

ESSA Plans: Exit Criteria for CSI and TSI Schools and State Rigorous Interventions

After a review of AIR’s policy review of fall 2017 Every Student Succeeds Act (ESSA) plan submissions, and then a scan of the most current ESSA plans for each state, this table serves as a reference with most up-to-date information on each state’s exit criteria for those schools requiring support. While CSI exit criteria is provided for all states, the TSI/ATSI category is used differently across the country. This table provides TSI exit criteria where provided, and when TSI exit criteria isn’t available, ATSI exit criteria is added. In addition, the table provides direction on how to review the “rigorous interventions” required by each state for schools that do not meet the outlined exit criteria¹.

Note. The following abbreviations are used in the table below: ATSI = Additional Targeted Support and Intervention; CSI = Comprehensive Support and Intervention; ELA = English language arts; ESSA = Every Student Succeeds Act; TSI = Targeted Support and Intervention. Exit criteria for CSI, TSI, and ATS schools were found using the AIR profiles (English, 2017²) and then were updated as needed using more recent versions of the states’ ESSA plans.

¹ This report is accurate as of February 28, 2022. States may have updated their ESSA plans and changed their exit criteria and rigorous interventions after this date, and those changes may not be reflected in this report.

² English, D. (2017). *Proposed state accountability systems under the Every Student Succeed Act: A summary of fall 2017 submissions*. American Institutes for Research. https://www.air.org/sites/default/files/Summary%20of%20State%20Accountability%20Snapshots_rev-Dec-2017.pdf

State	Exit criteria from CSI status	Exit criteria from TSI status/ATSI <i>(Dependent on what criteria was available)</i>	State’s rigorous interventions <i>(If schools do not meet criteria)</i>	State ESSA plan
AL	<p>To exit identified status, schools must:</p> <ul style="list-style-type: none"> perform above the bottom 5% of schools receiving Title I, Part A funds and have sustained improvement for 2 consecutive years. 	<p>A TSI school has the opportunity to exit status every three years when the identification methodology is used to identify a new cohort of schools. A school may exit status if it:</p> <ul style="list-style-type: none"> no longer meets the eligibility criteria for targeted support and demonstrates improved student performance compared with student performance at the time of identification for the student subgroup for which the school was identified as in need of targeted support and improvement for 2 consecutive years. 	<p>Information can be found on page 36 of Alabama’s ESSA plan.</p>	<p>Alabama 2019 ESSA plan</p>
AK	<p>Schools must meet any of the following criteria (after 3 years):</p> <ul style="list-style-type: none"> No longer meet identification criteria (i.e., bottom 5% status) Low graduation rate designated schools can exit when the cohort rate exceeds the 66.6% requirement in the identification year Low subgroup performance designated schools can exit CSI status if the school does not meet the TSI entrance criteria 	<p>Schools must meet any of the following criteria (after 3 years):</p> <ul style="list-style-type: none"> No longer meets TSI identification criteria in an identification year) Accountability index value of the subgroup has improved from the index value achieved in the identification year. 	<p>Information can be found on page 33 of their ESSA plan.</p>	<p>Alaska 2019 ESSA plan</p>

State	Exit criteria from CSI status	Exit criteria from TSI status/ATSI (Dependent on what criteria was available)	State’s rigorous interventions (If schools do not meet criteria)	State ESSA plan
AZ	<p>Schools (identified for low achievement) must meet all of the following criteria within 4 years:</p> <ul style="list-style-type: none"> • Proficiency on annual statewide assessments increasing for minimum of 2 years (low-performing schools) • Implementation of school improvement or graduation rate goals, strategies, and action steps in state-required Integrated Action Plan • Score on 4 indicators above the state lowest 5% of Title I schools <p>Schools (identified for graduation rate) must meet all of the following criteria within 4 years:</p> <ul style="list-style-type: none"> • Combined graduation rate increasing for minimum of 2 consecutive years (low graduation rate schools) • Implementation of school improvement or graduation rate goals, strategies, and action steps in state-required Integrated Action Plan • Graduation rate greater than 66.6% 	<p>Additional TSI Schools (ATSI) must meet all of the following criteria within 4 years:</p> <ul style="list-style-type: none"> • A minimum of 2 years of consecutive increased subgroup achievement • Implementation of school improvement goals, strategies, and action steps relative to subgroup achievement in state-required Integrated Action Plan • Subgroup no longer on its own, would be identified as a CSI school 	<p>Information can be found on page 29 of their ESSA plan.</p> <p>If they don’t meet exit criteria by the end of the fourth year, they become CSI schools. All CSI schools will be expected to exit within 4 years of identification, if not then they will be subject to “more rigorous State-determined action.”</p>	<p>Arizona 2019 ESSA plan</p>
AR	<p>Schools must meet all of the following criteria:</p> <ul style="list-style-type: none"> • No longer meet the criteria by which they were identified • Demonstrate an “upward trend” (undefined) in improvement for 2 or more years (low-performing and CSI category 3 schools) • Improve graduation rate or 3-year weighted average graduation rate after 3 years in CSI status (low graduation rate schools) 	<p>Arkansas does not appear to indicate exit criteria for schools specifically identified for TSI. All schools receiving Additional Targeted Support must meet all of the following criteria:</p> <ul style="list-style-type: none"> • No longer meet the criteria by which they were identified • Demonstrate an “upward trend” (undefined) in improvement for 2 or more years 	<p>Information can be found on page 69 of their ESSA plan.</p>	<p>Arkansas 2019 ESSA plan</p>

