

IDEA 2023 LEA Determinations

Trans Center for Youth, Inc.

The Individuals with Disabilities Education Act (IDEA) requires the WI Department of Public Instruction to determine annually if each local education agency (LEA) in WI meets the requirements of IDEA Part B. The content of this report helps inform an LEA’s continuous improvement efforts so they strategically target and close gaps to improve outcomes for students with individual education programs (IEPs).

LEA Determinations are comprised of both compliance (including any relevant audit findings) and results indicators, which are calculated separately and then weighted equally (50% compliance, 50% results) to produce the final score in one of the following categories:

Meets Requirements (80% or higher): The LEA is in compliance with IDEA Part B, and no action is required.

Needs Assistance (Year 1) (60-79%): The LEA must meet maintenance of effort rules and is encouraged to use this next year as a “watch” year by improving data quality and/or engaging in continuous improvement.

Needs Assistance (Year 2) (60-79%): The LEA is required to perform specific actions, and the LEA is eligible for some supports provided or contracted by DPI.

Needs Intervention (Less than 60%): The LEA is required to perform specific actions, and the LEA is eligible for a higher level of supports provided or contracted by DPI. If the LEA does not improve within three years, DPI is required to take additional enforcement actions.

Needs Substantial Intervention: The LEA is required to perform specific actions, and the LEA is eligible for the highest level of supports provided or contracted by DPI.

This report is considered sensitive and confidential due to the inclusion of unredacted data. Therefore, this document should not be shared with the public without first redacting sensitive data with small cell sizes. Redacted versions of the data used in this report are available publicly at [DPI’s public data files](#), the [WISEdash Public Portal](#), and the [District Profile Application](#). The data used for these determinations are certified, and include corrections submitted for district report cards. If you have questions related to this report, please schedule a virtual technical assistance meeting using [JFN Bookings](#).

LEA Calculation			
Indicator Type	Numerator	Denominator	Group Score
Compliance	12	12	100.00
Results	6	14	42.86

Calculated Score: 71%. **LEA Needs Assistance (Year 2+).**
Note: Determinations are rounded to the nearest percent.

LEA Summary

Indicator	Name	Type	Rate	Percentile	Points
1	Grad Exiters (G12 Cohort)	Results	100.00	100	2
2	Dropout Exiters	Results	0.00	100	2
3am	Math Assessment Participation	Results	33.33	0	0
3ar	ELA Assessment Participation	Results	33.33	0	0
3bm	Math Proficiency	Results	0.00	5	0
3br	ELA Proficiency	Results	0.00	5	0
4b	Discrepant Discipline	Compliance	NA	NA	2
5a	Ed. Environment (KG5-21)	Results	100.00	100	2
6a	Ed. Environment (3-5)	Results	NA	NA	NA
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	NA	NA	NA
13	Post-Secondary Transition Plans	Compliance	100.00	100	2
comp	Corrected Noncompliance	Compliance	NA	NA	2
data	Timely and Accurate Reporting	Compliance	100.00	100	2

Summary of Required Actions

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

The Department has reviewed the necessary data and has determined that your LEA has a determination of “**Needs Assistance (Year 2+)**”. 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.

- The Charter LEA **Needs Assistance, two or more years**, and must access technical assistance related to improving outcomes for students with IEPs. The LEA can access [free or low-cost supports](#) offered through CESAs or contract with other providers.

In conjunction with review of IDEA LEA Determination reports, district and school leaders should also review the ESSA school level reports and IDEA Racial Equity in Special Education (Disproportionality) reports to get a more complete picture of student outcomes. All of these reports are available in SAFE and districts should ensure that school and district leaders can access these reports. WISEgrants also has information under Continuous Improvement Performance Reporting (CIPR).

About 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 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 cut-offs 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.

