

# Support System for Federal Identifications

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# Special Education and Title I: Leveraging Overlaps

- Equity at the heart of both laws
- Coordinated/unified:
  - notification
  - reporting requirements
  - reporting platform (WISEgrants)
  - supports (WISExplore, WISElearn, region and statewide support system)
- Improvement planning resources rooted in implementation science
- Statewide system to support continuous improvement efforts
- Flexibility in continuous improvement approaches and supports



# Federal Identifications

- **IDEA**

- LEA Determinations

- Disproportionality

- **ESSA**

- Targeted Support (subgroups)

- Additional Targeted Support (subgroups)

- Comprehensive Support (all students/school)



# Notification Package: More than a letter

## Federal Identifications: summary and detailed reports

- IDEA LEA determinations: all districts
- ESSA identifications (CSI, TSI, ATSI): when applicable
- *Special Ed disproportionality: lagged, coming in April 2019*

## Identification Packet Materials

- Cover letter: General information about identification, next steps
- Summary report: ESSA and IDEA determinations in one place
- Flyer: next steps/getting started
- Technical Assistance Network information
- District summary report and detailed supplemental data (separate for IDEA and ESSA)



# Notification Package

## Logistics

- When: December 6, 2018
- How: Delivery via SAFE, same security roles as for report cards

## Key Takeaway:

*All districts will receive a Federal Packet, whether they have identifications or not.*

*All districts will need to access SAFE.*



# ESSA Accountability

## Five Indicators

- Achievement
- Growth
- Progress in attaining English language proficiency
- Graduation Rate
- Absenteeism

## School and Subgroup Calculations

- Indicator outcomes and scores calculated for
  - All students (i.e., the school)
  - Each subgroup that meets cell size (20)



# ESSA Accountability: Identifications

## CSI - Overall Performance

- Population of schools: Title I
- Rank summary scores for Title I schools
- Identify threshold for bottom 5% of schools

## CSI - Graduation Rate

- Population of schools: all schools that graduate at least 20 students
- Calculate graduation rate (average of 4-year and 7-year rates)
- Threshold for identification = graduation rate below 67%



# ESSA Accountability: Identifications

## Targeted Support - *consistently underperforming subgroups*

- Population of schools: All schools with at least one subgroup meeting cell size
- Rank subgroup summary scores
- Subgroups in bottom ten percent of their own subgroup and compared to all students are TSI





# ESSA Accountability: Identifications

## Additional Targeted Support

- Population: Targeted Support (TSI) schools
- Compare subgroup summary scores to top-scoring CSI school
  - **E.g., If top-performing CSI schools had a summary score of 37.5, compare TSI subgroups to this score.**
- Schools with subgroups below the CSI score (i.e., subgroup CSI) are ATSI



# IDEA Accountability: LEA Determinations

- Based on federal special education indicators
- Annual notification
- District level
- Compliance indicators: disproportionality (4B, 9, 10), timely initial evals (11), preschool and postsecondary transitions (12, 13), correction of noncompliance, timely and accurate data
- Results indicators: graduation (1), dropout (2), participation and performance on statewide assessment (3B, 3C)
- <https://dpi.wi.gov/sped/about/state-performance-plan/determinations>



# IDEA Accountability: Disproportionality

- Special education indicators 4B, 9, and 10, and significant disproportionality (discipline, identification, placement)
- Students with IEPs in a particular racial/ethnicity category are TWICE as likely
- All identified LEAs required to reserve 15% of their Part B funds for Comprehensive Coordinated Early Intervening Services



# Supporting Systems

We believe that to achieve Educational Equity, we must support the entire educational system. This support must be:

- Coordinated/unified:
- Statewide system to support continuous improvement efforts, whether a school is identified or not
- Flexible in continuous improvement approaches and supports to honor local context and expertise

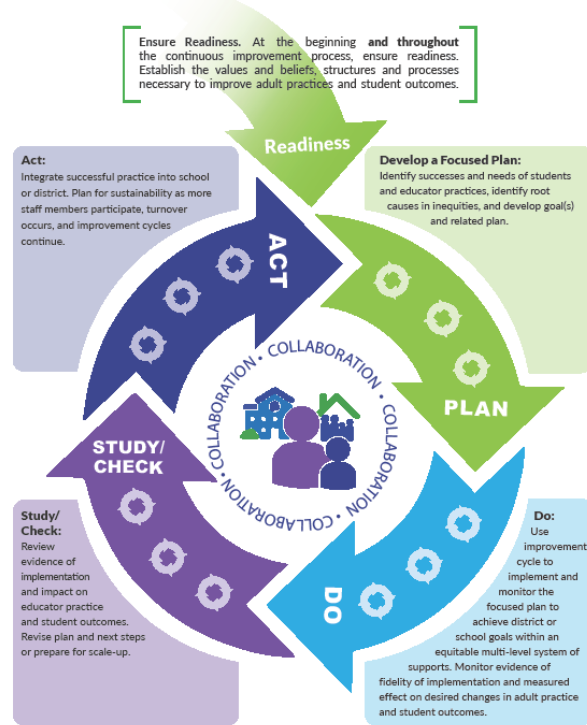


# Continuous Improvement Process

## Continuous Improvement

Leading for Equity • Using Data to Make Decisions • Inclusive Teaching and Learning

Ensure Readiness. At the beginning and throughout the continuous improvement process, ensure readiness. Establish the values and beliefs, structures and processes necessary to improve adult practices and student outcomes.



# Key System Features of an Equitable Multi-Level System of Supports



# Identified LEAs have Access to Support Options at Each stage of the Improvement Cycle

LEA receives  
identification  
package

- Identification areas
- Available supports
- Requirements

LEA accesses  
supports for  
continuous  
improvement

- WISElearn Tools for Support
- CESA TA Network for Improvement & aligned professional organization supports (Leading for Learning)

LEA accesses supports  
for implementing  
identified improvement  
strategies

- Prioritized/intensive discretionary grant supports
- CESA-specific supports
- WISELearn resources
- Etc.

