Connecting the Results of Your Root Cause Analysis to How You Spend Your Federal Funds

Federal Funding Conference

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WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION
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Educational Equity

Every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background and/or family income.

CCSSO, 2017

Joint Federal Notification Packet

Key Takeaway:
All districts received a preliminary joint federal notification packet, whether they have identifications or not.

This is an **opportunity to unveil and articulate supports to all schools around continuous improvement.**

ESSA Accountability

Five Indicators

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

School and Student Group Calculations

- ❖ Indicator outcomes and scores calculated for
  - ❖ All students (i.e., the school)
  - ❖ Each student group that meets cell size (N=20)

ESSA Identifications

Comprehensive Support - Overall Performance

- ❖ Population of schools: Title I
- ❖ Lowest performing 5% of schools - based on summary performance

Comprehensive Support – 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%

Acronym: CSI

ESSA Identifications

Under Comprehensive Support, a school can be identified for both low overall performance and low graduation rates.

ESSA Identifications

Targeted Support - consistently underperforming student groups

- ❖ Population of schools: All schools with a student group summary score.

- ❖ Scores in bottom ten percent of their own student group and compared to all students (schoolwide) result in Targeted Support identification.

  > e.g., The summary score for English learners in your school is in the bottom 10% of all English learner summary scores in the state, and in the bottom 10% of the all students (schoolwide) scores.

Acronym: TSI

ESSA Identifications

Additional Targeted Support

❖ Population: Targeted Support (TSI) schools

❖ Compare student group summary scores to top-scoring CSI school.

> e.g., If top-performing CSI school(s) had a summary score of 7.5, compare TSI subgroups to this score.

❖ Schools with subgroups below the CSI score (i.e., subgroup CSI) are Additional Targeted Support.

Acronym: ATSI

ESSA Identifications

Schools identified for Comprehensive Support cannot also have a Targeted Support notification. However, student groups falling below the Targeted Support threshold will be flagged in the ESSA Accountability Report.

Pause and Reflect

If someone asked you to describe Comprehensive Support, Targeted Support, or Additional Targeted Support, how would you answer?

IDEA Accountability

Compliance and Results Indicators

- ❖ New weighting is based 50% compliance, 50% results
- ❖ Significantly more LEAs not meeting IDEA requirements

Four determination categories made at the LEA level regarding implementing the requirements of IDEA:

- ❖ Meets Requirements
- ❖ Needs Assistance
- ❖ Needs Intervention
- ❖ Needs Substantial Intervention

34 CFR § 300.602

IDEA Determinations

Results Indicators

- ❖ Graduation
- ❖ Dropout
- ❖ Assessment Participation
- ❖ Assessment Proficiency
- ❖ Ed Environment 3- to 5-year old
- ❖ Ed Environment 6- to 21-year old

Compliance Indicators

- ❖ Racial disproportionality in discipline and identification (policies and procedures)
- ❖ Timely evaluations
- ❖ Early childhood transitions
- ❖ Post-secondary transitions
- ❖ Corrected noncompliance within one year
- ❖ Timely and accurate data reporting

Significant Disproportionality

When a student, based on race, is more than TWICE AS LIKELY as their peers to be...

Identified for special education - generally	Identified with a specific disability category (i.e., EBD)	Disciplined	Placed in a more restrictive environment

Revised WI criteria, initial application in FY 2019-2020.

IDEA Funding & Sig Disproportionality

LEAs that have been identified with significant racial disproportionality are required to set aside and expend 15% of their IDEA formula allocation funds on Comprehensive Coordinated Early Intervening Services (CCEIS)-funded activities.

❖ Guidance from the US Office of Special Education Programs clarified that required set-aside funds for LEAs identified as significantly disproportionate **are not** subject to the same restrictions as voluntary CEIS – more flexibility on allowable activities and all students, with and without disabilities, can benefit from CCEIS-funded services.

34 CFR § 300.646 (b)(2)

Pause and Reflect

If someone asked you to describe
IDEA LEA Determinations and
IDEA Significant Disproportionality,
how would you answer?