State	Exit criteria from CSI status	Exit criteria from TSI status/ATSI <i>(Dependent on what criteria was available)</i>	State’s rigorous interventions <i>(If schools do not meet criteria)</i>	State ESSA plan
CA	Schools must no longer meet criteria for identification after 4 years in CSI status (i.e., bottom 5% schools must receive performance-level color combination that indicates higher performance than any of the color combinations used to identify the respective cohort of CSI schools).	Subgroup(s) must no longer meet criteria for identification and improve its performance across indicators (including an increase in status for the relevant indicator[s]) for the relevant student group(s) so that it no longer has any combination of color-coded performance levels that meet the criteria used for identification at the time the school was identified.	Information can be found on page 75 of their ESSA plan. Local education agencies with schools not meeting exit criteria after 4 years will be required to partner with an external entity, agency, or individual to conduct a comprehensive needs assessment (root-cause analysis) and continue the partnership to develop and implement a new improvement plan (pages 77–78).	California 2019 ESSA plan
CO	Schools must no longer meet identification criteria for 3 consecutive years (including, for bottom 5% schools, a composite index score above the original and subsequent cut scores for 3 consecutive years).	Colorado does not describe exit criteria for TSI schools. ATSI schools must no longer meet the identification criteria after the third year.	Information can be found on page 95 of their ESSA plan.	Colorado 2018 ESSA plan

State	Exit criteria from CSI status	Exit criteria from TSI status/ATSI (Dependent on what criteria was available)	State’s rigorous interventions (If schools do not meet criteria)	State ESSA plan
CT	<p>These schools are expected to exit in 4 years or less. They will exit if:</p> <ul style="list-style-type: none"> • they no longer meet the reason for their identification in 2 consecutive years after identification and • they demonstrate substantial improvement and continued progress toward improved student academic achievement and school success on the data that were the basis for the identification. 	<p>Connecticut does not appear to indicate exit criteria for schools identified for TSI.</p> <p>Schools receiving additional targeted support must meet each of the following exit criteria within 4 years:</p> <ul style="list-style-type: none"> • No longer meet the reason for identification, for 2 consecutive years • Demonstrate “substantial improvement and continued progress toward improved student academic achievement and student success on the accountability index score for subgroup(s) that were the basis for identification 	<p>Information can be found on page 53 of their ESSA plan.</p>	<p>Connecticut 2017 ESSA plan</p>
DE	<p>Schools must, within 4 years, meet individual school “exit targets” for all accountability indicators by either meeting state interim goals or reducing the gap between current performance and 100% by half.</p>	<p>Schools must meet individual school “exit targets” for subgroup, within 3 years, for all accountability indicators, by either meeting state interim goals or reducing the gap between current performance and 100% by half.</p>	<p>Information can be found on pages 57–58 of their ESSA plan.</p>	<p>Delaware 2020 ESSA plan</p>
FL	<p>Low-performing and low graduation rate schools must meet all of the following criteria:</p> <ul style="list-style-type: none"> • Composite index score 41% or higher • State summative rating “C” or higher • Four-year graduation rate greater than 67% <p>Chronically underperforming subgroup schools must attain subgroup composite index score of 41% or higher.</p>	<p>Identified subgroup must attain subgroup composite index score 41% or higher.</p>	<p>Information can be found on page 26 of their ESSA plan.</p> <p>“F” schools must improve to a “C” within 2 years and “D” schools must improve to a “C” within 3 years.</p> <p>Schools that do not earn a “C” grade after 2-3 years must close or turn over operations to a charter or an external operator (page 26).</p>	<p>Florida 2019 ESSA state plan</p>

State	Exit criteria from CSI status	Exit criteria from TSI status/ATSI (Dependent on what criteria was available)	State’s rigorous interventions (If schools do not meet criteria)	State ESSA plan
GA	<p>Schools must meet all of the following criteria (for a single year):</p> <ul style="list-style-type: none"> No longer meet the criteria by which they were identified Improve their overall composite index score by at least 3% of the gap between their score when identified and 100% (bottom 5% schools) 	<p>No longer meet the identification criteria (for a single year).</p>	<p>Information can be found on pages 49–50 of their ESSA plan.</p>	<p>Georgia 2019 ESSA plan</p>
HI	<p>Schools must meet all of the following criteria in the last of their 3 years of support:</p> <ul style="list-style-type: none"> No longer meet identification criteria Demonstrate improvement in math and language arts achievement, graduation rate, ELP progress, and chronic absenteeism (graduation rate only for applicable CSI schools) Demonstrate additional progress on measures selected from a state menu, evaluated by state visitation team (low performing and CSI category 3 schools) 	<p>Hawaii does not indicate exit criteria for schools receiving TSI.</p> <p>To exit ATSI status, identified subgroups must meet all of the following exit criteria in the last of their 3 years of support:</p> <ul style="list-style-type: none"> No longer meet identification criteria Demonstrate improvement in math and language arts achievement, graduation rate, ELP progress and chronic absenteeism 	<p>Information can be found on page 26 of their ESSA plan.</p>	<p>Hawaii 2019-2020 ESSA plan</p>

