

GUIDE TO THE ESSA ACCOUNTABILITY REPORT

Office of Educational Accountability
 February 2025

The Every Student Succeeds Act (ESSA) and United States Department of Education (USED) require Wisconsin to identify schools and student groups for support and improvement. As part of these efforts, the Wisconsin Department of Public Instruction (DPI) issues ESSA Accountability Reports with up to five indicators: academic achievement, student growth, graduation, chronic absenteeism, and progress in achieving English language proficiency (ELP progress). The reports also describe whether a school was identified for support and improvement. However, regardless of identification status, all schools should consider these reports a tool for continuous improvement.

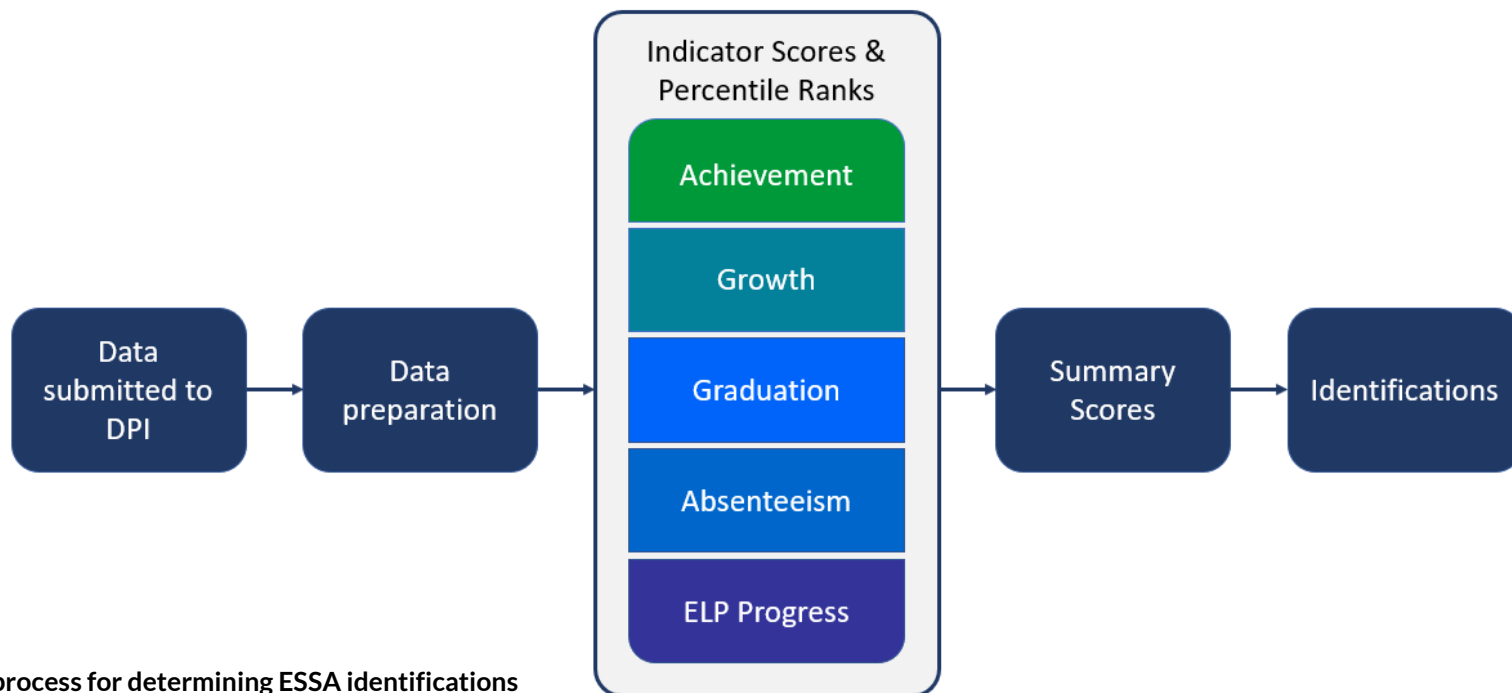


Figure 1: DPI's process for determining ESSA identifications

DPI scores these indicators and makes identifications in the process illustrated in Figure 1. After data is submitted to DPI, the Office of Educational Accountability (OEA) processes the data with its business rules. Next, OEA calculates indicator scores for each of the five indicator areas. Then, OEA ranks each indicator's score against other schools or student groups statewide to create percentile ranks. Next, OEA calculates summary scores with the percentile ranks of all applicable indicators. Last, after determining summary score thresholds for identifications, ESSA identifications are made.

The ESSA Accountability Report displays this process for your own school, but in reverse - the ESSA Accountability Reports begin with ESSA identifications and work back to the data underlying each indicator. If you have any questions about ESSA accountability, please contact OEA at oeaemail@dpi.wi.gov.