Results Indicators

Indicator 1: Graduation Exiters (G12 Cohort)

(20 U.S.C. 1416 (a)(3)(A))

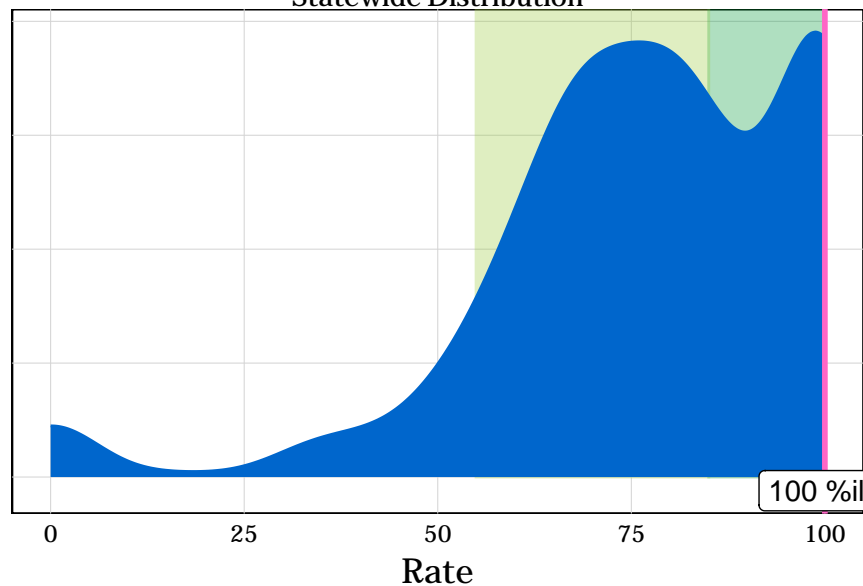
Indicator 1 is the percentage of youths with IEPs in grade 12 who exit special education with a regular diploma, including those students who graduate early (prior to enrolling in grade 12). Other forms of high school completion, including High School Equivalency Diplomas (HSEDs) and certificates of completion, are not counted in the numerator. Due to data availability, this is a lagged indicator; this means that **the source school year is 2021-22**.

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.

For LEA Determinations, this indicator is the number of youth with IEPs who exit special education with a regular diploma in a given year, divided by the total number of youths with IEPs in grade 12 (or who graduated prior to enrolling in grade 12), including those who are continuing (i.e., regardless of whether they are repeating grade 12). Please note that this is different than the calculation used for Federal reporting, which includes in the denominator all special education exiters ages 14-21.

Indicator	Indicator Cutoffs		LEA Performance		
	2 points	1 point	Rate	Percentile	Points Earned
1	85	54.95	100	100	2

Indicator 1: Graduation
Statewide Distribution



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

Indicator 2: Dropout Exiters

(20 U.S.C. 1416 (a)(3)(A))

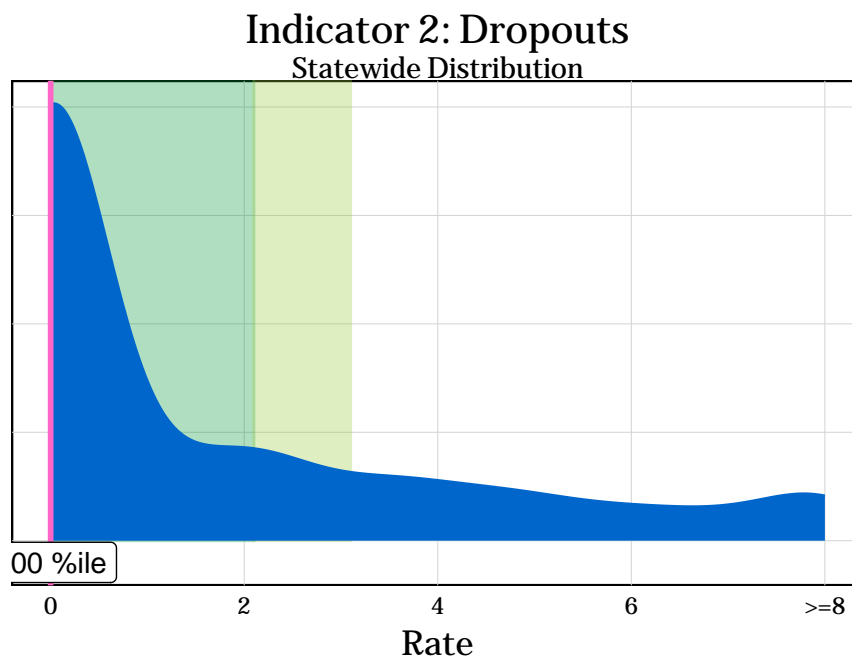
Indicator 2 is the percentage of youth with IEPs grades 7-12 who exit special ed because they are not known to be continuing enrollment in school (i.e., dropped out). Due to data availability, this is a lagged indicator; this means that **the source school year is 2021-22**.

