IDEA 2019 LEA Determinations

Sample Data

This report contains information meant to inform continuous improvement processes in Local Education Agencies (LEAs) 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 the continuous improvement process and rubric. For more information about ESSA and IDEA accountability, please see the federal identification webpage.

The Individuals with Disabilities Education Act (IDEA) requires the Department of Public Instruction to determine annually if each local education 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 dpi.wi.gov/sped/about/state-performance-plan/determinations. This information is also integrated throughout this document.

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 data used for these determinations are **certified and include any corrections submitted for district report cards**; it is not subject to change. LEAs that "need assistance" or "need intervention" 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 or "need intervention" will be asked to engage in continuous improvement that includes a goal related to the data in the determination.

Please note that, due to the inclusion of unredacted data, **this report is considered sensitive and confidential**. Therefore, this document should not be shared with the public and is not subject to open records requests. Redacted versions of the data used in this report are available publicly at DPI's public data files, the WISEdash Public Portal, and the Special Education Team's District Profile Application.

Your LEA at a Glance

LEA Calculation			
Indicator Type	Numerator	Denominator	Group Score
Compliance	14	14	100.00
Results	9	16	56.25

Calculated Score: 78%. **LEA Needs Assistance (Year 1).**
Note: Determinations are rounded to the nearest percent.

Below is a summary of your LEA's performance across all indicators.

LEA Summary					
Indicator	Name	Type	Rate	Percentile	Points
1	Graduation (4 year)	Results	0.0	6	0
2	Dropouts	Results	25.0	0	0
3bm	Math Assessment Participation	Results	100.0	100	2
3br	ELA Assessment Participation	Results	100.0	100	2
3cm	Math Proficiency	Results	23.0	86	2
3cr	ELA Proficiency	Results	11.4	42	1
4b	Disproportionate Discipline	Compliance	NA	NA	2
5b	Ed. Environment (6-21)	Results	17.0	5	0
6a	Ed. Environment (3-5)	Results	60.0	82	2
9	Disproportionate Special Ed	Compliance	NA	NA	2
10	Disproportionate Specific Categories	Compliance	NA	NA	2
11	Timely Initial Evaluations	Compliance	NA	NA	NA
12	Preschool Transitions	Compliance	100.0	100	2
13	Post-Secondary Transition Plans	Compliance	100.0	100	2
comp	Corrected Noncompliance	Compliance	NA	NA	2
data	Timely and Accurate Reporting	Compliance	100.0	100	2

Required Actions

(34 CFR secs.300.600(1)(2) and 300.603(b)(1))

☑ - **None**

- ☑ - *Note: Needs Assistance, Year 1, serves as a watch/warning year. If identified as "Needs Assistance" next year, then evidence of improvement is required.*

☐- **By October 31 (or the next business day)**, submit evidence of continuous improvement activities (needs assessment, root cause analysis, evidence-based improvement strategies, and plan)that meet the "accomplished" criteria as described in the Continuous Improvement Process Criteria and Rubric. Evidence must be submitted through WISEgrants.

- ☐- *Note: Required continuous improvement activities are met through approved collaboration activities and district submission through WISEgrants is not required.*

- ☐- *Note: "Needs Intervention" identification has additional requirement of ongoing collaboration with the Department. Department staff will contact the Special Education Director by May 15 (or the next business day) to discuss responsibilities and next steps.*

IDEA Determination Cutoffs

IDEA Determination	Criteria
Meets Requirements	Total Score is at least 80%
Needs Assistance	Total Score is at least 60% but below 80%
Needs Intervention	Total Score is less than 60%
Needs Substantial Intervention	The Department determines an LEA needs substantial intervention in implementing the requirements of IDEA Part B or that there is a substantial failure to comply with any condition of eligibility.

Note: Calculations are rounded to the nearest percent.

The Department has reviewed the necessary data and has determined that your LEA has a determination of "**Needs Assistance (Year 1)**". This document breaks down how this calculation was made by each indicator, provides you with the data your LEA reported for your review, and shows your LEA's performance along each indicator compared to other LEAs.

As of 2016, the Department began incorporating results indicators in its IDEA Determinations. The weight given to results indicators increased each year, with the long-term goal of using an equal weighting (50% compliance, 50% results). As of 2019, the Department implemented this equal weighting, and anticipates maintaining it moving forward. For both compliance and results indicators, the score is calculated by the total points received divided by the possible points earned.

Compliance & Results Weighting by Year

Indicator Type	2016	2017	2018	2019
Compliance	0.9	0.75	0.65	0.5
Results	0.1	0.25	0.35	0.5

Understanding the Data

In subsequent sections, more tables and data visualizations are provided to help facilitate your LEA's improvement planning. Here you will find a brief overview of the terminology used in those tables and visualizations.

'Rate' refers to your LEA's calculated percentage for each indicator, and results in the points earned. 'Percentile' refers to your LEA's percentile rank compared to all other LEAs using maximum values to resolve tied scores; a percentile rank of 70, for example, means that the LEA performed better than or equivalent to 70% of all other LEAs on that indicator, and 30% of other LEAs performed better. Percentile rankings are used to identify minimum thresholds for two-point and one-point cutoffs on results indicators (at the 66th percentile and 33rd percentile, respectively). This ensures that, even if many LEAs do not meet statewide targets or average performance, no less than 34% will earn two points and no less than 33% will earn one point for each indicator.

A density plot is provided for each relevant indicator, showing the statewide distribution in that performance area. If the indicator pertains to your LEA, a pink, vertical line indicates where your LEA's performance places you in this

distribution. Green and yellow backgrounds indicate the cutoffs between two- and one-points, respectively. Areas of the density plot with no background shading indicate that LEAs that fall in this area received zero points for this indicator.

Not all indicators apply to all LEAs. If this is the case, you will see 'NA' listed for that indicator's points and there will be no vertical line in the accompanying density plot. This results in a smaller denominator in the calculation, but does not count against the LEA. In the event that no results indicators apply to an LEA, the determination is based solely on compliance indicators.

You may notice that some compliance indicators (4b, 9, and 10) list 'NA' for their rate and percentile, but still have points awarded for them. This is because these compliance indicators are not calculated as a percentage, but rather are logical (true or false). Therefore, LEAs are awarded either 2 points or 0 points for those indicators.

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Results Indicators

Indicator 1: Graduation

Indicator 1 is the percentage of youths with IEPs who graduate with a regular diploma within four years. Other forms of high school completion, including High School Equivalency Diplomas (HSEDs), certificates of completion, and regular diplomas received after four years, are not counted in the numerator. Due to data availability, this is a lagged indicator; this means that **the source school year is 2017-18**.