State	Exit criteria from CSI status	Exit criteria from TSI status/ATSI (Dependent on what criteria was available)	State’s rigorous interventions (If schools do not meet criteria)	State ESSA plan
ID	<p>Bottom 5% schools must meet all of the following criteria (after 3 years):</p> <ul style="list-style-type: none"> • No longer meet identification criteria • Achieve ELA and math results above the 20th percentile for respective measures • Developed improvement plan with measurable goals, aligned strategies and robust monitoring, for sustaining improvements <p>Low graduation rate schools must meet either of the following criteria:</p> <ul style="list-style-type: none"> • Three-year average graduation rate >67% • For 2 consecutive years, graduation rate >67% Idaho does not provide exit criteria for CSI-3 schools 	<p>Idaho does not indicate exit criteria for schools identified for TSI.</p> <p>Schools receiving Additional Targeted Support must meet all of the following criteria:</p> <ul style="list-style-type: none"> • No longer meet identification criteria • Achieve ELA and math results above the 20th percentile for respective measures 	<p>Information can be found on pages 35–36 of their ESSA plan.</p>	<p>Idaho 2019 ESSA plan</p>
IL	<p>Schools must meet all of the following criteria within 4 years (or 3 years if do not opt for planning year):</p> <ul style="list-style-type: none"> • No longer meets identification criteria • Has “established a growth trajectory” for all students, including lowest and highest performing students • Has adopted a “strong sustainability plan” that includes a theory of action, measurable goals, aligned strategies, and robust progress monitoring plan 	<p>Exit criteria appear to be the same as those for additional targeted support schools.</p> <p>Schools must meet all of the following criteria within 4 years (or 3 years if do not opt for planning year):</p> <ul style="list-style-type: none"> • No longer meet criteria for identification • Has “established a growth trajectory” for the subgroup to bring its performance “into alignment with state’s long-term goals” • Has adopted a “strong sustainability plan” that includes a theory of action, measurable goals, aligned strategies, and robust progress monitoring plan 	<p>Information can be found on pages 89–90 of their ESSA plan.</p>	<p>Illinois 2019 ESSA plan</p>

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IN	<p>Schools must meet all of the following criteria:</p> <ul style="list-style-type: none"> The school must either be ranked at the 11th percentile or higher of Title I schools for 1 year or ranked at the 6th percentile or higher of Title I schools for 2 consecutive years (identified due to its rank in the lowest 5%, or one or more chronically underperforming group). The school must either improve its graduation rate to at least 80% for 1 school year, or beyond 70% for 2 consecutive years (if identified due to graduation rate). Demonstrate a strong plan for sustainability of the program made, the plan should outline the school’s theory of action, measurable goals, aligned strategies, and progress monitoring plan. 	<p>TSI schools must meet all of the following exit criteria:</p> <ul style="list-style-type: none"> For 2 consecutive years, the student group must perform better than the levels that caused the school’s student group to be identified as a low-performing student group. The school’s overall score for the student group must increase from the score received upon initial identification. The school has 4 years to meet this requirement before elevating to a higher intervention. Demonstrate a strong plan for sustainability of the program made, the plan should outline the school’s theory of action, measurable goals, aligned strategies, and progress monitoring plan. 	<p>Information can be found on page 70 of their ESSA plan.</p>	<p>Indiana 2019 ESSA plan</p>
IA	<p>Schools must meet all of the following criteria (minimum 3 years in status):</p> <ul style="list-style-type: none"> No longer meet identification criteria Have a graduation rate above 67.1% (low graduation rate schools) Show “consistent improvement” (undefined) on “prioritized areas of need” identified in the school improvement plan, including accountability measures related to those areas 	<p>Schools must meet all of the following criteria (minimum 3 years in status):</p> <ul style="list-style-type: none"> No longer meet identification criteria Show “consistent improvement” (undefined) on “prioritized areas of need” identified in the school improvement plan, including accountability measures related to those areas 	<p>Information can be found on page 69 of their ESSA plan.</p>	<p>Iowa 2019 ESSA plan</p>

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KS	<p>Schools must meet all of the following criteria (eligible to exit after 2 years):</p> <ul style="list-style-type: none"> • Maintain school improvement plan aligned to needs assessment and root cause of identification • Provide evidence that school improvement funds were used for evidence-based interventions aligned to needs assessment • Improve along risk factors (e.g., suspensions, expulsions, chronic absenteeism) (low-performing schools) • Improve ELA and math proficiency (low performing schools) or graduation rate (low graduation schools) 	<p>Schools must meet all of the following criteria (eligible to exit after 3 years):</p> <ul style="list-style-type: none"> • Maintain school improvement plan aligned to needs assessment and underlying subgroup issues • Provide evidence that school used state support services • Improve performance along subgroup proficiency gaps 	<p>Information can be found on page 45 of their ESSA plan.</p>	<p>Kansas 2018 ESSA plan</p>