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.

For LEA Determinations, this data is sourced from a youth’s IEP exit code rather than their enrollment exit code. If reported accurately, however, these measures should be identical.

Indicator	Indicator Cutoffs		LEA Performance		
	2 points	1 point	Rate	Percentile	Points Earned
2	2.1	3.1	0	100	2



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

Indicator 3a: Assessment Participation

(20 U.S.C. 1416 (a)(3)(A))

Indicator 3a measures the participation of youth with IEPs in statewide assessments. Unlike the previous indicators, 3a is not lagged; **the source school year is 2022-23.**

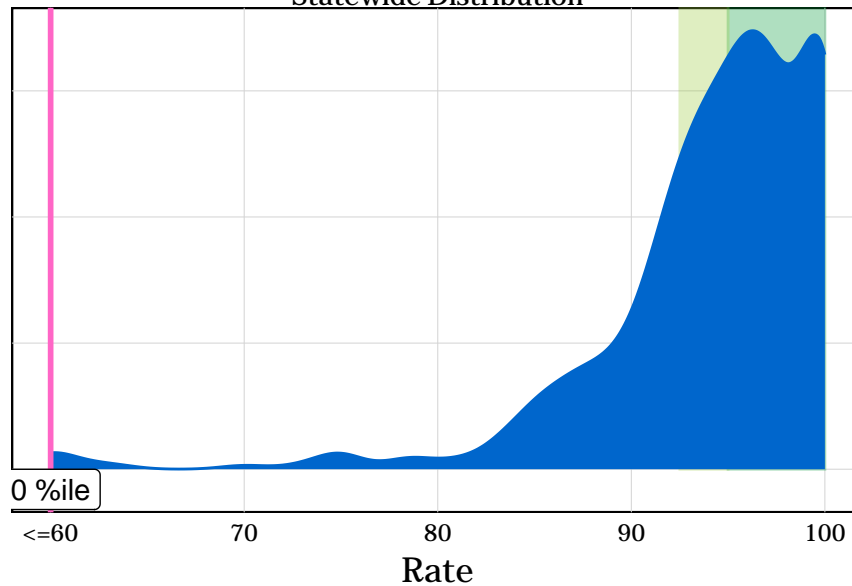
The statewide assessments included in indicator 3a are Forward, ACT, and Dynamic Learning Maps (DLM) for both Math and English / Language Arts. Each subject is tracked and reported separately.

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. Please note that, while Federal guidelines have reduced reporting to grades 4, 8, and 11, DPI continues to use grades 3-8 and 11 for LEA Determinations.

Indicator	Indicator Cutoffs		LEA Performance		
	2 points	1 point	Rate	Percentile	Points Earned
3am	95	92.51	33.33	0	0