The requirements for obtaining a regular diploma in Wisconsin are the same regardless of a child's disability status. A graduate is defined as a student who has met the requirements established by a school board for a prescribed course of study.

The graduation rate for each accountable LEA is calculated as the number of youth with IEPs who graduate from high school with a regular diploma within their four-year cohort, divided by the total number of youths with IEPs enrolled in the four-year cohort.

For more information on how graduation rates are calculated, please consult DPI's Adjusted Graduation Cohort FAQ.

	Indicator Cutoffs		LEA Performance		
Indicator	2 points	1 point	Rate	Percentile	Points Earned
1	85	68.24	0	6	0
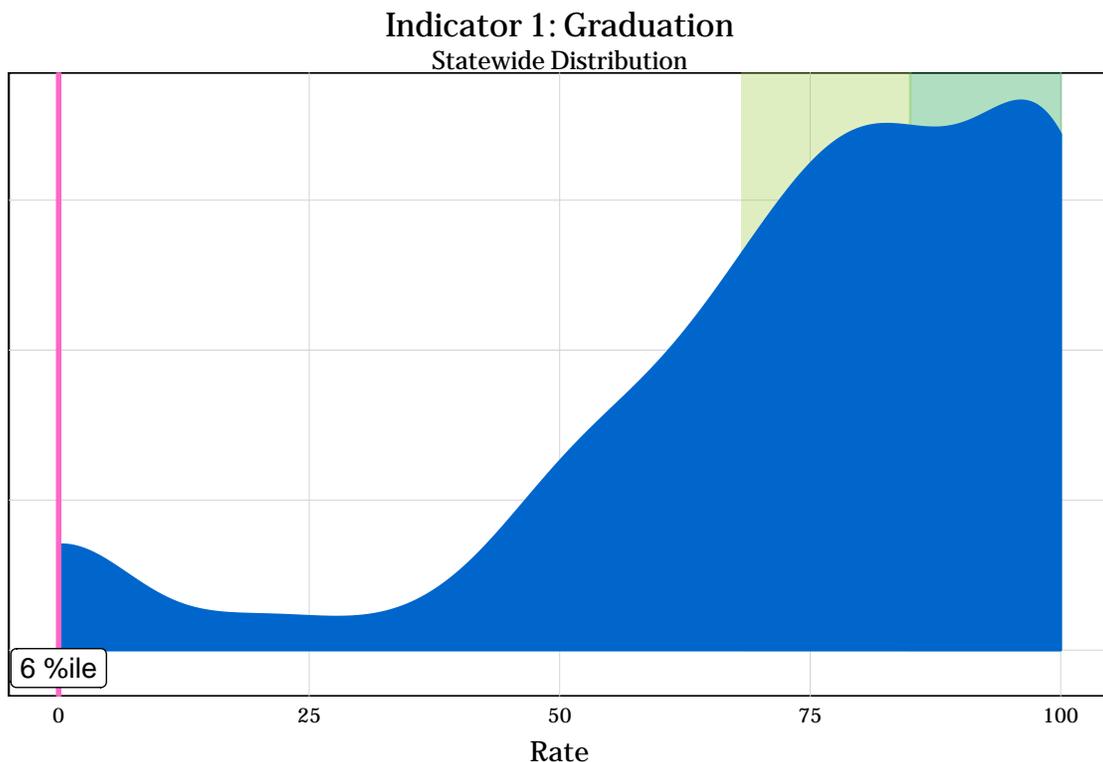
Indicator 1: Graduation
Statewide Distribution

6 %ile

Rate

Note: The vertical line indicates where your LEA falls in the statewide distribution.

Indicator 2: Dropouts

Indicator 2 is the percentage of youth with IEPs grades 7-12 who drop out of school. Due to data availability, this is a lagged indicator; this means that **the source school year is 2017-18**.

A dropout is defined as a student who was enrolled in school at some time during the previous school year, was not enrolled at the reporting time of the current school year (third Friday in September), has not graduated from high school or completed a state- or LEA-approved educational program, and does not meet any of the following exclusionary conditions:

- transfer to another LEA, private school, or state- or LEA-approved educational program;

- temporary absence due to expulsion, suspension, or school-excused illness;

- death.

The dropout rate is calculated as the number of youths with IEPs ages 14-21 who drop out of school during the given year, divided by the number of students within the same age group expected to complete the school term.

	Indicator Cutoffs		**LEA Performance**		
Indicator	2 points	1 point	Rate	Percentile	Points Earned
2	1.5	2.5	25	0	0
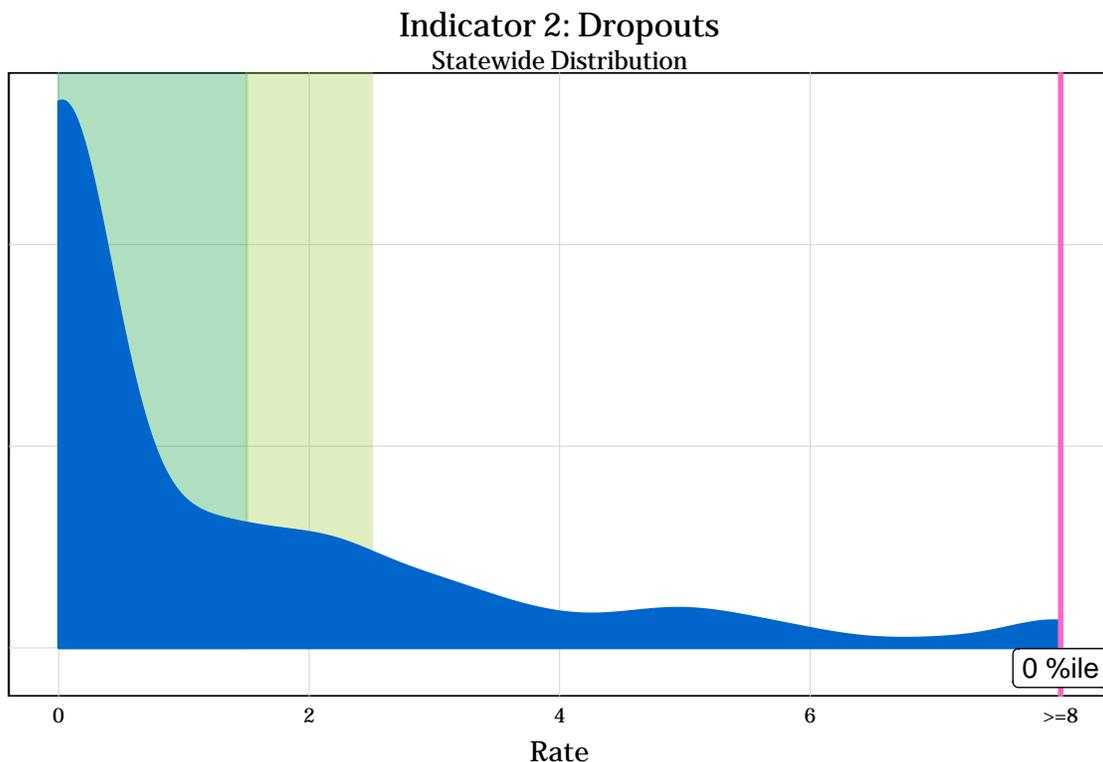
Indicator 2: Dropouts
Statewide Distribution

