The exit criteria listed below is meant to be a combination of characteristics of district behavior and measurable achievement goals. These characteristics and achievement criteria should be met as part of the outlined strategies and action steps in the school level plans and district support plans. This work will be supported by ADE as needed. The evidence of each lagging indicator will be identified in consultation with the district.

Characteristics/Conditions Criteria To Be Met

Exit Criteria Indicator	Lagging Indicators/Evidence
Collaborative teams regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.	- Collaborative Teams meet weekly and spend 90% of their meeting time discussing and working on curriculum, instruction, and assessment. This is evident from team folders with agendas, minutes, and other collaborative work. - School and district leaders regularly examine PLC collaborative teams' progress toward their goals. This is evident from a written plan to monitor and any artifacts of the monitorings. - The schools have schedules that allow for collaborative team within the contractual day. This is evident from a review of schedules. - The school has outlined a specific collaborative process to guide teams in their work. This is evident from written norms, use of data and copies of common assessments.
The school is aware of and monitors predominant instructional practices.	- Schools in consultation with the district have established expectations of predominant instructional practices. This is evident from a written outline of predominant instructional practices and artifacts of how this information is shared with teachers and staff. - Data from classroom observations are aggregated at the school level to show the predominant instructional practices are being implemented. - School leaders provide forthright feedback on an individual's teaching practices as evident in the TESS Software. - School and district leaders are able to clearly identify the predominant practices across the entire school and district and the instructional practices they do not want to see used predominantly.

The school provides teachers with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.	- The school leaders have a schedule indicating frequent observations and feedback to teachers. This schedule and feedback is monitored at the district level as evidenced by the TESS/LEADS Software. - School Leaders base teacher feedback on multiple sources of information including the use of highly specific rubrics for observation, self-reflections and other data. - Each teacher's Professional Growth Plan is personalized and is created based on feedback from school leaders. The PGP provides opportunity for career development or addresses areas of deficiency but is targeted to meet the needs of the teacher's career development.
The school curriculum and accompanying assessments adhere to state and district stan dards.	- The school has curriculum documents in place that correlate the written curriculum with the state standards and expectations of the district. - The school has documentation that examine the extent to which assessments accurately measure the written and taught curriculum and student progress as evidenced by ongoing assessment results. - Curriculum Maps are in place referencing the specific standards addressed during specific time frames in the school year. - Collaborative teams meet regularly to analyze the essential content, written and taught curriculum and assessments. - The district has a plan to monitor that this work is being completed.
The school manages its fiscal, operational, and technological resources in a way that directly supports teachers to provide a safe, supportive and collaborative culture and increase student achievement.	**All teachers have the resources they need to effectively teach.** **The school leader accesses and leverages multiple resources and funds to support the work of the teachers.** **The school-level budgets are developed and protocols are in place to maximize teacher access to resources for teaching and learning.** **The school schedule is designed to maximize opportunities for teaching and learning.** **The district has a plan to assist schools in a streamlined and effective manner that helps to maximize opportunities for teaching and learning.**

Quantitative Criteria To Be Met

All F schools meet or exceed 80.0 Content with ELP Growth as identified in ESSA School Index.

Growth

School	2016-2017	2017-2018
Bale	77.23	76.4
Cloverdale	79.07	76.81
Hall	79.93	80.22
JA Fair	77.12	75.11
McClellan	78.03	77.58
Romine	78.19	74.98
Stephens	76.88	75.84
Washington	80.86	75.06

The number of students in Close, Ready, Exceeds for both Math and ELA will exceed the number of students In Need of Support categories according to the ESSA School Index. This is for all F schools identified based on the 2017-2018 School Year

2017-2018 ELA

School	In Need of Support	Close	Ready	Exceeds
Bale	123	44	16	4
Cloverdale	321	99	48	17
Hall	344	41	30	24
JA Fair	285	43	30	11
McClellan	232	35	37	11
Romine	82	28	12	6
Stephens	180	32	27	13
Washington	120	30	15	4

2017-2018 Math

School	In Need of Support	Close	Ready	Exceeds
Bale	59	76	42	12
Cloverdale	251	178	43	13
Hall	375	46	14	5
JA Fair	297	50	18	4
McClellan	250	38	19	2
Romine	39	62	25	2
Stephens	75	114	52	11
Washington	66	76	24	3

Fiscal, operational, and human capital to support teaching and learning in an efficient and effective manner.	Staffing allocation is aligned with student enrollment in order to build a school budget that is fiscally sound. The revenue will match or exceed expenditures in all funds 1,2 and 4. The unrestricted fund balance will increase or remain the same. FY 18 Unrestricted Fund Ending Balance $30,794,292.10 FY 18 Building Fund Ending Balance