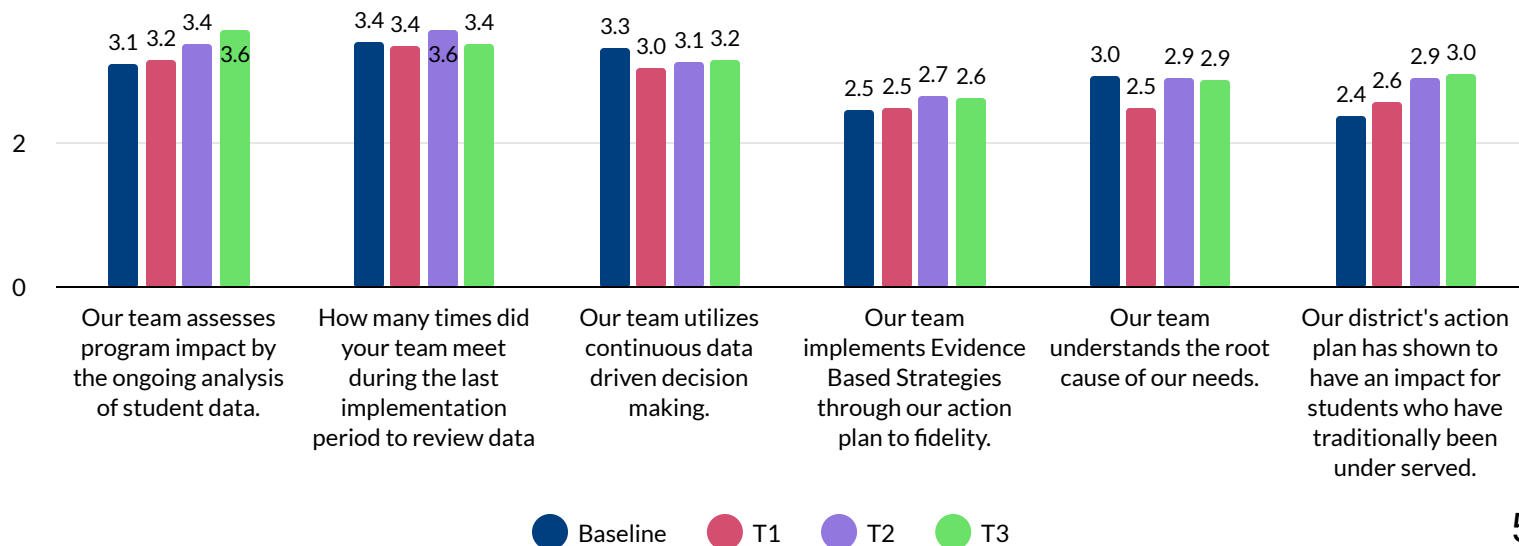
Throughout the year, districts and schools are asked to complete a survey to assess TIG coaching practices to identify areas of potential growth. Responses ranged from Strongly Disagree to Strongly Agree, and were transferred into a four-point scale, where 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree. Based on responses, individuals rated each question solidly between the Agree and Strongly Agree categories, indicating high quality coaching techniques by TIG Implementation and Improvement Specialists.

Implementation Period/DPI Client Feedback Survey



District/School Team Practices

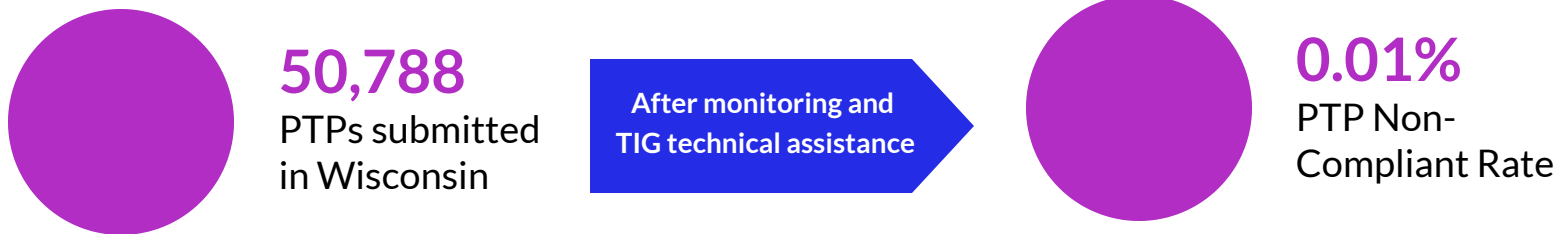
District/School teams rated themselves identified team practices. The chart below shows an overall average of the combined districts/schools for the baseline, Term 1, Term 2 and year end data periods. The use of data shows continuous growth, as well as the category for showing an impact. The other four categories show minor up and down fluctuations, but no big decreases or increases.