0 %ile

Rate

Note: The vertical line indicates where your LEA falls in the statewide distribution.

Indicator 3b: Assessment Participation

Indicator 3b measures the participation of youth with IEPs in statewide assessments. Unlike the previous indicators, 3b is not lagged; **the source school year is 2018-19**.

The statewide assessments included in indicator 3b are Forward, ACT, and Dynamic Learning Maps (DLM) for both Math and English / Language Arts. Each subject is tracked and reported separately.

The calculation is the number of youth with IEPs who took the assessment divided by the total number of youth with IEPs expected to take the assessment based on enrollment.

Math Assessment Participation

| Indicator	Indicator Cutoffs		LEA Performance		
	2 points	1 point	Rate	Percentile	Points Earned
3bm	95	87.57	100	100	2

Indicator 3bm: Math Assessment Participation
Statewide Distribution
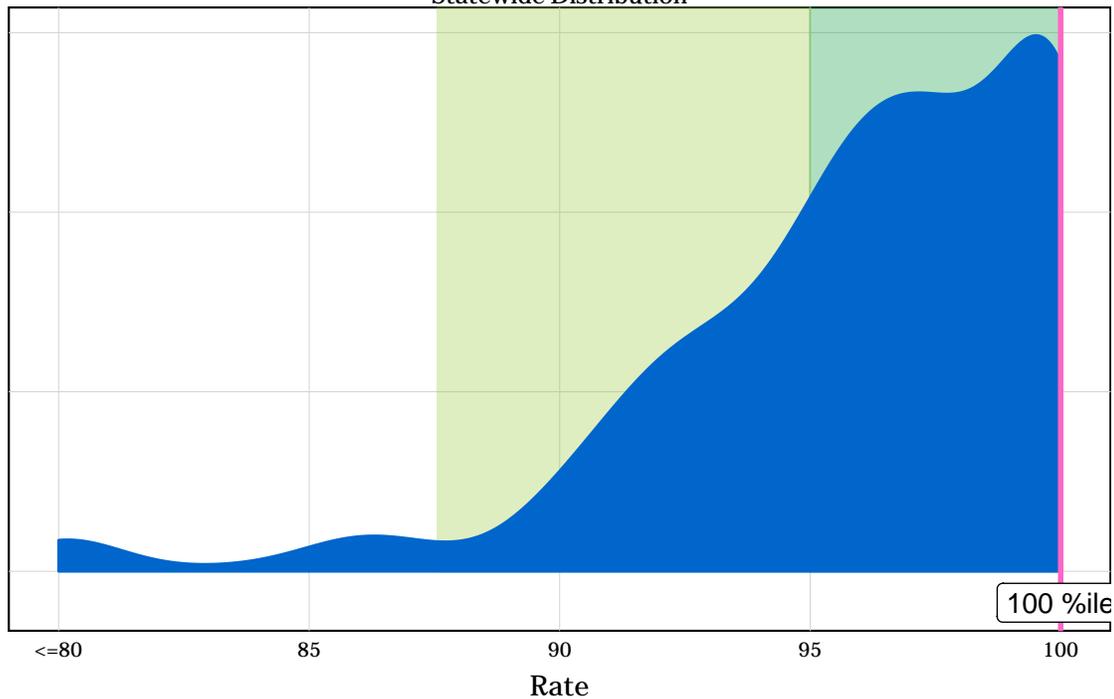
Rate

Note: The vertical line indicates where your LEA falls in the statewide distribution.

English / Language Arts Assessment Participation

	Indicator Cutoffs		LEA Performance		
Indicator	2 points	1 point	Rate	Percentile	Points Earned
3br	95	87.32	100	100	2
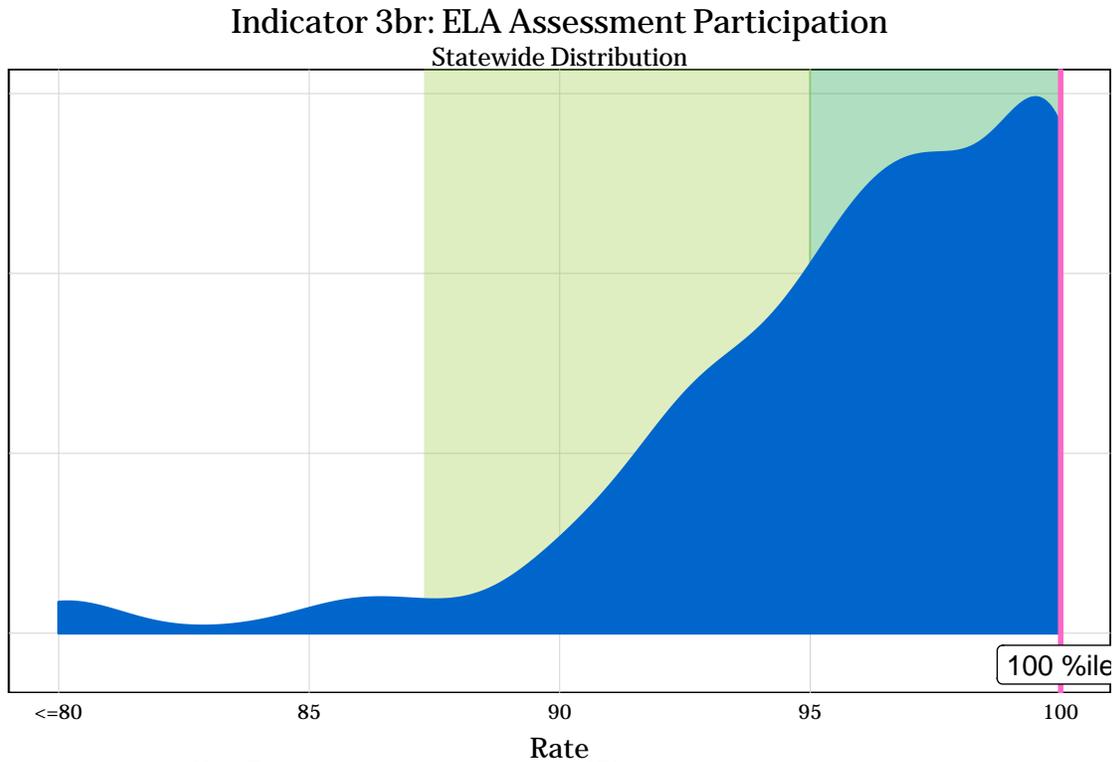
Indicator 3br: ELA Assessment Participation
Statewide Distribution