Math Assessment Participation

Indicator 3am: Math Assessment Participation
Statewide Distribution

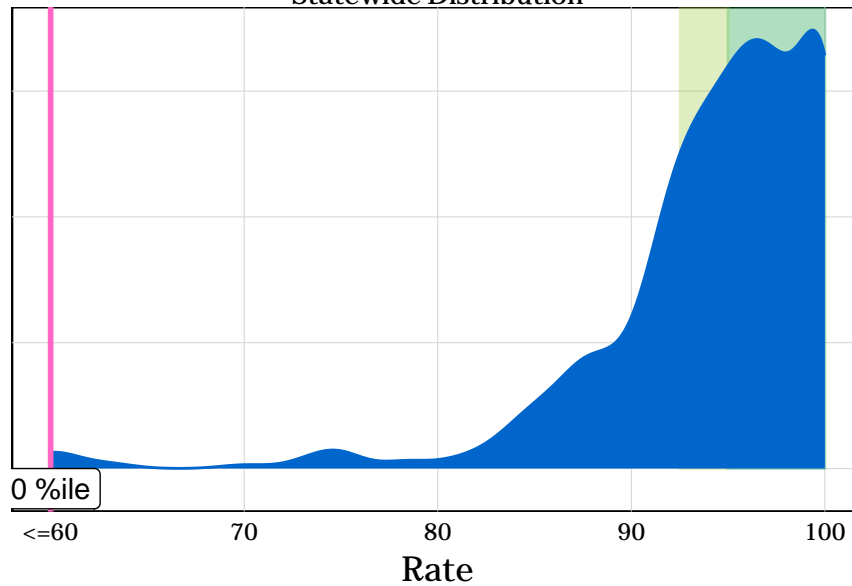


Note: The vertical line indicates where your LEA falls in the statewide distribution

Indicator	Indicator Cutoffs		LEA Performance		
	2 points	1 point	Rate	Percentile	Points Earned
3ar	95	92.53	33.33	0	0

English / Language Arts Assessment Participation

Indicator 3ar: ELA Assessment Participation
Statewide Distribution



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

Indicator 3b: Math and Reading Proficiency

(20 U.S.C. 1416 (a)(3)(A))

Indicator 3b measures the proficiency rates of youth with IEPs in Math and English / Language Arts through statewide assessments. **The source school year is 2022-23.**

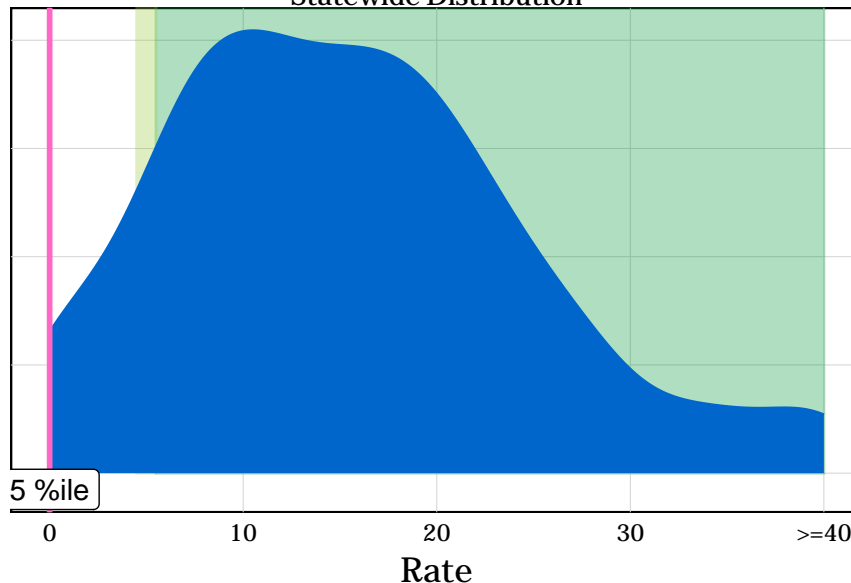
The statewide assessments included in indicator 3b are Forward, ACT, and Dynamic Learning Maps (DLM) for both Math and English / Language Arts. Each subject is tracked and reported separately.

The calculation is the number of youth with IEPs who demonstrated proficiency on their assessment divided by the total number of youth with IEPs who took the assessment. Please note that, while Federal guidelines have reduced reporting to grades 4, 8, and 11, DPI continues to use grades 3-8 and 11 for LEA Determinations.

Indicator	Indicator Cutoffs		LEA Performance		
	2 points	1 point	Rate	Percentile	Points Earned
3bm	5.5	4.5	0	5	0

