



# Montana Accountability System Under the Every Student Succeeds Act

American Institutes for Research (AIR) has compiled profiles of each state educational agency's proposed accountability system under the Elementary and Secondary Education Act of 1965 as reauthorized by the Every Student Succeeds Act (ESSA) of 2015. The profile is based on initial plans submitted to the U.S. Department of Education. Upon final approval, profiles will be updated. For an overview and full set of profiles, visit [www.air.org/ESSAAccountability](http://www.air.org/ESSAAccountability).

- Montana uses a composite index to calculate an annual performance rating between 0% and 100% for all public schools and to identify schools for comprehensive and targeted support and improvement (CSI/TSI).
- Montana uses survey results measuring school climate, student behavioral issues, and student engagement in its composite index.
- Montana uses a college and career readiness measure of performance or participation in accelerated coursework, career and technical education pathways, and college placement tests in its composite index.

## Accountability Snapshot

Snapshot data here capture accountability highlights across states. Accountability measures are grouped by readiness to learn, persistence, and college and career readiness to highlight states' data-based leverage points across the educational trajectory.

Annual Meaningful Differentiation	
<input checked="" type="checkbox"/> <b>Annual summative rating</b> (Annually calculates overall performance rating for all schools and "all students" using all indicators, beyond CSI/TSI schools)	
<input type="checkbox"/> <b>Data dashboard only</b> (CSI/TSI schools identification only)	
Summative Ratings	
Index value 0% to 100% (pending clarification)	
Accountability Measures	Included in Accountability
Academic	
Achievement status	✓
Achievement growth	✓
<b>GAP</b> Achievement gap	
<b>ELP</b> English language proficiency/progress	✓
4-year graduation rate	✓
<b>EAR</b> Early learning	
<b>WRE</b> Well-rounded education	
Persistence	
<b>EXT</b> Extended-year graduation rate(s)	
<b>OTG</b> On-track to graduation	
Dropout rate	
College and career readiness	
<b>COL</b> College enrollment	
<b>ADV</b> Advanced coursework or sequence	✓
<b>CPT</b> College placement test(s)	✓
<b>CTE</b> Career and technical education or work-based learning	✓
Readiness to learn	
<b>CFL</b> Conditions for learning/school climate	✓
<b>SEL</b> Social-emotional learning	
<b>CHR</b> Chronic absenteeism	✓

Note: CSI=comprehensive support and improvement; TSI=targeted support and improvement

Student Groups for Accountability Determinations (N = 20 for accountability and reporting)
Major racial/ethnic subgroups
American Indian
White
Other required subgroups
Economically disadvantaged
Students with disabilities
English learners
Nonrequired subgroups
Not applicable

Subjects Used for Accountability		
Subject	Status	Growth
Math	✓	✓
Reading/English language arts (ELA)	✓	✓
Writing		
Science	✓	
Social studies		
Other		



## Annual Differentiation System

Montana uses the following composite index to calculate an annual performance rating between 0% and 100% for all public schools and to identify schools for CSI and TSI (see also “School Improvement Categories”).

### Montana Composite Index for Determination of Summative Ratings and CSI/TSI Schools, 2017–18 Proposed State Plan

ESSA Indicator	State Measure	Measure Weightings			
		Elementary/Middle Schools		High Schools	
		EL ≥ N	EL < N	EL ≥ N	EL < N
 Academic achievement	Proficiency (ELA, math)	25% (25 points)	28% (25 points)	30% (30 points)	33% (30 points)
 Other academic	Student growth (ELA, math)	30% (30)	33% (30)	--	--
 Graduation rate	4-year graduation rate	--	--	25% (25)	28% (25)
 English language proficiency progress	ELP growth	10% (10)	--	10% (10)	--
<b>Academic indicators subtotal</b>		<b>65% (65)</b>	<b>61% (55)</b>	<b>65% (65)</b>	<b>61% (55)</b>
 School quality or student success	Satisfactory attendance	20% (20)	22% (20)	15% (15)	17% (15)
	College and career readiness	--	--	15% (15)	17% (15)
	STEM (science proficiency)	10% (10)	11% (10)	--	--
	Program quality (school climate, student behavior, student engagement)	5% (5)	6% (5)	5% (5)	6% (5)
<b>SQSS indicator subtotal</b>		<b>35% (35)</b>	<b>39% (35)</b>	<b>35% (35)</b>	<b>40% (35)</b>
<b>Total</b>		<b>100% (100)</b>	<b>100% (90)</b>	<b>100% (100)</b>	<b>101% (90)</b>

Note 1: ELA=English language arts

Note 2: Montana uses point values for each measure (shown in parentheses), not percentage points, which are given here for cross-state comparison purposes. Not all columns sum to 100% due to rounding.