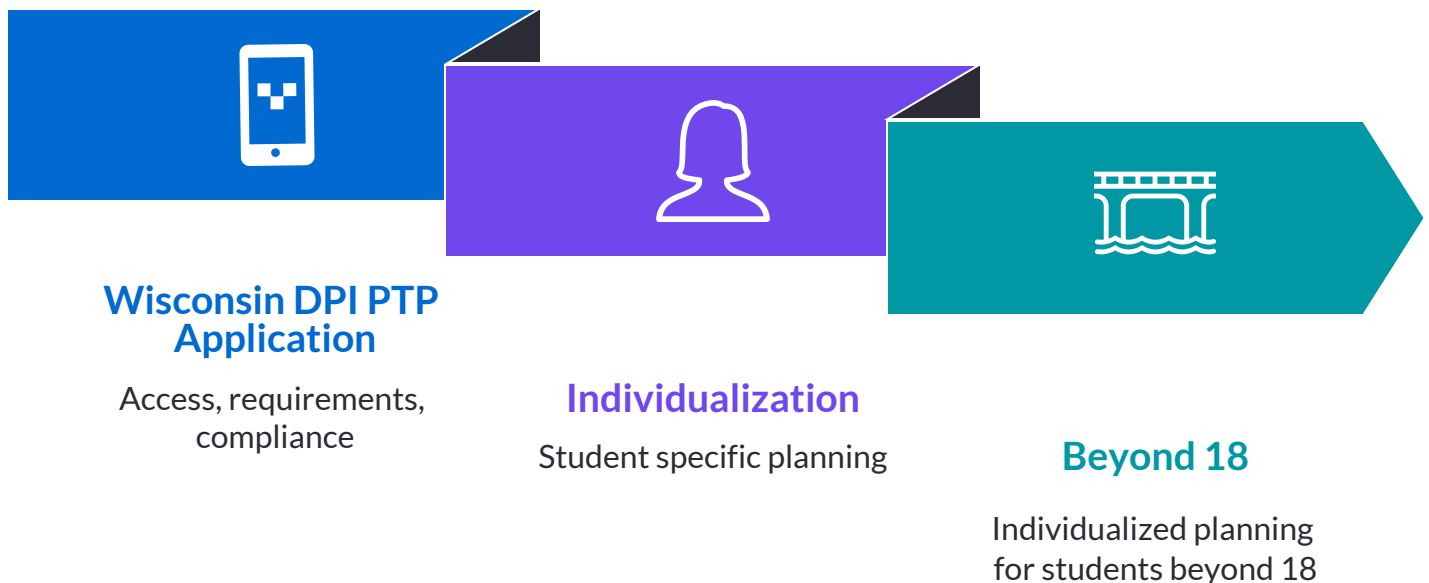
Postsecondary Transition Planning

Postsecondary Transition Planning represents Indicator 13 of the School Performance Plan. The Postsecondary Plan (PTP) is a mandated component of the Individualized Education Program (IEP) for students with IEPs ages 14 -21. The PTP consists of appropriate measurable postsecondary goals in the areas of Education, Employment, and Independent Living (when appropriate) and is based on age-appropriate transition assessments. It must also include transition services and courses of study that will reasonably enable the student to meet their postsecondary goals. Also, if appropriate, a representative of an outside agency is invited with prior consent to participate in transition planning.

The Transition Improvement Grant supports Indicator 13 by conducting monthly compliance monitoring of the PTP application, offering technical assistance, and providing professional development focused on best practices.