State	Exit criteria from CSI status	Exit criteria from TSI status/ATSI (Dependent on what criteria was available)	State’s rigorous interventions (If schools do not meet criteria)	State ESSA plan
KY	<p>A school under comprehensive support and improvement status will exit upon meeting the following:</p> <ul style="list-style-type: none"> • For schools identified based on graduation rate: The school no longer meets the criteria for identification (i.e., graduation rate at or above 80%). • For schools identified in bottom 5%: The school no longer meets the criteria for identification and the school demonstrates progress on the overall score, which encompasses all indicators included in the accountability system. • For schools identified based on subgroups: The school no longer meets the criteria for identification and the group or groups that served as the basis for identification demonstrate progress on the overall score, which encompasses all indicators included in the accountability system. 	<p>A school identified for ATSI in fall 2018 will exit that status when it demonstrates continued progress on the data that served as the basis for identification.</p> <p>A school identified for TSI in fall 2020 and beyond will exit when the school no longer meets the criteria for identification AND the group or groups that served as the basis for identification demonstrate progress on the overall score, which encompasses all indicators included in the accountability system.</p> <p>A school identified for ATSI in fall 2021 and beyond will exit when the school no longer meets the criteria for identification AND the group or groups that served as the basis for identification demonstrate progress on the overall score, which encompasses all indicators included in the accountability system.</p>	<p>Information can be found on page 84 of their ESSA plan.</p>	<p>Kentucky 2021 ESSA plan</p>
LA	<p>Schools must, within 4 years, achieve at least a “C” rating for 2 consecutive years.</p>	<p>Schools must meet each of the following criteria within 3 years:</p> <ul style="list-style-type: none"> • No subgroup with an “F” rating, for 2 consecutive years • Out-of-school suspension rate above 5% (for elementary and middle schools) or 20% (for high schools) for 3 consecutive years. 	<p>Information can be found on pages 68–70 of their ESSA plan.</p>	<p>Louisiana 2017 ESSA plan Summary of 2018 updates</p>
ME	<p>No longer meets identification criteria and improves student outcomes for 2 consecutive years, within 4 years of identification.</p>	<p>No longer meets identification criteria, for 2 consecutive years, within 4 years of identification.</p>	<p>Information can be found on pages 53–54 of their ESSA plan.</p>	<p>Maine 2017 ESSA plan</p>

State	Exit criteria from CSI status	Exit criteria from TSI status/ATSI (Dependent on what criteria was available)	State’s rigorous interventions (If schools do not meet criteria)	State ESSA plan
MD	<p>Schools must have met targets for 2 consecutive years, additionally</p> <ul style="list-style-type: none"> • Low performing CSI schools will exit when the school is no longer in the lowest 5% of Title I schools and sustain growth for 2 consecutive years • Low graduation rate CSI schools will exit once the four-year adjusted cohort graduation rate is higher than 67% sustained for at least 2 years • Chronically low-performing student group CSI schools will exit when the annual targets are met and there is no student group performing as low as the “all student group” in the lowest 5% of Title I schools. 	<p>Schools must meet all of the following criteria within 2 years:</p> <ul style="list-style-type: none"> • No longer meet criteria for identification • Develop state-approved sustainability plan • Meet school-determined, state-approved targets for 2 consecutive years 	<p>Information can be found on pages 45–46 of their ESSA plan.</p>	<p>Maryland 2018 ESSA plan</p>
MA	<p>Schools must meet all of the following criteria after 3 years of CSI status:</p> <ul style="list-style-type: none"> • Meet annual, state-determined school targets for student performance, growth and gap closing • Have “necessary capacity and conditions” in place to ensure sustained improvement 	<p>Massachusetts does not indicate exit criteria for schools identified for TSI.</p> <p>Exit criteria for ATS schools</p> <p>Massachusetts anticipates that once all data are available for simulation and modeling exit criteria for ATS schools will be similar to that of exit criteria for focus schools [under ESEA flexibility], whereby a school must:</p> <ul style="list-style-type: none"> • have final subgroup index score above the 20th percentile for the subgroup which led to identification and • meet annual school targets for the respective subgroup. <p>Final exit criteria will “ensure that the school demonstrates improvement and no longer meets the criteria for which it was identified”</p>	<p>Information can be found on pages 64–65 of their ESSA plan.</p> <p>Persistently low-performing schools and districts can face full state takeover through receivership, vetted educational management organizations to fully manage a school, and support to establishing alternative governance structures (such as Innovation Partnership Zones; page 64).</p>	<p>Massachusetts ESSA page to download 2017 plan</p>