Responsibility of Identified LEAs / Schools

❖ Needs Assessment/Root Cause Analysis (ESSA/IDEA)

❖ Identify/address resource inequities (ESSA)

❖ Identify evidence-based improvement strategy (ESSA/IDEA)

❖ Stakeholder engagement (ESSA)

❖ Develop and implement plan (ESSA/IDEA)

Wisconsin Continuous Improvement Process

ESEA improvement plan for focus and/or priority schools

IDEA improvement plan(s)

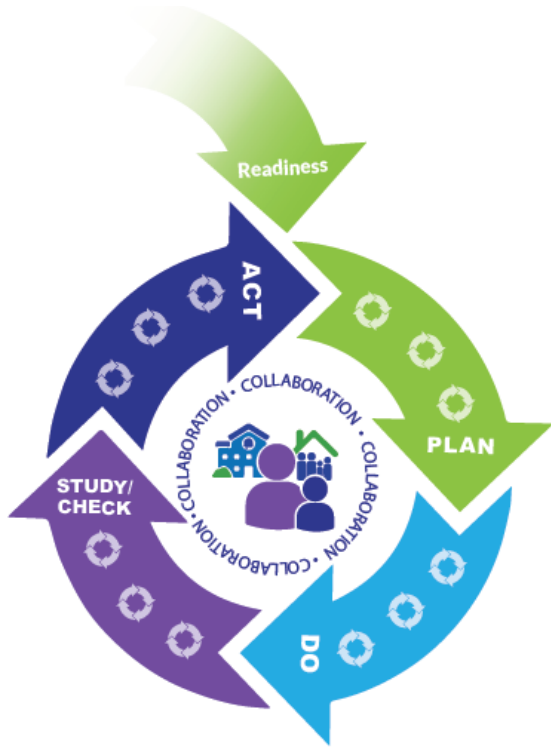Educator Effectiveness (SLO and PPG)

School and district improvement plans

Continuous improvement of adult practices to improve student outcomes

Wisconsin Continuous Improvement Process

Link to the **Continuous Improvement Process Criteria and Rubric**

Continuous Improvement Process
Criteria and Rubric

Wisconsin Continuous Improvement Process

Readiness:

❖ Shared mission and vision grounded in equitable outcomes for all students.

❖ Shared values (collective commitments and beliefs grounded in equitable outcomes for all students).

❖ The team represents diverse stakeholders.

❖ Team works in collaboration.

❖ Team meetings are regular and purposeful.

❖ Team has communication structures.

❖ Team has systems and process to use data.

Plan:

❖ Team conducts a needs assessment, including a root cause analysis.

Wisconsin Continuous Improvement Process

Needs assessment, including root cause analysis:

- ❖ Team engages in a needs assessment through student outcome and practice inquiry process reviewing:
    - ❖ Student Outcome Data
    - ❖ Student Engagement Data
    - ❖ Perception Data
    - ❖ Educator Practice Data
- ❖ Root Cause Analysis
    - ❖ Team identifies and prioritizes needs
- ❖ Team reviews other relevant plans (such as the district strategic plan)

Plan:

❖ Team identifies resource inequities.

Plan:

❖ Team selects an evidence-based improvement strategy aligned to prioritized needs.

Wisconsin Continuous Improvement Process

Plan:

- ❖ Team develops a SMART goal and theory of action.

- ❖ Team develops a plan in implement the selected strategy.

- ❖ Team engages families and community in planning.

Pause and Reflect

Talk with a partner… Would the root cause statements listed be reasonable under continuous improvement for a district who has significant disproportionality for Black students in discipline?

Black students transfer into our district at a high rate based on an analysis of IEPs.

Based on analysis of referral and intervention data, our district lacks alternatives continuum of student behavior supports.

Teacher practice data and student outcome data show that reading instruction is not culturally relevant.

