

## Guernsey - Cheddar Elementary

This report contains ESSA identifications and accompanying accountability data to inform school-level [continuous improvement planning](#). More information [about this report](#), [ESSA accountability](#), and [accountability business rules](#) is available.

Possible identifications include [Comprehensive Support and Improvement - Lowest Performance \(CSI-LP\)](#), [Comprehensive Support and Improvement - Low Graduation Rate \(CSI-LG\)](#), [Additional Targeted Support and Improvement \(ATSI\)](#), and [Targeted Support and Improvement \(TSI\)](#).

**Identification:** TSI

School receives Title I funds? Yes

**Identified student groups:** Black

### Identifications and Summary Scores

[Identifications](#) and [summary scores](#) are listed below. Identifications are determined based on summary scores or graduation rates as described in the Appendix.

Student Group	Identification	ID Year	Summary Score		Threshold Warning
			2022-23	2021-22	
All-Students	-	-	34.2	38.2	-
American Indian	-	-	21.6	22	-
Asian	-	-	61.5	64.2	-
Black	TSI	2023-24	8.5	13.9	-
Hispanic/Latino	-	-	37.9	20.1	-
Pacific Islander	-	-	-	-	-
Two or More Races	-	-	48.2	56.5	-
White	-	-	67.3	64.5	-
Economically Disadvantaged (ECD)	-	-	65.6	65.7	-
English Learner (EL)	-	-	58.6	59.3	-
Students with Disabilities (SWD)	-	-	42.4	49.3	-

### 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	44.8	18	48.6	44	-	-	50.9	52	26.8	19
American Indian	35.6	20	45.3	27	-	-	-	-	44.9	11
Asian	51.8	40	54.6	76	-	-	-	-	6.8	81
Black	32.6	17	34.1	2	-	-	-	-	62.6	3
Hispanic/Latino	28.9	13	51	59	-	-	-	-	16.3	49
Pacific Islander	-	-	-	-	-	-	-	-	-	-
Two or More Races	59.6	52	-	-	-	-	-	-	28.5	27
White	75.1	78	53.1	70	-	-	-	-	27.3	29
Economically Disadvantaged (ECD)	38.2	46	53.8	86	-	-	-	-	16.6	63
English Learner (EL)	36.5	43	52.6	81	-	-	50.9	52	22.4	46
Students with Disabilities (SWD)	32.5	36	45.8	42	-	-	-	-	16.9	62

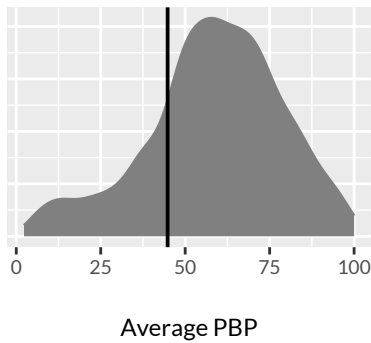
## Academic Achievement

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. See [more about the academic achievement indicator](#) and [academic achievement indicator business rules](#).

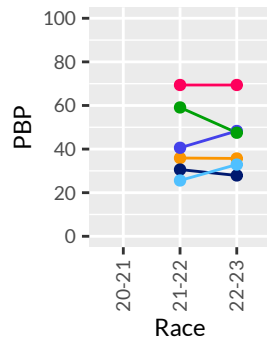
This school ranks at the **18th percentile** (%ile) in academic achievement.

Key	Student Group	Score	%ile
	All-Students	44.8	18
●	American Indian	35.6	20
●	Asian	51.8	40
●	Black	32.6	17
●	Hispanic/Latino	28.9	13
●	Pacific Islander	-	-
●	Two or More Races	59.6	52
●	White	75.1	78
●	Economically Disadvantaged (ECD)	38.2	46
●	English Learner (EL)	36.5	43
●	Students with Disabilities (SWD)	32.5	36

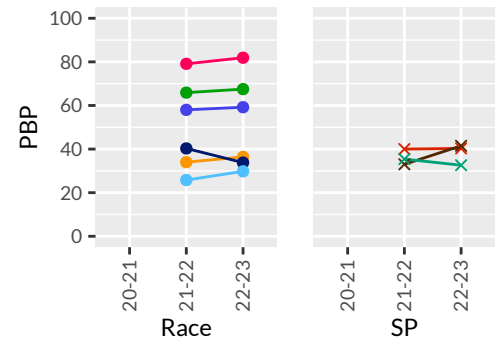
Statewide Scores



ELA



Math



Student Group	ELA Points-Based Proficiency								
	2020-21			2021-22			2022-23		
	PBP	n	% part	PBP	n	% part	PBP	n	% part
All-Students	-	-	-	40	396	99	43.5	377	100
American Indian	-	-	-	35.9	78	100	35.7	77	100
Asian	-	-	-	40.6	69	100	48.3	60	100
Black	-	-	-	30.6	31	100	27.9	34	100
Hispanic/Latino	-	-	-	25.6	129	98	32.9	114	99
Pacific Islander	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	59.1	22	100	47.5	20	100
White	-	-	-	69.4	67	99	69.4	72	100
ECD	-	-	-	40	40	100	33.3	36	97
EL	-	-	-	32.5	100	100	36.5	100	99
SWD	-	-	-	32.9	41	95	30.2	43	98