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MI	<p>Schools must meet each of the following criteria:</p> <ul style="list-style-type: none"> No longer meet CSI identification criteria within 4 years Demonstrate improvement in math and ELA proficiency rates for 2 years 	<p>ATSI schools must meet each of the following criteria:</p> <ul style="list-style-type: none"> No longer meet identification criteria within 4 years Demonstrate improvement in math and ELA proficiency rates for 2 years 	Information can be found on page 46 of their ESSA plan.	Michigan 2017 ESSA plan
MN	<p>Schools must meet all of the following criteria after 3 years in CSI status:</p> <ul style="list-style-type: none"> No longer meets identification criteria Improves along all measures which led to identification <p>CSI schools that meet these criteria but still score in the bottom 25% of Title I schools for any Stage 1 measure will be moved to TSI status.</p>	<p>Minnesota does not indicate exit criteria for TSI schools.</p> <p>ATS schools must meet all of the following criteria after 3 years to exit:</p> <ul style="list-style-type: none"> No longer meets identification criteria Improves along all measures which led to identification Subgroup does not score in the bottom 25% of Title I schools for any Stage 1 measure 	Information can be found in Title 1, Part A, pages 2–3 of their ESSA plan.	Minnesota 2018 ESSA plan
MS	<p>Schools must meet each of the following criteria (after 3 years):</p> <ul style="list-style-type: none"> Graduation rate above 67%, OR <p>School must meet each of the following criteria (after 3 years):</p> <ul style="list-style-type: none"> Above the bottom 5% of Title IA schools, AND An increase in the accountability letter grade OR An increase in the accountability letter grade that crosses the midpoint of the letter grade (for example, bottom half of "F" to top half of "F") 	<p>Schools must meet each of the following criteria:</p> <ul style="list-style-type: none"> No longer meets identification criteria Three-year average growth in subgroup proficiency exceeds target proficiency growth rate projected for the same statewide subgroup 	Information can be found on page 40 of their ESSA plan.	Mississippi 2019 ESSA plan

State	Exit criteria from CSI status	Exit criteria from TSI status/ATSI (Dependent on what criteria was available)	State’s rigorous interventions (If schools do not meet criteria)	State ESSA plan
MO	<p>Bottom 5% schools must meet each of the following criteria:</p> <ul style="list-style-type: none"> No longer meet identification criteria Improve ELA and math achievement by the average distance between annual interim goals, for 2 of 3 years <p>Exit criteria are not indicated for low graduation rate schools and chronically underperforming subgroup schools.</p>	<p>The identified subgroup(s) improve at a rate congruent with the rate for that subgroup outlines in the state’s measures of interim progress for at least 2 of the most recent 3 years.</p> <ul style="list-style-type: none"> Must improve ELA and math achievement by the average distance between annual interim goals 	<p>Information can be found on pages 32–33 of their ESSA plan.</p>	<p>Missouri 2019 ESSA plan</p>
MT	<p>Schools must meet each of the following criteria:</p> <ul style="list-style-type: none"> Exit the lowest performing 5% of Title I schools after 3 years OR No longer meet identification criteria Meet annual interim goals in ELA and math for 3 consecutive years Show improvement on all components of a comprehensive needs assessment (after minimum 3 years in status) 	<p>Schools must meet all of the following criteria:</p> <ul style="list-style-type: none"> No longer meet identification criteria Meet annual interim goals in ELA and math for 2 consecutive years 	<p>Information can be found on pages 31–32 of their ESSA plan.</p>	<p>Montana 2018 ESSA plan</p>
NE	<p>Schools must meet each of the following criteria:</p> <ul style="list-style-type: none"> No longer meet identification criteria Must not fall below the 25th percentile of Title I schools in any indicator in Stage 1 Must have shown improvement on all indicators which led to its initial identification 	<p>Nebraska does not appear to specify exit criteria for TSI schools.</p> <p>Schools identified for ATSI can exit this status by successfully implementing its TSI plan such that all identified low-performing subgroups show sufficient growth and no longer meet the criteria for identification for 2 consecutive years. Schools maintaining ATSI identification for 3 years will be classified as a CSI school in the subsequent cycle.</p>	<p>Information can be found on page 137 of their ESSA plan.</p>	<p>Nebraska 2018 ESSA plan</p>

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NV	<p>Schools may exit after minimum of 3 years by meeting all of the following criteria:</p> <ul style="list-style-type: none"> • No longer meet identification criteria • For CSI category 3 schools, reduce the number of students in low-performing subgroup(s) by at least 10% • Increase composite index score from Year 1 of identification • For low-graduation-rate schools, 4-year graduation rate of at least 67% for 2 consecutive years 	<p>Schools may exit after minimum of 3 years if they no longer meet the TSI identification criteria for 2 consecutive years.</p>	<p>Information can be found on pages 66–67 of their ESSA plan.</p>	<p>Nevada 2019 ESSA plan</p>
NH	<p>Schools must meet either of the following criteria:</p> <ul style="list-style-type: none"> • No longer meet original identification criteria (i.e., above original cut scores), for 2 consecutive years • Is not identified under subsequent identification criteria/cut scores (every 3 years) 	<p>New Hampshire does not describe exit criteria for TSI schools.</p> <p>Exit criteria for ATS schools Identified subgroup(s) must meet each of the following criteria:</p> <ul style="list-style-type: none"> • No longer meet original identification criteria • “Demonstrate progress” for 2 consecutive years 	<p>Information can be found on pages 53–54 of their ESSA plan.</p>	<p>New Hampshire 2019 ESSA plan</p>