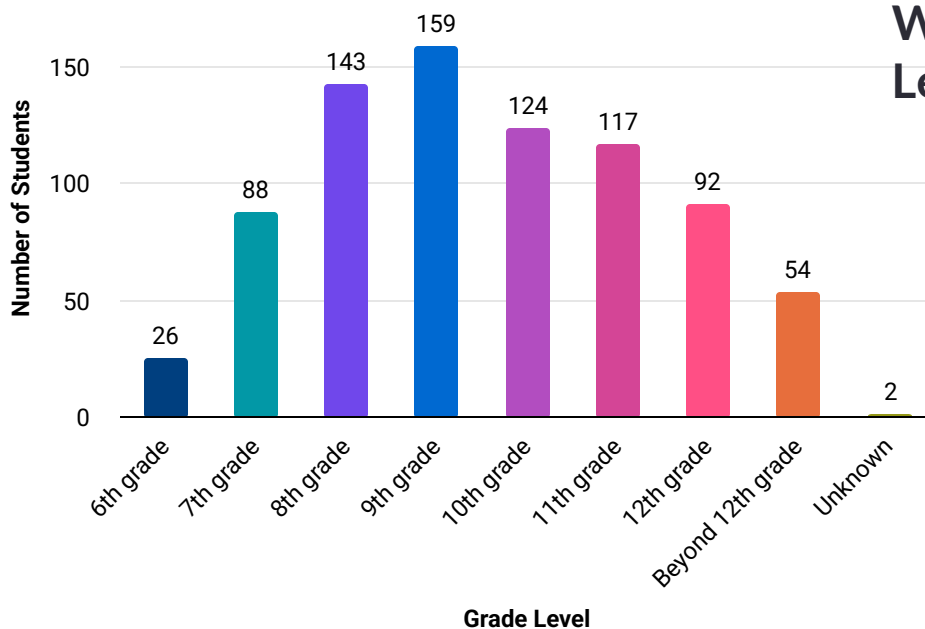
Between the timeframe of July 1st, 2025-June 30, 2026, the TIG staff provided transition planning technical assistance to educators a total of **444** times through a variety of formats, including help desk interactions, email correspondence, phone calls, virtual meetings, and in-person consultations.



WiTransition Application

The Transition Improvement Grant launched the newly designed WiTransition app on February 11th, 2026. The WiTransition App is a free, web-based tool developed by the Transition Improvement Grant (TIG) to support meaningful student participation in transition planning. It is designed to center the student's voice by creating space for students' to reflect on their transition goals and future plans in a structured and supportive way. From February 11-June 30th, there were **805** student submissions throughout the state.

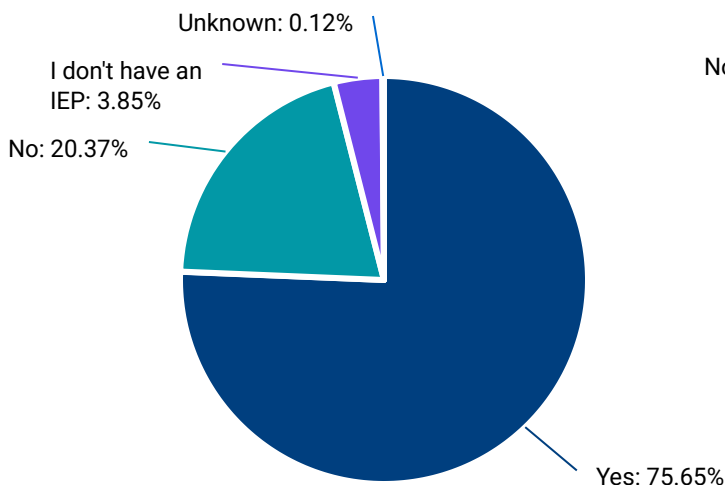
WiTransition App Grade Level Completion



App usage highlights strong participation among 8th and 9th graders demonstrating early engagement of student voice in the transition planning process.

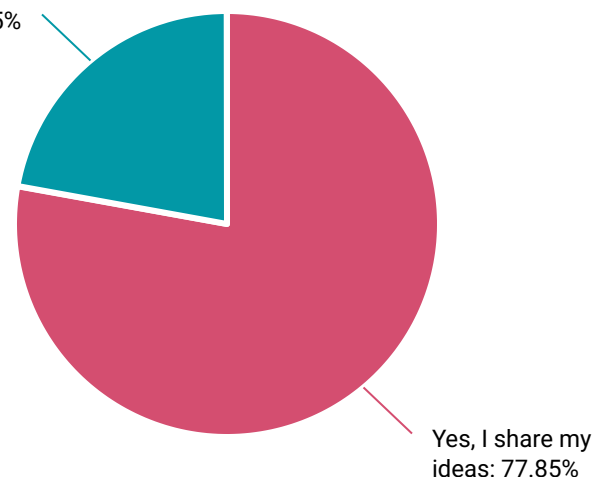
IEP Attendance

Beyond completing the app, students demonstrate high active involvement in their planning: 75.7% attend their IEP meetings, and among those attending, nearly 4 out of 5 (78.7%) actively shared their ideas.