INTRODUCTION (PAGE 1)



Example ESSA Accountability Report (2023-24)

A

Guernsey - Cheddar Elementary

Identification: **TSI**
 Identified student groups: Black

School receives Title I funds? Yes

The federal Every Student Succeeds Act (ESSA) requires each state to identify schools for support and improvement. Identified schools are required to engage in continuous improvement to address the underlying issues indicated by the identification. DPI provides an ESSA Accountability Report to each public school, regardless of identification status, that contains rich data and provides warnings if a school is close to receiving any identifications.

There are three types of ESSA identifications:

- **Comprehensive Support and Improvement (CSI)** indicates either low overall performance (CSI-LP) or low graduation rate (CSI-LG). CSI identifications are typically made every three years, and improvement efforts are supported directly by DPI.
- **Additional Targeted Support and Improvement (ATSI)** indicates low performance for a student group. ATSI identifications are typically made every three years, and improvement efforts are overseen by the district.
- **Targeted Support and Improvement (TSI)** also indicates low performance for a student group, though not as low as ATSI. TSI identifications are made each year, and improvement efforts are overseen by the district.

This report contains an overview of your school's performance, followed by sections for each indicator used for identification: academic achievement, student growth, graduation, chronic absenteeism, and progress towards English language proficiency. The data and any identification(s) in this report indicate strengths and opportunities for change, but they do not indicate root causes. Engage with students, families, and teachers in addition to your data to better understand root causes. More information about ESSA accountability and business rules is available in the [Guide to ESSA Accountability](#), and more information about required improvement activities and available resources is available on the [ESSA School Identifications webpage](#).

B

Identification Criteria

CSI: A school is identified for CSI-LP when its all-students summary score falls below the applicable CSI threshold. Thresholds are set at the 5th percentile of summary scores for all-students groups statewide. Only Title I-receiving schools are eligible for CSI-LP, and only Title I-receiving schools are used to calculate the threshold. Thresholds are set separately for schools with and schools without a 12th grade. Any school with an average graduation rate below 67% is identified for CSI-LG, regardless of summary score.

TSI: A school is identified for TSI when one or more of its race/ethnicity or service provision groups (ECD, EL, SWD) has a summary score that falls below both the TSI threshold for that student group and the TSI threshold for the all-students group for two consecutive years. TSI thresholds are set separately for the three group types (race/ethnicity, service provision, and all-students), as well as separately for schools with and schools without a 12th grade. TSI thresholds are set at the 10th percentile of summary scores for each group type. All-students groups and student groups at CSI schools cannot receive TSI identifications.

ATSI: A school is identified for ATSI when one or more of its student groups qualifies for TSI and the summary score for that group also falls below the applicable CSI threshold. A school can receive both TSI and ATSI identifications. All-students groups and student groups at CSI schools cannot receive ATSI identifications.

(A) HEADING

This section displays a school's ESSA identification(s). Schools identified for Comprehensive Support and Improvement (CSI) may have either CSI – Lowest Performance (CSI-LP) or CSI – Low Graduation Rate (CSI-LG) identifications, or both. Schools may also have Additional Targeted Support and Improvement (ATSI) or Targeted Support and Improvement (TSI) identifications, or both. Although schools with CSI identifications do not also receive ATSI or TSI identifications, these schools likely have groups that would otherwise qualify for ATSI or TSI identifications.

This section also displays whether a school participated in the Title I program. Only schools participating in Title I are eligible for CSI identifications.

(B) DESCRIPTION OF ESSA IDENTIFICATIONS

A short description of the ESSA identifications and criteria for identification.

OVERVIEW (PAGE 2)



Example ESSA Accountability Report (2023-24)

Overview

Identifications and Summary Scores

Identifications and summary scores are listed below. Identifications are determined based on summary scores or graduation rates as described on page 1.

| Student Group | Identification | ID Year | Summary Score | | Threshold Warning |
|----------------------------------|----------------|---------|---------------|---------|-------------------|
| | | | 2023-24 | 2022-23 | |
| All-Students | - | - | 35.5 | 38.2 | - |
| American Indian | - | - | 24.9 | 26.9 | - |
| Asian | - | - | 61.1 | 60.3 | - |
| Black | TSI | 2023-24 | 12.7 | 11.2 | - |
| Hispanic/Latino | - | - | 36 | 60 | - |
| Pacific Islander | - | - | - | - | - |
| Two or More Races | - | - | 42.9 | 46.2 | - |
| White | - | - | 63.6 | 64.2 | - |
| Economically Disadvantaged (ECD) | - | - | 62.3 | 73.5 | - |
| English Learner (EL) | - | - | 52.5 | 52.2 | - |
| Students with Disabilities (SWD) | - | - | 34.3 | 38.4 | - |

