

District Summary Report-ESSA and IDEA

December 5th, 2019

Example District

Introduction

The Every Student Succeeds Act (ESSA) and Individuals with Disabilities Education Act (IDEA) have shared goals: educational equity and student success. The Department of Public Instruction has coordinated notification across these two federal systems. This report summarizes the ESSA and IDEA identifications for your district. All identifications and scores contained in this report that pertain to the ESSA accountability system are considered preliminary. We ask that you not publicly share the information from this report until the public release, which is expected in spring of 2020.

This report contains information meant to inform continuous improvement processes in schools and districts across the state. The results and data here are important to help direct supports and interventions and close Wisconsin's large achievement gaps. For more information about continuous improvement, please see this continuous improvement process and rubric ([click here](#)). For more information about ESSA and IDEA accountability, please see this federal identification webpage ([click here](#)).

District-Level Notifications (IDEA)

LEA Determination

The Individuals with Disabilities Education Act (IDEA) requires the Department of Public Instruction to determine annually if each local educational agency (LEA) meets the requirements of IDEA Part B. The criteria the Department considers when making this determination of whether the LEA "meets requirements", "needs assistance", "needs intervention", or "needs substantial intervention" is available at <https://dpi.wi.gov/sped/about/state-performance-plan/determinations>.

The purpose of this determination is to inform LEAs of their IDEA compliance based on the data they submitted to DPI, and in doing so provide them with information and resources to guide their improvement planning. The underlying student-level data are considered certified; the data are not subject to change. When determinations are final, LEAs that "need assistance" may not reduce their maintenance of effort obligations, unless the reduction is by less than half of the increased amount (the "50% Adjustment" rule). LEAs that "need assistance" for two or more years will be asked to engage in continuous improvement that includes a goal related to the data in the final determination. Final determinations are expected in early 2020.

Determination: Meets Requirements

Racial disproportionality in special education identification, discipline, placement

The Department of Public Instruction (DPI), Division for Learning Support, is responsible for ensuring local educational agency (LEA) compliance with state and federal special education requirements. The department's oversight responsibility is explicitly established in 20 USC. sec. 1412(a)(11)(A)(i) and Wis. Stat. sec.115.762(3)(g). The Individuals with Disabilities Act (IDEA) requires the Department of Public Instruction to annually apply criteria to LEA-submitted data and identify LEAs with racial disproportionality in special education identification, placement, and/or discipline (20 USC. sec.1416(a)(3), 20 USC. sec.1418(d), 34 CFR sec.300.646 and 34 CFR sec.300.600(d)(3)).

Children of color are identified as students with disabilities at substantially higher rates than their peers. All children who require special education services should be appropriately identified and supported. At the same time, no child should be inappropriately identified for special education services, segregated from his or her peers, or disciplined more frequently or harshly simply because they are a student of color with a disability (U.S. Department of Education, 2016).

The purpose of this notification is to inform LEAs of racial disproportionality in special education based on the data they submitted to DPI, and in doing so provide them with information and resources to guide their improvement planning.

This section will be updated as part of the final public release of joint federal notifications in spring 2020.

School-level Notifications (ESSA)

The purpose of the ESSA accountability system is to identify and support schools with very low overall performance for all students and those with the lowest performing student groups. As such ESSA accountability functions as a federal identification system in which there are two identification categories, and two types of identifications within each category.

Comprehensive Support and Improvement (CSI)

- CSI-Low Performance
- CSI-Low Grad Rate

Targeted Support and Improvement (TSI)

- Targeted Support
- Additional Targeted Support

While the federal system is intended to identify schools for support and improvement, all schools with sufficient data are reported (including those Not Identified).

The following table summarizes the identifications for each school within the district, including schools that are now closed but were open in the 2018-19 school year. The table indicates which identification categories are applicable,

but, in cases of multiple identifications, the table does not distinguish between CSI-Lowest Performance and CSI-Grad Rate. Similarly, in cases of multiple student groups identified for Targeted Support, the table does not indicate how many student groups within the school qualified for TSI or ATSI. For that detail, and to view school and group level indicator data, please refer to the ESSA Accountability Reports, which are produced for each school.

Comprehensive Support

There are no Comprehensive Support schools in this district.

Targeted Support

There are no Targeted Support schools in this district.

Additional Targeted Support

	Year
Example ELeментарy	2

Not Identified

	Year
Example High	NA

Next Steps

We suggest you start a planning period for your district or school – and you can learn more about resources and suggested timelines for local improvement work on this Federal Identifications webpage ([click here](#)).

In our new, flexible approach, schools and districts with ESSA or IDEA identifications will be required to demonstrate they are engaged in continuous improvement - with some specific components - that addresses systemic issues. We recommend taking this opportunity to use or build on successful continuous improvement efforts you are already engaged in, such as Educator Effectiveness, or starting a new continuous improvement cycle. An important first step in this work is to understand the needs in your school and/or district. You can start this by reviewing the ESSA Accountability Report and the IDEA LEA Determinations Report, both of which are available in SAFE.

You have the opportunity to strengthen your existing improvement efforts, at little or no cost, by taking advantage of a state statewide system of supports. Thanks to coordination among the DPI, CESAs, and other partners, available supports throughout the state are built around what we know works to help schools close achievement gaps. These resources are optional, and the cost, if any, will be minimal for districts and schools.

Supports include online tools ([click here](#)), funding for schools identified for Comprehensive Support and Improvement, and professional development. Specifically, CESA staff have been trained to support you in continuous improvement, and there are aligned professional learning opportunities scheduled in each CESA ([click here](#)).