100 %ile

Rate

Note: The vertical line indicates where your LEA falls in the statewide distribution.

Indicator 3c: Math and Reading Proficiency

Indicator 3c measures the proficiency rates of youth with IEPs in Math and English / Language Arts through statewide assessments. Like indicator 3b, **the source school year is 2018-19**.

The statewide assessments included in indicator 3c are Forward, ACT, and Dynamic Learning Maps (DLM) for both Math and English / Language Arts. Each subject is tracked and reported separately.

The calculation is the number of youth with IEPs who demonstrated proficiency on their assessment divided by the total number of youth with IEPs who took the assessment.

Math Proficiency

Indicator	Indicator Cutoffs		LEA Performance		
	2 points	1 point	Rate	Percentile	Points Earned
3cm	15.79	6.56	23	86	2
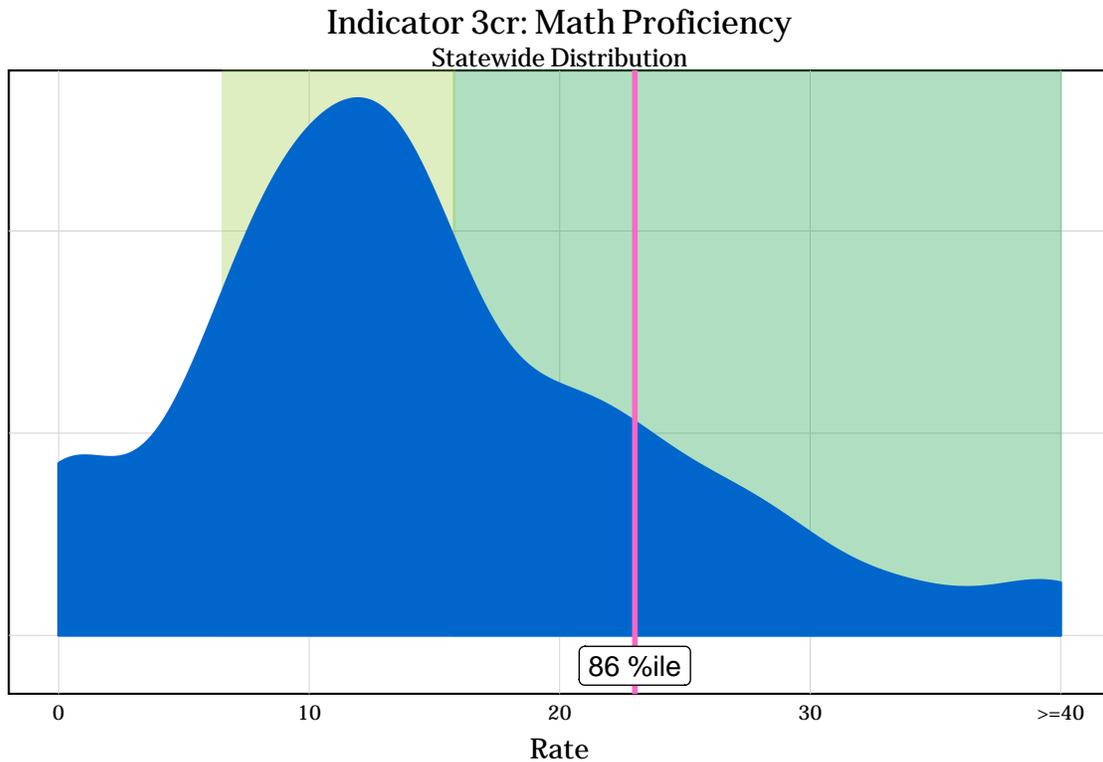
Indicator 3cr: Math Proficiency
Statewide Distribution

86 %ile

Rate

Note: The vertical line indicates where your LEA falls in the statewide distribution.

English / Language Arts Proficiency

	Indicator Cutoffs		LEA Performance		
Indicator	2 points	1 point	Rate	Percentile	Points Earned
3cr	15.86	9.01	11.4	42	1
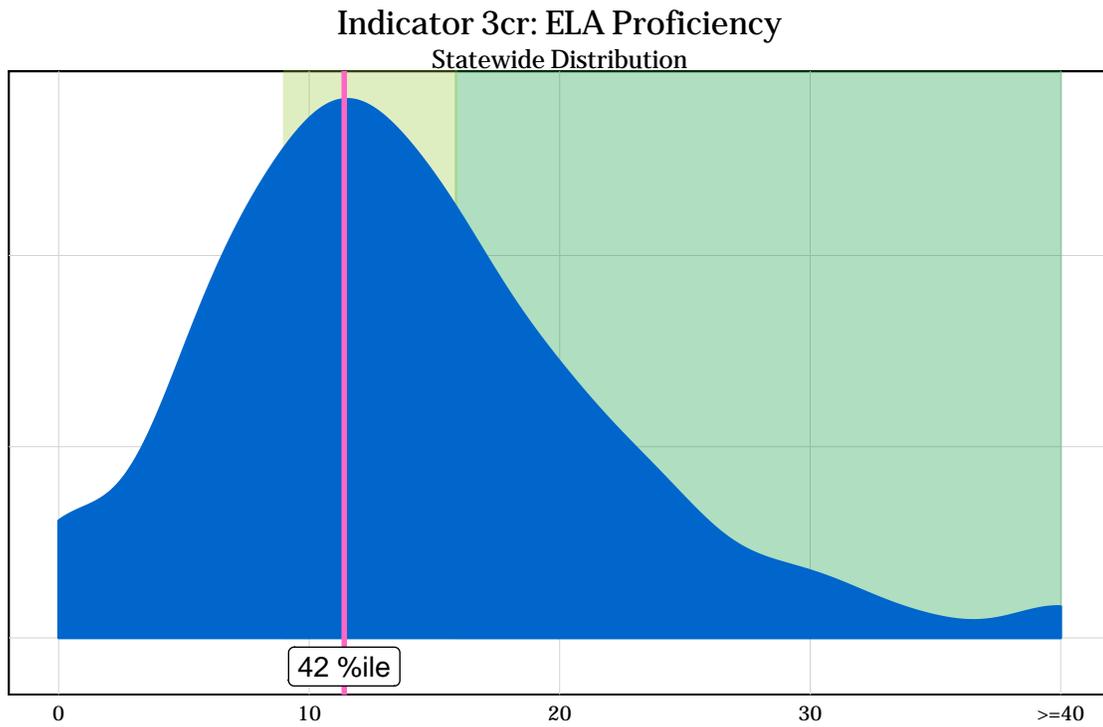
Indicator 3cr: ELA Proficiency
Statewide Distribution