Math Proficiency

Indicator 3br: Math Proficiency
Statewide Distribution

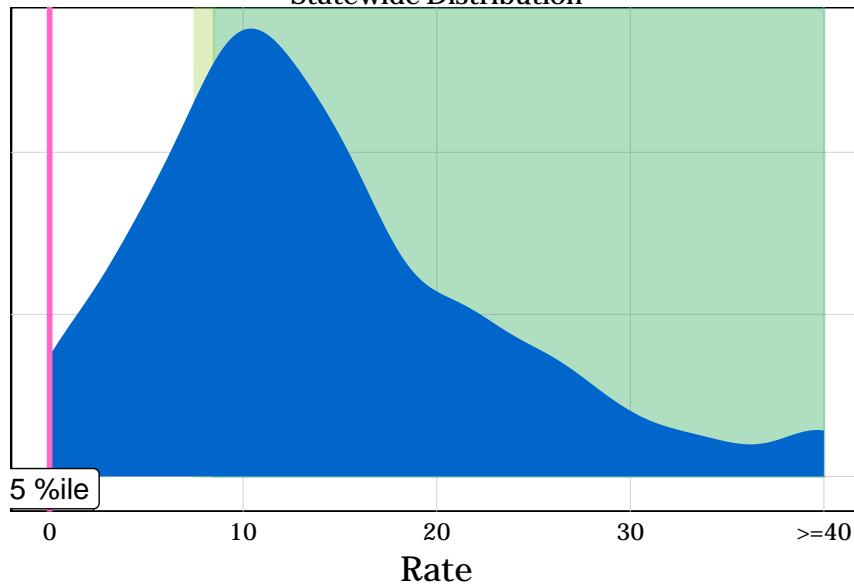


Note: The vertical line indicates where your LEA falls in the statewide distribution

Indicator	Indicator Cutoffs		LEA Performance		
	2 points	1 point	Rate	Percentile	Points Earned
3br	8.5	7.5	0	5	0

English / Language Arts Proficiency

Indicator 3br: ELA Proficiency
Statewide Distribution



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

Indicator 5a: Ed. Environment (KG5-21)

(20 U.S.C. 1416 (a)(3)(A))

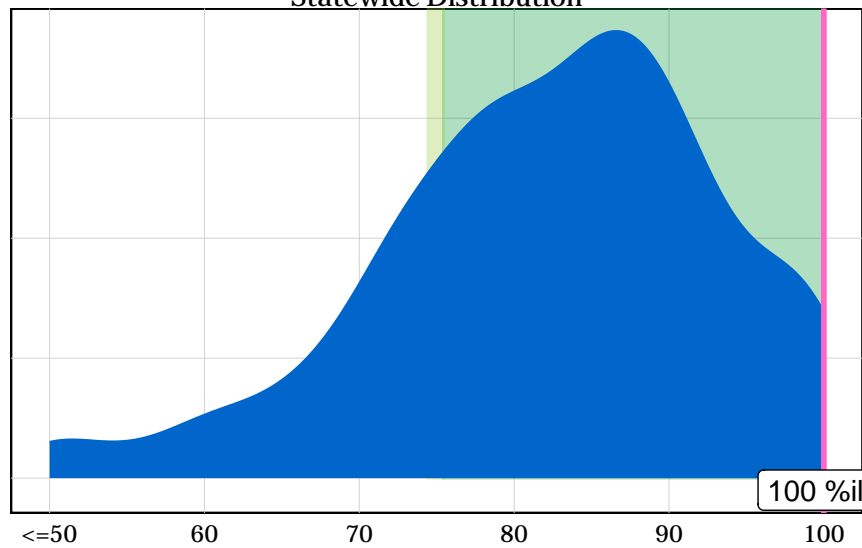
Indicator 5a measures the percentage of youths ages 6-21 or 5yo in kindergarten with IEPs served inside a regular classroom (with their peers who do not have IEPs) greater than or equal to 80% of the school day. This data comes from the **October 1 Child Count for the 2022-23 school year**.

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
5a	75.43	74.43	100	100	2

Indicator 5a: Ed. Environment (6–21)