CSI & ATSI threshold: 6.1 TSI race/ethnicity group threshold: 13.2 TSI service provision group threshold: 13.6

Indicator Scores and Percentile Ranks

Summary scores are based on indicator percentile ranks for the five ESSA accountability indicators. A percentile rank is calculated for each indicator based on the indicator score. The scores and associated percentile ranks for this school are shown below.

| Student Group | Achievement | | Growth | | Graduation | | ELP Progress | | Absenteeism | |
|----------------------------------|-------------|------|--------|------|------------|------|--------------|------|-------------|------|
| | Score | %ile | Score | %ile | Score | %ile | Score | %ile | Score | %ile |
| All-Students | 49.8 | 19 | 49.9 | 55 | - | - | 51.2 | 55 | 23.4 | 21 |
| American Indian | 30.1 | 10 | 48.6 | 44 | - | - | - | - | 40.1 | 13 |
| Asian | 56.5 | 37 | 57.2 | 88 | - | - | - | - | 14.9 | 53 |
| Black | 22.1 | 5 | 45 | 23 | - | - | - | - | 52.9 | 5 |
| Hispanic/Latino | 56.5 | 36 | - | - | - | - | - | - | 22.1 | 36 |
| Pacific Islander | - | - | - | - | - | - | - | - | - | - |
| Two or More Races | 63.2 | 47 | - | - | - | - | - | - | 32.5 | 20 |
| White | 70.9 | 60 | 52.4 | 66 | - | - | - | - | 10.9 | 67 |
| Economically Disadvantaged (ECD) | 71.9 | 93 | 45.1 | 37 | - | - | - | - | 21.2 | 47 |
| English Learner (EL) | 41.8 | 43 | - | - | - | - | 51.2 | 55 | 3.4 | 98 |
| Students with Disabilities (SWD) | 31.2 | 25 | - | - | - | - | - | - | 9.4 | 87 |

(A) IDENTIFICATIONS AND SUMMARY SCORES

This table includes ESSA identifications for your school and for student groups in your school alongside their current-year and prior-year summary scores. Any current identification will also appear in this table. ID Year is the first year in which a school received its current identification(s) and determines the timeline for exit eligibility and other requirements for an identified school. Thresholds for identifications are also listed. For more information about an identification and resources available to support schools with identifications, see the Next Steps section in your report.

(B) INDICATOR SCORES AND PERCENTILE RANKS

This table includes a calculated indicator score and a percentile rank for each indicator. Percentile ranks are calculated from the indicator scores of schools and groups statewide and show how your school/group compares to other schools/groups statewide. In addition, ranks are made separately for the all-students group, the racial/ethnic groups, and the service provision groups. Schools and groups that graduate students and those that do not are ranked separately. For more information on this calculation, please see the [Guide to ESSA Accountability](#).

ACADEMIC ACHIEVEMENT (PAGE 3)

Example ESSA Accountability Report (2023-24)



Academic Achievement

A measure of student performance on statewide assessments. The score is a multi-year average of points-based proficiency (PBP) rates. Participation rates (% part) less than 95% are marked with an asterisk and negatively impact points-based proficiency scores. More information about the academic achievement indicator and business rules is available in the [Guide to ESSA Accountability](#). Use caution when comparing achievement data over time due to the updated Forward Exam and updates to the general assessments' achievement standards in 2023-24. See the [Assessment in Wisconsin webpage](#) for more information.

This school ranks at the 19th percentile (%ile) in academic achievement.

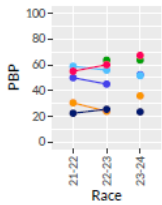
| Key | Student Group | Score | %ile |
|-----|----------------------------------|-------|------|
| | All-Students | 49.8 | 19 |
| | American Indian | 30.1 | 10 |
| | Asian | 56.5 | 37 |
| | Black | 22.1 | 5 |
| | Hispanic/Latino | 56.5 | 36 |
| | Pacific Islander | - | - |
| | Two or More Races | 63.2 | 47 |
| | White | 70.9 | 60 |
| | Economically Disadvantaged (ECD) | 71.9 | 93 |
| | English Learner (EL) | 41.8 | 43 |
| | Students with Disabilities (SWD) | 31.2 | 25 |

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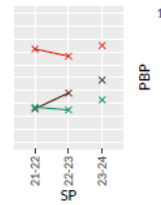
Statewide Scores