42 %ile

Rate

Note: The vertical line indicates where your LEA falls in the statewide distribution.
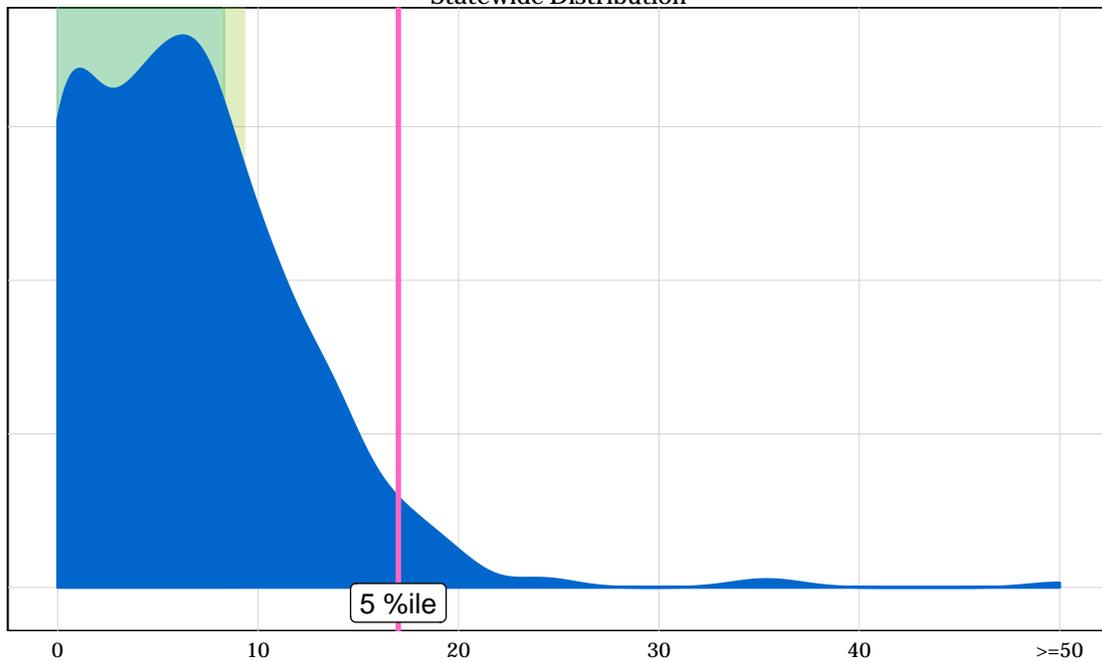
Indicator 5b: Ed. Environment (6-21)

Indicator 5b measures the percentage of students ages 6-21 with IEPs served inside a regular classroom (with their peers who do not have IEPs) less than 40% of the school day. For LEA determinations, this calculation combines Indicators 5b and 5c (separate schools) as a single percentage. This data comes **from the October 1 Child Count for the 2018-19 school year**.

Although all students are included in this calculation for Federal reporting purposes, neither students in correctional facilities nor parentally-placed private school students are counted in the numerator or denominator for the purposes of LEA determinations.

Indicator	Indicator Cutoffs		LEA Performance		
	2 points	1 point	Rate	Percentile	Points Earned
5b	8.3	9.3	17	5	0

Indicator 5b: Ed. Environment (6–21)
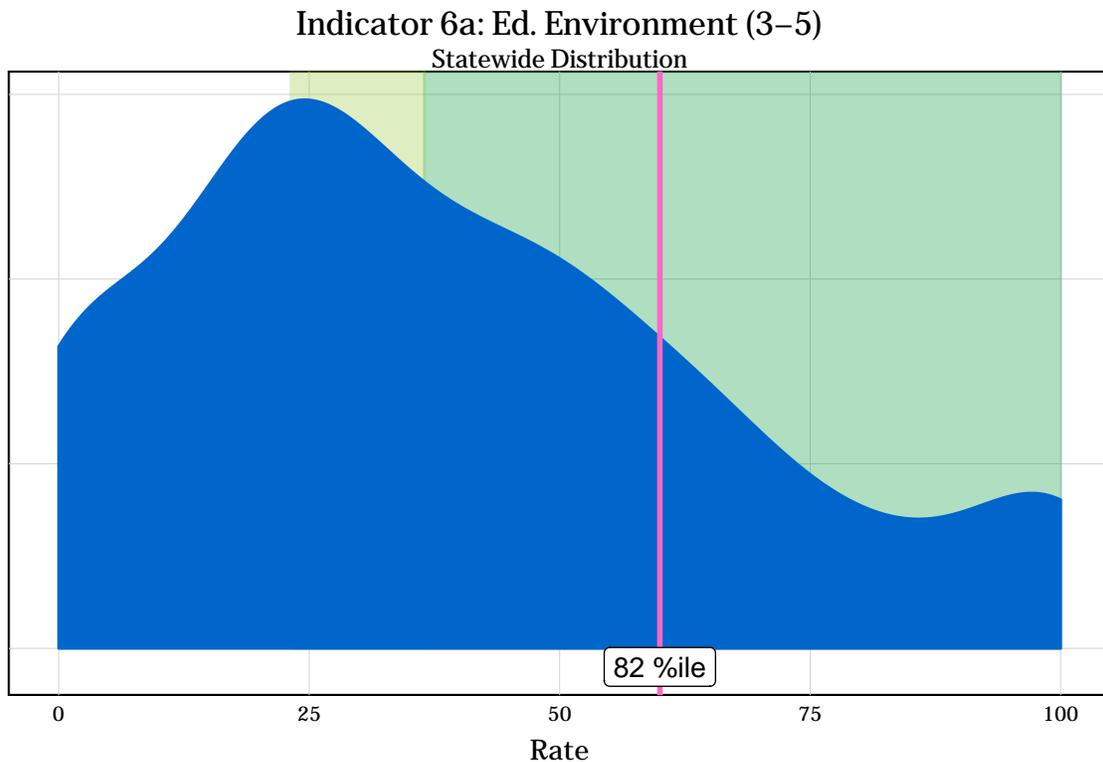#### Statewide Distribution

Rate

Note: The vertical line indicates where your LEA falls in the statewide distribution.