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NJ	<p>Schools may exit after a minimum of 3 years by meeting all of the following criteria:</p> <ul style="list-style-type: none"> • No longer in bottom 5% of Title I schools based on composite index score • Demonstrates “improved performance on accountability indicators as compared with performance at the time of identification” • 4-year graduation rate greater than 67%, if a high school • Has successfully implemented an approved CSI improvement plan, as confirmed by the state 	<p>Schools may exit after a minimum of 3 years by meeting all of the following criteria:</p> <ul style="list-style-type: none"> • No longer has a subgroup composite index score at or below the threshold for identification of bottom 5% Title I schools • Demonstrates that the subgroup for which the school was identified has “improved performance on accountability indicators as compared with performance at the time of identification” 	<p>Information can be found on page 87 of their ESSA plan.</p>	<p>New Jersey 2017 ESSA plan</p>
NM	<p>Schools must meet the following criteria after remaining in CSI status for 3 years minimum:</p> <ul style="list-style-type: none"> • For bottom 5% Title schools, no longer meets identification criterion or earns more than 50 total composite index points (i.e., “C” summative rating) on most recent summative rating and index score has improved • For low graduation rate schools, no longer meets identification criteria • For CSI category 3 schools, no longer meets identification criteria and index score has improved 	<p>Schools may exit after 3 years if each of the following criteria are met:</p> <ul style="list-style-type: none"> • Subgroup composite index score has improved • Subgroup index score is no longer below threshold for identification of bottom 5% of Title I schools based on all students 	<p>Information can be found on pages 104–105 of their ESSA plan.</p>	<p>New Mexico 2019 ESSA plan</p>

State	Exit criteria from CSI status	Exit criteria from TSI status/ATSI (Dependent on what criteria was available)	State's rigorous interventions (If schools do not meet criteria)	State ESSA plan
NY	<p>Schools must meet the following criteria for 2 consecutive years:</p> <ul style="list-style-type: none"> No longer meet identification criteria Composite Index and Growth or Gradation Index be at Level 2 or higher <p>Both the Composite Index and Growth Index and Graduation Rate Index are higher than at the time of identification AND either growth/graduation or achievement is Level 2 or higher; AND none of the following is Level 1: Progress; English proficiency; Chronic Absenteeism, and College, Career, and Civic Readiness.</p>	Two consecutive years of improvement are required to exit TSI status.	Information can be found on pages 82–84 of their ESSA plan.	New York 2020 ESSA plan
NC	<p>Schools must meet all of the following criteria (minimum 4 years in status):</p> <ul style="list-style-type: none"> No longer meet identification criteria for 2 consecutive years (low-performing schools and low-graduation-rate schools) Meet its interim goals for proficiency for all students (low-performing schools) Meet the exit criteria for ATS status (CSI category 3 schools) 	Schools must no longer meet identification criteria for 2 consecutive years.	Information can be found on pages 55–57 of their ESSA plan.	North Carolina 2020 ESSA plan
ND	<p>CSI Schools could exit upon achieving:</p> <ul style="list-style-type: none"> For all CSI schools, index scores above the threshold for identification of bottom 5% Title I schools, for 3 consecutive years For low-graduation-rate schools, 6-year graduation rate 67% or higher For CSI-3 schools, meet ambitious interim goals for 3 consecutive years for proficiency and graduation rate 	<p>Schools must meet one of the following criteria:</p> <ul style="list-style-type: none"> No longer meets identification criteria Meets ambitious interim goals for the identified subgroup for 2 consecutive years 	Information can be found on page 92 of their ESSA plan.	North Dakota 2017 ESSA plan

State	Exit criteria from CSI status	Exit criteria from TSI status/ATSI (Dependent on what criteria was available)	State’s rigorous interventions (If schools do not meet criteria)	State ESSA plan
OH	<p>Schools must meet all of the following criteria within 4 years:</p> <ul style="list-style-type: none"> • Perform higher than the bottom 5% of Title I schools, as ranked by composite index score, for 2 consecutive years • Achieve a 4-year graduation rate above 67% for 2 consecutive years • No subgroups performing at a level similar to the bottom 5% of schools, as ranked by composite index score for that subgroup <p>The plan does not appear to indicate exit criteria for CSI category 3 schools originally identified as TSI category 2 schools.</p>	<p>Schools must meet all of the following criteria within 4 years:</p> <ul style="list-style-type: none"> • “C” or better overall rating and on the Gap Closing measure • Meet state-required subgroup performance goals 	<p>Information can be found on page 50 of their ESSA plan.</p>	<p>Ohio 2018 ESSA plan</p>
OK	<p>Schools must meet each of the following criteria (minimum 1 year in status):</p> <ul style="list-style-type: none"> • No longer meet the criteria by which they were identified • Improve composite index score above the threshold for the bottom 5% of schools for each year of the school’s identification cycle (low-performing schools) 	<p>Schools must meet each of the following criteria (minimum 1 year in status):</p> <ul style="list-style-type: none"> • No longer meet the criteria by which they were identified • Demonstrate “substantial improvement” among identified subgroups 	<p>Information can be found on page 102 of their ESSA plan.</p> <p>If a school does not exit designation after 3 years, they will be required to adopt specific, more rigorous interventions selected by the Oklahoma State Department of Education (page 102).</p>	<p>Oklahoma 2017 ESSA plan</p>
OR	<p>Schools must meet all of the following criteria:</p> <ul style="list-style-type: none"> • No longer meets identification criteria • Establishes improved outcome data compared with identification data • Establishes improved systems through the use of evidence-based diagnosis tools (as confirmed by review team and stakeholders) 	<p>Schools must meet all of the following criteria:</p> <ul style="list-style-type: none"> • No longer meets TSI identification criteria • Establish improved outcome data as compared to identification data • Establish improved systems through the use of evidence-based diagnosis tools (as confirmed by review team and stakeholders) 	<p>Information can be found on page 61 of their ESSA plan.</p>	<p>Oregon 2017 ESSA plan</p>