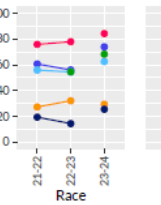
ELA



Math



SP



B

| Student Group | ELA Points-Based Proficiency | | | | | | | | |
|-------------------|------------------------------|-----|--------|---------|-----|--------|---------|-----|--------|
| | 2021-22 | | | 2022-23 | | | 2023-24 | | |
| | PBP | n | % part | PBP | n | % part | PBP | n | % part |
| All-Students | 42.9 | 392 | 99 | 43.9 | 406 | 98 | 49 | 427 | 99 |
| American Indian | 30.5 | 62 | 93* | 23.9 | 66 | 94* | 35.9 | 64 | 100 |
| Asian | 50 | 47 | 100 | 45 | 50 | 100 | 52.3 | 44 | 100 |
| Black | 22.4 | 98 | 100 | 25.5 | 94 | 99 | 23.5 | 100 | 97 |
| Hispanic/Latino | 58.8 | 34 | 100 | 55.9 | 34 | 100 | 51.6 | 32 | 100 |
| Pacific Islander | - | - | - | - | - | - | - | - | - |
| Two or More Races | - | - | - | 63.6 | 22 | 96 | 63.6 | 22 | 96 |
| White | 55 | 151 | 99 | 60 | 140 | 99 | 67.3 | 165 | 99 |
| ECD | 72.2 | 27 | 100 | 66.7 | 33 | 100 | 75 | 30 | 100 |
| EL | 25.9 | 29 | 100 | 38.1 | 21 | 100 | 48.1 | 27 | 100 |
| SWD | 27.1 | 35 | 95 | 25 | 34 | 100 | 32.8 | 32 | 100 |

C

(A) INDICATOR DESCRIPTION, SCORES, AND RANKS

The academic achievement indicator summarizes student performance on statewide academic assessments. Specifically, results are based on the Forward, ACT, and DLM assessments in 3rd-8th and 11th grades. Up to three years of assessment results are used, including 2021-22, 2022-23, and 2023-24. This points-based proficiency rate awards points for student performance levels as follows: advanced, 1.5 points; meeting, 1 point; approaching, 0.5 point; developing, 0 points.

(B) GRAPHS

On the left, the histogram shows the statewide distribution of average points-based proficiency rates for the all-students group. The vertical line shows your school's rate.

The next two graphs show trends in ELA points-based proficiency rates for each student group in your school with at least 20 tested students who were enrolled for the full academic year. The two graphs divide the racial/ethnic groups (left) and the service provision groups (right). A color/symbol key is provided in the indicator outcome table above. Trendlines are intentionally broken due to the updated Forward Exam.

The last two graphs show trends in math points-based proficiency rates, again dividing the racial/ethnic groups (left) and the service provision groups (right). A color/symbol key is provided in the indicator outcome table above. Trendlines are intentionally broken due to the updated Forward exam.

(C) ELA POINTS-BASED PROFICIENCY TABLE

This table shows the points-based proficiency rate (PBP), count (n) and participation rate (% part) for the school and each student group on the ELA portion of the Forward, ACT, and DLM assessments for 3rd-8th and 11th grades. ESSA requires states to calculate achievement outcomes based on the higher of 95% of eligible students or the actual number of students tested. Schools and groups with less than 95% of students tested will see a reduction in their points-based proficiency rate, and an asterisk will also appear in "% part."

ACADEMIC ACHIEVEMENT (PAGE 4)

Example ESSA Accountability Report (2023-24)


Academic Achievement (continued)

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| Student Group | Math Points-Based Proficiency | | | | | | | | |
|-------------------|-------------------------------|-----|--------|---------|-----|--------|---------|-----|--------|
| | 2021-22 | | | 2022-23 | | | 2023-24 | | |
| | PBP | n | % part | PBP | n | % part | PBP | n | % part |
| All-Students | 50.5 | 392 | 99 | 49.8 | 406 | 98 | 59 | 428 | 99 |
| American Indian | 27.3 | 62 | 93* | 32.1 | 66 | 94* | 29.4 | 63 | 98 |
| Asian | 60.6 | 47 | 100 | 56 | 50 | 100 | 73.9 | 44 | 100 |
| Black | 19.4 | 98 | 100 | 14.4 | 94 | 99 | 25.5 | 102 | 99 |
| Hispanic/Latino | 55.9 | 34 | 100 | 54.4 | 34 | 100 | 62.5 | 32 | 100 |
| Pacific Islander | - | - | - | - | - | - | - | - | - |
| Two or More Races | - | - | - | 54.5 | 22 | 96 | 68.2 | 22 | 96 |
| White | 75.8 | 151 | 99 | 77.9 | 140 | 99 | 84.2 | 165 | 99 |
| ECD | 57.4 | 27 | 100 | 74.2 | 33 | 100 | 80 | 30 | 100 |
| EL | 44.8 | 29 | 100 | 45.2 | 21 | 100 | 44.4 | 27 | 100 |
| SWD | 32.9 | 35 | 95 | 32.4 | 34 | 100 | 35.9 | 32 | 100 |

