

## Cumberland - Cumberland Elementary

Identification: **Not Identified**

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 website](#).

### 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 groups or service provision groups (economically disadvantaged students, English learners, students with disabilities) 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.

## 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	-	-	37.8	44.7	-
American Indian	-	-	-	-	-
Asian	-	-	-	-	-
Black	-	-	-	-	-
Hispanic/Latino	-	-	-	-	-
Pacific Islander	-	-	-	-	-
Two or More Races	-	-	-	-	-
White	-	-	48	51.6	-
Economically Disadvantaged (ECD)	-	-	54.9	62.2	-
English Learner (EL)	-	-	-	-	-
Students with Disabilities (SWD)	-	-	39.3	43.1	-

CSI & ATSI threshold: 6.1

TSI race/ethnicity group threshold: 14.6

TSI service provision group threshold: 15

### 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	69.4	50	43.9	16	-	-	-	-	9.7	65
American Indian	-	-	-	-	-	-	-	-	28.5	25
Asian	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	-	-	-	-	-	-	-	-	23.7	33
Pacific Islander	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-
White	72.4	63	44.5	20	-	-	-	-	6.3	85
Economically Disadvantaged (ECD)	55.3	69	44.6	35	-	-	-	-	14.6	71
English Learner (EL)	-	-	-	-	-	-	-	-	27.9	29
Students with Disabilities (SWD)	36.3	33	-	-	-	-	-	-	13.4	75

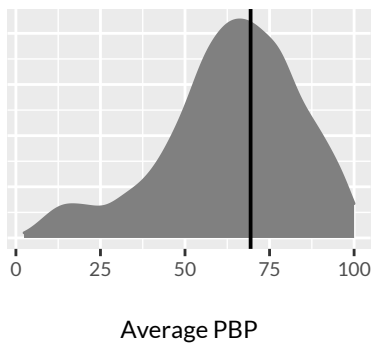
## Academic Achievement

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.

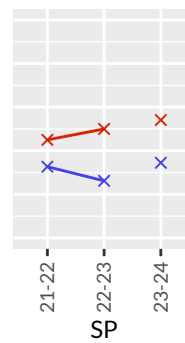
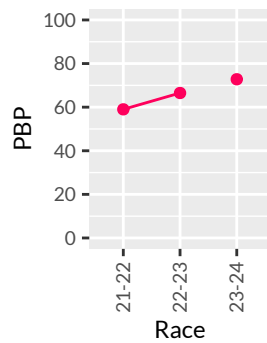
This school ranks at the **50th percentile** (%ile) in academic achievement.

Key	Student Group	Score	%ile
	All-Students	69.4	50
●	American Indian	-	-
●	Asian	-	-
●	Black	-	-
●	Hispanic/Latino	-	-
●	Pacific Islander	-	-
●	Two or More Races	-	-
●	White	72.4	63
×	Economically Disadvantaged (ECD)	55.3	69
×	English Learner (EL)	-	-
×	Students with Disabilities (SWD)	36.3	33

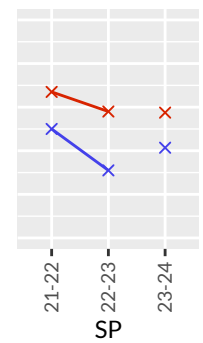
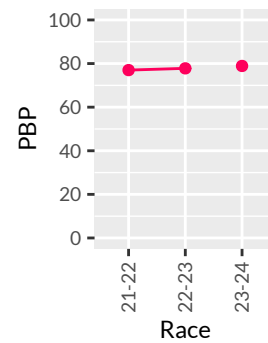
Statewide Scores



ELA



Math



Student Group	ELA Points-Based Proficiency								
	2021-22			2022-23			2023-24		
	PBP	n	% part	PBP	n	% part	PBP	n	% part
All-Students	57.1	113	100	65.3	121	100	68.1	124	100
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-
Hispanic/Latino	-	-	-	-	-	-	-	-	-
Pacific Islander	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
White	59	100	100	66.5	97	100	72.8	90	100
ECD	45	50	100	50	56	100	54.1	73	100
EL	-	-	-	-	-	-	-	-	-
SWD	32.7	26	100	26.2	21	100	34.5	29	100

## Academic Achievement (continued)

Student Group	Math Points-Based Proficiency								
	2021-22			2022-23			2023-24		
	PBP	n	% part	PBP	n	% part	PBP	n	% part
All-Students	76.5	113	100	74	121	100	73.4	124	100
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-
Hispanic/Latino	-	-	-	-	-	-	-	-	-
Pacific Islander	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
White	77	100	100	77.8	97	100	78.9	90	100
ECD	67	50	100	58	56	100	57.5	73	100
EL	-	-	-	-	-	-	-	-	-
SWD	50	26	100	31	21	100	41.4	29	100