State	Exit criteria from CSI status	Exit criteria from TSI status/ATSI <i>(Dependent on what criteria was available)</i>	State’s rigorous interventions <i>(If schools do not meet criteria)</i>	State ESSA plan
PA	<p>Schools must meet all of the following criteria within 4 years:</p> <ul style="list-style-type: none"> • No longer meet identification criteria and exceeds “the standards from the most recent round of annual meaningful differentiation” • Show “continued progress” toward interim and long-term goals on the academic achievement and graduation rate indicators • Show “continued progress” on the school quality or student success indicator(s) for which the school was identified • Submit updated improvement plan • Participate in technical assistance 	<p>TSI designation will occur for a school in which one or more student groups:</p> <ul style="list-style-type: none"> • Exhibits achievement at or below an annually determined level within one standard deviation of the statewide average achievement rate. This annual cut score will be determined in consultation with the state’s Technical Advisory Committee. • Shows risk for less than expected academic growth as described in CSI designation procedures. Specifically, the lower a school’s proficiency rate, the more evidence of academic growth is needed to exempt the school from further evaluation for TSI designation. • Falls below statewide average performance on one or more substantially weighted academic or school quality/student success indicators. 	<p>Information can be found on page 65 of their ESSA plan.</p>	<p>Pennsylvania 2019 ESSA plan</p>
RI	<p>Schools must meet all of the following criteria:</p> <ul style="list-style-type: none"> • Not meet any CSI identification criteria from the year they were identified • Not meet any CSI identification criteria for the current year 	<p>Schools must meet all of the following criteria:</p> <ul style="list-style-type: none"> • No longer meet identification criteria • Have an annual “change in performance” for identified subgroup(s) that exceeds the statewide “change in performance” for that subgroup 	<p>Information can be found on page 48 of their ESSA plan.</p>	<p>Rhode Island 2019 ESSA plan</p>

State	Exit criteria from CSI status	Exit criteria from TSI status/ATSI (Dependent on what criteria was available)	State’s rigorous interventions (If schools do not meet criteria)	State ESSA plan
SC	<p>For elementary and middle schools:</p> <ul style="list-style-type: none"> • A final summative score above the bottom 5% of Title I and non-Title I schools and a growth rating of “Good”; or • The identified subgroup(s) performance moves about the performance of ALL students in the highest performing Title I CSI school in achievement, preparing for success, and student engagement and growth rating of “Good” <p>For high schools:</p> <ul style="list-style-type: none"> • A final summative score above the bottom 5% of Title I and non-Title I schools and a 3% increase in the school’s average number of points earned in the college and career readiness indicator; or • A graduation rate that is 70% higher and a 3% increase in the school’s average pints earned in the college and career readiness indicator • Identified subgroup(s) performance moves above the performance of ALL students in the highest performance Title I CSI school in all categories and increase by 3% in the schools average points earned in the college and career readiness indicator 	<p>Schools must no longer meet identification criteria, for 2 consecutive years.</p>	<p>Information can be found on pages 74–75 of their ESSA plan.</p>	<p>South Carolina 2020 ESSA plan</p>

State	Exit criteria from CSI status	Exit criteria from TSI status/ATSI (Dependent on what criteria was available)	State’s rigorous interventions (If schools do not meet criteria)	State ESSA plan
SD	<p>Schools must meet all of the following criteria (after minimum 4 years in status):</p> <ul style="list-style-type: none"> • No longer meet identification criteria • Demonstrate a “positive overall trajectory” on all composite index measures • Demonstrate improvement on measures of highest need identified in comprehensive needs assessment 	<p>Schools must meet all of the following criteria (after minimum 2 years in status):</p> <ul style="list-style-type: none"> • No longer meet identification criteria • Demonstrate “positive overall trajectory” on all accountability measures for the identified subgroup(s) 	<p>Information can be found on pages 42–43 of their ESSA plan.</p>	<p>South Dakota 2019 ESSA plan</p>
TN	<p>CSI schools must meet one of the following criteria:</p> <ul style="list-style-type: none"> • The school is not identified on the next Priority School list • Exceeds 10th percentile composite achievement score, for 2 consecutive years • Exceeds 15th percentile composite achievement score, for 1 year • Earns a level 4 or 5 TN Value-Added Assessment System TVASS growth score in all subject/grade content areas for 2 consecutive years <p>For low-graduation-rate school, exceeds 67% graduation rate for 2 consecutive years and no longer meets CSI identification criteria .</p> <p>For CSI Category 3 school, meets all interim goals for the underperforming subgroup(s) for 2 consecutive years.</p> <p>Required time to exit varies according to scores for composite achievement, TVAAS, graduation rate and other factors.</p>	<p>School no longer meets criteria for TSI identification, within 3 years.</p>	<p>Information can be found on page 113 of their ESSA plan. These schools are referred to as Achievement School District.</p>	<p>Tennessee 2018 ESSA plan</p>

