

Sand County - Mourning Dove Middle

This report describes the criteria that must be met to exit Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) identifications and shows how this school has progressed toward fulfilling applicable exit criteria.

School receives Title I funds? Yes

Identifications and Exit Status

Identification	Student Group	Cohort	Exit Status
CSI - Lowest Performance (CSI-LP)	All-Students	2018-19	Not Exiting

For schools exiting a given identification, June 30, 2025 is the last day the school carries that identification. Schools with multiple identifications must exit each identification separately according to its specific requirements. A school with multiple identifications can exit different identifications at different times, but it continues to be identified for CSI or ATSI until it exits all identifications of that type.

Identified schools and groups cannot exit their identifications until sufficient data are available to evaluate exit readiness. Schools identified for CSI and groups identified for ATSI in the 2024-25 cohort cannot exit until two additional years of data are available. The first exit opportunity for the 2024-25 cohort is anticipated in 2027.

Exit Criteria for ESSA Identifications

[Wisconsin’s ESSA plan](#) describes how schools identified for CSI or groups identified for ATSI under Wisconsin’s ESSA accountability system can exit their identified status. The plan lists three general criteria that a school or group must meet in order to exit these identifications. The school or group must:

1. Not be eligible for identification in the current year
2. Make sustained and sustainable improvement toward the long-term goals
3. Demonstrate evidence of systems, structures and/or procedures that ensure sustained and sustainable high-quality improvement planning and practices are in place

Schools identified for ATSI must additionally demonstrate that their improvement practices target the identified student group(s).

Below is a summary of your school’s performance on each exit criterion applicable to your school’s identification(s). The remainder of the report details your school’s performance on each criterion. Exit-readiness indicators are not shown for 2024-25 identifications, as sufficient data are not yet available to evaluate exit readiness for those identifications.

Summary of Exit Readiness

Identification	Student Group	Cohort	Exit Readiness by Criterion		
			Criterion 1	Criterion 2	Criterion 3
CSI-LP	All-Students	2018-19	Yes	No	No

Criterion 1: Exceed Initial and Current Identification Thresholds

To pass exit criterion 1, the summary score for a school identified for CSI-LP or a group identified for ATSI must be above the relevant identification thresholds for both the year the school was identified and the current year.

The table below provides summary scores used to determine exit readiness for your school or identified groups in your school, along with the applicable identification thresholds.

Student Group	Cohort	Summary Score	Applicable Thresholds		Exit Ready
			Identification Year	Current Year	
All-Students	2018-19	7.1	6.2	6.7	Yes

Criterion 2: Progress toward Long-Term Goals

A school or group demonstrates progress toward a long-term goal when it shows that its performance on the measure has improved over time in *at least one* of two specific ways:

- (a) The school or group performs better on the goal in both of the two most recent years than it performed at the time it was identified.
- (b) The school or group shows consistent improvement on the goal over the three most recent years.

The performance reported at the time of identification is always based on data from a previous year. For assessment-based long-term goals, these data are from the year immediately prior to the identification cohort year (e.g., 2017-18 assessment data for the 2018-19 cohort). For graduation long-term goals, these data are from two years prior to the identification cohort year (e.g., 2016-17 graduation data for the 2018-19 cohort). The most recent years of data for a school or group might not be consecutive if the school or group fell below the minimum cell size of 20 students in one or more years.

Schools identified for CSI-LP and groups identified for ATSI are evaluated on each of the long-term goals in Wisconsin’s ESSA plan separately. For schools identified for CSI-LG, only the graduation long-term goals apply. Information about your school’s progress over time is shown below.

Academic Achievement Long-Term Goals

Progress toward the academic achievement long-term goals is measured using points-based proficiency rates (PBPs). PBPs award points according to the performance level each student attains on the Forward Exam, ACT with Writing, or Dynamic Learning Maps assessment. The academic achievement goals do not apply for CSI-LG identifications. PBPs for your school or identified group(s) are shown below, if applicable.

A school or group is considered exit-ready on an academic achievement long-term goal if (a) its two most recent PBPs are higher than the PBP reported at the time it was identified *and/or* (b) its PBPs have improved consistently over the most recent three years. Exit readiness is determined separately for ELA and mathematics.

2018-19 Cohort

Student Group	ELA PBP							Exit-Ready
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
All-Students	15.1	14.9	-	-	13.9	14.8	16.7	Yes

Student Group	Mathematics PBP							Exit-Ready
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
All-Students	17.1	16.7	-	-	17.4	15.4	11.9	No

ELA achievement goal: Your school is exit-ready based on part (b) of the definition above.

Mathematics achievement goal: Your school is not ready to exit based on the definition above.

Graduation Long-Term Goals

Progress toward the graduation long-term goals is measured using the four- and seven-year graduation rates. If data are not available for the seven-year rate, the four-year rate may be used alone. These goals are only applicable for schools with a grade 12. Graduation rates for your school or identified group(s) are shown below, if applicable.

A school or group is considered exit-ready on a graduation long-term goal if (a) the two most recent graduation rates are higher than the rate reported at the time it was identified *and/or* (b) the graduation rate has improved consistently over the most recent three years. Exit readiness is determined separately for the four-year and seven-year goals.

2018-19 Cohort

Student Group	4-Year Graduation Rate							Exit-Ready
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	
All-Students	-	-	-	-	-	-	-	-

Student Group	7-Year Graduation Rate							Exit-Ready
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	
All-Students	-	-	-	-	-	-	-	-

Four-year graduation rate goal: This long-term goal is not applicable for your school.

