Joint Federal Notifications District Summary Report

Portage Community

Introduction

The Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA) have shared goals: educational equity and student success. This report summarizes your local education agency (LEA)'s IDEA and ESSA identifications. This report, and the other reports included in your joint federal notifications packet, are meant to inform continuous improvement processes.

LEA-Level Notifications (IDEA Accountability)

IDEA LEA Determination

IDEA requires DPI to determine whether each LEA "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" regarding IDEA Part B. The criteria DPI considers are available on the Determination of Compliance webpage.

IDEA LEA Determinations inform LEAs of their improvement needs and provide LEAs with information and resources to guide improvement planning.

LEA Identification: Meets Requirements. *Your LEA* is not required to *complete actions as identified in the full report.*

IDEA Disproportionality

IDEA requires DPI to identify LEAs with significant racial disproportionality in special education identification, placement, and/or discipline.

IDEA disproportionality reports inform LEAs of racial disproportionality and/or significant discrepancies in special education and provide LEAs with information and resources to guide their improvement planning.

LEA Identification: *Based on the data included in your LEA's disproportionality report, your LEA* is not required to *complete actions as identified in the full report.*

School-Level Notifications (ESSA Accountability)

The ESSA accountability system identifies schools with very low overall performance, schools with very low graduation rates, and schools with the lowest-performing student groups for support. ESSA identifications include:

- Comprehensive Support and Improvement (CSI)
  - CSI-Lowest Performance (CSI-LP)
  - CSI-Low Graduation Rate (CSI-LG)
- Additional Targeted Support and Improvement (ATSI)
- Targeted Support and Improvement (TSI)

Your LEA does not have any ESSA-identified schools or groups.

Next Steps

LEAs are responsible for providing identification reports to appropriate staff and must notify schools with ESSA identifications.

Regardless of whether your LEA has received any formal identifications, reviewing your reports can help you understand the part your LEA plays in Wisconsin's disparities based on race, disability, English language acquisition, and socioeconomic status. Review the ESSA and IDEA reports side by side. Reflect honestly on the stories your data tells, and engage families and community members as partners in understanding needs and changing school and LEA practices that aren't working for all groups of students.

LEAs identified for support under IDEA and LEAs with schools identified for support and improvement under ESSA have specific responsibilities. Identified districts and schools are required to go through a continuous improvement process that addresses the needs identified in their reports. LEAs should also coordinate continuous improvement processes at the school and LEA levels. Ultimately, LEAs should take steps to ensure their systems and practices can sustain ongoing improvement.

LEAs with TSI or ATSI identifications: School-level improvement plans targeting the specific student group(s) identified must be developed and implemented in partnership with specific stakeholders. LEA responsibilities include applying for annual ATSI grant funding, reviewing resource allocation to identify and address inequities (ATSI only), reviewing and approving improvement plans to ensure they meet legal requirements, and monitoring implementation. LEAs must also answer LEA Plan questions regarding processes for review and support, as well as regarding additional steps to be taken if a school identified for TSI does not exit within an LEA-determined number of years. LEA responsibilities are monitored as part of ESEA Consolidated Monitoring.

LEAs with CSI identifications: School-level improvement plans must be developed and implemented in partnership with specific stakeholders. Both DPI and LEAs provide key support for CSI improvement efforts. LEA responsibilities include reviewing and approving plans to ensure they meet legal requirements, applying for annual CSI grant funding, supporting improvement teams as needed, and reviewing resource allocation to identify and address inequities. LEAs must also answer LEA Plan questions regarding processes for review and support. DPI's responsibilities include plan review and approval and implementation monitoring.

LEAs with identifications under IDEA (LEA Determination and/or racial disproportionality): All charter schools and districts identified for improvement under IDEA are required to engage in continuous improvement to address the root causes underlying the identification. They must have an improvement plan that meets IDEA requirements. The plan may build on existing efforts and does not have to be a new or separate plan. It must include one or more evidence-based improvement strategies. The plan and progress monitoring reports are required to be uploaded into WISEgrants. LEAs are also required to schedule quarterly progress monitoring calls, which are also managed through WISEgrants.

For more help understanding identifications, responsibilities, exit criteria, and timelines:

- Use this Bookings link to schedule a district-level virtual meeting with DPI staff from Special Education, Title I Continuous Improvement, and/or the Office of Educational Accountability. DPI staff are happy to answer any of your questions about federal identifications and related continuous improvement activities. Both special education and regular education leaders are encouraged to attend, and you may include Technical Assistance (TA) Network contacts as well.
- Contact your local CESA representative listed on the TA Network webpage.
- Visit the ESSA School Identifications website, which contains CSI/ATSI grant funding information.
- Consult the Brief Guide to ESSA Identifications and the comprehensive LEA Guide to ESSA Identifications.
- Visit the Resources and Supports for Continuous Improvement webpage.
- Visit the ESSA Accountability webpage and the Federal Identifications webpage.
- Review the DPI Continuous Improvement Process Criteria and Rubric.
- Review Continuous Improvement Performance Reporting (CIPR) information in WISEgrants.