B

| Student Group | ELA Performance Level Detail (%) | | | | | | | | | | | |
|-------------------|----------------------------------|------|-------|-------|---------|------|-------|-------|---------|------|------|-----|
| | 2021-22 | | | | 2022-23 | | | | 2023-24 | | | |
| | Adv | Prof | Basic | Below | Adv | Prof | Basic | Below | Adv | Meet | Appr | Dev |
| All-Students | 3 | 22 | 33 | 42 | 4 | 23 | 30 | 43 | 3 | 28 | 35 | 35 |
| American Indian | 2 | 13 | 32 | 53 | 0 | 14 | 21 | 65 | 0 | 17 | 38 | 45 |
| Asian | 6 | 21 | 38 | 34 | 6 | 18 | 36 | 40 | 2 | 30 | 39 | 30 |
| Black | 0 | 9 | 27 | 64 | 1 | 13 | 22 | 64 | 0 | 11 | 25 | 64 |
| Hispanic/Latino | 6 | 24 | 53 | 18 | 6 | 29 | 35 | 29 | 3 | 31 | 31 | 34 |
| Pacific Islander | - | - | - | - | - | - | - | - | - | - | - | - |
| Two or More Races | - | - | - | - | 9 | 32 | 36 | 23 | 5 | 41 | 32 | 23 |
| White | 4 | 33 | 32 | 31 | 6 | 32 | 36 | 25 | 5 | 39 | 39 | 16 |
| ECD | 7 | 48 | 26 | 19 | 6 | 42 | 30 | 21 | 10 | 37 | 47 | 7 |
| EL | 0 | 7 | 39 | 54 | 0 | 10 | 57 | 33 | 0 | 26 | 44 | 30 |
| SWD | 0 | 11 | 31 | 57 | 0 | 9 | 32 | 59 | 3 | 19 | 19 | 59 |

C

| Student Group | Math Performance Level Detail (%) | | | | | | | | | | | |
|-------------------|-----------------------------------|------|-------|-------|---------|------|-------|-------|---------|------|------|-----|
| | 2021-22 | | | | 2022-23 | | | | 2023-24 | | | |
| | Adv | Prof | Basic | Below | Adv | Prof | Basic | Below | Adv | Meet | Appr | Dev |
| All-Students | 7 | 25 | 30 | 38 | 7 | 22 | 33 | 38 | 11 | 30 | 25 | 34 |
| American Indian | 0 | 10 | 37 | 53 | 0 | 12 | 41 | 47 | 0 | 11 | 37 | 52 |
| Asian | 9 | 28 | 40 | 23 | 4 | 34 | 32 | 30 | 11 | 43 | 27 | 18 |
| Black | 0 | 10 | 18 | 71 | 0 | 5 | 18 | 77 | 2 | 11 | 24 | 64 |
| Hispanic/Latino | 3 | 29 | 44 | 24 | 6 | 29 | 32 | 32 | 19 | 31 | 6 | 44 |
| Pacific Islander | - | - | - | - | - | - | - | - | - | - | - | - |
| Two or More Races | - | - | - | - | 5 | 23 | 50 | 23 | 14 | 32 | 32 | 23 |
| White | 15 | 39 | 28 | 18 | 18 | 33 | 36 | 13 | 18 | 46 | 24 | 13 |
| ECD | 0 | 33 | 48 | 19 | 9 | 45 | 30 | 15 | 17 | 33 | 43 | 7 |
| EL | 0 | 24 | 41 | 34 | 5 | 14 | 48 | 33 | 0 | 26 | 37 | 37 |
| SWD | 3 | 14 | 29 | 54 | 3 | 15 | 26 | 56 | 6 | 13 | 28 | 53 |

(A) MATH POINTS-BASED PROFICIENCY TABLE

This table shows the points-based proficiency rate (PBP), count (n), and participation rate (% part) for the school and each student group on the math portion of the Forward, ACT, and DLM assessments for 3rd-8th and 11th grades. ESSA requires states to calculate achievement outcomes based on the higher of 95% of eligible students or the actual number of students tested. Schools and groups with less than 95% of students tested will see a reduction in their points-based proficiency rate, and an asterisk will appear in “% part.”

(B) ELA ASSESSMENT TABLE

This table shows the percentage of students scoring in each proficiency level on the ELA portion of the Forward, ACT, and DLM assessments: Advanced (Adv), Proficient (Prof), Basic, and Below Basic (Below) [2021-22 and 2022-23] or Advanced (Adv), Meeting (Meet), Approaching (Appr), and Developing (Dev) [2023-24].

