

Exit Criteria for schools identified as Comprehensive Support and Improvement and Targeted Support and Improvement in the Montana ESSA Plan

ESSA Plan—pg. 30

*viii. Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A)) a. Exit Criteria for Comprehensive Support and Improvement Schools. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.*

Using the process for annual meaningful differentiation, the OPI will monitor the schools identified for comprehensive support. The OPI has identified three criteria for exiting comprehensive support.

- The first criteria is to exit out of the lowest performing 5 percent of Title I schools after three years. This is the basic criteria necessary to exit comprehensive support. Title I schools that are no longer in the lowest performing 5 percent and all high schools that have improved graduation rates to be at or above 67 percent will be eligible to exit comprehensive support.

Once schools have met the first criteria, they must meet the second or the third criteria to demonstrate continuous improvement and not fall back into the lowest performing five percent.

- The second criteria is to meet the academic growth goals (ELA and Math) set in a school's CSIP for at least three years in a row beginning with the first year of being in comprehensive support and improvement. Every district and school are required to submit a continuous improvement plan. The plan will be driven by a comprehensive needs assessment and the school's report card and growth goals that include the same growth percentages each year as the long-term and interim goals set by the state.

- The third criteria is to show continual improvement in all of the components within the comprehensive needs assessment. Components include *operational components* with foundational success indicators such as a functional school board, personnel retention, and financial stability; and *instructional components* such as academic leadership, school-wide commitment, curriculum and standards, effective instruction, professional development, and evidence-based interventions. The OPI and external partners providing support to schools will score each school each year on a scale from 1 to 5. A score of 1 indicates beginning implementation of each component while a score of 5 representing a fully sustained implementation of the component. Schools will also take and use the comprehensive needs assessment to develop and monitor their academic goals within their CSIP. Improvement means moving from 1 to at least 3 over the course of three years.

*b. Exit Criteria for Schools Receiving Additional Targeted Support. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.*

Using the process for annual meaningful differentiation, the OPI will monitor the schools identified for targeted support on an annual basis. The OPI will use the school's report card to determine if each school is making progress by meeting their growth goals, which include the same growth percentages each year as the long-term and interim goals set by the state.

To exit targeted support status, all subgroups must perform at a level higher than the lowest performing 5 percent of Title I schools, as determined in the annual meaningful determination process. These schools also must meet their growth goals for the year they are in targeted support and improvement as well as the following year.