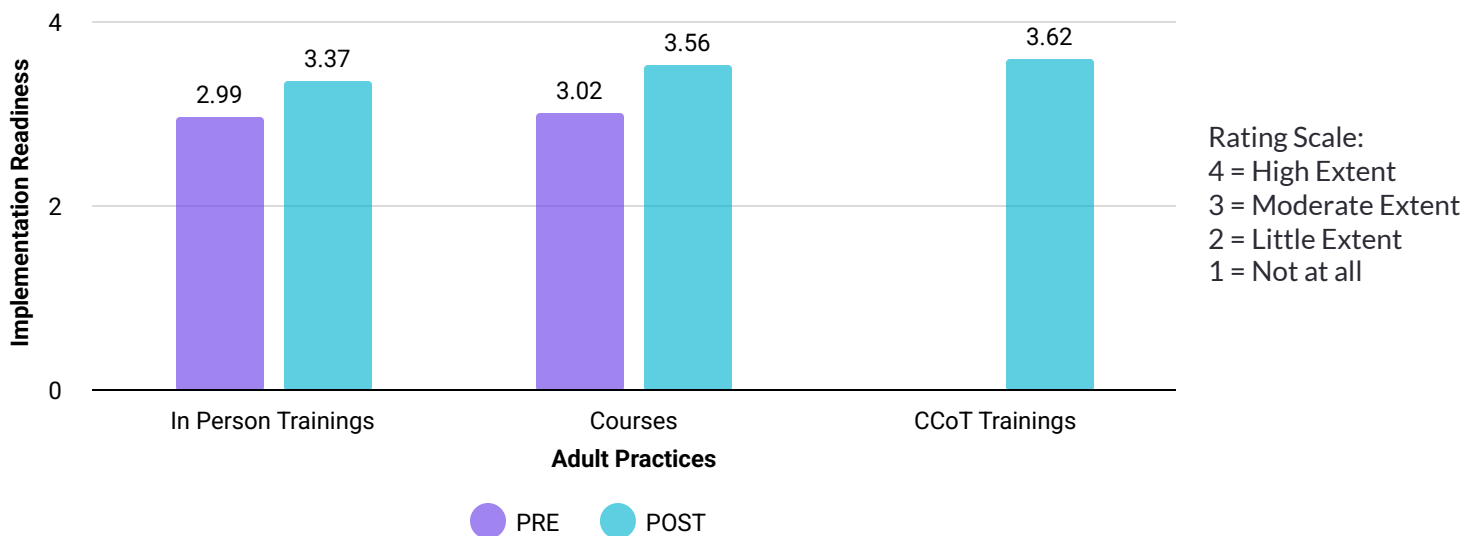
IEP Participation

No, I do not: 22.15%



Postsecondary Transition Planning Professional Development

TIG staff provide professional development opportunities throughout the state. These opportunities fall into three categories: In-Person Training, Virtual Trainings, Online Courses, and County Community on Transition (CCoT) Strategic Planning sessions. In-Person Trainings and Online Courses included both pre- and post-surveys to measure growth in participants' readiness to implementation adult practices. The CCoT Strategic Planning sessions used a post-survey to measure implementation readiness. The graph below highlights growth and final levels of implementation readiness across all three categories. Across all post-surveys, participants reported a Moderate-High extent of readiness to implement adult practices.



The Transition Improvement Grant held eight in-person professional development opportunities involving Postsecondary Transition Planning compliance and best practices. An additional six virtual professional development opportunities were held to enhance transition planning. The in-person trainings had **140** attending educators throughout the state. In addition, two online courses (Introduction to the PTP and Job Coaching for the Paraprofessional) were accessed by educators to enhance practices.



140 attendees

In-person PTP/Best Practice Trainings



84 participants

Online course completion

Transition Networking

In addition, the Transition Improvement Grant provided eight Wisconsin Statewide Transition Networking sessions, both virtually and in-person. Sessions focused on the NTACT:C Predictors of Post School Success and provided multiple platforms for educators to connect, collaborate and learn. These sessions had a combined attendance of **684** educators. Through these collaborations, attendees reported successes in implementing transition practices within their districts, creation of educator and family resources, and improved individualized planning for students.

County Community on Transition (CCoT)

The Transition Improvement Grant provided Strategic Planning Sessions and coaching for five CCoT teams throughout the 25-26 school year. CCoT teams utilized the Community Transition Innovation Plan (CTIP) tool to guide their work through a continuous improvement cycle using data, action steps, progress monitoring, and team practices to best serve youth and families in their communities.