(C) MATH ASSESSMENT TABLE

This table shows the percentage of students scoring in each proficiency level on the math portion of the Forward, ACT, and DLM assessments: Advanced (Adv), Proficient (Prof), Basic, and Below Basic (Below) [2021-22 and 2022-23] or Advanced (Adv), Meeting (Meet), Approaching (Appr), and Developing (Dev) [2023-24].

STUDENT GROWTH (PAGE 5)

Example ESSA Accountability Report (2023-24)



Student Growth

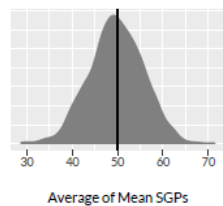
A measure of how rapidly students are progressing academically. The score is a multi-year average of mean student growth percentiles (SGPs). This indicator only applies to schools with at least one grade in grades 4-8. More information about the student growth indicator and business rules is available in the [Guide to ESSA Accountability](#).

This school ranks at the 55th percentile (%ile) in student growth.

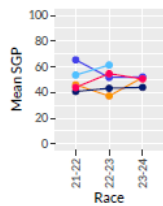
| Key | Student Group | Score | %ile |
|-----|----------------------------------|-------|------|
| | All-Students | 49.9 | 55 |
| | American Indian | 48.6 | 44 |
| | Asian | 57.2 | 88 |
| | Black | 45 | 23 |
| | Hispanic/Latino | - | - |
| | Pacific Islander | - | - |
| | Two or More Races | - | - |
| | White | 52.4 | 66 |
| | Economically Disadvantaged (ECD) | 45.1 | 37 |
| | English Learner (EL) | - | - |
| | Students with Disabilities (SWD) | - | - |

A

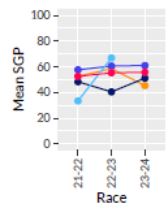
Statewide Scores



ELA



Math



B

Race

SP

Race

SP

| Student Group | ELA | | | | | | Math | | | | | |
|-------------------|---------|------|---------|------|---------|------|---------|------|---------|------|---------|------|
| | 2021-22 | | 2022-23 | | 2023-24 | | 2021-22 | | 2022-23 | | 2023-24 | |
| | n | Mean | n | Mean | n | Mean | n | Mean | n | Mean | n | Mean |
| All-Students | 234 | 46 | 257 | 48.3 | 237 | 48.4 | 231 | 49.9 | 256 | 52.4 | 238 | 53 |
| American Indian | 39 | 46 | 37 | 37.3 | 39 | 51.7 | 38 | 52.6 | 37 | 58.5 | 38 | 45.4 |
| Asian | 21 | 65.4 | 40 | 51.7 | 35 | 52.1 | 21 | 57.7 | 40 | 60.6 | 35 | 61 |
| Black | 79 | 40.8 | 89 | 43.3 | 94 | 44 | 77 | 48.4 | 88 | 40.5 | 96 | 51.2 |
| Hispanic/Latino | 21 | 53.6 | 20 | 61.4 | - | - | 21 | 33.5 | 20 | 66.9 | - | - |
| Pacific Islander | - | - | - | - | - | - | - | - | - | - | - | - |
| Two or More Races | - | - | - | - | - | - | - | - | - | - | - | - |
| White | 74 | 44 | 71 | 54.7 | 69 | 50.5 | 74 | 52.6 | 71 | 55.3 | 69 | 55.8 |
| ECD | 20 | 42.6 | 22 | 39.2 | 21 | 40.2 | 20 | 39.9 | 22 | 69.1 | 21 | 38.9 |
| EL | 20 | 53.9 | - | - | - | - | 20 | 59.2 | - | - | - | - |
| SWD | - | - | - | - | - | - | - | - | - | - | - | - |

C

(A) INDICATOR DESCRIPTION, SCORES, AND RANKS

The student growth indicator summarizes how rapidly students in 4th-8th grades are gaining knowledge and skills from year to year compared to other students statewide as measured by student growth percentiles (SGPs). Student growth calculations for a given year are based on that year's assessment result and up to five prior years of assessment results. Student-level growth results are then averaged to produce school-level average growth for the all-students group in the school and for each student group in the school with at least 20 students who have growth scores. The outcome is a weighted average of these rates across multiple years. All improvement, regardless of a student's starting point, can contribute positively to the student growth indicator for the all-students group or a given student group.

(B) GRAPHS

On the left, the histogram shows the statewide distribution of mean student growth percentiles for the all-students group. The vertical line shows your school's rate.

The next two graphs show trends in mean ELA student growth percentiles for each student group in your school with at least 20 students with a growth score. The two graphs divide the racial/ethnic groups (left) and the service provision groups (right). A color/symbol key is provided in the indicator outcome table above.

The last two graphs show trends in mean math student growth percentiles, again dividing the racial/ethnic groups (left) and the service provision groups (right). A color/symbol key is provided in the indicator outcome table above.