11

Indicator 6a: Ed Environment (3-5)

Indicator 6a measures the percentage of students ages 3-5 with IEPs attending a regular early childhood program and receiving the majority (greater than 50%) of special education and related services in the regular early childhood program (i.e., in a setting with their peers who do not have IEPs). This data comes **from the October 1 Child Count for the 2018-19 school year**.

	Indicator Cutoffs		**LEA Performance**		
Indicator	2 points	1 point	Rate	Percentile	Points Earned
6a	36.5	23.19	60	82	2

Indicator 6a: Ed. Environment (3–5)
Statewide Distribution

Note: The vertical line indicates where your LEA falls in the statewide distribution.

Compliance Indicators

Indicator 4b: Disproportionate Discipline

Indicator 4b is a logical (True/False) indicator that looks at discipline by race/ethnicity among students with IEPs resulting in out-of-school suspensions or expulsions for greater than 10 days. Due to data availability, this is a lagged indicator; this means that **the source school year is 2016-17**.

As it is defined in OSEP's guidelines, LEAs in compliance either:

1. Are not found to have a significant discrepancy by race/ethnicity in the aforementioned disciplinary incidents among students with IEPs, by race or ethnicity; or

2. Are found to have significant discrepancy in racial disproportionality but, through a review of the LEA's policies, procedure, and practices, are determined to comply with requirements relating to the development and implementation of IEPs and "the use of positive behavioral interventions and supports, and procedural safeguards."

A "significant discrepancy" is defined in Wisconsin as LEAs with a rate of suspension or expulsion of greater than 10 days for students with IEPs within each racial/ethnic subgroup that is two standard deviations above the average statewide rate, and a minimum numerator of 2 in each race/ethnicity reporting category.

As it is defined above, an LEA may be identified as having a significant discrepancy but still not be identified as non-compliant for this indicator. To learn more about significant disproportionality and discrepancy, and to see if your LEA was identified as being significantly discrepant in the most recent reporting year, consult the Racial Equity Report provided in SAFE for the 2018 reporting year.

Indicator 9 & 10: Disproportionate Identification in Special Education and Specific Reporting Categories

Indicators 9 and 10 are logical (True/False) indicators that look at disproportionate identification of students for special education services by race/ethnicity in any disability reporting category (indicator 9) and specific disability reporting categories (indicator 10). This indicator is not lagged, meaning that **the most recent data comes from the 2018-19 school year**.

LEAs in compliance either:

1. Are not found to have disproportionate identification by race/ethnicity among students receiving special education services; or

2. Are found to have disproportionate identification by race/ethnicity groups in special education and related services, but a review of the LEA's policies, procedures, and practices determined that they comply with requirements related to the identification of students with disabilities, and are therefore not the result of inappropriate identification.

In order to be identified as having disproportionate identification in Wisconsin, the following criteria have to be met:

1. **A Risk Ratio of 2.0 or Greater**: In calculating the weighted risk ratio for over-representation, DPI uses the Westat technical assistance guidance for calculating disproportionality based on weighted risk ratio. The weighted risk ratio is the risk for a racial/ethnic group to be in special education divided by the risk for a comparison group to be in special education, weighted to the racial/ethnic demographics of the state.

2. **A Greater Risk than White Students Statewide**: Because white students have been the unit of comparison used by the National Research Council in their analysis of this issue, statewide white student risk is used as the comparison group for this second factor. For each racial group, over-representation may be considered where the risk level for the given group exceeds the state's risk level of White students in that category by at least one. This additional measure also ensures that districts will not be considered for the highest level of review where the risk for a given group is low. To ensure that white students in a district could also be identified as over-represented, district level risk is compared with state level risk for white students, in the same manner as every other racial or ethnic group.

3. **A Minimum Cell Size**: To be identified for over-representation, a racial or ethnic group must have at least ten students with disabilities in a given cell used for risk ratio analysis, and a total enrollment of 100 students in the given racial or ethnic group. A district can be identified when one racial or ethnic group has a total enrollment of 100 students, even if the other racial or ethnic groups in the district have a total enrollment of less than 100 students.

4. **Three Consecutive Years**: Acknowledging changing demographics, potential anomalies in data collection, and other factors, DPI requires districts to meet the above criteria for three consecutive years before being identified. For the 2019 reporting year, that means that the above criteria had to be met for the 2015-16, 2016-17, and 2017-18 school years.

As it is defined above, an LEA may be identified as having significant disproportionality in identification but still not be identified as non-compliant for either of these indicators. To learn more about significant disproportionality, and to see if your LEA was identified as being significantly disproportionate in the most recent cycle, consult the Racial Equity Report provided in SAFE for the 2018 reporting year.

Indicator 11: Timely Evaluations

Indicator 11 measures the percent of children who were evaluated for special education services within 60 days of receiving parental consent for the initial evaluation. It is a cyclical indicator, meaning that all LEAs participate in the evaluation once every five years except Milwaukee Public Schools, which participates annually. The data provided in this report comes from **the 2017-18 school year**.

Indicator 11 is a report of performance on a requirement of special education law. A LEA must determine if a child is a child with a disability within 60 days after the local education agency receives parental consent for administering tests or other evaluation materials. If the IEP team determines no tests or other evaluation materials need to be administered, the LEA must complete the evaluation within 60 days of providing the parents a notice that no tests or evaluation materials will be administered.

There are three exceptions to the 60-calendar day timeline:

1. A student who transfers from one LEA to another after the 60-day timeline has begun, but prior to a determination of eligibility by the previous LEA. For the exception to apply, the LEA must have completed the evaluation within a specific time mutually agreed upon by the parent and LEA.

2. The parent repeatedly fails or refuses to make the student available for the evaluation. This is determined on a case-by-case basis, and what constitutes "repeatedly failed" or "refuses to make the student available" will vary depending on the specific circumstances in each case.

