

# Joint Federal Notifications District Summary Report

## Trans Center for Youth, Inc.

### 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.

### District-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:** **Needs Assistance.** Your LEA **must** complete actions as identified in the full report.

#### IDEA Racial Equity in Special Education (Disproportionality)

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

IDEA Racial Equity in Special Education 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 “Racial Equity in Special Education,” 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 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)

The following tables summarize the identifications for each school within the LEA. For further detail, please refer to the ESSA Accountability Reports.

**Comprehensive Support and Improvement**

School	Identification	Year
Escuela Verde	CSI-LP	4

**Targeted and Additional Targeted Support and Improvement**

There are no schools identified for TSI or ATSI in this LEA.

**Not Identified**

All schools in this LEA have ESSA identifications.

**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:** LEA responsibilities include approving improvement plans and monitoring improvement efforts.

**LEAs with CSI identifications:** Both DPI and LEAs provide key support for CSI improvement efforts. LEA responsibilities include reviewing and approving plans, applying for annual CSI grant funding, supporting improvement teams as needed, and reviewing resource allocation to identify and address inequities. DPI’s responsibilities include plan review and approval and implementation monitoring.

LEAs with identifications and required actions under both IDEA and ESSA will receive communications from multiple teams at DPI.

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 TA Network contacts as well.
- Visit the [ESSA School Identifications](#) webpage.
- Consult the [Brief Guide to ESSA Identifications](#).
- Visit the [Resources and Supports for Continuous Improvement](#) webpage.
- Visit the [ESSA Accountability](#) and [Federal Identifications](#) webpages.
- Review the [DPI Continuous Improvement Process Criteria and Rubric](#).
- Review Continuous Improvement Performance Reporting (CIPR) information in [WISEgrants](#).