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	4	33	38	26	7	35	39	19	7	43	29	21
American Indian	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	-	-	-	-	-	-	-	-	-	-	-	-
Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-
White	3	35	39	23	8	36	36	20	9	43	32	16
ECD	0	22	46	32	4	21	46	29	3	33	34	30
EL	-	-	-	-	-	-	-	-	-	-	-	-
SWD	4	15	23	58	0	10	33	57	3	14	31	52

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	14	37	36	12	12	38	35	15	11	45	23	21
American Indian	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	-	-	-	-	-	-	-	-	-	-	-	-
Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-
White	15	37	35	13	14	40	32	13	11	53	18	18
ECD	10	28	48	14	5	27	46	21	5	34	30	30
EL	-	-	-	-	-	-	-	-	-	-	-	-
SWD	8	23	31	38	0	19	24	57	7	17	28	48

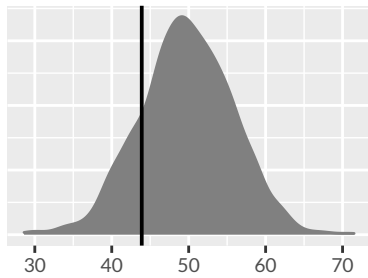
## Student Growth

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 **16th percentile** (%ile) in student growth.

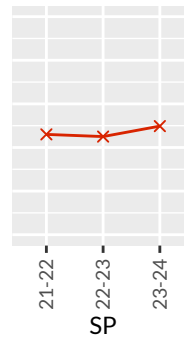
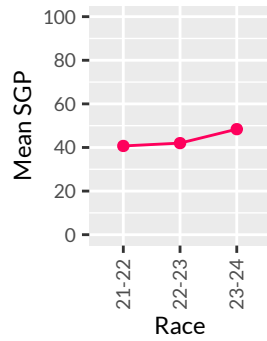
Key	Student Group	Score	%ile
	All-Students	43.9	16
●	American Indian	-	-
●	Asian	-	-
●	Black	-	-
●	Hispanic/Latino	-	-
●	Pacific Islander	-	-
●	Two or More Races	-	-
●	White	44.5	20
×	Economically Disadvantaged (ECD)	44.6	35
×	English Learner (EL)	-	-
×	Students with Disabilities (SWD)	-	-

Statewide Scores

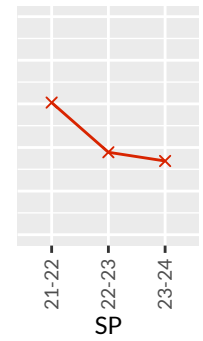
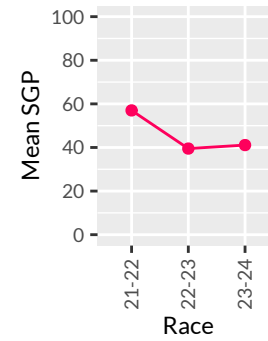


Average of Mean SGPs

ELA



Math



Student Group	ELA						Math					
	2021-22		2022-23		2023-24		2021-22		2022-23		2023-24	
	Mean	n	Mean	n	Mean	n	Mean	n	Mean	n	Mean	n
All-Students	41.1	54	42.9	60	46	58	56.8	54	38.7	60	41.1	58
American Indian	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	-	-	-	-	-	-	-	-	-	-	-	-
Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-
White	40.7	49	42	50	48.4	45	57	49	39.5	50	41.1	45
ECD	46	26	45	28	49.8	28	60.6	26	37.8	28	33.8	28
EL	-	-	-	-	-	-	-	-	-	-	-	-
SWD	-	-	-	-	-	-	-	-	-	-	-	-

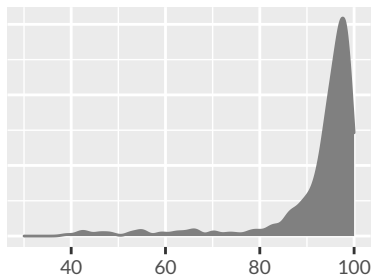
# Graduation

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.