## Academic Achievement (continued)

Student Group	Math Points-Based Proficiency								
	2020-21			2021-22			2022-23		
	PBP	n	% part	PBP	n	% part	PBP	n	% part
All-Students	-	-	-	45.4	395	99	48.8	377	100
American Indian	-	-	-	34	78	100	36.4	77	100
Asian	-	-	-	58	69	100	59.2	60	100
Black	-	-	-	40.3	31	100	33.8	34	100
Hispanic/Latino	-	-	-	25.8	128	97	29.8	114	99
Pacific Islander	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	65.9	22	100	67.5	20	100
White	-	-	-	79.1	67	99	81.9	72	100
ECD	-	-	-	40	40	100	40.3	36	97
EL	-	-	-	33	100	100	41.5	100	99
SWD	-	-	-	35.4	41	95	32.6	43	98

Student Group	ELA Performance Level Detail (%)											
	2020-21				2021-22				2022-23			
	Adv	Prof	Basic	Below	Adv	Prof	Basic	Below	Adv	Prof	Basic	Below
All-Students	-	-	-	-	2	19	36	43	3	21	36	40
American Indian	-	-	-	-	0	13	46	41	3	12	40	45
Asian	-	-	-	-	1	15	49	35	0	27	43	30
Black	-	-	-	-	0	13	35	52	0	12	32	56
Hispanic/Latino	-	-	-	-	1	13	23	63	1	16	32	52
Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	0	41	36	23	0	35	25	40
White	-	-	-	-	9	37	37	16	11	33	39	17
ECD	-	-	-	-	3	15	43	40	0	17	33	50
EL	-	-	-	-	1	12	38	49	1	15	40	44
SWD	-	-	-	-	0	15	37	49	2	9	35	53

Student Group	Math Performance Level Detail (%)											
	2020-21				2021-22				2022-23			
	Adv	Prof	Basic	Below	Adv	Prof	Basic	Below	Adv	Prof	Basic	Below
All-Students	-	-	-	-	5	20	35	40	7	22	32	39
American Indian	-	-	-	-	1	13	38	47	0	16	42	43
Asian	-	-	-	-	4	32	39	25	7	32	35	27
Black	-	-	-	-	6	13	35	45	3	9	41	47
Hispanic/Latino	-	-	-	-	1	9	32	59	4	12	25	60
Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	18	27	23	32	20	30	15	35
White	-	-	-	-	15	37	39	9	17	42	31	11
ECD	-	-	-	-	0	23	35	43	6	14	36	44
EL	-	-	-	-	2	13	34	51	4	15	41	40
SWD	-	-	-	-	5	7	41	46	5	9	33	53

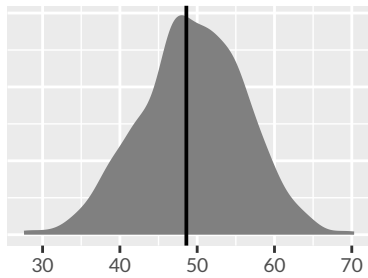
## Student Growth

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

This school ranks at the **44th percentile** (%ile) in student growth.

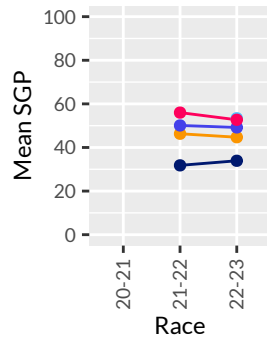
Key	Student Group	Score	%ile
	All-Students	48.6	44
●	American Indian	45.3	27
●	Asian	54.6	76
●	Black	34.1	2
●	Hispanic/Latino	51	59
●	Pacific Islander	-	-
●	Two or More Races	-	-
●	White	53.1	70
●	Economically Disadvantaged (ECD)	53.8	86
●	English Learner (EL)	52.6	81
●	Students with Disabilities (SWD)	45.8	42