State	Exit criteria from CSI status	Exit criteria from TSI status/ATSI (Dependent on what criteria was available)	State’s rigorous interventions (If schools do not meet criteria)	State ESSA plan
TX	Schools must not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years, and must also improve at least one Closing the Gaps letter grade to an acceptable domain rating.	Exit Criteria for TSI schools was not indicated. ATS: Identified subgroups must fully meet 50% of the annual goals set for each accountability measure, including the ELA and math goals.	Information can be found on page 31 of their ESSA plan. Campuses failing to meet exit criteria after 5 consecutive years may be closed, restarted in partnership with a charter school, converted to a charter school with an independent governing board, new leadership team and redesigned school model, appointed a Conserver to oversee the school or local education agency, or inserted a state-appointed Board of Managers to oversee the entire local education agency (page 31).	Texas 2021 (Redline) ESSA plan
UT	Schools must: <ul style="list-style-type: none"> • No longer meet identification criteria for 2 consecutive years • Demonstrate that the school performed above the lowest performing 15% of Title I schools • Have a graduation rate above 67% for the second and third year (if identified based on graduation rate) 	ATS schools must no longer meet identification criteria for 2 consecutive years and are expected to make necessary improvements to exit within 4 years	Information can be found on pages 40–41 of their ESSA plan.	Utah 2017 ESSA plan
VT	Schools must no longer meet identification criteria and demonstrate significant improvement according to state-determined thresholds.	Schools must no longer meet identification criteria and demonstrate significant improvement according to state-determined thresholds.	Information can be found on pages 75–76 of their ESSA plan.	Vermont 2018 ESSA plan

State	Exit criteria from CSI status	Exit criteria from TSI status/ATSI (Dependent on what criteria was available)	State’s rigorous interventions (If schools do not meet criteria)	State ESSA plan
VA	<p>Schools must meet each of the following criteria (after 2 years for bottom 5% schools or after 1 year for low graduation rate schools):</p> <ul style="list-style-type: none"> • No longer meet identification criteria • Demonstrate improved student performance compared with identification year performance • No longer in the bottom 5% <p>Chronically underperforming subgroup schools must meet exit criteria described for ATS schools (after 1 year).</p>	<p>Virginia does not indicate exit criteria for TSI schools.</p> <p>ATS schools’ identified subgroup(s) must meet interim annual goals for 1 year.</p>	<p>Information can be found on pages 28–29 of their ESSA plan.</p>	<p>Virginia 2020 ESSA plan</p>
WA	<p>Schools must meet all the following criteria after 3 years (may petition for exit after 2 years):</p> <ul style="list-style-type: none"> • School shall show improvement on the overall multiple measures score. • School shows improvement of at least one consistently underperforming subgroup’s multiple measures score. • The school is not identified during next round of identification (3 years). • The school has a strong plan for sustainability of the progress that it has made, which includes information on measurable goals, aligned strategies, intentional fiscal support, and a well-defined monitoring and evaluation system. The plan must explain how the school will maintain achievement and support across all student groups served within the school. 	<p>ATS schools must meet all the following criteria within 3 years:</p> <ul style="list-style-type: none"> • All consistently underperforming subgroups show improvement on their multiple measures score • There are no subgroups designated as consistently underperforming during the next round of identification. • The school has a strong plan for sustainability of the progress that it has made which includes information on measurable goals, aligned strategies, intentional fiscal support, and a well-defined monitoring/evaluation system. The plan must explain how the school will maintain achievement and support across all student groups served within the school. 	<p>Information can be found on pages 51–54 of their ESSA plan.</p>	<p>Washington 2020 ESSA plan</p>

State	Exit criteria from CSI status	Exit criteria from TSI status/ATSI (Dependent on what criteria was available)	State’s rigorous interventions (If schools do not meet criteria)	State ESSA plan
WV	Schools must meet all of the following criteria after 3 years: <ul style="list-style-type: none"> No longer meet the criteria for identification Three-year average of measure(s) leading to identification demonstrate improvement Local education agency and school submit written assurance to continue specific school improvement activities 	West Virginia does not indicate exit criteria for TSI schools. ATS schools must meet all of the following criteria after 3 years: <ul style="list-style-type: none"> No longer meet the criteria for identification Three-year average of measure(s) leading to identification demonstrate improvement Local education agency and school submit written assurance to continue specific school improvement activities 	Information can be found on page 40 of their ESSA plan.	West Virginia 2018 ESSA plan
WI	Schools must meet all of the following criteria (within 4 years): <ul style="list-style-type: none"> No longer meet identification criteria Demonstrate sustained progress toward long-term goals Demonstrate evidence that systems are in place that ensure sustained school improvement 	Wisconsin does not indicate exit criteria for TSI schools. ATS schools must meet all of the following criteria (within 6 years): <ul style="list-style-type: none"> Subgroup(s) no longer meet identification criteria Demonstrate sustained progress toward long-term goals Demonstrate evidence that systems are in place that ensure sustained school improvement 	Information can be found on pages 49–53 of their ESSA plan.	Wisconsin 2018 ESSA plan
WY	Schools must improve their index score and maintain that improvement for 2 consecutive years.	Wyoming does not appear to indicate exit criteria for consistently underperforming schools (however, schools appear to remain in status for 3 years). ATS schools must improve their index score for each identified subgroup and maintain that improvement for 2 consecutive years.	Information can be found on page 26 of their 2020 Proposed Amendment to their ESSA plan.	Wyoming 2019 ESSA plan 2020 Proposed amendment