

Joint Federal Notifications: About the JFN Packet

The Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA) have shared goals: educational equity and student success. Reports included in your joint federal notifications (JFN) packet are meant to inform continuous improvement processes at the school and district level and within general and special education. 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 in changing school and LEA practices that are not working for all groups of students.

IDEA LEA Determinations Reports

IDEA requires DPI to determine whether each LEA meets requirements 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. These reports are available in [SAFE](#) as part of the preliminary and final JFN releases. IDEA LEA Determinations reports may contain personally identifiable information and should never be shared with the public.

IDEA Disproportionality in Special Education Reports

IDEA requires DPI to identify LEAs with significant racial disproportionality in special education identification, placement, and/or discipline. IDEA Disproportionality 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. These reports are available in [SAFE](#) as part of the final JFN release. IDEA Disproportionality in Special Education reports may contain personally identifiable information and should never be shared with the public.

ESSA Accountability Reports

ESSA requires DPI to identify schools with very low overall performance and schools with the lowest-performing student groups. ESSA Accountability reports inform schools and LEAs of identifications and provide detailed data for continuous improvement planning. These reports are available in [SAFE](#) as part of the preliminary and final JFN releases. LEA-specific identification lists are also available in [SAFE](#) as part of the preliminary release. ESSA Accountability reports and a statewide identification list are posted publicly to the [ESSA Accountability Report Portal](#) as part of the final release.

ESSA Progress to Exit Reports

ESSA Progress to Exit reports provide information on performance relative to exit criteria for schools with certain ESSA identifications. These reports are available in [SAFE](#) as part of the preliminary and final JFN releases.

Next Steps

LEAs are responsible for providing reports to appropriate staff and must notify schools with ESSA identifications. LEAs identified under IDEA and LEAs with schools identified under ESSA have specific responsibilities. Identified LEAs 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 Identifications under IDEA

All charter schools and districts identified for support 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 fall, winter, and spring progress monitoring calls, which are also managed through [WISEgrants](#).

Needs Assistance 2+ Years/Needs Intervention 1-2 Years: An LEA-level continuous improvement plan targeting the specific student group(s) informing the identification must be developed and implemented, including a data-driven needs assessment, root cause analysis, SMARTER goals, and strategies for meeting the goals tied to the root cause(s). The plan and implementation are supported through required progress monitoring calls between the LEA and DPI and an annual CIP self-assessment completed by the LEA.

Needs Intervention 3+ Years/Needs Substantial Intervention: DPI directs a corrective action plan, restriction/withholding of IDEA funds, or referral to the Department of Justice. An LEA-level continuous improvement plan targeting the specific student group(s) informing the identification must be developed and implemented, including a data-driven needs assessment, root cause analysis, SMARTER goals, and strategies for meeting the goals tied to the root cause(s). The plan and implementation are supported through required progress monitoring calls between the LEA and DPI.

Significant Racial Disproportionality: An LEA-level continuous improvement plan targeting the specific student group(s) informing the identification must be developed and implemented, including a data-driven needs assessment, root cause analysis, SMARTER goals, strategies for meeting the goals tied to the root cause(s), and a budget for strategy implementation. The plan, budget, and implementation are supported through required progress monitoring calls between the LEA and DPI. A Disproportionality Procedural Compliance Self-Assessment or equivalent is required for all LEAs.

Significant Racial Discrepancy: This is different from significant racial disproportionality. LEAs identified with Significant Discrepancy are required to conduct a root cause analysis and needs assessment around the identification, and submit a continuous improvement plan to DPI.

LEAs with Identifications under ESSA

Targeted Support and Improvement (TSI) or Additional Targeted Support and Improvement (ATSI): 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.

Comprehensive Support and Improvement (CSI): 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.

Additional Resources

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

- Schedule an LEA-level virtual meeting with DPI staff from the Office of Continuous Improvement and/or the Office of Educational Accountability. 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.

- Use this [Bookings link](#) to schedule a general meeting about identifications or reach out directly to your DPI contact, when assigned.
- Contact your local CESA representative listed on the [TA Network webpage](#).
 - TA Network teams are funded by DPI and offer no-cost supports to LEAs in understanding and meeting federal identification requirements.
- Visit the following websites for additional information and resources:
 - [Federal Identifications website](#), which provides an overview of federal IDEA and ESSA identifications, including critical resources to support the understanding of identifications and improvement requirements.
 - [ESSA School Identifications website](#), which contains CSI and ATSI grant funding information, as well as guidance and tools for schools and LEAs.
 - [Resources and Supports for Continuous Improvement webpage](#), which features DPI's Continuous Improvement Process Criteria and Rubric.
 - [ESSA Accountability webpage](#), which includes resources related to ESSA accountability timelines, business rules, and reports.
- Review Continuous Improvement Performance Reporting (CIPR) information in [WISEgrants](#).