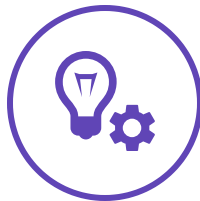


65
CCoT
Coaching
Sessions



17

Team Action Step Activities
Identified



2

Action Steps with no
Progress



7

Action Steps with Progress



8

Action Steps Completed

Networking

TIG also hosted four virtual County Communities on Transition (CCoTs) Network virtual sessions. These sessions had a combined attendance of 558 participants, including educators, agency members, and community members.

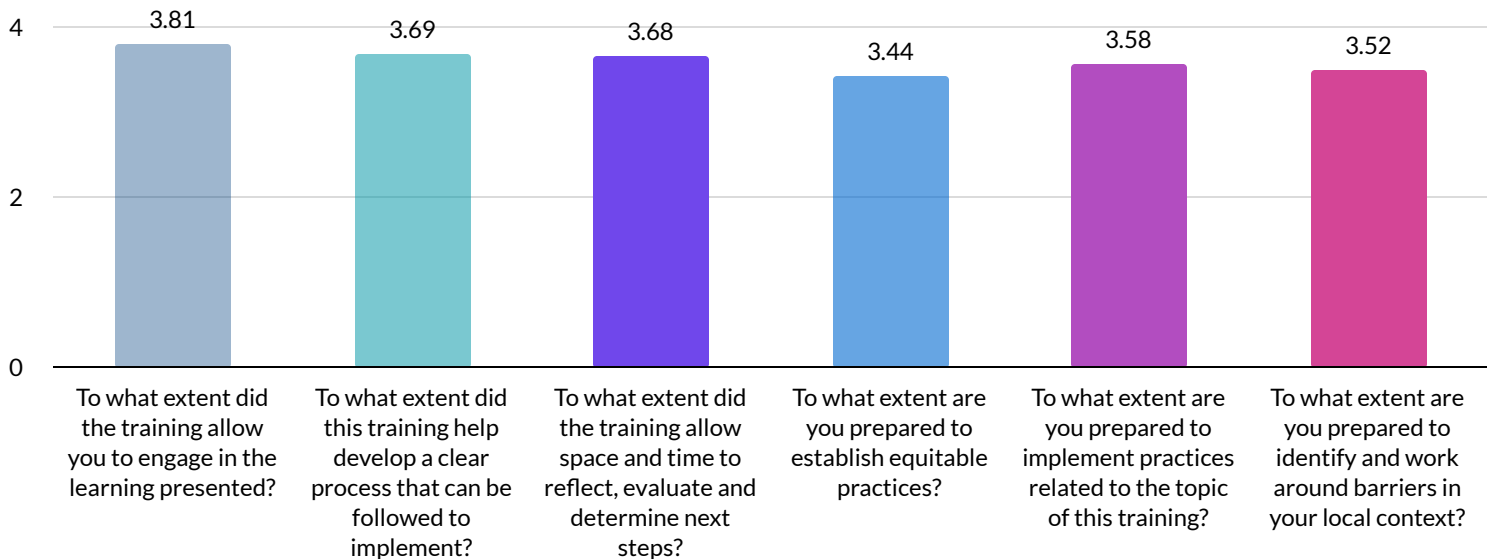
Networking Successes

- Dedicated support through partnerships
- Strengthened leadership
- Local action planning
- Locally adopted resources

County Community on Transition (CCoT)