Statewide Distribution



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

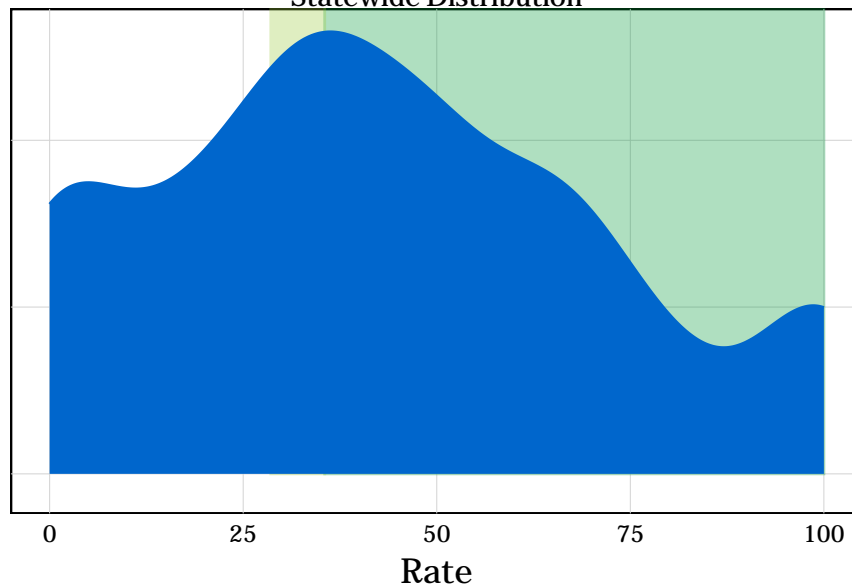
Indicator 6a: Ed Environment (3-5)

(20 U.S.C. 1416 (a)(3)(A))

Indicator 6a measures the percentage of students ages 3-5 (excluding 5yo in kindergarten) 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 2022-23 school year.**

Indicator	Indicator Cutoffs		LEA Performance		
	2 points	1 point	Rate	Percentile	Points Earned
6a	35.53	28.57	NA	NA	NA

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



Note: No data available for your LEA on this indicator

Compliance Indicators

Indicator 4b: Disproportionate Discipline

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

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 2020-21**.

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 2022 reporting year.

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

(20 U.S.C. 1416(a)(3)(C))

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 2021-22 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 2023 reporting year, that means that the above criteria had to be met for the 2019-20, 2020-21, and 2021-22 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 2022 reporting year.

Indicator 11: Timely Evaluations

(20 U.S.C. 1416(a)(3)(B))

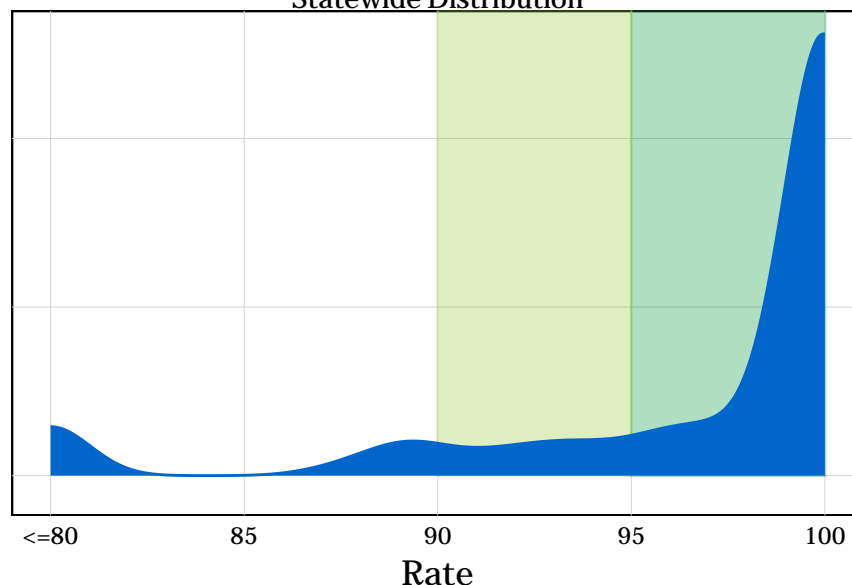
Indicator 11 measures the percent of children who were evaluated for special education services within 60 days of receiving parental consent for the initial evaluation. A LEA must determine if a child needs an IEP within 60 days after the LEA receives parental consent for administering tests or other evaluation materials. 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 2021-22 school year**.