WISEDash for Districts - DIJ

The Data Inquiry Journal, a free product available through DPI, walks the team through the Continuous Improvement Planning process. The DIJ is used to complete the Needs Assessment and create an aligned improvement plan with action steps.

Data Inquiry Journal

Literacy Gaps - Copy

WISExplore January 2019 DIJ Literacy Gap Sample 1

PART 1 Needs Assessment: Student Data Inquiry	Part 2 Needs Assessment: Practices Inquiry	PART 3 Summary and Improvement Plan

Needs Assessment: Student Data Inquiry

It is advisable that Part I, Student Data Inquiry, begin after preliminary findings indicate potential areas of concern that warrant further investigation. In some cases, needs may be identified through external accountability. Following the process of Student Data Inquiry to explore preliminary findings will lead to identifying replicable successes, critical priorities and likely root causes contributing to student outcomes. This inquiry provides the foundation for follow-up Practices Inquiry (Part 2) and subsequent Improvement Planning (Part 3).
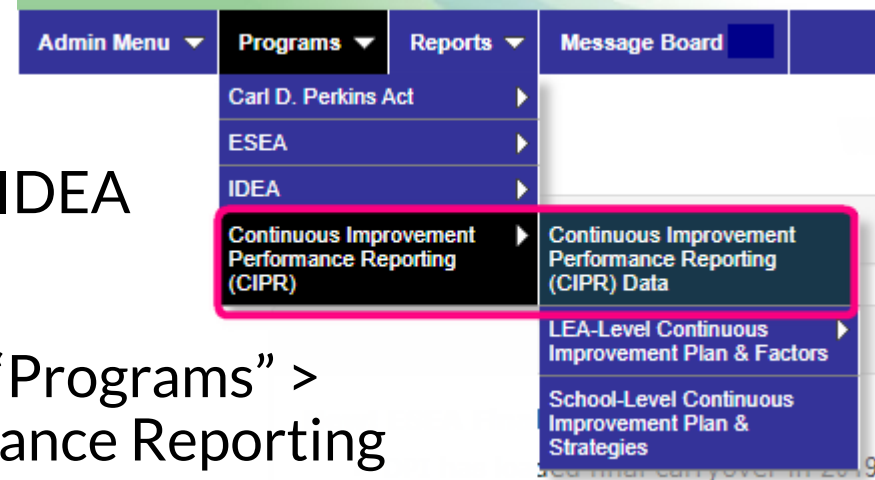
+ **Focus**

DIJ Technical Assistance

❖ Data Specialists available in each CESA.

❖ The [TA Network representative](#) in each CESA.

❖ Data Inquiry Journal At-a-Glance [overview](#) and [technical assistance document](#).

Continuous Improvement Performance Report

The "CIPR" Report is housed in WISEgrants and accessible to any user who has edit or view access to IDEA or ESEA grants.

The location of this report is under "Programs" > "Continuous Improvement Performance Reporting (CIPR) Data."

The report displays IDEA district-level and ESSA school-level identifications. All public schools within a district will be listed on this report.

IDEA – District Identifications

IDEA - LEA Identifications

IDEA Determination	Number of Years in this Category
Needs assistance in implementing the requirements of the IDEA	2

Racial Disproportionality in Special Education Identification, Discipline, and/or Placement	Student Groups	Number of Years in this Category
Racial disproportionality in specific disability categories.	Emotional Behavioral Disability: Black - African American	1
Racial disproportionality in specific disability categories.	Intellectual Disability: Black - African American	1
Significant disproportionality in discipline.	Black - African American	2
Significant disproportionality in discipline.	Hispanic	1
Significant disproportionality in discipline.	Two or More Races	1

ESSA – CSI School Identifications

Schools Identified for Comprehensive Supports and Interventions (CSI)

School Code	School Name	CSI Identification	Cohort Name	Cohort Year	Title I School Served
0121		CSI - Lowest Performance	CSI Cohort FY 2018-2019	1	Yes
0138		CSI - Lowest Performance	CSI Cohort FY 2018-2019	1	Yes
0288		CSI - Lowest Performance	CSI Cohort FY 2018-2019	1	Yes