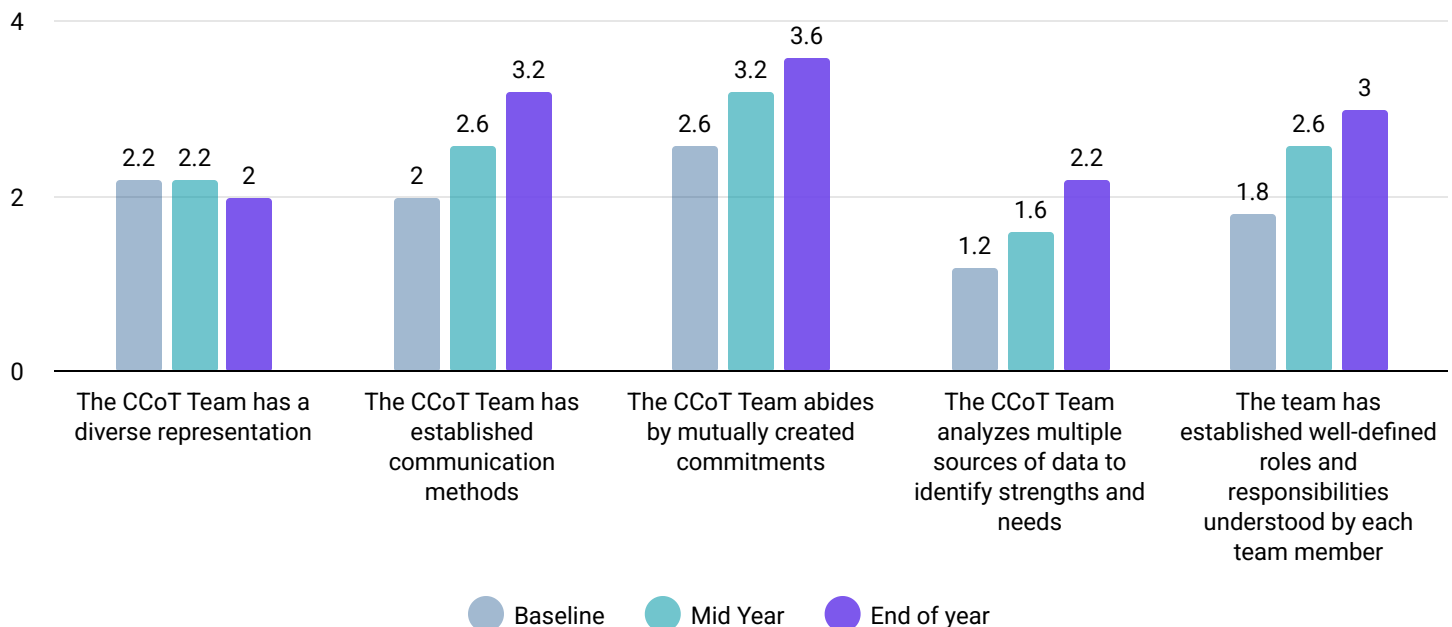
CCoT team members were asked to complete a survey to assess TIG coaching practices. As shown in the chart below, all practices were rated moderate to high extent, based on a four point scale.

TIG Coaching Practices



Team Practices

Teams also rated their team practices to demonstrate effectiveness and cohesiveness. Teams developed a baseline rating, mid-year rating and end of year rating. Teams showed growth in all areas, based on a four point rating scale.

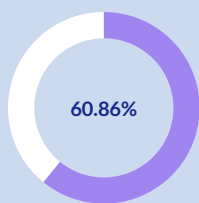


Student Outcomes

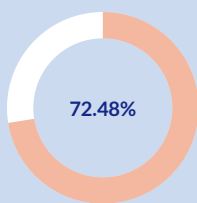
TIG staff provides technical assistance, professional development, and coaching to impact educator practices in evidence-based strategies to help improve student outcomes in the State of Wisconsin. The information below summarizes key student outcomes in areas TIG provides support.

In total, **318** students received targeted interventions based on evidence-based strategies. Research shows students who attend school regularly and have fewer disciplinary actions are more likely to succeed in classes and obtain the required credits to be on track to graduate with their four year cohort. The chart below reflects the percentage of the 318 students who improved in the identified areas.