Seven-year graduation rate goal: This long-term goal is not applicable for your school.

On-Track to English Language Proficiency Long-Term Goal

Progress toward the on-track to English language proficiency long-term goal is measured using the rate of students considered on-track to achieve English language proficiency within an appropriate time frame. The on-track to English language proficiency goal is only applicable for schools identified for CSI-LP that have sufficient ELs and for EL groups identified for ATSI. The on-track rate for your school or identified group is shown below, if applicable.

A school or group is considered exit-ready on the on-track to English language proficiency long-term goal if (a) the two most recent on-track rates are higher than the rate reported at the time it was identified *and/or* (b) the on-track rate has improved consistently over the most recent three years.

2018-19 Cohort

Student Group	On-Track Rate							Exit-Ready
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
All-Students	12.0	12.6	-	-	17.4	15.4	11.9	No

On-track to English language proficiency goal: Your school is not exit-ready based on the definition above.

Criterion 3: Evidence of Sustainable Continuous Improvement

In order to demonstrate evidence of systems, structures, and/or procedures that ensure sustained and sustainable high-quality improvement planning and practices are in place, a school must receive a rating of *Accomplished* or *Exemplary* on certain components of the [DPI Continuous Improvement Process Criteria and Rubric](#). This approach reflects an emphasis on district and school growth within a continuous improvement process and focuses on the practices and actions of the continuous improvement team.

The statements and tables below describe the requirements for exit readiness under this criterion, the rubric components relevant to each requirement, and the ratings your school has received on those components. The code to the left of each rubric component description links to more information about the rating categories for that component in the [DPI Continuous Improvement Process Criteria and Rubric](#). A school must receive a rating of *Accomplished* or *Exemplary* on every component to pass exit criterion 3. More detailed information on your school’s ratings on these components can be found in [WISEgrants](#).

There is an effective system that includes implementation teams reflecting diverse stakeholders and roles.

	Component Description	Rating	Exit-Ready
R3	Team represents diverse stakeholders, has regularly scheduled meetings and all team members participate.	Exemplary	Yes
R4	Team works in collaboration.	Accomplished	Yes
P6	Team engages families and community in planning.	Developing	No

There is an effective system that supports educators’ use of an evidence-based improvement strategy that is aligned with identified needs and positively impacts student learning.

	Component Description	Rating	Exit-Ready
P4	Team selects a strategy that is aligned to the identified root cause in practice.	Accomplished	Yes
P5	Team develops a plan to implement the selected strategy.	Developing	No

There is an effective system that can be replicated for new initiatives.

	Component Description	Rating	Exit-Ready
A1	Team integrates successful evidence-based improvement strategy into district/school.	Developing	No
A2	Team plans for sustainability as more staff members participate, turnover occurs, and improvement cycles continue.	Accomplished	Yes

The team implements the continuous improvement plan with fidelity and includes a collection of practice and student outcome data.

	Component Description	Rating	Exit-Ready
D2	Team ensures implementation of the plan with fidelity.	Exemplary	Yes
D3	Team collects and uses adult practice data.	Exemplary	Yes
D4	Team collects and uses student outcome data.	Accomplished	Yes

The team uses a system to regularly review educator practice and student outcome data used to document implementation, revise action steps and plan for sustainability, and further use or scaling up of the evidence-based improvement strategy.

	Component Description	Rating	Exit-Ready
R7	Team has systems and processes to use data.	Developing	No
S1	Team regularly reviews educator practice evidence/data sources to monitor and document implementation of the evidence-based improvement strategy.	Accomplished	Yes
S2	Team regularly reviews student outcome evidence/data sources to monitor and document implementation of the evidence-based improvement strategy.	Accomplished	Yes

Exit-Ready: No

Next Steps

All schools identified under ESSA are required to engage in continuous improvement to address the root causes underlying the identification. Schools must have an improvement plan that meets ESSA requirements. The plan may build on existing efforts and does not have to be a new or separate plan. The plan must be developed with specific stakeholders, including families. It must be informed by indicators in the ESSA State Plan (e.g., data in the ESSA Accountability Report). It must also include one or more evidence-based improvement strategies that meet ESSA requirements. Additional requirements vary depending on the identification.

Schools identified for CSI: A consultant from DPI will partner with you through the continuous improvement process, connecting you with resources and funding, reviewing and approving improvement plans, and monitoring implementation. In addition to the planning requirements described above, schools with CSI identifications are required to conduct a needs assessment, identify resource inequities, and demonstrate sustainable systems to ensure high-quality improvement planning and practices into the future. For more information, see the [Comprehensive Support and Improvement \(CSI\) webpage](#).

Schools identified for TSI or ATSI: In addition to the planning requirements described above, schools with targeted identifications must specifically address the student group(s) in the identification(s). LEAs must review and approve TSI and ATSI improvement plans and monitor implementation of improvement efforts. Schools with ATSI identifications must complete a resource inequity review and demonstrate that sustainable and high-quality improvement practices targeting the identified student groups are in place. For more information, see the [Targeted Support and Improvement \(TSI\) webpage](#) and the [Additional Targeted Support and Improvement \(ATSI\) webpage](#).

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

- Talk with your district about scheduling a district-level virtual meeting to discuss your federal identifications under ESSA or IDEA. DPI staff from Special Education, Title I Continuous Improvement, and/or the Office of Educational Accountability 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](#), which contains CSI/ATSI grant funding information.
- Consult the [Brief Guide to ESSA Identifications](#).
- For TSI and ATSI identifications, consult the [LEA Guide to TSI and ATSI 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](#).