ESSA – ATSI School Identifications

Schools Identified for Additional Targeted Supports and Interventions (ATSI)

School Code	School Name	ATSI Student Group(s)	Cohort Name	Cohort Year	Title I School Served
0492		• Black - African American • Hispanic • Students with Disabilities	ATSI Cohort FY 2018-2019	1	No
0134		Black - African American	ATSI Cohort FY 2018-2019	1	Yes
0136		• Black - African American • Students with Disabilities	ATSI Cohort FY 2018-2019	1	Yes

ESSA School Identifications & Cohorts

The identifications of "**CSI**" and "**ATSI**" are identified in a cohort, determined every three years.

Once in a cohort, a school only loses the identification after it has met the exit criteria established through Wisconsin's ESEA state plan.

Until that time, the school will be grouped with that cohort year even beyond a new three-year CSI or ATSI identification cycle.

ESSA – TSI School Identifications

Schools Identified for Targeted Supports and Interventions (TSI)

School Code	School Name	TSI Student Group(s)	Consecutive TSI Years	Title I School Served
0491		• Black - African American • Hispanic • Students with Disabilities	1	No
0118		• Black - African American • Students with Disabilities	1	Yes
0492		English Learners (EL)	1	No
0130		Black - African American	1	Yes
0134		• Hispanic • Students with Disabilities	1	Yes
0111		Hispanic	1	Yes

ESSA – Schools Not Identified

Schools Meeting ESSA Expectations	
School Code	**School Name**
0030	Orange El
0040	Green View
0060	Yellow El
0100	Purple El
0175	Dot El
0130	Lighthouse Charter

Federal Funding Options

Title I Schoolwide
- In general, covers all costs supporting the Title I Schoolwide plan

Title I Targeted
- Only costs associated with providing services to eligible students

Comprehensive Supports & Improvement (CSI Identified)
- Used for DPI-approved evidence-based improvementt strategies

IDEA Formula – Flow-through & Preschool
- Only costs associated with providing services to eligible students with IEPs

CEIS (IDEA)
- Limited allowed costs associated with the delivery of interventions

CCEIS (IDEA – Significantly Disproportionate)
- In general, covers all costs addressing the root cause analysis results

Title I Schoolwide Set-Aside (IDEA)
- In general, covers all costs supporting the Title I Schoolwide plan

Comprehensive CEIS (CCEIS)

Comprehensive Coordinated Early Intervening Services (CCEIS) is the 15% an LEA must reserve from its Part B funds when identified as being significantly disproportionate.

Funds under CCEIS can be used in the same manner as funds under a Title I Schoolwide program – benefitting all students regardless of age, grade, and disability status.

Funds under voluntary CEIS are restricted to funding academic or behavioral intervention programs for students without disabilities enrolled in grades Kindergarten through 12.

34 CFR § 300.646 (b)(2) and § 300.226

Ways to Use Federal Funds

Investing in ongoing professional learning such as training, coaching, and mentors to ensure that the evidence based improvement strategy is implemented as intended.

- ❖ Professional learning can be funded through Title I-A, Title II-A, IDEA flow-through or preschool, IDEA CEIS, IDEA CCEIS and IDEA Title I Schoolwide set-aside.

Ways to Use Federal Funds

Purchasing a new instructional resource, such as a new math series or a new reading series. Another option is a resource that supplements and strengthens the current series.

DPI aims to improve support for all teachers by ensuring that districts have the information they need to select high-quality instructional materials and to provide professional learning that supports effective implementation of those materials in English language arts and mathematics. More information can be found at https://dpi.wi.gov/impl

Snow Day School District

Significantly Disproportionate,
Native American students with Learning Disabilities
(not math-related)

Ice Elementary	Blizzard Middle	Slush Elementary
Identified as ATSI – Reading Achievement - Native American - Students with Disabilities	**Not identified as CSI, ATSI or TSI**	**Identified as TSI –** Math Achievement - Econ. Disadvantaged
Title I Targeted Assistance	**Not Title Eligible**	**Title I Schoolwide**

Root Cause Analysis

Snow Day determines that their current reading program is not aligned with standards nor is it culturally and linguistically responsive (districtwide).