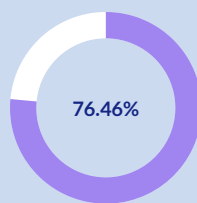
Student Cohort Outcome Data



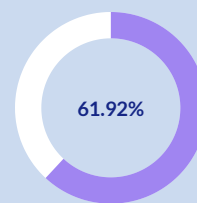
Improved Attendance



Decreased Disciplinary Referrals



Decreased Suspensions



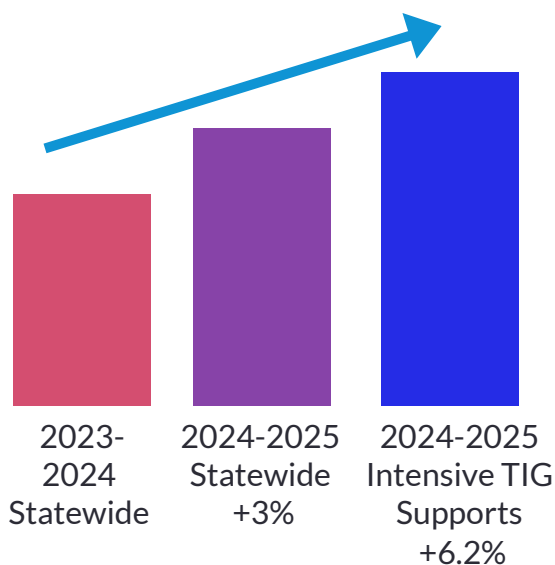
Earned 4+ Credits

Student Impact

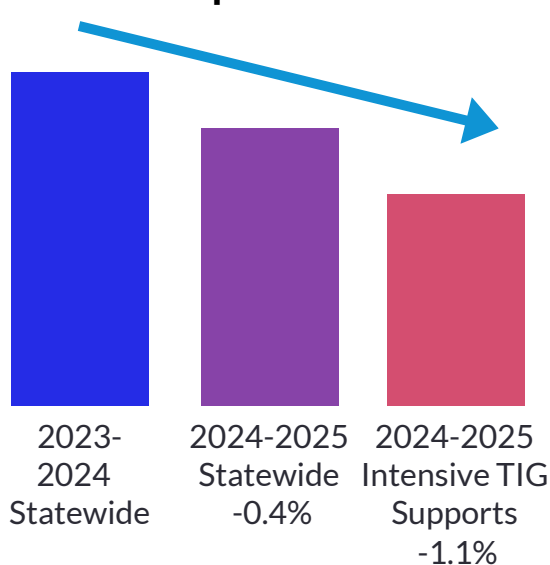
The statewide 4 year graduation rate for students with IEPs increased by 3.0 percentage points, while the 4 year graduation rate for students with IEPs in districts/schools receiving intensive TIG supports increased by 6.2 percentage points.

The statewide dropout rate for students with IEPs decreased by 0.4 percentage points, while the dropout rate for students with IEPs in districts/schools receiving intensive TIG supports decreased by 1.1 percentage points.