Statewide Scores

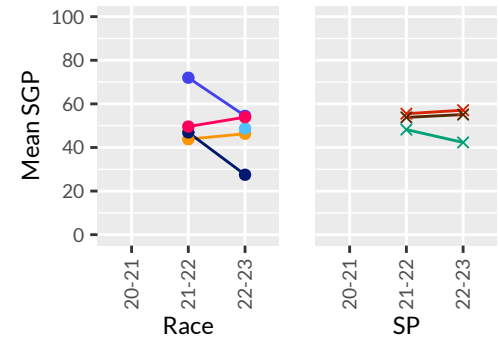


Average of Mean SGPs

ELA



Math



Student Group	ELA						Math					
	2020-21		2021-22		2022-23		2020-21		2021-22		2022-23	
	n	Mean	n	Mean	n	Mean	n	Mean	n	Mean	n	Mean
All-Students	-	-	135	47.5	219	48.5	-	-	135	51.4	220	48
American Indian	-	-	48	46.3	49	44.7	-	-	48	43.8	49	46.3
Asian	-	-	26	50.1	41	49.2	-	-	26	72	41	54.5
Black	-	-	22	31.8	23	33.9	-	-	22	46.9	23	27.5
Hispanic/Latino	-	-	-	-	65	53.4	-	-	-	-	66	48.7
Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	39	56	41	52.7	-	-	39	49.6	41	53.9
ECD	-	-	26	49.8	24	52	-	-	26	55.5	24	57.1
EL	-	-	51	53.5	78	49.1	-	-	51	53.8	79	55.1
SWD	-	-	28	42	34	49.9	-	-	28	48.2	34	42.3

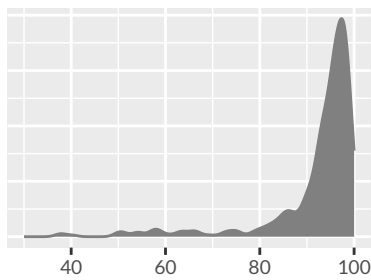
# Graduation

A measure of the percentage of students graduating. The score is the mean of the 2021-22 four- and seven-year graduation rates. See [more about the graduation indicator](#) and [graduation indicator business rules](#). This indicator only applies to schools with a grade 12.

This school ranks at the **NA percentile** (%ile) in graduation.

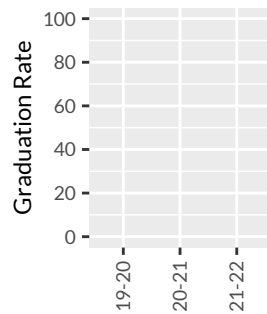
Key	Student Group	Score	%ile
	All-Students	-	-
●	American Indian	-	-
●	Asian	-	-
●	Black	-	-
●	Hispanic/Latino	-	-
●	Pacific Islander	-	-
●	Two or More Races	-	-
●	White	-	-
●	Economically Disadvantaged (ECD)	-	-
●	English Learner (EL)	-	-
●	Students with Disabilities (SWD)	-	-

Statewide Scores

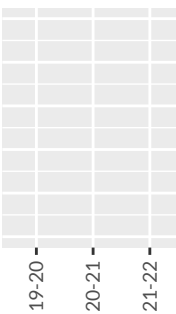


Mean Graduation Rate

4-Year

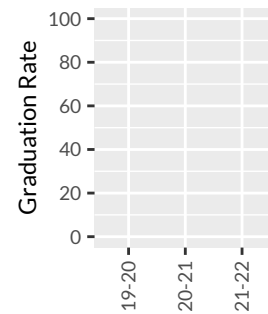


Race

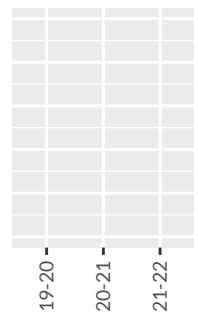


SP

7-Year



Race



SP

Student Group	2019-20		2020-21		2021-22					
	4-Year		7-Year		4-Year		7-Year			
	n	Rate	n	Rate	n	Rate	n	Rate		
All-Students	-	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	-	-	-	-	-	-	-	-	-	-
Pacific Islander	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-
ECD	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-
SWD	-	-	-	-	-	-	-	-	-	-

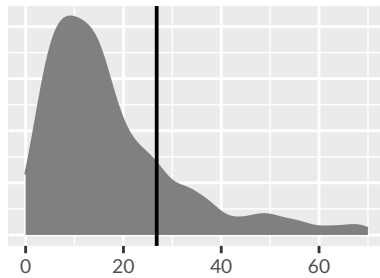
## Chronic Absenteeism

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. See [more about the chronic absenteeism indicator](#) and [chronic absenteeism indicator business rules](#).

This school ranks at the **19th percentile** (%ile) in absenteeism.