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. To apply, the LEA must complete 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 depending on the specific circumstances in each case.
3. Students 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	Indicator Cutoffs		LEA Performance		
	2 points	1 point	Rate	Percentile	Points Earned
11	95	90	NA	NA	NA

Indicator 11: Timely Evaluations
Statewide Distribution



Note: No data available for your LEA on this indicator

Indicator 12: Early Childhood Transitions

(20 U.S.C. 1416(a)(3)(B))

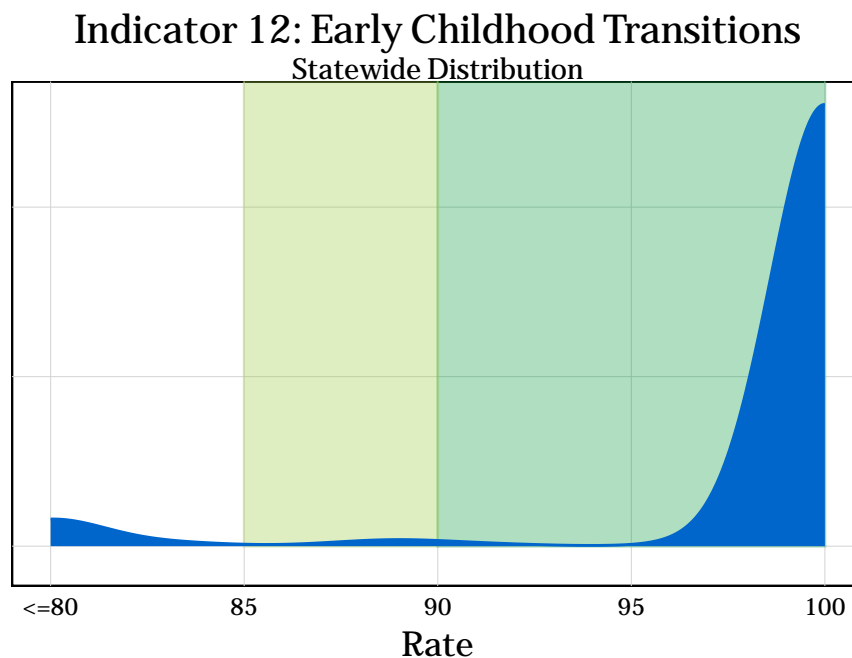
Indicator 12 measures the percent of children referred by IDEA Part C prior to age 3, are found eligible for IDEA Part B, and who have an IEP developed and implemented by their third birthdays. This is an annual indicator applicable to all LEAs who receive a referral from Part C during the reporting year. The data provided in this report **comes from the 2022-23 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	Indicator Cutoffs		LEA Performance		
	2 points	1 point	Rate	Percentile	Points Earned
12	90	85	NA	NA	NA



Note: No data available for your LEA on this indicator

Indicator 13: Post-Secondary Transition Plans

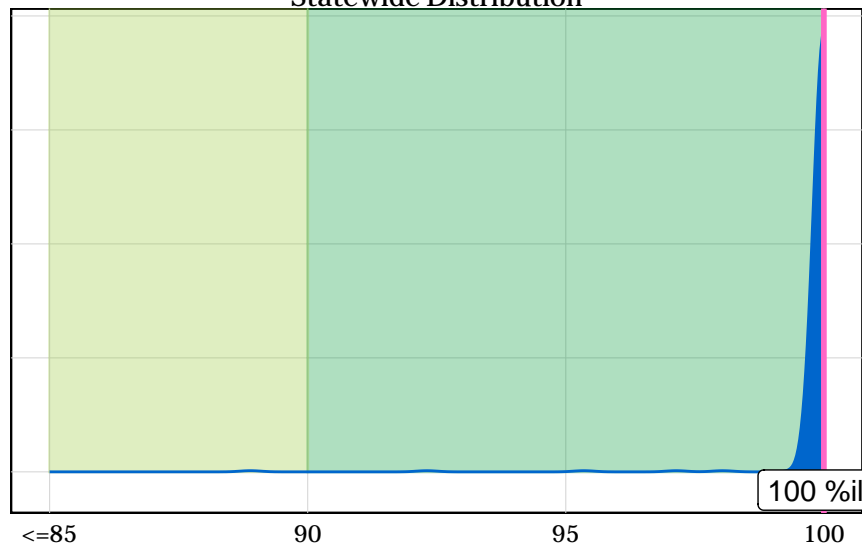
(20 U.S.C. 1416(a)(3)(B))

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 in which transition services will 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 2021-22 school year.