3. Students being evaluated for a specific learning disability for the first time when the timeline is extended by mutual written agreement of the parent and LEA.

	Indicator Cutoffs		LEA Performance		
Indicator	2 points	1 point	Rate	Percentile	Points Earned
11	95	90	NA	NA	NA

Indicator 11: Timely Evaluations
Statewide Distribution

Rate
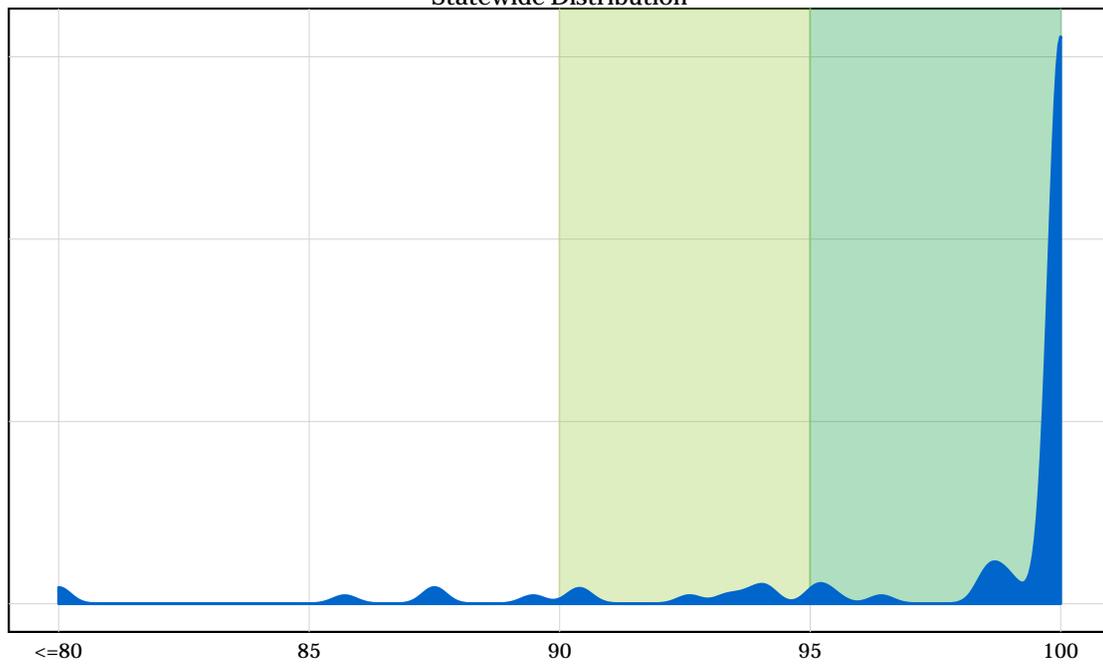
Note: No data available for your LEA on this indicator

Indicator 12: Early Childhood Transitions

Indicator 12 measures the percent of children referred by IDEA Part C prior to age 3, are found eligible for IDEA Part B, and who have an IEP developed and implemented by their third birthdays. This is an annual indicator applicable to all LEAs who receive a referral from Part C during the reporting year. The data provided in this report **comes from the 2017-18 school year**.

The calculation is the number of youth found eligible and have an IEP developed and implemented by their third birthdays, divided by the total number of youth referred from Part C to Part B who do not meet any of the exclusionary criteria for the denominator.

The exclusionary criteria for the denominator are as follows:

1. A referred youth was determined to not be eligible prior to their third birthday.

2. A referred youth's parent refused to provide consent, causing delays in evaluation or initial services (or to whom exceptions under 34 CFR §300.301(d) applied).

3. A referred youth was determined to be eligible for early intervention services under Part C less than 90 days before their third birthday.

	Indicator Cutoffs		LEA Performance		
Indicator	2 points	1 point	Rate	Percentile	Points Earned
12	90	85	100	100	2

Indicator 12: Early Childhood Transitions
Statewide Distribution
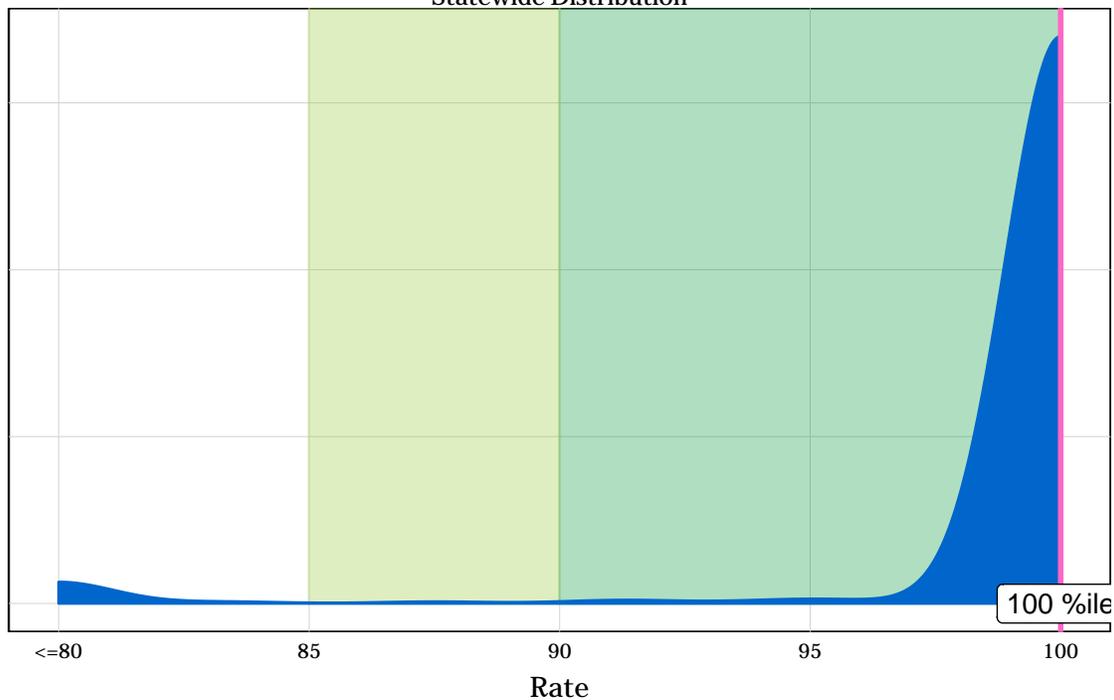
Rate

Note: The vertical line indicates where your LEA falls in the statewide distribution.