In addition, Snow Day determines that the district's current math program does not meet the needs of a vulnerable group of the students enrolled in Slush Elementary.

Evidence-Based Improvement Strategy

Snow Day will invest in a reading program (to be used districtwide) that meets the research requirements of ESSA and will implement research based instructional strategies for culturally and linguistically responsive practices.
To do this, the district must invest heavily in ongoing professional learning of all their staff.

Snow Day will also invest in a supplemental math resource for Slush Elementary so all students will be more successful in the district's universal math curriculum. To ensure this is implemented, Snow Day will invest in ongoing math professional learning for Slush Elementary staff.

Ways to Use Federal Funds

New districtwide reading program

Title I-A	Title II-A	IDEA Flow-through	IDEA CCEIS	IDEA CEIS	IDEA TI SW Set-Aside
✗	✗	✗	$	✗	✗
Cost is districtwide and not all schools in the district are Title eligible.	Title II cannot be used for resources.	The cost is not an excess cost of providing special education & related services.	**YES** - The cost addresses the reason why the LEA is significantly disproportionate.	Once identified as Sig Dispro, LEA cannot set aside voluntary CEIS.	These funds can _only_ be used at the Title I Schoolwide school level.

Ongoing professional learning and coaching of both the reading program and culturally and linguistically responsive practices for all staff districtwide.

$	**$**	**K**	**$**	**X**	**K**
Title I-A	**Title II-A**	**IDEA Flow-through**	**IDEA CCEIS**	**IDEA CEIS**	**IDEA TI SW Set-Aside**
Yes – For staff supporting Title I students at Title I schools	**Yes** - Title II can be used for all staff districtwide.	**Kind of** – These funds can be used to cover the cost of training any special education staff.	**Yes** - The cost addresses the reason why the LEA is significantly disproportionate.	Once identified as Sig Dispro, LEA cannot set aside voluntary CEIS.	**Kind of** - These funds can be used at Slush Elementary only.

Supplemental Math Resource at Slush Elementary

Title I-A	Title II-A	IDEA Flow-through	IDEA CCEIS	IDEA CEIS	IDEA TI SW Set-Aside
$	X	X	X	X	$
Yes - it is a schoolwide program and addresses the needs identified in the schoolwide plan.	Title II cannot be used for resources.	The cost is not an excess cost of providing special education & related services.	The cost does not address the reason why the LEA is significantly disproportionate.	Once identified as Sig Dispro, LEA cannot set aside voluntary CEIS.	**Yes** - it is a schoolwide program and the math resource is not used districtwide.

Ongoing professional learning and coaching of the supplementary math resource for Slush Elementary Staff

$	**$**	**K**	**X**	**X**	**$**
Title I-A	**Title II-A**	**IDEA Flow-through**	**IDEA CCEIS**	**IDEA CEIS**	**IDEA TI SW Set-Aside**
Yes - as long as it addresses the needs identified in the schoolwide plan.	**Yes** - Title II can be used for all staff at the school.	**Kind of** – These funds can be used to cover the cost of training any special education staff.	The cost does not address the reason why the LEA is significantly disproportionate.	Once identified as Sig Dispro, LEA cannot set aside voluntary CEIS.	**Yes** - it is a schoolwide program and the training is only for school staff.

Additional Information

❖ Identifications under IDEA and ESSA have been made for FY 2019-2020, but the CIPR Data reports housed in WISEgrants will not be updated until late-March.

○ No new CSI or ATSI cohorts were identified for 2020-2021.

❖ DPI monitoring documents for identified LEAs (IDEA) and CSI Schools (ESSA) will be stored within WISEgrants.

○ For existing identified LEAs and Schools, updated continuous improvement plans will be submitted for FY 2020-2021.