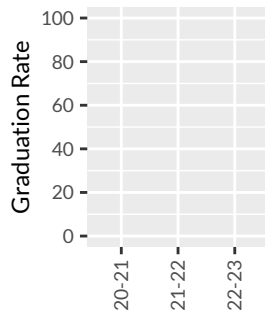
Key	Student Group	Score	%ile
	All-Students	-	-
●	American Indian	-	-
●	Asian	-	-
●	Black	-	-
●	Hispanic/Latino	-	-
●	Pacific Islander	-	-
●	Two or More Races	-	-
●	White	-	-
×	Economically Disadvantaged (ECD)	-	-
×	English Learner (EL)	-	-
×	Students with Disabilities (SWD)	-	-

Statewide Scores

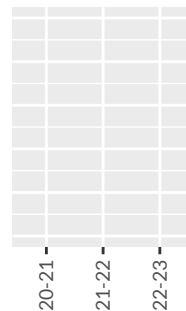


Mean Graduation Rate

4-Year

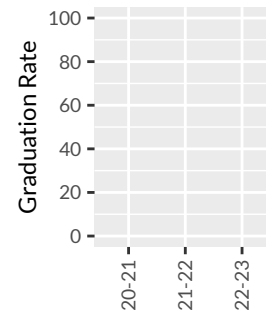


Race

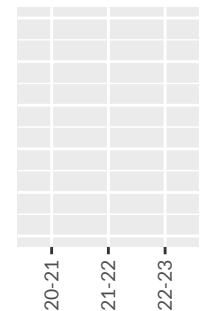


SP

7-Year



Race



SP

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

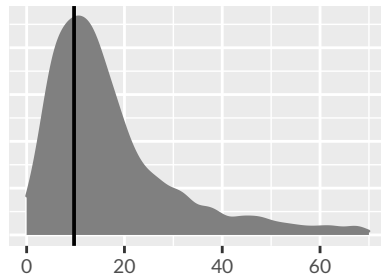
## Chronic Absenteeism

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. More information about the chronic absenteeism indicator and business rules is available in the [Guide to ESSA Accountability](#).

This school ranks at the **65th percentile** (%ile) in absenteeism.

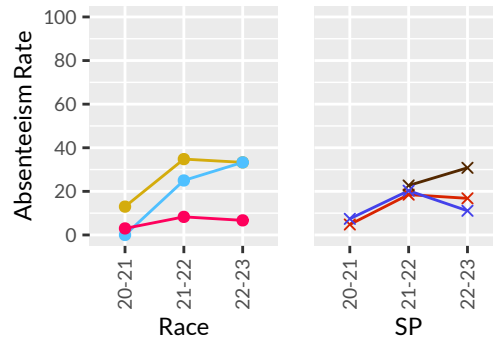
Key	Student Group	Score	%ile
	All-Students	9.7	65
●	American Indian	28.5	25
●	Asian	-	-
●	Black	-	-
●	Hispanic/Latino	23.7	33
●	Pacific Islander	-	-
●	Two or More Races	-	-
●	White	6.3	85
×	Economically Disadvantaged (ECD)	14.6	71
×	English Learner (EL)	27.9	29
×	Students with Disabilities (SWD)	13.4	75

Statewide Scores



Average Absenteeism Rate

Absenteeism

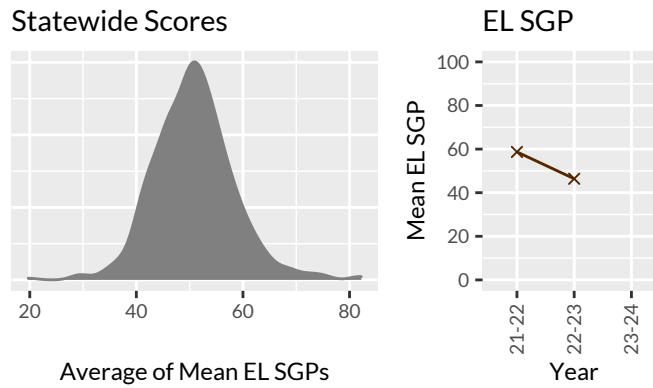


Student Group	2020-21		2021-22		2022-23	
	Rate	n	Rate	n	Rate	n
All-Students	3.6	281	11.8	296	11.7	307
American Indian	13	23	34.8	23	33.3	24
Asian	-	-	-	-	-	-
Black	-	-	-	-	-	-
Hispanic/Latino	0	24	25	28	33.3	36
Pacific Islander	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
White	3	230	8.3	240	6.7	239
ECD	4.8	126	18.5	151	16.8	155
EL	-	-	22.7	22	30.8	26
SWD	7.4	54	20.3	59	11.1	54

## 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. 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 cannot be scored on this indicator.



	2021-22		2022-23		2023-24	
Student Group	Mean	n	Mean	n	Mean	n
EL	58.7	21	46.4	21	-	-

## 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.

**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. 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 [Technical Assistance \(TA\) Network contacts](#) as well.
- Visit the [ESSA School Identifications website](#), which contains CSI/ATSI grant funding information.
- Consult the [Brief Guide to ESSA Identifications](#) and the comprehensive [LEA Guide to ESSA 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](#).