Indicator 13: Post-Secondary Transition Plans

Indicator 13 measures the percent of youth with IEPs ages 16-21 with IEPs that include appropriate and measurable post-secondary goals. These goals must be annually updated and based upon an age appropriate transition assessment and transition services (including courses of study) that will reasonably enable the student to meet those post-secondary and IEP goals. 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.

This is an annual indicator for all LEAs with students 16 or older. The data provided in this report **comes from the 2017-18 school year**.

	Indicator Cutoffs		LEA Performance		
Indicator	2 points	1 point	Rate	Percentile	Points Earned
13	90	85	100	100	2

Indicator 13: Post–Secondary Transition Plans
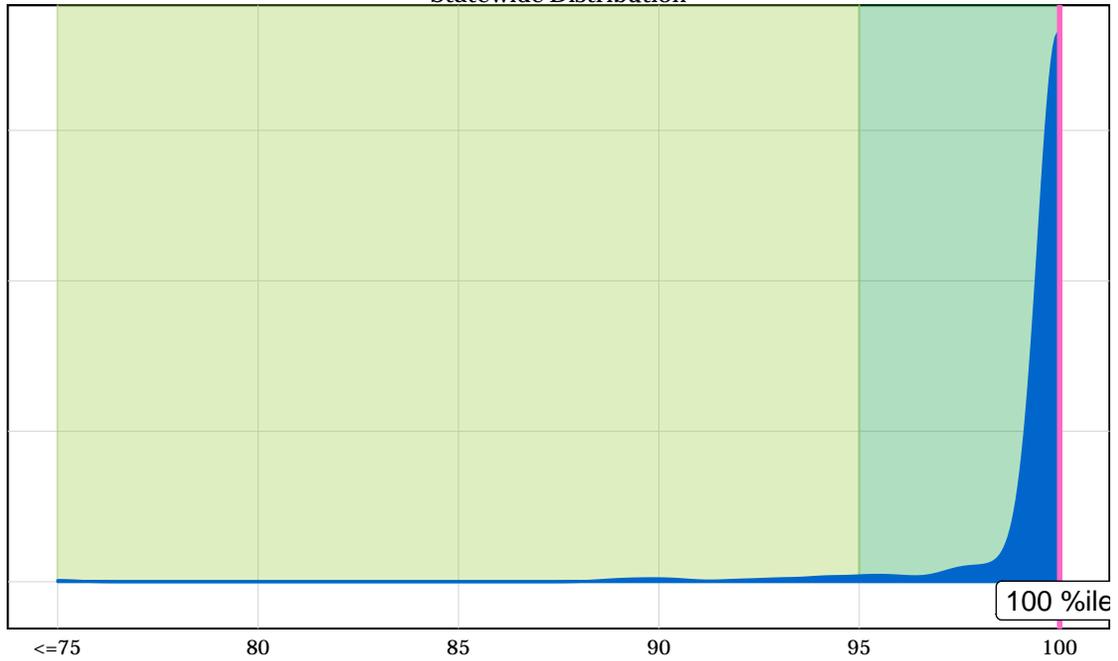### Statewide Distribution
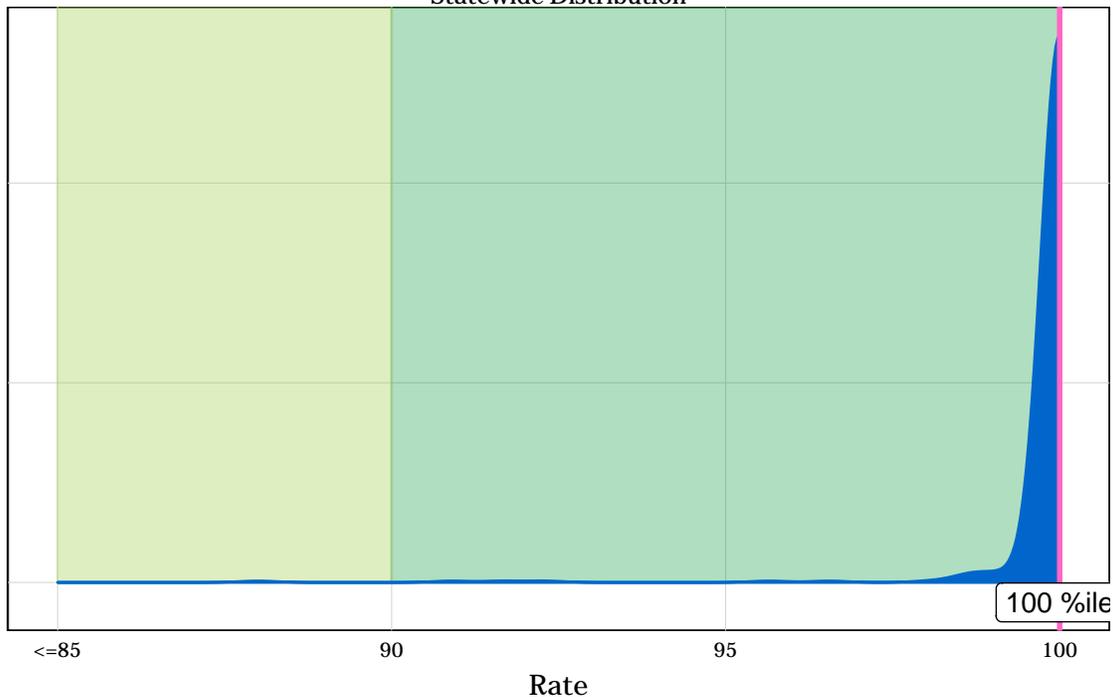
Note: The vertical line indicates where your LEA falls in the statewide distribution.

Timely and Accurate Data Reporting

In addition to the aforementioned indicators, the Department is also required to evaluate the degree to which LEAs submit data to us that is both timely and accurate. This is calculated by the percentage of students with IEPs or with unknown disability status with missing demographic data as of the snapshots, or for whom districts submitted correction files to DPI's Office of Educational Accountability (OEA) for their Report Cards. Only the correction files for data sources used for this report (Graduation, Dropout, and Assessments) are included in this calculation.

Indicator	Indicator Cutoffs		LEA Performance		
	2 points	1 point	Rate	Percentile	Points Earned
data	95	75	100	100	2

Timely and Accurate Data Reporting
Statewide Distribution

100 %ile

<=75   80   85   90   95   100

Rate

Note: The vertical line indicates where your LEA falls in the statewide distribution.