(C) ELA AND MATH MEAN SGPS TABLE

This table shows the number of students with growth results in the given year (n) and the average growth for students in each group (Mean).

GRADUATION (PAGE 6)

Example ESSA Accountability Report (2023-24)

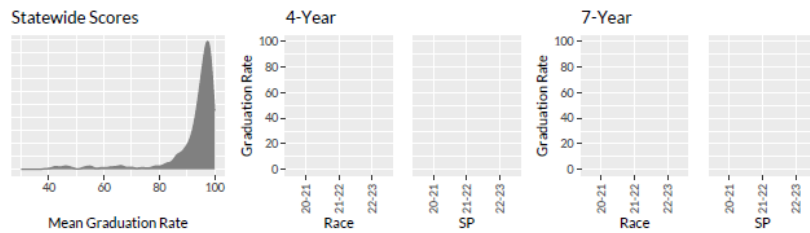


Graduation

A measure of the percentage of students graduating. The score is the mean of the 2022-23 four- and seven-year graduation rates. This indicator only applies to schools with a grade 12. More information about the graduation indicator and business rules is available in the [Guide to ESSA Accountability](#).

This school cannot be scored on this indicator.

| Key | Student Group | Score | %ile |
|-----|----------------------------------|-------|------|
| | All-Students | - | - |
| | American Indian | - | - |
| | Asian | - | - |
| | Black | - | - |
| | Hispanic/Latino | - | - |
| | Pacific Islander | - | - |
| | Two or More Races | - | - |
| | White | - | - |
| | Economically Disadvantaged (ECD) | - | - |
| | English Learner (EL) | - | - |
| | Students with Disabilities (SWD) | - | - |



| Student Group | 4-Year | | | 7-Year | | |
|-------------------|---------|---------|---------|---------|---------|---------|
| | 2020-21 | 2021-22 | 2022-23 | 2020-21 | 2021-22 | 2022-23 |
| All-Students | - | - | - | - | - | - |
| American Indian | - | - | - | - | - | - |
| Asian | - | - | - | - | - | - |
| Black | - | - | - | - | - | - |
| Hispanic/Latino | - | - | - | - | - | - |
| Pacific Islander | - | - | - | - | - | - |
| Two or More Races | - | - | - | - | - | - |
| White | - | - | - | - | - | - |
| ECD | - | - | - | - | - | - |
| EL | - | - | - | - | - | - |
| SWD | - | - | - | - | - | - |

(A) INDICATOR DESCRIPTION, SCORES, AND RANKS

The graduation rate indicator summarizes the rate at which students in your school are graduating from high school. This indicator uses only one year of graduation data, and prior years are displayed for informational purposes only. The measure is an average of the four-year and seven-year adjusted cohort graduation rates. This indicator only applies to schools with a grade 12.

(B) GRAPHS

On the left, the histogram shows the statewide distribution of mean graduation rates for the all-students group. The vertical line shows your school's rate.

The next two graphs show trends in 4-year graduation rates for each student group in your school with at least 20 students in the cohort. The two graphs divide the racial/ethnic groups (left), and the service provision groups (right). A color/symbol key is provided in the indicator outcome table above.

The last two graphs show trends in 7-year graduation rates, again dividing the racial/ethnic groups (left) and the service provision groups (right). A color/symbol key is provided in the indicator outcome table above.

(C) GRADUATION RATE TABLE

This table shows the count (n) of and 4- and 7-year graduation rates (Rate) for students in your school. The graduation indicator is an average of the 2022-23 4- and 7-year rates. Prior years are displayed for informational purposes only.

CHRONIC ABSENTEEISM (PAGE 7)



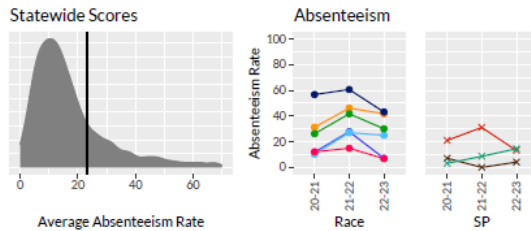
Example ESSA Accountability Report (2023-24)

Chronic Absenteeism

A measure of missed instructional time. The score is a multi-year average of the percentage (rate) of students who were absent more than 10% of the time. More information about the chronic absenteeism indicator and business rules is available in the [Guide to ESSA Accountability](#).