Graduation Rates



Dropout Rates

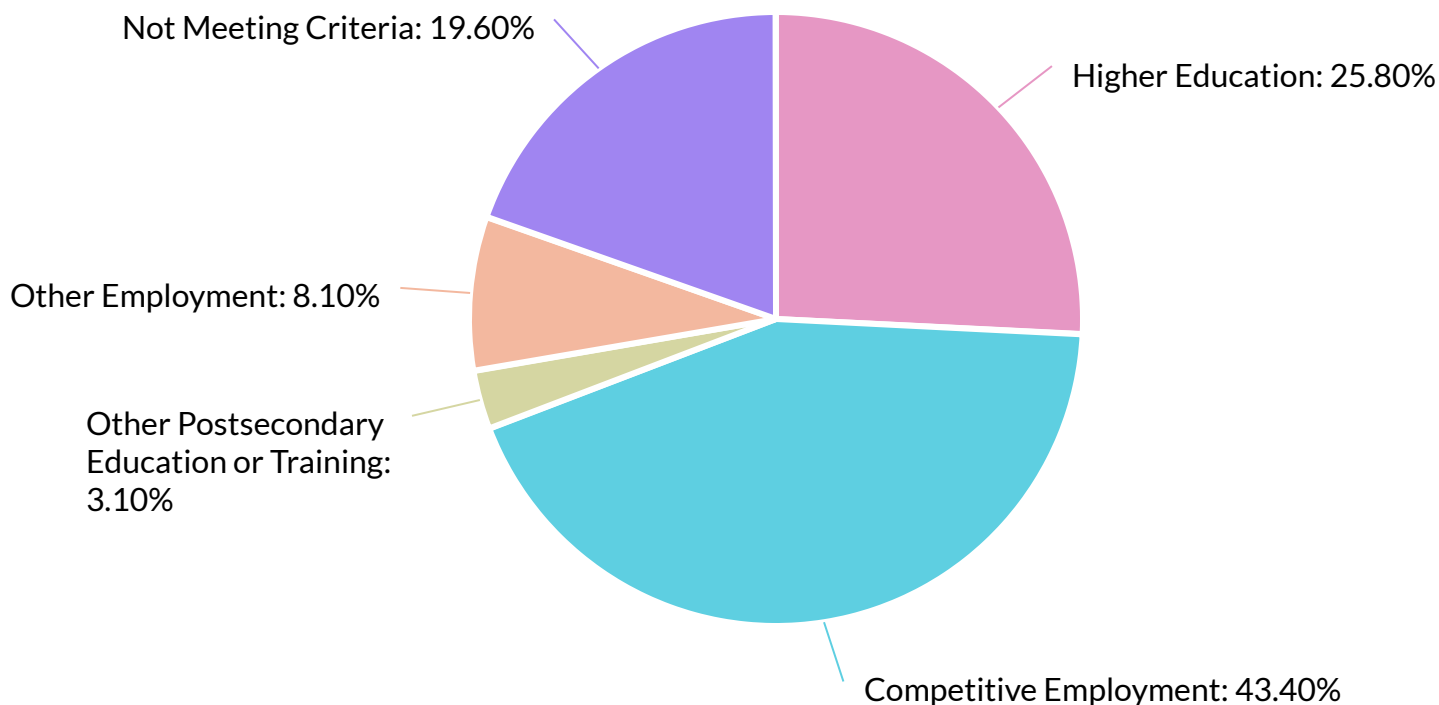


Student Outcomes

TIG staff provides technical assistance, professional development, and coaching to impact educator practices in evidence-based strategies to help improve student outcomes in the State of Wisconsin. The information below summarizes key student outcomes in areas TIG provides support.

Post School Outcome Data

The Indicator 14 Post-School Outcomes surveys were conducted between June and September, 2025, with participation from **294** school districts, obtaining responses from **5,219** youth. The chart below depicts the survey outcomes for students with IEPs one year after exiting high school. Trends indicate consistent participation in higher education and competitive employment in the State of Wisconsin.



Criteria

Higher Education: Completion of at least one term at a 2-yr College or Technical College or 4-yr College or University

Competitive Employment: 90 consecutive or cumulative days in a community setting, working 20 hours or more per week and earning minimum wage or greater.

Other Postsecondary Education or Training: Completion of at least one term at any other short-term education or training program, humanitarian program or high school completion program.

Other Employment: 90 consecutive or cumulative days of employment in any setting.

Transition Improvement Grant Continuous Improvement Summary



Technical Assistance

During the 2025–2026 grant year, the Transition Improvement Grant (TIG) provided comprehensive technical assistance (TA), professional development, and coaching to advance evidence-based transition practices statewide. To ensure compliance and direct support, TIG staff delivered transition planning TA to educators 444 times across various virtual and in-person formats. Through monthly monitoring and targeted supports for the Postsecondary Transition Plan (PTP) application, TIG helped Wisconsin achieve an exceptional 0.01% non-compliance rate across 50,788 submitted PTPs. Capacity-building efforts reached broad audiences through eight statewide transition networking sessions (684 educators) and four virtual County Communities on Transition (CCoT) network sessions (558 participants). Across all professional development, including in-person and virtual trainings, online courses, and CCoT strategic planning, participants consistently reported a Moderate-to-High extent of readiness to implement adult practices, while five coached CCoT teams made measurable progress on 15 of 17 community action steps.

Parallel to educator capacity-building, TIG directly enhanced student-centered transition planning through the February 2026 launch of the new WiTransition Application (805 submissions to date). App usage demonstrated strong early engagement among 8th and 9th graders, fostering early student voice. App data highlights high active involvement: 75.7% of student users attended their IEP meetings, with 78.7% actively sharing their ideas. These combined statewide technical assistance efforts directly contribute to positive long-term outcomes for Wisconsin youth with IEPs, as reflected in the Indicator 14 Post-School Outcomes survey (5,219 youth across 294 districts), which shows consistent post-secondary engagement in higher education and competitive employment.

Implementation and Improvement

During the 2025–2026 fiscal year, the Implementation & Improvement (I&I) Workgroup focused on strengthening collaboration, coaching practices, and systems alignment to better support districts implementing continuous improvement efforts to improve graduation outcomes for students with disabilities. A major focus of the year was strengthening collaboration across Wisconsin's Technical Assistance Network to better coordinate supports and reduce the burden on districts participating in multiple improvement initiatives.

The workgroup also partnered with the Wisconsin Department of Public Instruction's Comprehensive Support and Improvement (CSI) consultants to better align CSI requirements with continuous improvement efforts focused on improving graduation rates for students with disabilities, creating a more streamlined approach for schools.

The workgroup also enhanced its coaching practices through peer observations, mock coaching sessions, and structured feedback to strengthen coaching consistency and build collective expertise across the team.

During the 2026–2027 fiscal year, the I&I Workgroup will continue to strengthen partnerships across the Technical Assistance Network to further align coaching, professional learning, and continuous improvement efforts. By building on these collaborative partnerships, the team aims to reduce duplication, provide more coordinated support, and help districts implement sustainable practices that improve graduation outcomes for students with disabilities.