Note 3: Montana provides alternate weighting schemes for schools that meet the minimum *N* size for English learners and schools that do not.

## Accountability Measure Descriptions

ESSA Indicator	State Measure	Description
 Academic achievement	Proficiency (ELA, math)	Percentage of students scoring at the performance level indicating grade-level proficiency or higher on annual statewide assessments.
	<i>Participation rate inclusion</i>	For any school with participation rate less than 95% for all students or any subgroup, nonparticipating students will be included in the proficiency calculation by assigning them the “lowest average score” for the respective subject (pending clarification).
 Other academic	Student growth	Change from year to year in the average number of standard deviations, across all students, above or below the mean for statewide assessment results (pending clarification).
 Graduation rate	4-year graduation rate	The percentage of students within an <a href="#">adjusted cohort</a> who graduate within 4 years with a regular high school diploma.
ELP English language proficiency progress	ELP growth	Percentage of students scoring at least 0.5 points higher on the ELP assessment from the previous year.
SQSS School quality or student success	Satisfactory attendance	Percentage of students absent for 5% or less of enrolled school days.
	STEM (science proficiency)	Percentage of students scoring at the performance level indicating grade-level proficiency or higher on annual statewide assessments.
	College and career readiness	Percentage of students attaining participation and/or performance benchmarks for any of the following: <ul style="list-style-type: none"> <li>• ACT assessment</li> <li>• Career and technical education pathway completion</li> <li>• Advanced Placement/International Baccalaureate or dual enrollment coursework completion with passing grade</li> </ul>
	Program quality	Survey results measuring school climate, student behavioral issues, and student engagement (pending clarification).

Note: ELA=English language arts

## School Improvement Categories

	Comprehensive Support and Improvement (CSI) Schools	Targeted Support and Improvement (TSI) Schools	Additional Targeted Support (ATS) Schools
Identification criteria	<ul style="list-style-type: none"> <li>Low-performing school: Bottom 5% of Title I schools, as ranked by composite index score</li> <li>Low graduation rate school: 4-year graduation rate less than 67%</li> <li>Chronically underperforming subgroup (i.e., 3 years failure to exit Title I TSI status)</li> </ul>	Any school with consistently underperforming subgroup(s) based on composite index score less than the threshold for identification of bottom 5% of Title I schools based on all students, for 3 consecutive years	Criteria for identification of ATS schools do not appear to be distinct from criteria for identification of schools for TSI
First year and frequency of identification	<ul style="list-style-type: none"> <li>2018–19 for low-performing and low graduation rate schools and every 3 years thereafter</li> <li>2021–22 for chronically underperforming subgroup schools and every 3 years thereafter.</li> </ul>	2018–19, 2021–22, and annually thereafter (pending clarification)	Not applicable
Years of improvement to exit status	1 year of improvement is required to exit CSI status (after minimum 3 years in status)	1 year of improvement is required to exit TSI status	Not applicable

## Inclusion of Recently Arrived English Learners in Accountability

Under Sec. 1111(b)(2)(B)(v)(I) of ESSA, states may exempt English learners (ELs) who have been enrolled in a school in the United States for less than 12 months from taking the reading/ELA statewide assessment in their first year according to the following 3 options.

State Options Under Sec. 1111(b)(2)(B)(v)(I) of ESSA		Year of Student Enrollment		
		Year 1	Year 2	Year 3
1	✓	Exempt all recent ELs from ELA/reading statewide testing	Test new ELs and include proficiency scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
2		Test all recent ELs in ELA/reading but exclude from accountability	Test ELs and include achievement growth scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
3		Uniform procedure for assigning individual ELs to either Option 1 or Option 2		