This school ranks at the 21st percentile (%ile) in absenteeism.

| Key | Student Group | Score | %ile |
|-----|----------------------------------|-------|------|
| | All-Students | 23.4 | 21 |
| | American Indian | 40.1 | 13 |
| | Asian | 14.9 | 53 |
| | Black | 52.9 | 5 |
| | Hispanic/Latino | 22.1 | 36 |
| | Pacific Islander | - | - |
| | Two or More Races | 32.5 | 20 |
| | White | 10.9 | 67 |
| | Economically Disadvantaged (ECD) | 21.2 | 47 |
| | English Learner (EL) | 3.4 | 98 |
| | Students with Disabilities (SWD) | 9.4 | 87 |



| Student Group | 2020-21 | | 2021-22 | | 2022-23 | |
|-------------------|---------|------|---------|------|---------|------|
| | n | Rate | n | Rate | n | Rate |
| All-Students | 840 | 22.2 | 811 | 29.4 | 813 | 19.2 |
| American Indian | 138 | 31.2 | 128 | 46.1 | 120 | 41.7 |
| Asian | 85 | 11.8 | 79 | 27.8 | 85 | 7.1 |
| Black | 120 | 56.7 | 109 | 60.6 | 102 | 43.1 |
| Hispanic/Latino | 58 | 10.3 | 63 | 27 | 68 | 25 |
| Pacific Islander | - | - | - | - | - | - |
| Two or More Races | 42 | 26.2 | 36 | 41.7 | 40 | 30 |
| White | 397 | 12.1 | 396 | 14.9 | 398 | 6.8 |
| ECD | 62 | 21 | 61 | 31.1 | 61 | 13.1 |
| EL | 56 | 7.1 | 61 | 0 | 49 | 4.1 |
| SWD | 65 | 3.1 | 70 | 8.6 | 62 | 14.5 |

(A) INDICATOR DESCRIPTION, SCORES, AND RANKS

The chronic absenteeism indicator summarizes missed instructional time. The score is a multi-year weighted average of the percentage (rate) of students who were enrolled for at least 90 days (half the academic year) and were absent more than 10% of the time.

(B) GRAPHS

On the left, the histogram shows the statewide distribution of average absenteeism rates for the all-students group. The vertical line shows your school's rate.

The next two graphs show trends in absenteeism for each student group in your school with at least 20 students in the cohort. The two graphs divide the racial/ethnic groups (left) and the service provision groups (right). A color/symbol key is provided in the indicator outcome table above.

(C) ABSENTEEISM RATE TABLE

This table shows the number of students who were enrolled for at least half the academic year (n), and the percentage of students who were chronically absent in the given year (Rate). Note that a lower multi-year rate of chronic absenteeism results in a higher rank on this indicator.

A

B

C

ELP PROGRESS AND NEXT STEPS (PAGE 8)



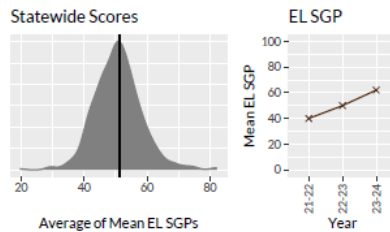
Example ESSA Accountability Report (2023-24)

ELP Progress

A A measure of how rapidly English learners are progressing towards English language proficiency. The score is a multi-year average of mean student growth percentiles from the ACCESS for ELLs assessment. This indicator only applies to schools with at least 20 English learners. More information about the ELP progress indicator and business rules is available in the [Guide to ESSA Accountability](#).

This school ranks at the 55th percentile (%ile) in ELP progress, and the indicator score is 51.2.

B



C

| Student Group | 2021-22 | | 2022-23 | | 2023-24 | |
|---------------|---------|------|---------|------|---------|------|
| | n | Mean | n | Mean | n | Mean |
| EL | 47 | 40 | 32 | 50 | 35 | 62.1 |

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 this 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.

D

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](#).

(A) INDICATOR DESCRIPTION, SCORE, AND RANK

The English language proficiency progress indicator summarizes how rapidly English learners (ELs) in your school are progressing on their path to English language proficiency, based on up to five years of results on ACCESS for ELLs. The calculation is a multi-year weighted average of student-level growth scores, ACCESS student growth percentiles (SGPs), for students in your school. All improvement, regardless of a student's starting point, can contribute positively to the ELP progress indicator.

The school's ranking in ELP progress and outcomes score is also displayed here.

(B) GRAPHS

On the left, the histogram shows the statewide distribution of average EL SGPs. The vertical line shows your school's rate.

On the right, the graph shows trends in mean EL SGPs in your school when at least 20 students have a growth score.

(C) MEAN EL SGPS TABLE

This table shows student growth on the ACCESS for ELLs exam. Specifically, the table shows the number of English learners with growth results in the given year (n) and the average growth for those students (Mean).

(D) NEXT STEPS

This section contains next steps and resources for identified schools. If your LEA has a federal identification under ESSA or IDEA, consider [scheduling a Microsoft Teams meeting with DPI](#) for further discussion. Regardless of identification status, all schools should consider opportunities for continuous improvement.