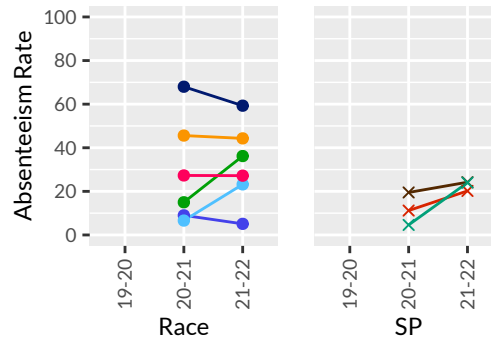
Key	Student Group	Score	%ile
	All-Students	26.8	19
●	American Indian	44.9	11
●	Asian	6.8	81
●	Black	62.6	3
●	Hispanic/Latino	16.3	49
●	Pacific Islander	-	-
●	Two or More Races	28.5	27
●	White	27.3	29
●	Economically Disadvantaged (ECD)	16.6	63
●	English Learner (EL)	22.4	46
●	Students with Disabilities (SWD)	16.9	62

Statewide Scores



Average Absenteeism Rate

Absenteeism

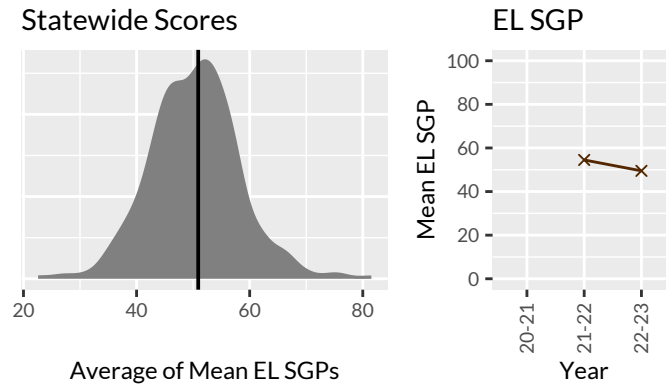


Student Group	2019-20		2020-21		2021-22	
	n	Rate	n	Rate	n	Rate
All-Students	-	-	627	24.2	613	28.5
American Indian	-	-	114	45.6	106	44.3
Asian	-	-	133	9	117	5.1
Black	-	-	50	68	54	59.3
Hispanic/Latino	-	-	151	6.6	142	23.2
Pacific Islander	-	-	-	-	-	-
Two or More Races	-	-	40	15	47	36.2
White	-	-	139	27.3	147	27.2
ECD	-	-	89	11.2	89	20.2
EL	-	-	149	19.5	161	24.2
SWD	-	-	65	4.6	75	24

## ELP Progress

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. See [more about the ELP progress indicator](#) and [ELP progress indicator business rules](#). This indicator only applies to schools with at least 20 English learners.

This school ranks at the **52nd percentile** (%ile) in ELP progress, and the indicator score is 50.9.



	2020-21		2021-22		2022-23	
Student Group	n	Mean	n	Mean	n	Mean
EL	-	-	72	54.5	123	49.5

## 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.

**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 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 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](#).



## Appendix - Identification Criteria

The ESSA accountability system identifies schools for CSI-LP, ATSI, and TSI by comparing the summary scores of the all-students group (CSI-LP) or each student group (ATSI and TSI) to applicable score thresholds. For these identifications, thresholds are set separately for schools with a 12th grade and schools without a 12th grade. The ESSA accountability system identifies any school with a graduation rate below 67% for CSI-LG, regardless of summary score.

### CSI-LP

A school is identified for CSI-LP when its current-year summary score falls below the applicable CSI threshold. Thresholds correspond to the 5th percentile among 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 identification threshold.

	CSI-LP Threshold
	2022-23
Schools with a 12th grade	8.7
Schools without a 12th grade	5.7

### TSI

A school is identified for TSI when one or more of its groups has a summary score that falls below (a) the TSI group threshold and (b) the TSI all-students threshold for two consecutive years. TSI thresholds are set separately for the race/ethnicity groups and the service provision groups (ECD, EL, SWD). Note that all-students groups are not eligible for TSI. TSI group thresholds correspond to the 10th percentile among summary scores for the group type (race/ethnicity or service provision) statewide. TSI all-students thresholds correspond to the 10th percentile among summary scores for all-students groups statewide.

	TSI - Race/Ethnicity		TSI - Service Provision		TSI - All Students	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
Schools with a 12th grade	15.7	16.5	17.1	17.4	18.5	19.8
Schools without a 12th grade	14.5	14.1	14.9	14.9	17.3	16.9

### ATSI

A school is identified for ATSI when one or more of its groups qualifies for TSI and the current-year summary score for that group falls below the applicable CSI threshold. These thresholds are listed above under CSI-LP. A school can have both TSI and ATSI identifications.