Indicator	Indicator Cutoffs		LEA Performance		
	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

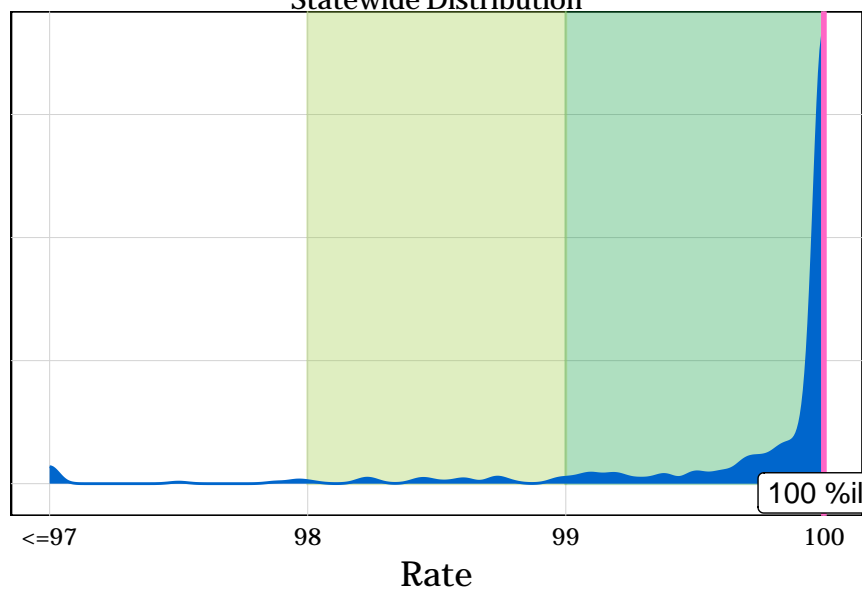
Timely and Accurate Data Reporting

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 as the percentage of students (regardless of 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.

Indicator	Indicator Cutoffs		LEA Performance		
	2 points	1 point	Rate	Percentile	Points Earned
data	99	98	100	100	2

Duplicated Count by Collection			
Collection	Numerator	Denominator	Rate
SpEd Exiters	11	11	100
Spring Demographics	26	26	100
Oct1	27	27	100
YE Snapshot	24	24	100

Timely and Accurate Data Reporting Statewide Distribution



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

Appendix: Needs Assistance Required Actions

LEAs that haven't had an overview/informational/progress monitoring call with DPI yet must schedule an overview call with DPI to occur no later than **May 15** using [this link](#).

Notes:

1. Continuous improvement process criteria are described in detail in the [Continuous Improvement Process Criteria and Rubric](#).
2. All calls must be scheduled using [JFN Bookings](#).
3. Due dates which fall on a weekend or holiday may be submitted the next business day.

Continuous improvement process criteria activities and timelines

Evidence due in WISEgrants

March-August 2024

- The LEA prepares to engage in (or continue) continuous improvement (R1-R7).
- The LEA conducts (reviews) root cause analysis (P1).
- The LEA develops SMARTER goal (P3).
- The LEA selects (refines) evidence-based strategies and develops implementation plan (P4, P5).
- The LEA engages with technical assistance providers, coaches, consultants, etc.
- **By August 15**, enter into WISEgrants information from root cause analysis, SMARTER goal, evidence-based strategies, implementation plan, and technical assistance providers/supports, if any.
- **By August 15**, schedule three progress monitoring calls with DPI: Call #1 to occur between September 1 and September 30; call #2 to occur between January 1 and January 30; call #3 to occur between April 15 and May 15.

2024-25 School Year

- The LEA implements plan and collects/analyzes evidence of implementation (D1-D3, S1-S2).
- The LEA collects/analyzes evidence of changes in student outcomes (A1-A2).
- **One week before calls #1 and #2 are scheduled**, submit in WISEgrants a one-page progress monitoring report with evidence of implementation and implementation data.
- **One week before call #3**, submit in WISEgrants (a) whether or not LEA met SMARTER goal and (b) a one-page summary report (part of one-page progress monitoring report).