

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. Targeted Support and Improvement (TSI) identifications are not included in this report, as groups exit TSI identifications automatically if they are not reidentified in the next year.

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, 2026 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. **Schools that have not exited all 2018-19 ATSI identifications as of July 1, 2026 may receive a CSI identification.**

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 one additional year of data is 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 with ATSI identifications must additionally demonstrate that their improvement practices target the identified student group(s).

When a school identified for CSI - Lowest Performance (CSI-LP) has fewer than 20 full academic year (FAY) tested students or a school identified for CSI - Low Graduation Rate (CSI-LG) has fewer than 20 students in its four-year graduation cohort, an alternate exit criterion is used in place of exit criteria 1 and 2. This criterion uses evidence collected through the Alternate Accountability Determination form. When a group identified for ATSI has fewer than 20 FAY tested students, the group is evaluated for exit based solely on exit criterion 3. If a school has multiple identifications, any identification for which the school or group meets the threshold of 20 students continues to be evaluated using all three standard exit criteria.

Summary of Exit Readiness

Below is a summary of your school’s performance on each exit criterion applicable to your school’s identification(s). The remainder of this 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.

Identification	Student Group	Cohort	Exit Readiness by Criterion			
			Criterion 1	Criterion 2	Alternate Criterion	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 shows summary scores and thresholds used to determine exit readiness for your school or identified groups in your school, if applicable.

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

To pass exit criterion 1, a school identified for CSI-LG must have an average four- and seven-year graduation rate that is at least 67 percent or, if the seven-year rate is not available, a four-year rate that is at least 67 percent. The table below shows your school’s graduation rates, if applicable.

Student Group	Cohort	Graduation Rates			Exit Ready
		4-Year	7-Year	Average	
-	-	-	-	-	-

Criterion 2: Progress toward Long-Term Goals

To pass exit criterion 2, an identified school or group must demonstrate progress toward each applicable long-term goal. 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 *exceeds initial performance* by performing 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.

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 apply for CSI-LP and ATSI identifications and do not apply for CSI-LG identifications.

A school or group is considered exit-ready on an academic achievement long-term goal if its two most recent PBPs are higher than the PBP reported at the time it was identified (*exceeds initial performance*) and/or its PBPs have improved consistently over the most recent three years (*consistent improvement*). Exit readiness is determined separately for ELA and mathematics. Performance at the time of identification is shown in the leftmost year column of each table. The most recent years of data for a school or group may not be consecutive if the school or group fell below 20 students in one or more years.

PBPs for your school or identified group(s) are shown below, if applicable.

2018-19 Cohort

Student Group	ELA PBP								Exit-Ready
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	
All-Students	15.1	14.9	-	-	13.1	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	2024-25	
All-Students	17.1	16.7	-	-	16.4	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. The graduation long-term goals apply for CSI-LP, CSI-LG, and ATSI identifications, but only for schools with a grade 12.

A school or group is considered exit-ready on a graduation long-term goal if its two most recent graduation rates are higher than the rate reported at the time it was identified (*exceeds initial performance*) and/or its graduation rate has improved consistently over the most recent three years (*consistent improvement*). Exit readiness is determined separately for the four-year and seven-year goals. Performance at the time of identification is shown in the leftmost year column of each table. The most recent years of data for a school or group may not be consecutive if the school or group fell below 20 students in one or more years.

Graduation rates for your school or identified group(s) are shown below, if applicable.

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 applies only for CSI-LP identifications where the school has at least 20 English learners (ELs) and for EL groups identified for ATSI. This goal does not apply for CSI-LG identifications.

A school or group is considered exit-ready on the on-track to English language proficiency long-term goal if its two most recent on-track rates are higher than the rate reported at the time it was identified (*exceeds initial performance*) and/or its on-track rate has improved consistently over the most recent three years (*consistent improvement*). Performance at the time of identification is shown in the leftmost year column of each table. The most recent years of data for a school or group may not be consecutive if the school or group fell below 20 students in one or more years.

The on-track rate for your school or identified group is shown below, if applicable.

2018-19 Cohort

Student Group	On-Track Rate								Exit-Ready
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	
All-Students	12.0	12.6	-	-	14.2	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.

Alternate Exit Criterion

The alternate exit criterion applies only when a school identified for CSI-LP has fewer than 20 FAY tested students or a school identified for CSI-LG has fewer than 20 students in its four-year graduation cohort. This criterion uses data collected through the Alternate Accountability Determination form. To pass the alternate criterion, a school must demonstrate consistent improvement on each Alternate Accountability goal that is applicable to that school’s identification type and grade range.

A school identified for CSI-LP and evaluated with evidence from Alternate Accountability must demonstrate improvement in performance in English Language Arts and mathematics for at least two years. In the current year, the school must receive ratings of *Maintaining or Improving Performance* in both the English Language Arts Academic Performance and Mathematics Academic Performance priority areas on the Alternate Accountability Determination form. In the prior year, the school must have either (a) demonstrated progress on the applicable long-term goals under exit criterion 2 or, if prior-year exit criterion 2 data are not available, (b) received ratings of *Maintaining or Improving Performance* on the English Language Arts Academic Performance and Mathematics Academic Performance priority areas on the Alternate Accountability Determination form. The table below shows whether your school passed the requirement in each year, if applicable.

Identification	Student Group	Cohort	Achievement Goals		Exit-Ready
			Subject	2023-24 2024-25	
-	-	-	-	-	-

A high school identified for CSI-LP or CSI-LG and evaluated with evidence from Alternate Accountability must demonstrate improvement in its graduation rate for at least two years. In the current year, the school must receive a rating of *Maintaining or Improving Performance* in the On-Track for Success priority area on the Alternate Accountability Determination form. In the prior year, the school must have either (a) demonstrated progress on the graduation long-term goals under exit criterion 2 or, if prior-year exit criterion 2 data are not available, (b) received a rating of *Maintaining or Improving Performance* on the On-Track for Success priority area on the Alternate Accountability Determination form. The table below shows whether your school passed the requirement in each year, if applicable.

Identification	Student Group	Cohort	Graduation Goal		Exit-Ready
			2023-24	2024-25	
-	-	-	-	-	-

Criterion 3: Evidence of Sustainable Continuous Improvement

Identified schools are generally required to demonstrate evidence of systems, structures, and/or procedures that ensure sustained and sustainable high-quality improvement planning and practices are in place. Under ESSA Section 1111(d)(1)(C)(ii), schools that are identified only for CSI-LG and enroll fewer than 100 students may request to forgo improvement activities in a given year. As your school requested and received an exemption from improvement activities, your school is therefore also exempt from exit criterion 3.

To pass exit criterion 3, a school must demonstrate evidence of systems, structures, and/or procedures that ensure sustained and sustainable high-quality improvement planning and practices are in place. To demonstrate such evidence, a school must receive a rating of *Accomplished* or *Exemplary* on each required component in 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, if applicable. More information about the rating categories for each component is available in the [DPI Continuous Improvement Process Criteria and Rubric](#). More detailed information about 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.

Schools identified for TSI or ATSI: In addition to the planning requirements for all schools 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 LEA about scheduling an LEA-level virtual meeting with DPI to discuss your federal identifications under ESSA or IDEA. Staff from the Office of 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 [Technical Assistance \(TA\) Network contacts](#) as well.
- Visit the following websites for additional information and resources:
 - [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